



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 2021	January 2022

Purpose and Description

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

Schoolwide Program

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

Results:

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

Spring 2021 Panorama Education Survey - Indications that students feel connected to school with 76% identifying a positive connection to Chet.

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

Results:

Fall 2020 Panorama Education Survey - (103 responses) - Indications that students feel safe on campus with 79% identifying as "safe" or "very safe" on campus; 22% report concerns with other students and how they are treated by other students.

Fall 2020 Panorama Education Survey - (103 responses) - Indications that students feel connected to school with 78% identifying a positive connection to Chet.

Fall 2019 Panorama Education Survey (201 responses) - Indications that students feel safe on campus with 70% identifying as "safe" or "very safe" on campus; however 45% report concerns with other students and how they are treated by other students.

Fall 2019 Panorama Education Survey (201 responses) - Indications that students feel connected to school with 74% identifying a positive connection to Chet.

2019 Speak-up Survey - This technology survey had multiple versions:

Parent Survey (15 responses) - The biggest take away was that the majority of respondents are worried that their child(ren) will not be able to afford living in their current community.

Teacher Survey (20 responses) - The biggest concern was the impact of technology on discipline.

Student Survey K-2 (173 responses) - A majority of students prefer learning when it is about animals and wildlife (69%) or they can play learning games (68%). A larger number of students report preferring to read a physical book (27%) rather than a book on a device (26%). Also, 71% report that they have been taught to be good Digital Citizens.

Student Survey 3-5 (214 responses) - Students are interested in learning when they can create things (53%). Students report they prefer reading a physical book (60%) over a digital book. Also, 48% prefer technology so they can work at their own speed and 53% prefer it because they can be more creative. Finally, 86% report that they have been taught to be good Digital Citizens.

Student Survey 6-8 (117 responses) - Students report that 91% of them have a phone, with 84% reporting they have a smartphone with internet access. A majority of students report they use their devices to check their grades (86%). A majority of students report feeling they are getting better grades by using technology at school (54%). With regard to Digital Citizenship, 95% of students report that they are average to advanced in their skills.

Classroom Observations

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

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

Data findings:

Due to limitations for class visitation during the Covid Pandemic, there is no data to drive a summary of findings for 2020-2021.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

All curricular materials are State Board adopted, and include intervention materials. Additionally, as a school, Chet has purchased Reading A-Z (for reading in primary grades), Vocabulary-Spelling City (for primary spelling), Reflex Math (for math intervention in grades 1-6), and STEMScopes (for Science in grades 4-8).

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

none

Fiscal support (EPC)

none

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.58%	1.4%	1.1%	10	9	7
African American	5.22%	5.28%	4.2%	33	34	26
Asian	2.69%	2.48%	1.8%	17	16	11
Filipino	2.37%	2.64%	2.6%	15	17	16
Hispanic/Latino	30.06%	29.5%	28.9%	190	190	178
Pacific Islander	%	0.16%	%		1	
White	47.63%	50%	53.3%	301	322	328
Multiple/No Response	9.18%	7.92%	8.1%	58	51	50
Total Enrollment				632	644	616

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	98	98	91
Grade 1	80	79	84
Grade 2	72	82	82
Grade3	85	71	68
Grade 4	68	85	49
Grade 5	65	68	65
Grade 6	53	64	57
Grade 7	48	44	85
Grade 8	63	53	35
Total Enrollment	632	644	616

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	41	37	34	6.5%	5.7%	5.5%
Fluent English Proficient (FEP)	35	34	31	5.5%	5.3%	5.0%
Reclassified Fluent English Proficient (RFEP)	6	7	3	12.2%	17.1%	8.1%

Conclusions based on this data:

1. Our percentage of English Learners seems to be decreasing over time.
2. The percentage of reclassified fluent English Proficient (RFEP) students showed an increase and then fell. This is attributed to changes in enrollment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	74	86	73	72	84	73	72	84	98.6	97.3	97.7
Grade 4	55	73	70	54	72	68	54	72	68	98.2	98.6	97.1
Grade 5	54	51	63	54	51	62	54	51	62	100	100	98.4
Grade 6	61	50	50	58	49	49	58	49	49	95.1	98	98
Grade 7	60	56	49	59	54	48	59	54	48	98.3	96.4	98
Grade 8	64	58	58	62	56	56	62	56	56	96.9	96.6	96.6
All Grades	368	362	376	360	354	367	360	354	367	97.8	97.8	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2424.	2461.	2456.	21.92	31.94	34.52	30.14	40.28	36.90	19.18	18.06	13.10	28.77	9.72	15.48
Grade 4	2482.	2494.	2502.	33.33	36.11	42.65	16.67	20.83	27.94	29.63	22.22	16.18	20.37	20.83	13.24
Grade 5	2530.	2503.	2534.	31.48	13.73	35.48	37.04	35.29	22.58	18.52	29.41	24.19	12.96	21.57	17.74
Grade 6	2540.	2529.	2513.	18.97	14.29	14.29	41.38	36.73	24.49	20.69	32.65	34.69	18.97	16.33	26.53
Grade 7	2546.	2551.	2534.	10.17	11.11	8.33	40.68	38.89	39.58	23.73	29.63	27.08	25.42	20.37	25.00
Grade 8	2570.	2560.	2574.	16.13	5.36	16.07	37.10	44.64	37.50	27.42	30.36	26.79	19.35	19.64	19.64
All Grades	N/A	N/A	N/A	21.67	20.34	27.25	33.89	35.59	31.61	23.06	26.27	22.34	21.39	17.80	18.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.29	22.22	30.95	43.84	65.28	48.81	32.88	12.50	20.24
Grade 4	29.63	25.00	36.76	46.30	47.22	50.00	24.07	27.78	13.24
Grade 5	29.63	25.49	41.94	50.00	54.90	37.10	20.37	19.61	20.97
Grade 6	27.59	20.41	16.33	48.28	51.02	46.94	24.14	28.57	36.73
Grade 7	30.51	22.22	12.50	40.68	48.15	58.33	28.81	29.63	29.17
Grade 8	22.58	21.43	33.93	59.68	50.00	44.64	17.74	28.57	21.43
All Grades	26.94	22.88	29.97	48.06	53.11	47.41	25.00	24.01	22.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.55	29.17	26.19	49.32	58.33	60.71	30.14	12.50	13.10
Grade 4	22.22	34.72	36.76	46.30	40.28	50.00	31.48	25.00	13.24
Grade 5	38.89	17.65	37.10	46.30	52.94	41.94	14.81	29.41	20.97
Grade 6	22.41	26.53	20.41	51.72	48.98	51.02	25.86	24.49	28.57
Grade 7	30.51	20.37	16.67	45.76	55.56	47.92	23.73	24.07	35.42
Grade 8	20.97	19.64	17.86	58.06	60.71	64.29	20.97	19.64	17.86
All Grades	25.56	25.42	26.70	49.72	52.54	53.13	24.72	22.03	20.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.92	33.33	23.81	57.53	59.72	61.90	20.55	6.94	14.29
Grade 4	25.93	26.39	26.47	66.67	65.28	67.65	7.41	8.33	5.88
Grade 5	24.07	15.69	27.42	66.67	64.71	58.06	9.26	19.61	14.52
Grade 6	25.86	18.37	10.20	58.62	67.35	73.47	15.52	14.29	16.33
Grade 7	13.56	11.11	8.33	69.49	74.07	68.75	16.95	14.81	22.92
Grade 8	19.35	23.21	21.43	67.74	55.36	67.86	12.90	21.43	10.71
All Grades	21.67	22.32	20.71	64.17	64.12	65.67	14.17	13.56	13.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.77	38.89	38.10	52.05	56.94	47.62	19.18	4.17	14.29
Grade 4	40.74	34.72	33.82	40.74	55.56	54.41	18.52	9.72	11.76
Grade 5	37.04	17.65	37.10	51.85	64.71	45.16	11.11	17.65	17.74
Grade 6	37.93	28.57	18.37	41.38	55.10	55.10	20.69	16.33	26.53
Grade 7	23.73	25.93	14.58	55.93	57.41	66.67	20.34	16.67	18.75
Grade 8	30.65	16.07	32.14	54.84	66.07	42.86	14.52	17.86	25.00
All Grades	32.78	27.97	30.52	49.72	59.04	51.23	17.50	12.99	18.26

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. Past data indicated that overall school data showed a 2.5% increase in Meeting or Exceeding Standards in ELA.
3. Current data cannot be compared, due to changes in testing in Spring 2021. Nevertheless, a school goal on improving writing and writing within content is appropriate as it attends to achievement across grade levels and content areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	74	85	74	72	83	74	72	83	100	97.3	97.6
Grade 4	55	73	70	54	72	68	54	72	68	98.2	98.6	97.1
Grade 5	54	51	63	54	51	62	54	51	62	100	100	98.4
Grade 6	61	50	49	58	49	48	58	49	48	95.1	98	98
Grade 7	60	57	49	59	55	48	59	55	48	98.3	96.5	98
Grade 8	64	58	58	64	56	56	64	56	56	100	96.6	96.6
All Grades	368	363	374	363	355	365	363	355	365	98.6	97.8	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2433.	2463.	2454.	18.92	29.17	25.30	29.73	36.11	33.73	18.92	27.78	31.33	32.43	6.94	9.64
Grade 4	2499.	2492.	2509.	29.63	27.78	26.47	33.33	26.39	42.65	27.78	30.56	23.53	9.26	15.28	7.35
Grade 5	2510.	2510.	2542.	22.22	19.61	41.94	22.22	25.49	16.13	29.63	33.33	17.74	25.93	21.57	24.19
Grade 6	2533.	2507.	2502.	17.24	12.24	12.50	25.86	22.45	12.50	31.03	32.65	50.00	25.86	32.65	25.00
Grade 7	2587.	2552.	2526.	27.12	16.36	10.42	33.90	25.45	31.25	25.42	38.18	31.25	13.56	20.00	27.08
Grade 8	2549.	2574.	2577.	23.44	21.43	23.21	14.06	30.36	28.57	21.88	26.79	23.21	40.63	21.43	25.00
All Grades	N/A	N/A	N/A	22.87	21.97	24.38	26.45	28.17	28.49	25.34	31.27	28.77	25.34	18.59	18.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.08	45.83	33.73	32.43	44.44	46.99	36.49	9.72	19.28
Grade 4	48.15	34.72	41.18	33.33	29.17	38.24	18.52	36.11	20.59
Grade 5	37.04	27.45	48.39	22.22	41.18	22.58	40.74	31.37	29.03
Grade 6	27.59	14.29	18.75	44.83	46.94	43.75	27.59	38.78	37.50
Grade 7	47.46	25.45	12.50	37.29	47.27	50.00	15.25	27.27	37.50
Grade 8	23.44	26.79	33.93	31.25	50.00	32.14	45.31	23.21	33.93
All Grades	35.26	30.42	32.88	33.61	42.54	38.90	31.13	27.04	28.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.03	43.06	30.12	43.24	48.61	57.83	29.73	8.33	12.05
Grade 4	25.93	34.72	32.35	61.11	47.22	51.47	12.96	18.06	16.18
Grade 5	20.37	21.57	37.10	53.70	47.06	38.71	25.93	31.37	24.19
Grade 6	12.07	16.33	10.42	60.34	42.86	45.83	27.59	40.82	43.75
Grade 7	28.81	16.36	16.67	59.32	58.18	47.92	11.86	25.45	35.42
Grade 8	21.88	25.00	19.64	40.63	44.64	62.50	37.50	30.36	17.86
All Grades	22.87	27.61	25.75	52.34	48.17	51.23	24.79	24.23	23.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.68	37.50	32.53	43.24	58.33	53.01	31.08	4.17	14.46
Grade 4	35.19	30.56	36.76	48.15	45.83	45.59	16.67	23.61	17.65
Grade 5	11.11	19.61	30.65	64.81	54.90	50.00	24.07	25.49	19.35
Grade 6	27.59	16.33	10.42	50.00	40.82	52.08	22.41	42.86	37.50
Grade 7	25.42	14.55	14.58	66.10	67.27	54.17	8.47	18.18	31.25
Grade 8	23.44	25.00	28.57	51.56	53.57	42.86	25.00	21.43	28.57
All Grades	24.79	25.07	27.12	53.44	53.52	49.59	21.76	21.41	23.29

Conclusions based on this data:

1. Analysis of State, District, and classroom assessment showed that not all students are performing within a grade-level band.
2. Past data indicated a 2.5% increase in Meeting or Exceeding Standards in Mathematics overall.
3. Current data cannot be compared, due to changes in testing in Spring 2021. Nevertheless, a school goal on improving math problem solving is appropriate as it attends to achievement across grade levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	7
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
All Grades							43	36

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
6		*	*	*	*	*		*	*	*
All Grades	39.53	19.44	37.21	50.00	*	30.56	*	0.00	43	36

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
7	*	*	*	*		*		*	*	*
All Grades	55.81	36.11	32.56	50.00	*	13.89	*	0.00	43	36

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
6		*		*	*	*	*	*	*	*
All Grades	*	8.33	25.58	41.67	39.53	41.67	*	8.33	43	36

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	48.84	22.22	41.86	66.67	*	11.11	43	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	62.79	61.11	32.56	38.89	*	0.00	43	36

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	32.56	11.11	37.21	77.78	30.23	11.11	43	36

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	27.91	13.89	62.79	80.56	*	5.56	43	36

Conclusions based on this data:

1. Our student population designated as English Learners is small, and we dedicate classroom time and pull-out support for these students.
2. Current data is unavailable due to changes in reporting for 2020 and 2021.
3. English Learners continue to be redesignated as Fluent English Proficient (RFEP) but at lower rates. This is appropriate, as it is important not to prematurely redesignate a student. A school goal is to ensure that redesignation only occurs when appropriate and monitoring for independence precedes redesignation.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
644	37.0	5.7	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	5.7
Foster Youth	1	0.2
Homeless	23	3.6
Socioeconomically Disadvantaged	238	37.0
Students with Disabilities	73	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	5.3
American Indian	9	1.4
Asian	16	2.5
Filipino	17	2.6
Hispanic	190	29.5
Two or More Races	51	7.9
Pacific Islander	1	0.2
White	322	50.0

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 needs.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

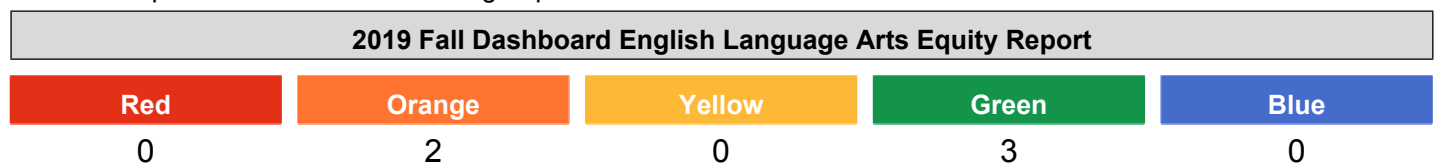
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 82.2 points below standard Declined Significantly -26.8 points 16	Reclassified English Learners 5.5 points above standard Maintained ++0.3 points 13	English Only 14 points above standard Maintained ++1.1 points 306
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Conclusions based on this data:

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

School and Student Performance Data

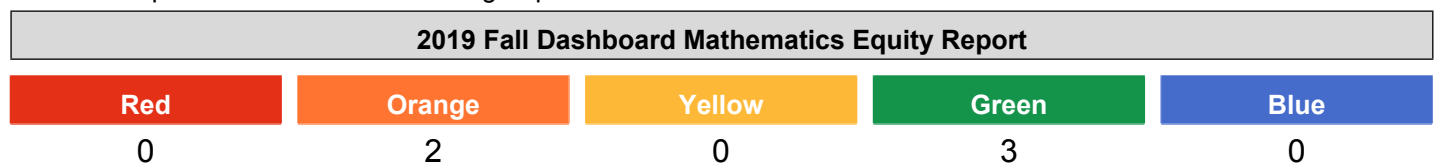
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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










This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 54.1 points below standard 18	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Asian  No Performance Color 32.9 points above standard Increased Significantly ++43.6 points 14	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic  Green 18.5 points below standard Increased ++11.9 points 104	Two or More Races  Green 3.9 points above standard Maintained ++2.2 points 32	Pacific Islander	White  Green 6.6 points above standard Declined -5 points 169

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 103.2 points below standard Declined Significantly -21.5 points 16	Reclassified English Learners 11.1 points above standard Increased Significantly ++25.5 points 13	English Only 0.9 points below standard Maintained -1.4 points 304
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Conclusions based on this data:

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

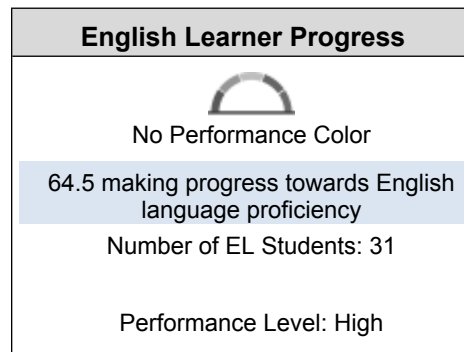
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. 76.7% of English Learners scored moderate to well developed on the English Language Proficiency Assessments.
2. This data is out of date and remains until state reporting updates. Conclusions above have also not been updated.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

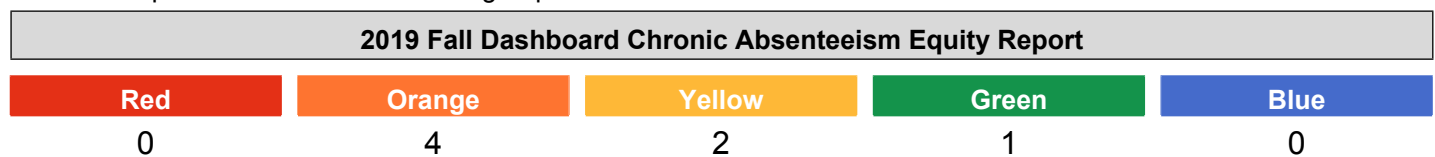
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

School and Student Performance Data

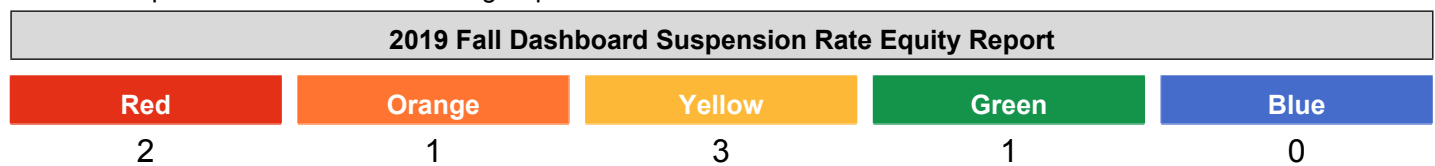
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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



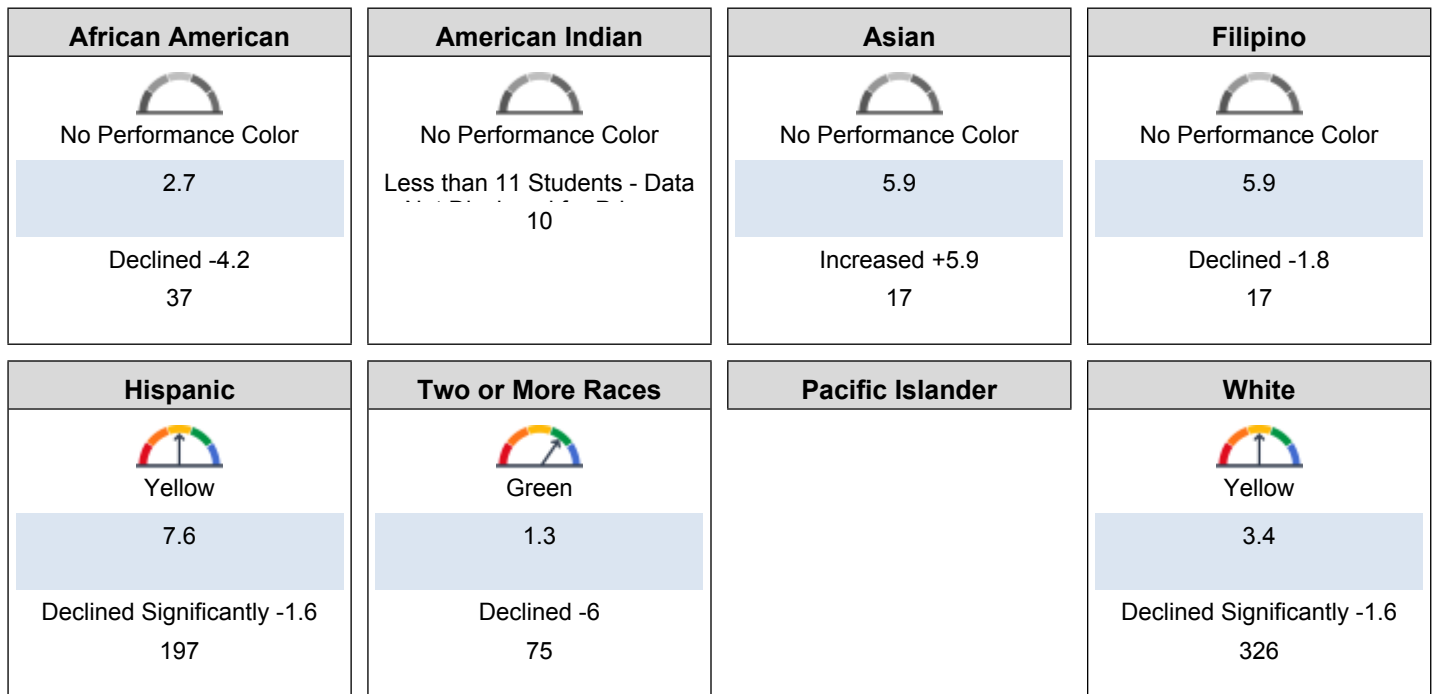
This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.5	4.4

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts/English Language Development

LEA/LCAP Goal

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

Goal 1

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

Identified Need

At the end of 2020-2021, students showed less success tackling informational texts successfully. The decision was made to focus on ELA Anchor Standards RI.2 and W.2 and adopt strategies that will allow students to successfully interact with and produce informational texts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading - Grades K-8	EOY 2020-21 63% Met or Exceeded Standard	Projected 2022 68% Met or Exceeded Standard
CAASPP ELA (School-wide Met or Exceeded Standard) 3-8	58.58% (2018-19 - unchanged due to pandemic)	63.58%
California Dashboard 2018 (unchanged due to pandemic)	English/Language Arts Overall - Green	Maintain green or increase to blue

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

LCFF - Base
None Specified
Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

LCFF - Supplemental
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 loss due to effects of Covid-19 Pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental
None Specified

	Provide guided reading materials and professional development to support small group, targeted instruction
3,000	Learning Loss Mitigation Funds None Specified Purchase of manipulatives and individual student supplies
3,000	LCFF - Base None Specified Purchase of materials and individual student supplies

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

Support staff, Intervention Resource Teachers, and general education teachers will work with individuals and small groups on specific identified skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 upgrades, equipment, software, and replacements

1,000

Prop 20 Lottery
None Specified

	Technology upgrades and equipment to allow access to curriculum
2,000	LCFF - Supplemental None Specified Technology upgrades, equipment, software, and replacements

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Materials to support ELA instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental
None Specified
Child care and publications

Annual Review

SPSA Year Reviewed: 2020-21

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 third year we have narrowed the goal to work on Key Details, an area of need across all grade levels.

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

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

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

The major change between last year and this year is the change of not hiring support staff. Our loss of Title I restricted our ability to do so.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics and Science

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math (School-wide Met or Exceeded Standard) 3-8	52.88% (2018-2019 data due to pandemic)	57.88%
i-Ready Math - Grades K-8	EOY 2020-2021 56% Met or Exceeded Standard	Projected 2022 61% Meet or Exceed Standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,750

LCFF - Base
None Specified
Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

Prop 20 Lottery
None Specified
Purchase of supplemental instructional and assessment materials including hardware and software

4,100

Learning Loss Mitigation Funds
None Specified
Purchase of materials, manipulatives, and individual student supplies

1,000

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ensure classrooms have latest Technology to support individualized student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Prop 20 Lottery None Specified Technology upgrades, equipment, software, and replacements.
2,000	Learning Loss Mitigation Funds None Specified Technology upgrades, equipment, software, and replacements.
2,000	LCFF - Base None Specified Technology upgrades, equipment, software, and replacements.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental 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)
2,242	LCFF - Supplemental None Specified Purchase of curriculum materials and classroom materials to support CCSS and NGSS lesson and unit development.
3,790	Prop 20 Lottery None Specified Producing materials for instruction including copies.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

The major change between last year and this year is the change from hiring staff to support the goal. With the loss of our Title I budget, that is not possible.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Safety and Well-Being

LEA/LCAP Goal

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

Goal 3

Students will be more connected to school by maintaining regular attendance and feeling safe at school as measured by increases in reporting feeling "safe" or "very safe" at school and decreases in suspensions and chronic absenteeism.

Identified Need

The Panarorama Survey shows that we are overall holding steady in our feelings of safety and connectedness, however, student-to-student problems, while improved, are still a concern on campus. We also continue to seek options other than suspension to deal with behavior, however our Social-Emotional Special Day classes continue to struggle with suspension-oriented consequences. We want to reduce the rate within that student group specifically.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2021 Panorama Survey Safety Questions	79% of students identify feeling "safe" or "very safe" on campus; 23% report concerns with other students and how they are treated by other students.	85% of students identifying feeling "safe" or "very safe" on campus; 15% report concerns with other students and how they are treated by other students.
Spring 2021 Panorama Survey Connectedness Questions	76% of students identify a positive connection to Chet	81% of students identify a positive connection to Chet
2019 CA Dashboard - Chronic Absenteeism (last year captured)	8.9% Chronically Absent (green)	decrease by 2% minimum
2019 CA Dashboard - Suspension Rates (last year captured)	4.4% Suspended (yellow)	decrease by 2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

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

5,000

Learning Loss Mitigation Funds
None Specified
Purchase Second Step Bullying Prevention Units for K-5

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to develop safe, multipurpose Outdoor Learning Spaces

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Learning Loss Mitigation Funds None Specified Purchase of seating, shade, etc. for Outdoor Learning Lab and Shadow Rock Park (designated outdoor learning areas)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We have increased services to support the social, emotional, and physical well-being of students and their families through increased counseling services and are implementing Second Step program.

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

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

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

We continue to invested money in materials to guarantee a safer environment in our Outdoor Learning Center. We are also purchasing the Second Step Bullying Prevention Units for grades K-5 for implementation.

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

S.T.E.A.M./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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Science (School-wide Met or Exceeded Standard) 8th Grade		Scores anticipated June 2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase of STEAM supplemental curriculum and materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCFF - Base None Specified

	Purchase of curriculum materials & classroom materials to support NGSS lesson and unit development
2,000	Learning Loss Mitigation Funds None Specified Purchase of materials and individual student supplies
2,500	LCFF - Base None Specified Purchase of materials to support STEAM related activities and STEAM Rotations
500	LCFF - Supplemental None Specified Purchase of materials to support STEAM related activities and STEAM Rotations

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

Loss of Title I has forced us to scale back some of our content-specific STEAM work, but we will continue to support STEAM rotations and implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,882.00

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 (\$)
------------------	-----------------

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

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	\$21,250.00
LCFF - Supplemental	\$9,742.00
Learning Loss Mitigation Funds	\$26,100.00
Prop 20 Lottery	\$12,790.00

Subtotal of state or local funds included for this school: \$69,882.00

Total of federal, state, and/or local funds for this school: \$69,882.00

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	21,250.00	0.00
LCFF - Supplemental	9,742.00	0.00
Prop 20 Lottery	12,790.00	0.00
Learning Loss Mitigation Funds	26,100.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	21,250.00
LCFF - Supplemental	9,742.00
Learning Loss Mitigation Funds	26,100.00
Prop 20 Lottery	12,790.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	69,882.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	LCFF - Base	21,250.00
None Specified	LCFF - Supplemental	9,742.00
None Specified	Learning Loss Mitigation Funds	26,100.00
None Specified	Prop 20 Lottery	12,790.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,000.00
Goal 2	21,382.00
Goal 3	17,500.00
Goal 4	10,000.00

School Site Council Membership

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

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

Name of Members	Role
Bernadette Angulo	Parent or Community Member
Josephine Blackwell	Parent or Community Member
Carrie Morton	Parent or Community Member
Miranda Menestrina	Parent or Community Member
Lorena Ruggero	Parent or Community Member
Stacie Bartfeld	Other School Staff
Denise Gunter	Classroom Teacher
Lilah Onners	Classroom Teacher
Char Roth	Other School Staff
Ted Hooks	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 14, 2021.

Attested:



Principal, Ted Hooks on December 15, 2021



SSC Chairperson, Lorena Ruggero on December 15, 2021

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.

[Stakeholder 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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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