

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chase Avenue Elementary School	37-67991-6037592	June 8, 2023	August 8, 2023

Purpose and Description

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

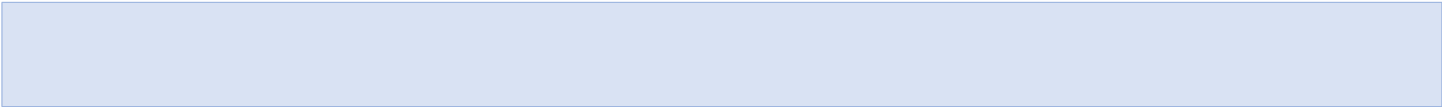
Schoolwide Program
Additional Targeted Support and Improvement
English Learner, Hispanic, Students with Disabilities, African American, Asian, Two or More Races

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

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

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

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



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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

Annual Gallup Parent Survey

Annual Gallup Staff Survey

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

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

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

Q3- Opportunity to do my best 4.05

Q7- Opinions Count 3.55

Q8- Mission/Purpose 4.09

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

Classroom Observations

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

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

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

Procedure for DEEP Process:

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

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

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

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

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness

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

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

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

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

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

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

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

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Opportunity and Equal Educational Access

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

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

- iReady ELD
- iReady Math
- School Counselor
- Community Liaison
- Special Education Classroom Assistant

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration Funds

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update



School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

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

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

- 1.

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students				
Grade Level	# of Students Enrolled	# of Students Tested	# of Students with	% of Enrolled Students
	20-21			

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1410.9	1411.1		1424.1	1416.1		1379.9	1399.6		55	67	
1	1414.2	1413.5		1434.3	1431.9		1393.5	1394.4		46	59	
2	1450.9	1433.7		1459.0	1449.8		1442.3	1417.2		56	58	
3	1470.6	1447.2		1459.8	1450.5		1480.9	1443.3		40	57	
4	1494.5	1472.2		1494.0	1471.3		1494.6	1472.6		45	43	
5	1509.0	1493.8		1506.7	1493.8		1510.9	1493.3		57	45	
All Grades										299	329	

20-21 Percentage of Students at Each Performance Level for All Students													
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
20-21													

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

For th0 g [()]

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

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

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

Very Low

Low

Medium

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

School and Student Performance Data

Academic Performance English Language Arts

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

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

2022 Fall Dashboard English Language Arts Performance by Race/

African American	American Indian	Asian	Filipino
<p>No Performance Level 58.9 points below standard 16 Students</p>		<p>No Performance Level 75.4 points below standard 11 Students</p>	<p>No Performance Level 1 Student</p>
<p>Hispanic</p>			



School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

- 1.

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

Very High American Indian	American Indian	Asian
Very High		
Very High		
Very High		
Very High 47.4% Chronically Absent 38 Students	No Performance Level Less than 11 Students 1 Student	Very High 25.9% Chronically Absent 54 Students

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low Low Medium High Very High
Lowest Performance

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Very Low 0% suspended at least one day 42 Students</p>	<p align="center">No Performance Level Less than 11 Students 1 Student</p>	<p align="center">Very Low 0% suspended at least one day 59 Students</p>	<p align="center">No Performance Level Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Very Low 0.3% suspended at least one day 302 Students</p>	<p align="center">Very Low 0% suspended at least one day 51 Students</p>	<p align="center">No Performance Level Less than 11 Students 7 Students</p>	<p align="center">Very Low 0% suspended at least one day 256 Students</p>

Conclusions based on this data:

- Suspension rates have remained low school wide for the previous 3 years.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

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

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

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

22-23 Reading Diagnostic Assessments

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

Conclusions based on this data:

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

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)



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

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	52	34	47
	Tier 3 % of students (Two or More Grade Levels Below)	44	58	43
Diagnostic #2	Tier 2 % of students (One Grade Level Below)	57		

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Annual Gallup Parent Survey Data

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

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.
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School and Student Performance Data

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Student engagement is a prerequisite to academic achievement. Data from student engagement surveys indicates a need for students to be able to engage in areas where they have interests and strengths. Based upon the California Dashboard we are an ATSI school under Chronic absenteeism (41.8%). This is a barrier to student learning. Our students, including English Learners, Students with Disabilities, and Hispanic subgroups. English language acquisition is critical to success academically across subject areas. Data from ELPAC and reclassification rates indicates that English Learners at Chase Avenue need targeted support to increase language development and be able to reclassify as fluent English proficient more quickly. Most recently, 5.8% of English Learners were reclassified in 22-23 school year. Currently there are 3.1500001 rg 0.125 0.25 m 539.57501221 0.25 | 539.5oard0 0 y05rtC

1320	S/C 1000-1999: Certificated Personnel Salaries Teacher release
1000	S/C 1000-1999: Certificated Personnel Salaries Additional Time Before or After School
57000	S/C 1000-1999: Certificated Personnel Salaries Facilitator
42000	Title I 1000-1999: Certificated Personnel Salaries Support Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Students with Disabilities

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 2

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

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Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Instructional Coach

3643

S/C

1000-1999: Certificated Personnel Salaries
Facilitator

Annual Review

SPSA Year Reviewed: 2022-23

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$529,116.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$395,867.00
Title I Parent Involvement	\$4,318.00

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
S/C	\$128,931.00

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
S/C	

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

Expenditures by Goal

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

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

Attested:



Principal, Brian Handley on 6/8/23



SSC Chairperson, Melissa Rowland on 6/8/23

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.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and

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: