



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Ethan A. Chase Middle School
Address	28100 Calm Horizon Dr. Menifee, CA 92585
County-District-School (CDS) Code	33-67231-0000000
Principal	Kristie Jackson
District Name	Romoland School District
SPSA Revision Date	October 3, 2023
Schoolsite Council (SSC) Approval Date	October 3, 2023
Local Board Approval Date	November 14, 2023

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision:

We strive to create positive relationships in a safe environment that empowers students to become successful life-long learners and responsible members of society.

Goals:

Cultural Connections – Building our capacity to perceive, understand and develop positive interactions.

Student Achievement – Providing opportunities for students to persevere through social, emotional, and academic growth.

Parent Involvement – Developing partnerships with families to foster positive interactions within the school community.

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.

Ethan A. Chase Middle School is home to approximately 1,370 6-8 grade students. EACMS provides a rigorous experience to all students. 74.9% of our students are socioeconomically disadvantaged, 11% of our students are classified as English Learners, and 1.0% of our students are Foster Youth. 71% of our students are Hispanic, 16.2% of our students are White, 8.9% of our students are African American, and 2.4% of our students identify as Two or More Races.

As reported by the 2023 Dashboards:

ELA CAASPP proficiency levels have decreased from 36% in 2019 to 34% in 2022.

Math CAASPP proficiency levels have decreased from 23% in 2019 to 18% in 2022.

EL Reclassification levels have decreased from 25.4% in 2019 to 8.18% in 2022.

10.1% of our students are chronically absent with African American, Hispanic, Homeless, Foster, Two or More Races, and Socioeconomically Disadvantaged students demonstrating the most challenges with school attendance.

5.0% of our students have experienced suspension; with African American students experiencing a decrease of 2.9% in suspension rates.

In the 2023-24 school year, our plan is to continue creating common formative assessments in ELA and Math and deliver them tri-weekly to inform our instruction. We will continue our goal-setting meetings with EL students to push them towards reclassification as well as the education of EL parents through PIQE. We have added another tier of intervention in the form of an onsite therapist to help students learn how to cope and resolve conflicts that stem from outside influences.

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).

During the 2022-23 school year, we provided surveys to our educational partners in the form of the LCAP Survey for parents/guardians, students, and staff to review goals, data, and provide input for the upcoming school year. These meetings were held virtually during the 2022-23 school year and educational partners were invited. The result of these surveys showed a need for continued on-campus academic interventions in reading, for students scoring two or more grade levels below on the iReady diagnostic, as well as support for students receiving special education services.

In addition, all 6th and 7th-grade students participated in the CA Healthy Kids Survey during the spring of the 2022-23 school year. The survey measured students' input on school connectedness and school safety. The survey indicated the need for additional social/emotional support/services for students.

Classroom Observations

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

Site administrators engaged in monthly classroom walkthroughs and provided feedback with the DigiCoach tool as well as Formal Observations for those staff members identified in the formal evaluation process. The information gathered from the walkthroughs and formal observations were analyzed for student engagement, differentiated instruction, ELD strategies, and organization. The data gathered allowed us to adjust our professional development plan accordingly and evaluate practices consistent with our school goals.

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.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Ethan A. Chase are highly qualified.

We provide extensive professional development including:

- One PD Wednesday a Month for AVID Schoolwide, ELD, iReady, Universal Design for Learning, and Administrative Staff Development
- One PLC Wednesday a Month for Department Meetings for the first hour to review data, share best practices, and make lesson adjustments. The second hour is a Team PLC to provide discussions on cross-curricular best practices and social/emotional support for students in their team.
- UDL staff development workshops throughout the year for all teachers and administration.
- Outside Conferences
- Small group and one on one support from Instructional Coaches.

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

Teachers have access to district adopted instructional materials, Units of Study, and iReady assessments and tutorials. Teachers also have access to an Instructional Coach and SITL for personalized professional development.

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

All PD is aligned with district and schools goals. Examples of planned PD include; WICOR Strategies, Universal Design for Learning, iReady Data Analysis, PLC, best teaching strategies, and NGSS Units of Study.

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

Romoland School District provides an Instructional Coach at each school. Coaches are used to assist with Units of Study adjustments, creating common formative assessments, PLC, and support in data analysis to plan first best instruction.

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

Teachers collaborate during prep time, Units of Study days, administrative PD, and department/team PLC time. During prep, they are expected to update grades on the student system and discuss best practices. PLC is used for looking at current data, identifying student needs, creating lesson plans/common assessments, and discussing best practices. For Units of Study, they work as a department to adjust pacing and analyze the effectiveness of each lesson.

Teaching and Learning

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

All teachers follow district approved curriculum and materials. Teachers have created Units of Study and assessments for ELA, Math, and Science along with instructional coaches and county specialists. These units are created using State Standards and the assessments mimic the SBAC.

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

All instructional minutes are adhered to and met per state guidelines. All students are enrolled in the mandatory core courses assigned by the state to include: English Language Arts, History, Science, and Math; with the addition of support classes such as the Learning Center, English Language Development and Literacy Support as needed.

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

Our master schedule includes a 7-period school day. Students are allotted two periods for electives. However, if students need extra support, then one of those electives is replaced by the following; Learning Center, ELD Classes, and Literacy Support. All three are a form of on-campus intervention during the school day.

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

All students have access to standards-based instructional materials at their grade level. In English Language Arts and Math the Units of Study are utilized. StudySync is available in Language Arts which includes integrated English Learner instruction, as is Big Ideas for Math. iReady is used for intervention in both ELA and Math.

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

Our middle school curriculum utilizes StudySync for English Language Arts, Big Ideas for Math, and iReady and Units of Study for intervention.

Cultural Proficiency

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

The following programs and strategies are utilized on a daily basis for all students, to support their learning and meet the state standards:

- Use of software and applications for technology to help students accelerate learning such as iReady reading and math, Go Formative for all subjects, DEZMOS for Science, and GoGuardian for all subjects.
- English language development (ELD) instruction during the school day for students designated as English learners
- Student-centered instruction such as; project-based learning, UDL strategies for personalization, and AVID WICOR strategies as part of the Units of Study.
- Access to two electives for all students such as band, choir, drama, science and technology, computer science, exploratory, learning center, art, media center, art history, literacy support, and math support.

Evidence-based educational practices to raise student achievement

We take into account several forms of data, such as the end of year data like, CAASPP and diagnostic 3 of iReady. Yet, our most influential data are our common formative assessments that are given frequently in intervals of weekly to tri-weekly throughout the year. We use this data to inform our instruction as departments and make adjustments sooner than later to correct student misconceptions. This work is done through PLC's by subject and grade level and through our Units of Study days throughout the year.

Parent, Guardian, and Family Engagement

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

We provide several options to support under-achieving students such as:

- iReady reading and math - individualized online support in reading and math.
- Internet cafe - after school tutoring in the library for one hour, three times a week.
- After school math support - after-school support provided by individual teachers in their classrooms.
- Aeries Parent Portal - parents/guardians have access to student grades and missing assignment information 24 hours a day.
- District Student Engagement Liaison - provides parents/guardians and students assistance for personal and educational needs.
- Parent Institute for Quality Education (PIQE) - a nine-week instructional program for EL parents that helps them learn about the American educational system and how to help their student navigate their way to college.
- FEV Tutor- a 24 hour a day virtual tutoring platform available to all students free of charge.
- Literacy support elective classes- specialized support classes for students reading 2-3 grade levels below their current grade level
- Math support elective classes- specialized math support classes for students 2-3 grade levels below their current grade level in math

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/guardians are provided the opportunity to support our students on campus with the following options:

- PTSA - established in 2014, parents may volunteer to provide students with lunch activities, attendance incentives, after school dances, fundraisers, and end of the year celebrations.
- English Learner Advisory Committee provides feedback on how to support English Learner students every school year.
- School Site Council provides feedback and approves major expenditures for annual student programs using categorical funds.
- Pastries with the Principal is a bi-monthly presentation to parents/guardians and community by the Principal and Assistant Principal informing them of the school's progress towards its goals.
- Parent Institute for Quality Education is a nine-week instructional program for English learner parents/guardians that helps them learn about the American educational system and how to help their child navigate their way to college.
- Additional Targeted Program is a group of committee members dedicated to make improvements towards a targeted area such as chronic absenteeism, student engagement, or parent involvement

Funding

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

Local Control Funding Formula, Title I, and Title III

Our school is focusing our categorical funds to serve students, parents/guardians, and staff in many ways. We are focusing on providing research-based training on instructional strategies aligned to the CCSS and essential skills development to teachers through Universal Design for Learning. Other areas of focus include increasing intervention programs and supports for students, increasing student engagement, decreasing student chronic absenteeism, and increasing the social-emotional competencies in students.

Fiscal support (EPC)

Local Control Funding Formula, Title I, and Title III

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

Our School Site Council is made up of 10 members including parents/guardians, classified staff, teachers, and the principal. Using the data, we proposed expenditures using LCAP, Title I, and III funds to address specific student needs, including specific student groups.

Below is a summary of each meeting and the actions that were taken during the 2022-23 school year:

School Site Council Meetings dates and topics were as follows:

10/6/22

1. SSC Training was provided to the new board in the areas of SSC Bylaws, The Greene Act, and Robert's Rules of Order were discussed
2. New officers were elected and officer roles established
3. The administration presented the SPSA proposed plan for the 22-23 school year including a detailed account of budget expenditures (Title 1 & Title 3), goals, and plans.
4. The new board asked questions regarding the school budget and the 21-22 CAASPP test scores.
5. The SSC approved the 22-23 SPSA
6. The SSC approved the following dates for SSC meeting dates and times. 11/14/22; 12/13/22; 1/31/23; 4/4/23; 5/2/23

12/13/22

1. The meeting minutes from the October 6, 2022 meeting were reviewed and approved.
2. An in depth review of the 22-23 Safety Plan was provided by Mrs. Duran.
3. The SSC asked questions regarding procedures in a natural disaster such as earthquake or severe weather
4. The SSC approved the 22-23 Safety Plan

1/31/23

1. The meeting minutes from the December 31, 2022 meeting were reviewed and approved.
2. An update was provided to the SSC regarding MOY iReady data and progress towards SPSA goals #1 and #2.

4/4/23

1. The meeting minutes from the January 31, 2023 meeting were reviewed and approved.
2. An update was provided to the SSC regarding MOY Aeries data and progress towards SPSA goals #3 & #4. A discussion involving additional steps to be taken to increase student attendance.

5/2/23

1. The meeting minutes from the April 4, 2023 meeting were reviewed and approved.
2. A proposed draft for the 23-24 school year was reviewed and discussed.
3. An update was provided to the SSC regarding MOY iReady data and progress towards the 22-23 SPSA.
4. A review of SSC Membership for the 23-24 (continuing members and open seats).
5. The first SSC meeting date and time was proposed for the first week of October 2023.

Pastries with the Principal dates and topics were as follows:

9/27/22

1. Introduction of administration, counselors, school therapist, and instructional coach
2. How to help your student through the middle school years
3. Parent involvement opportunities at the middle school
4. Parent/Teacher Conferences and how to schedule a meeting
5. How to be a Volunteer Process
6. Time for Q & A

10/25/22

1. Review CAASPP results from the 21-22 school year
2. Review of the SPSA and new goals for the 22-23 school year
3. Time for Q & A

11/21/22

1. Safety protocols and emergency drills review
2. Time for Q & A

1/10/23

1. iReady data comparison from the BOY to MOY
2. Time for Q & A

2/9/23

1. Aeries Access and how to check on student progress
2. Time for Q & A

3/21/23

1. Student transitions to high school
2. A-G state requirements
3. Time for Q & A

4/25/23

1. End-of-the-year activities (dance, promotion, awards assembly, drama production, band performance, etc.)
2. Parent involvement for the 23-24 school year (PTA, SSC, on-campus volunteers)
2. Time for Q & A

SPSA/LCAP Meetings dates and topics were as follows:

January 24, 2023

1. Welcome and Introductions/
2. Purpose of Team & Meetings
3. LCAP Process
4. LCAP Goals and Actions Overview
5. SPSA Goals and Actions Overview

February 7, 2023

1. Welcome and Introductions
2. Purpose & Norms
3. MTSS: Academic
4. Academic Data Analysis
5. Areas of Strength
6. Areas for Growth

March 17, 2023

1. Welcome and Introductions
2. Purpose & Norms
3. MTSS: SEL-B
4. Data Analysis
5. Strengths & Areas for Growth
6. MTSS: Attendance
7. Data Analysis
8. Strengths & Areas for Growth

ELAC Meetings dates and topics were as follows:

October 27, 2022

1. Introduce our new Principal- Mrs. Kristie Jackson.
2. Presentation: What is ELAC? The Role of ELAC.
3. The importance of attendance is highlighted as it relates to academic achievement

December 14, 2022

1. Explanation of ELAC officers' duties
2. Intro to the EL Master plan - English Version
3. Volunteers for the LCAP Committee

March 26, 2023

1. ELPAC testing schedule
2. Survey about student necessities.
3. Explanation of ELAC officers' duties
4. Intro to the EL Master plan - English Version

May 11, 2023

1. Welcome & Introductions:
2. CPM Topics of discussion:
3. Primary Language Report/Presentation
4. Public Questions or Comments:

LCAP District Meetings dates and topics were as follows:

March 22, 2023

1. Overview of the LCAP process

April 5, 2023

1. MTSS Academic
2. Strengths, needs, and strategic actions

April 19, 2023

1. MTSS SEL & MTSS Attendance
2. Strengths, needs, and strategic actions

Additional opportunities for parents/guardians to engage on campus (special events, nights, etc) were as follows:

Drama Performances:

Advanced Drama Showcase- September 29-30, 2022

Drama Production- December 10-11, 2022

Intermediate Drama Production- May 18-19, 2023

End of the Year Beginning Drama Showcase- May 25-26, 2023

Band Performances:

Halloween Advanced Band October 27, 2022

AVID College Night:

March 28, 2022

Back to School Night:

August 18, 2022

Dances:

October 26, 2022

June 2, 2023

Open House:

March 28, 2022

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	0.4%	0.44%	0.37%	5	6	5
African American	5.9%	5.22%	7.09%	78	72	97
Asian	1.6%	1.38%	1.68%	21	19	23
Filipino	1.4%	1.74%	2.19%	19	24	30
Hispanic/Latino	71.6%	73.15%	71.86%	943	1008	983
Pacific Islander	0.3%	0.29%	0.22%	4	4	3
White	16.2%	16.33%	14.62%	214	225	200
Multiple/No Response	2.4%	1.45%	1.9%	31	20	26
Total Enrollment				1,318	1378	1368

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	445	460	478
Grade 7	415	477	439
Grade 8	458	441	451
Total Enrollment	1,318	1,378	1,368

Conclusions based on this data:

1. Enrollment has continuously remained relatively the same as 2021-2022 even with the new housing being built around the school.
2. The highest number of students continues to be with our Hispanic population at 71.86%.
3. EACMS continues to hold a diverse population of students including African American, Pacific Islander, Asian, Filipino, Hispanic, and White.

Areas of Need

Additional elective courses are needed for all students as new housing developments continue to be built in the surrounding area.

Areas of Strength

Our advanced courses of study in Algebra 1 and AP Spanish that provide students high school credit attract students/families to our school.

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	145	180	194	11.00%	13.1%	14.2%
Fluent English Proficient (FEP)	359	336	304	27.20%	24.4%	22.2%
Reclassified Fluent English Proficient (RFEP)	5			3.4%		

Conclusions based on this data:

1. As a result of our district-wide reclassification process, our English learner (EL) percentage has slowly dropped over the last few years.
2. Additional supports need to be implemented to continue efforts for English learners to grow in their English acquisition skills and towards reclassification.
3. Our number of English learners continues to steadily grow.

Areas of Need

Continued student monitoring of EL students in order to set goals and monitor progress throughout the year to ensure our EL students make adequate annual growth.

Areas of Strength

Our reclassification average grows every year, and it is significantly higher than county and state averages.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	444	461	449	0	442	445	0	440	445	0.0	95.9	99.1
Grade 7	414	462	426	0	442	420	0	442	420	0.0	95.7	98.6
Grade 8	458	448	441	0	428	431	0	426	431	0.0	95.5	97.7
All Grades	1316	1371	1316	0	1312	1296	0	1308	1296	0.0	95.7	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2473.	2477.		7.73	8.09		22.50	24.04		24.77	24.27		45.00	43.60
Grade 7		2513.	2489.		7.24	7.86		31.67	23.81		26.02	19.52		35.07	48.81
Grade 8		2513.	2525.		6.57	6.73		25.59	30.16		28.40	26.68		39.44	36.43
All Grades	N/A	N/A	N/A		7.19	7.56		26.61	26.00		26.38	23.53		39.83	42.90

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 6		10.25	8.54		50.34	52.36		39.41	39.10		
Grade 7		12.22	12.86		62.67	52.14		25.11	35.00		
Grade 8		10.33	9.05		53.99	54.29		35.68	36.66		
All Grades		10.94	10.11		55.70	52.93		33.36	36.96		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.27	8.09		42.73	46.29		50.00	45.62
Grade 7		13.38	11.43		49.89	43.33		36.73	45.24
Grade 8		8.24	11.60		47.76	51.74		44.00	36.66
All Grades		9.65	10.34		46.78	47.15		43.57	42.52

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 6		10.71	9.44		68.11	71.01		21.18	19.55
Grade 7		8.82	9.76		72.62	62.86		18.55	27.38
Grade 8		8.92	9.74		70.89	73.09		20.19	17.17
All Grades		9.49	9.65		70.54	69.06		19.97	21.30

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 6		10.45	11.46		62.73	61.35		26.82	27.19
Grade 7		11.54	10.95		65.61	57.38		22.85	31.67
Grade 8		11.74	15.55		62.21	66.36		26.06	18.10
All Grades		11.24	12.65		63.53	61.73		25.23	25.62

Conclusions based on this data:

1. Student participation rate increased by over 2% from last year.
2. The highest performing grade level was 7th grade with 32% exceeding or meeting standard.
3. The highest participation rate is from our 7th grade class with over 99% taking the ELA CAASPP.

Areas of Need

Only approximately 1/3 of the student population is meeting or exceeding ELA standard.

Areas of Strength

The student participation rate increased by over 2%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	444	461	449	0	433	445	0	432	445	0.0	93.9	99.1
Grade 7	414	463	426	0	438	418	0	438	418	0.0	94.6	98.1
Grade 8	458	448	441	0	425	432	0	425	432	0.0	94.9	98.0
All Grades	1316	1372	1316	0	1296	1295	0	1295	1295	0.0	94.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2458.	2454.		6.48	5.39		11.34	10.34		29.40	30.79		52.78	53.48
Grade 7		2473.	2452.		5.02	6.46		15.53	6.70		28.08	22.25		51.37	64.59
Grade 8		2465.	2475.		4.24	5.56		9.65	9.49		23.06	24.54		63.06	60.42
All Grades	N/A	N/A	N/A		5.25	5.79		12.20	8.88		26.87	25.95		55.68	59.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.12	5.62		37.82	40.00		54.06	54.38
Grade 7		5.02	5.74		44.75	33.01		50.23	61.24
Grade 8		5.18	5.79		42.12	42.13		52.71	52.08
All Grades		6.11	5.71		41.58	38.46		52.32	55.83

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.94	5.39		47.69	43.60		48.38	51.01
Grade 7		5.48	6.22		50.23	41.87		44.29	51.91
Grade 8		4.24	4.63		46.35	46.30		49.41	49.07
All Grades		4.56	5.41		48.11	43.94		47.34	50.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.18	3.37		56.94	56.63		35.88	40.00
Grade 7		5.48	5.50		60.50	56.70		34.02	37.80
Grade 8		4.47	3.01		56.24	60.19		39.29	36.81
All Grades		5.71	3.94		57.92	57.84		36.37	38.22

Conclusions based on this data:

1. The participation rate for the math CAASPP increased over 3% from the 2021-2022 school year.
2. Over 15% of 6th grade students met or exceeded standard on the math CAASPP from the 2022-2023 school year.
3. Over 98% of the 7th graders participated in taking the math portion of the CAASPP from the 2022-2023 school year.

Areas of Need

Professional development in the areas of best, first instruction need to be offered for our math teachers.

Areas of Strength

The participation rate for the math CAASPP increased over 3% from the 2021-2022 school year.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Grade Level

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade 6	92	54	88	84	100
Grade 7	69	54	65	46	154
Grade 8	70	78	70	26	192

Conclusions based on this data:

- 74% of our students are one or more grade levels below. Our greatest need is with students who are 3 or more grade levels below.
- We will continue with the Literacy Support class for students at one or more grade levels below for intensive intervention in order to increase student achievement and close the achievement gap.

Areas of Need

Needs with one or more grade levels below.

Areas of Strength

We've had a steady increase of the number of students achieving at Mid or Above grade level in the last five years.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Grade Level

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade 6	64	77	128	73	86
Grade 7	35	71	114	43	130
Grade 8	53	62	111	62	155

Conclusions based on this data:

- 33% of our students are one or more grade levels below. Our greatest need is with students who are 1 and 3 or more grade levels below.
- We've had a steady increase of students achieving "Mid or Above Grade Level" annually. We will continue teacher work on Units of Study refinement and student engagement.

Areas of Need

The site instructional coach will work weekly with department teams during PLC to analyze data, plan for first best instruction, and utilize research based instructional strategies in order to identify and close any learning gaps/holes.

Areas of Strength

Steady increase for students at Mid or Above grade level in the last five years.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Student Group

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
English Learner	2	5	8	15	85
SED (Socio Econ Dis)	4	39	36	25	79
SWD (Students	2	13	14	15	105
White	11	74	33	20	50
Hispanic	19	221	157	104	286
African American	1	38	3	9	18
Asian	1	9	1	3	5
Filipino	2	8	2	1	2

Conclusions based on this data:

- 24% of students are reading at grade level or above on the EOY iReady diagnostic.
- 76% of students are reading at least one level below grade level on the EOY iReady diagnostic.

Areas of Need

Literacy Support is needed for students reading Three or More Grade Levels Below.

Areas of Strength

Students are participating in the Diagnostic.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Student Group

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
EL	2	7	14	19	76
SED (Socio Econ Dis)	1	35	57	29	67
SWD (Students	1	15	22	24	95
White	3	66	60	18	41
Hispanic	7	212	245	118	245
African American	1	27	16	10	18
Asian	3	5	8	1	2
Filipino	1	7	5	0	2

Conclusions based on this data:

- 583 students are three or more than one grade level below standard.
- 605 students are one to two grade levels below standard.

Areas of Need

Develop specific and strategic interventions to address students falling within the Three or More Grade Levels Below range.

Areas of Strength

Students are participating in the Diagnostic.

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
6	1487.6	1504.6	1496	1491.2	1507.1		1483.5	1501.5		62	64	62
7	1483.6	1522.1	1505	1479.7	1526.9		1487.1	1516.8		43	56	69
8	1501.2	1509.9	1533	1506.0	1498.9		1496.0	1520.4		35	39	54
All Grades										140	159	185

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.68	7.81	8.47	30.65	29.69	36.59	33.87	40.63	42.37	25.81	21.88	13.55	62	64	59
7	4.65	14.29	0	25.57	26.79	28.50	39.53	48.21	47.62	30.23	10.71	23.81	43	56	63
8	11.43	0.00	6.15	31.43	41.03	20.00	20.00	25.64	47.69	37.14	33.33	26.15	35	39	65
All Grades	8.57	8.18	4.87	29.29	31.45	28.36	32.14	39.62	45.89	30.00	20.75	21.17	140	159	187

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.65	25.00	22.41	35.48	42.19	56.89	17.74	20.31	20.68	16.13	12.50	6.89	62	64	58
7	13.95	23.21	16.12	32.56	48.21	37.09	37.21	19.64	32.25	16.28	8.93	14.51	43	56	62
8	31.43	12.82	9.37	31.43	41.03	48.43	14.29	15.38	29.68	22.86	30.77	12.50	35	39	64
All Grades	25.71	21.38	15.96	33.57	44.03	47.47	22.86	18.87	27.53	17.86	15.72	11.30	140	159	184

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	3.23	3.13	3.44	14.52	7.81	15.51	37.10	42.19	44.82	45.16	46.88	36.20	62	64	58
7	2.33	1.79	1.61	13.95	17.86	3.22	39.53	42.86	40.32	44.19	37.50	54.83	43	56	62
8	2.86	2.56	1.56	20.00	10.26	4.68	25.71	51.28	50.00	51.43	35.90	43.75	35	39	64
All Grades	2.86	2.52	2.20	15.71	11.95	7.80	35.00	44.65	45.04	46.43	40.88	44.92	140	159	184

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.68	6.25	18.96	67.74	54.69	63.79	22.58	39.06	17.24	62	64	58
7	4.76	1.79	8.06	52.38	69.64	64.51	42.86	28.57	27.41	42	56	62
8	11.43	2.56	1.56	60.00	71.79	65.62	28.57	25.64	32.81	35	39	64
All Grades	8.63	3.77	9.52	61.15	64.15	64.64	30.22	32.08	35.81	139	159	184

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	48.39	62.50	55.17	37.10	28.13	39.65	14.52	9.38	5.17	62	64	58
7	37.21	67.27	35.48	48.84	25.45	51.61	13.95	7.27	12.90	43	55	62
8	52.94	38.46	43.75	29.41	33.33	45.31	17.65	28.21	10.93	34	39	64
All Grades	46.04	58.23	44.80	38.85	28.48	45.52	15.11	13.29	9.66	139	158	184

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
6	3.23	3.13	3.44	24.19	25.00	55.17	72.58	71.88	41.37	62	64	58
7	6.98	3.57	1.61	23.26	41.07	22.58	69.77	55.36	75.80	43	56	62
8	5.71	5.13	3.12	25.71	33.33	26.56	68.57	61.54	70.31	35	39	64
All Grades	5.00	3.77	2.72	24.29	32.70	34.77	70.71	63.52	62.49	140	159	184

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
6	9.68	4.69	11.11	69.35	73.44	62.06	20.97	21.88	31.03	62	64	58
7	7.14	5.36	1.61	64.29	76.79	79.03	28.57	17.86	19.35	42	56	62
8	0.00	0.00	0	73.53	84.62	81.25	26.47	15.38	18.75	34	39	64
All Grades	6.52	3.77	4.24	68.84	77.36	74.11	24.64	18.87	23.04	138	159	184

Conclusions based on this data:

1. There was an increase in the number of English learners by 26 students from the 2021-2022 school year to the 2022-2023 school year.
2. The 8th grade English learners increased in their overall score from the previous year by 24 points.

Areas of Need

Additional supports are needed for our English learners to achieve higher growth on the ELPAC assessment.

Areas of Strength

The 8th grade English learners increased in their overall score from the previous year by 24 points.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,378	68.4	13.1	0.7
Total Number of Students enrolled in Ethan A. Chase Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	13.1
Foster Youth	10	0.7
Homeless	21	1.5
Socioeconomically Disadvantaged	942	68.4
Students with Disabilities	202	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	72	5.2
American Indian	6	0.4
Asian	19	1.4
Filipino	24	1.7
Hispanic	1,008	73.1
Two or More Races	20	1.5
Pacific Islander	4	0.3
White	225	16.3

Conclusions based on this data:

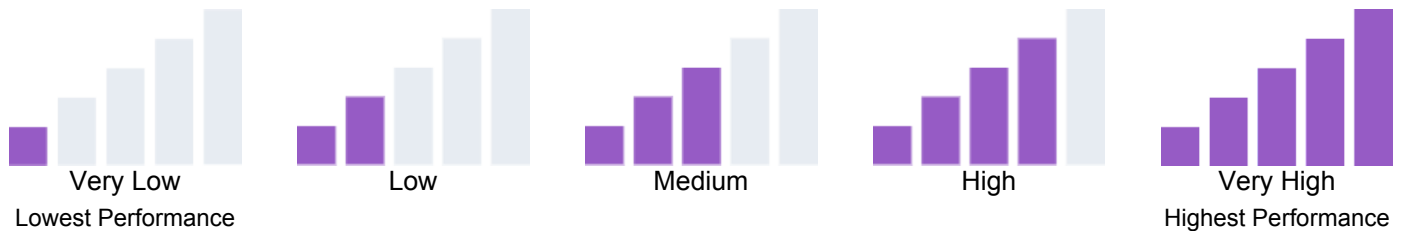
1. We have a continued need to support our EL and SPED population with a scaffolded approach in core lesson plans since 10.1% of our population is EL and 12.2% is SPED.
2. Our foster youth and homeless combined also makes up over 10% of our population making special services such as social/emotional support in the form of counseling and therapy a necessity.

School and Student Performance Data

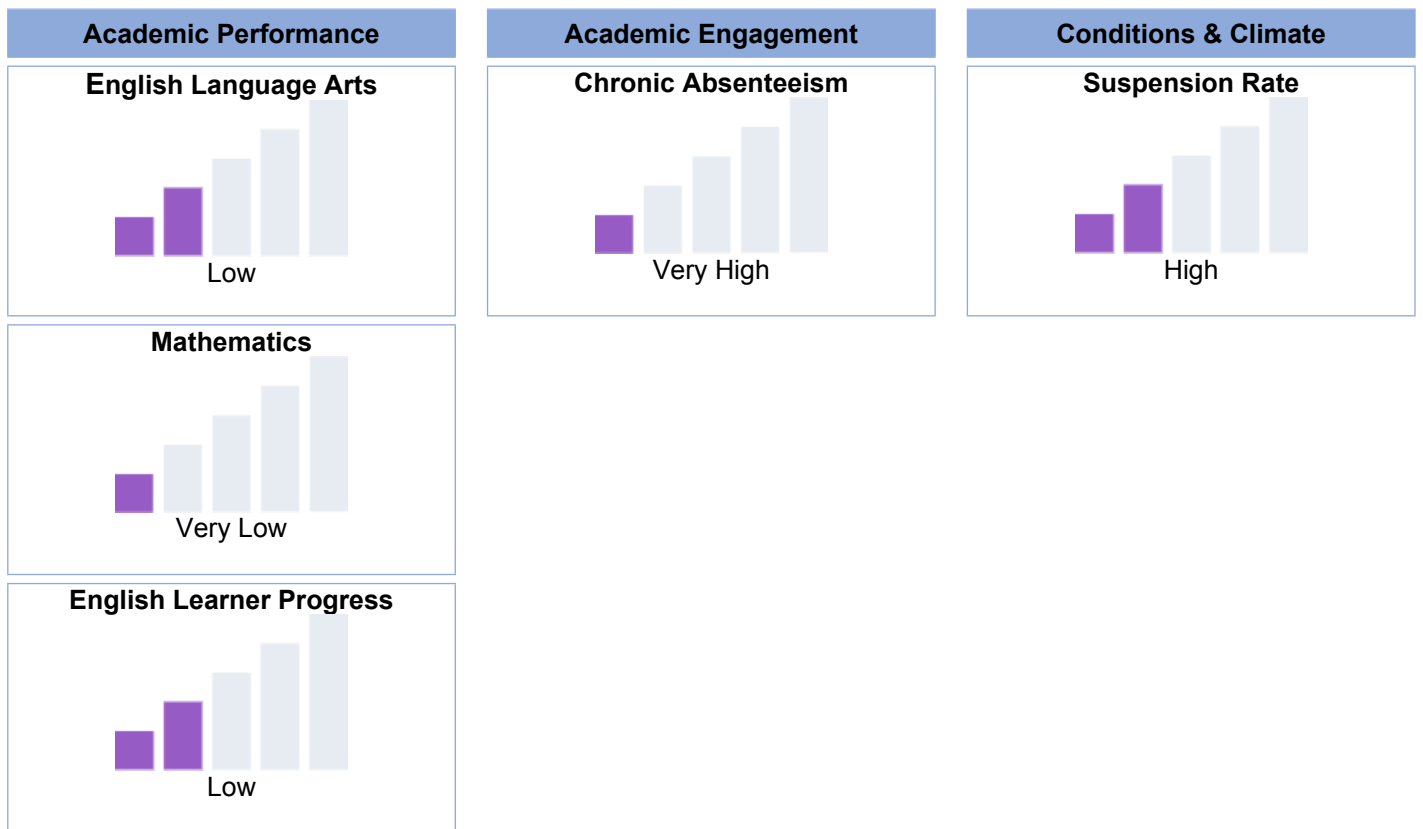
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Students will be frequently assessed throughout the year for progress monitoring. We continue to use iReady for personalized intervention in both Reading and Math.
2. Our math dashboard data indicates that overall students are performing one grade level below standard. These scores have steadily increased by 5% over the past few years.

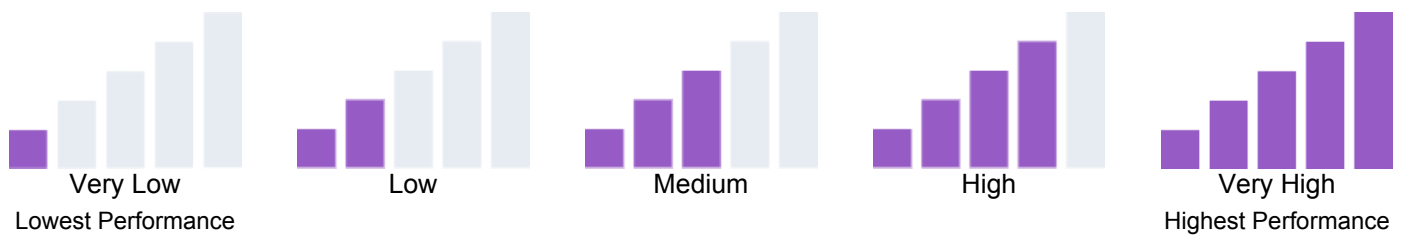
3. Our english language arts dashboard data indicates that overall students are performing two grade levels below standard. These scores have steadily increased by 7% over the past few years.

School and Student Performance Data

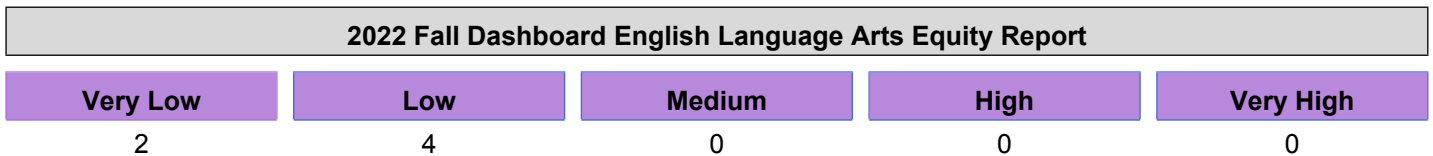
Academic Performance English Language Arts

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

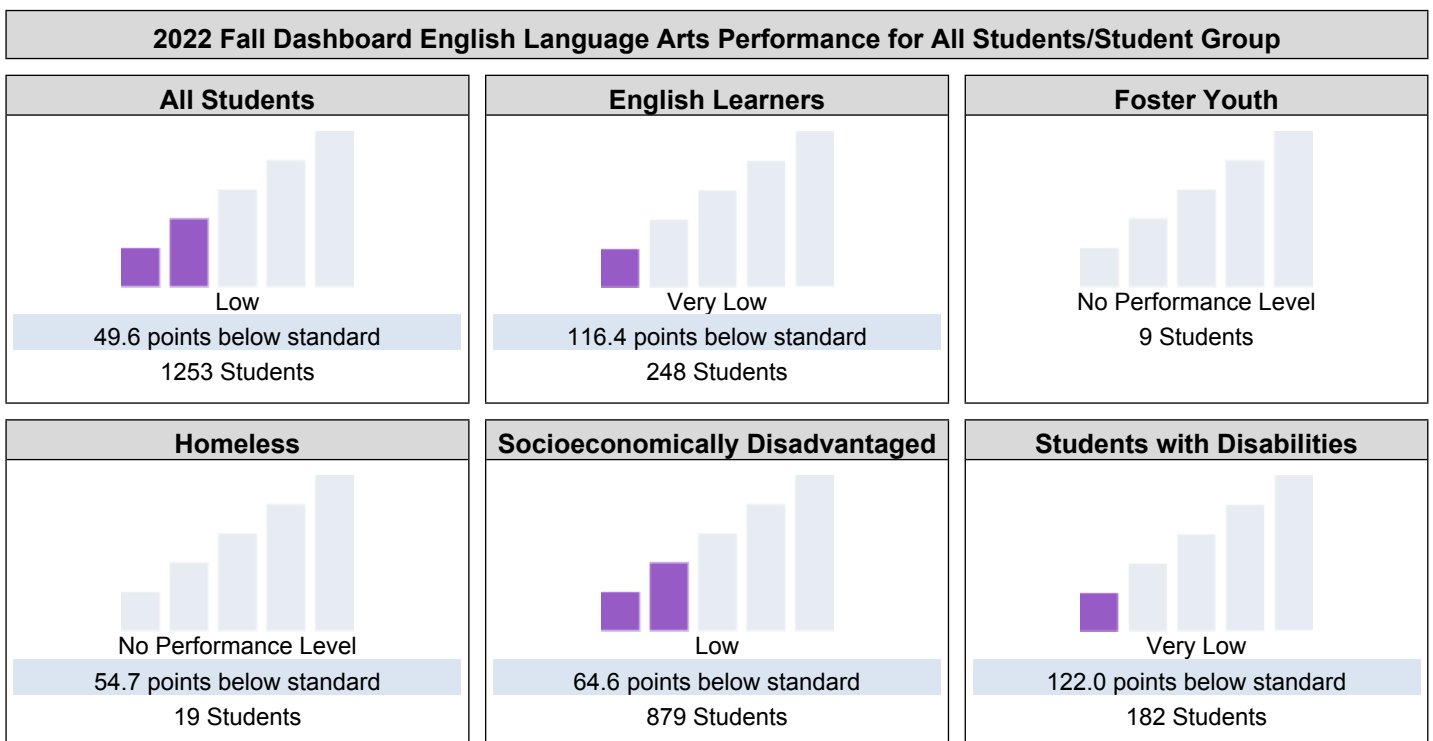
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



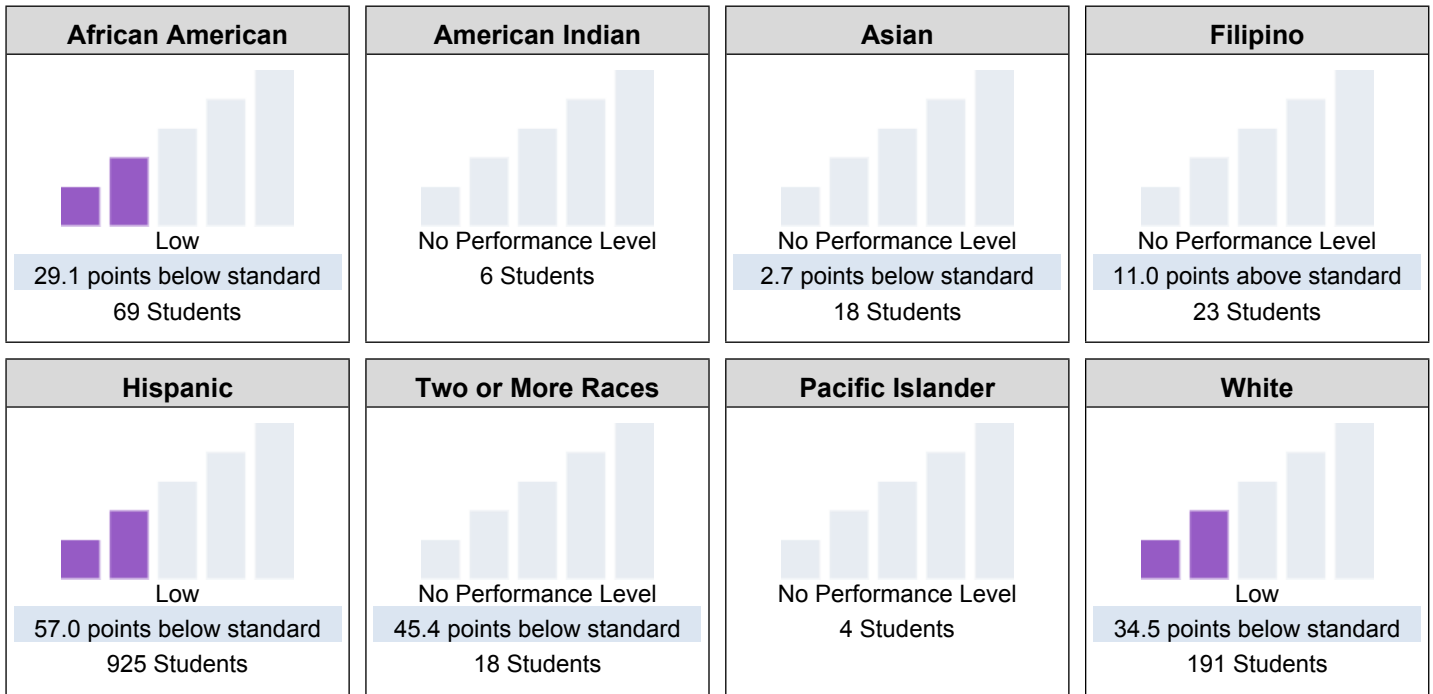
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
144.9 points below standard 154 Students	69.7 points below standard 94 Students	40.0 points below standard 768 Students

Conclusions based on this data:

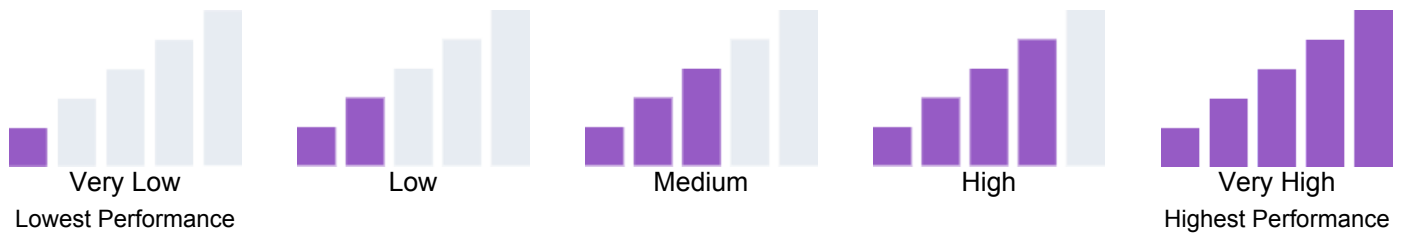
1. Although our overall Met and Exceeded percentage increased on the CAASPP ELA by 3%, the overall change remained at "Maintained" due to the decline with our Homeless student group. We will ensure an additional focus and supports on this group of students.
2. EL Students are receiving Tier 2 and 3 interventions with ELD instruction, AVID Excel, and iReady.
3. Students in special education are receiving Tier 2 and 3 interventions with the Learning Center and iReady.

School and Student Performance Data

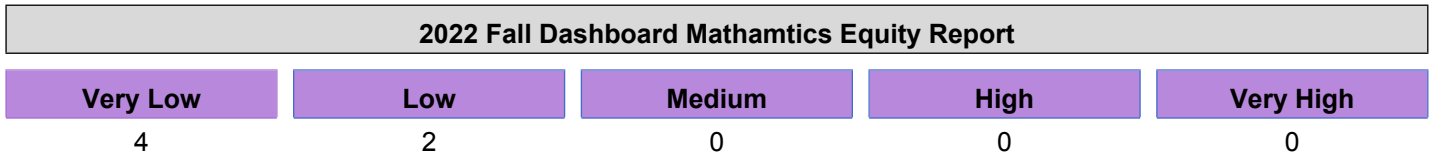
Academic Performance Mathematics

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

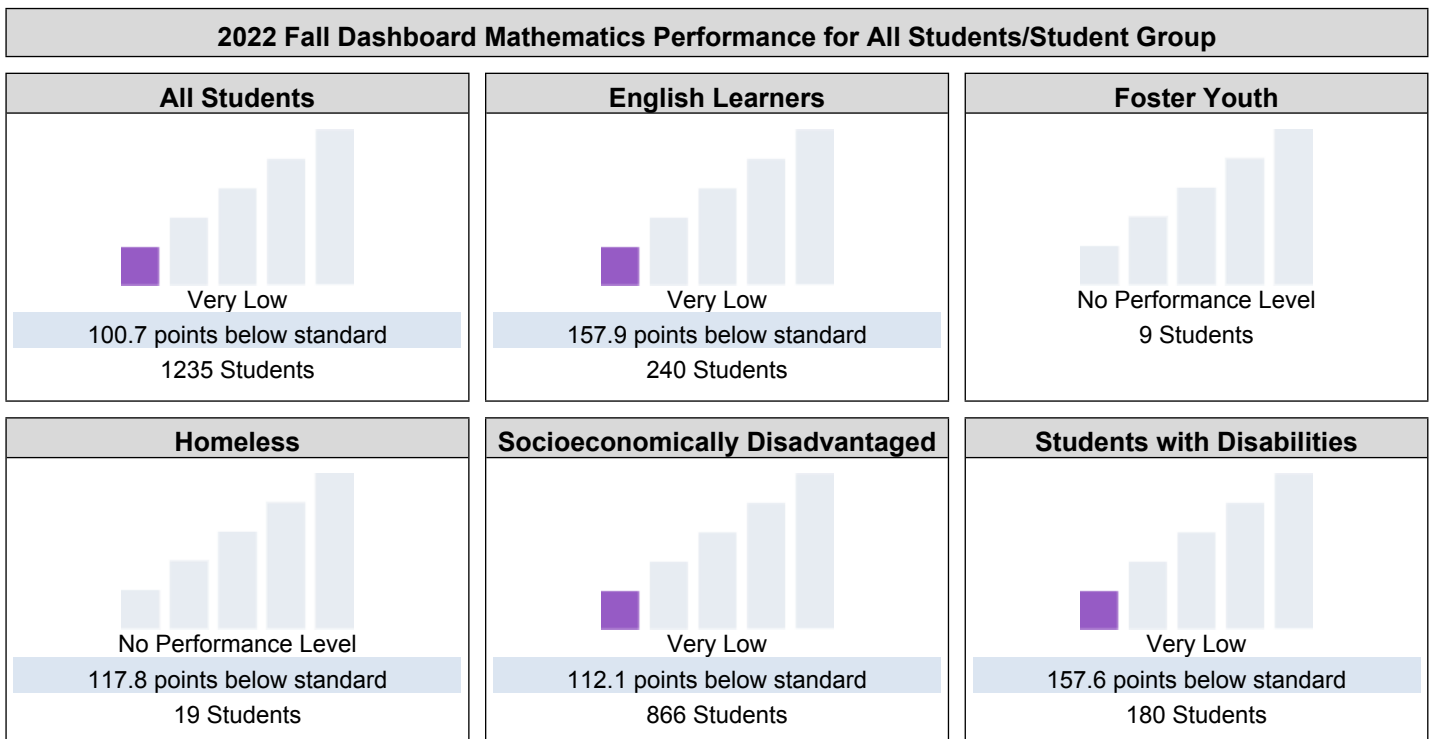
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



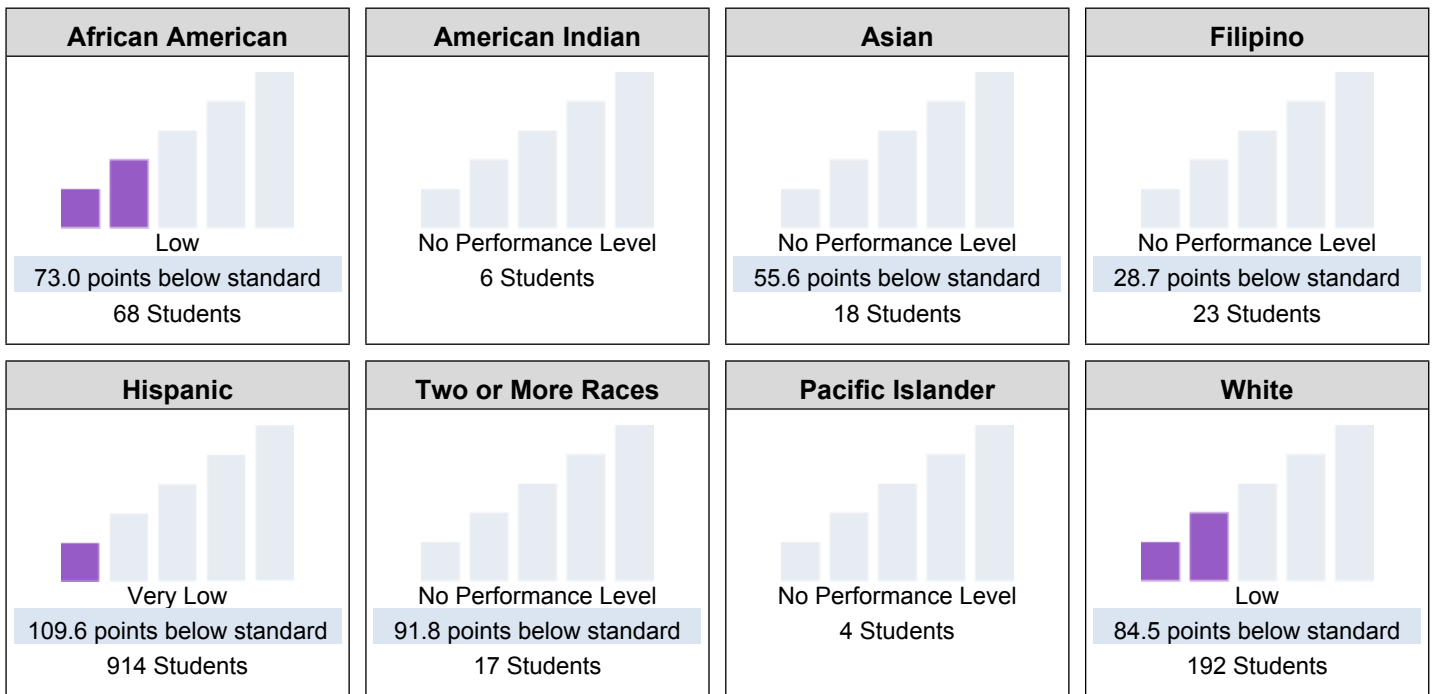
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
177.1 points below standard 149 Students	126.4 points below standard 91 Students	93.4 points below standard 759 Students

Conclusions based on this data:

1. Although our overall Met and Exceeded percentage increased on the CAASPP Math by 2%, the overall change declined due to the decline in 5 of the major student groups.
2. Tier 2 and 3 interventions are provided through growth monitoring and progress checks by teachers, iReady Math, ELD Support for EL students as well as the Learning Center for SPED.

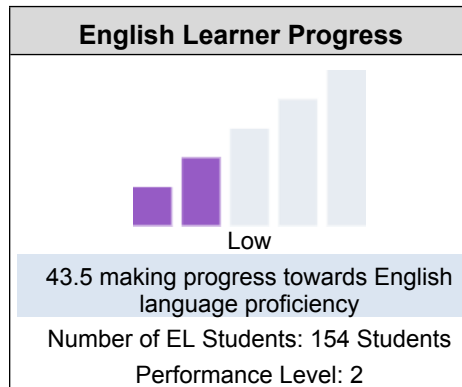
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.1%	36.4%	0.6%	42.9%

Conclusions based on this data:

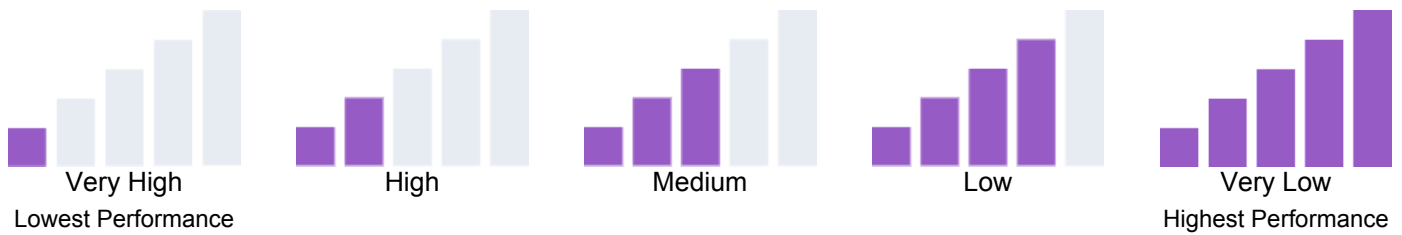
1. We are addressing the progress of our English Learners by engaging English Learners in academic goal setting and progress monitoring.

School and Student Performance Data

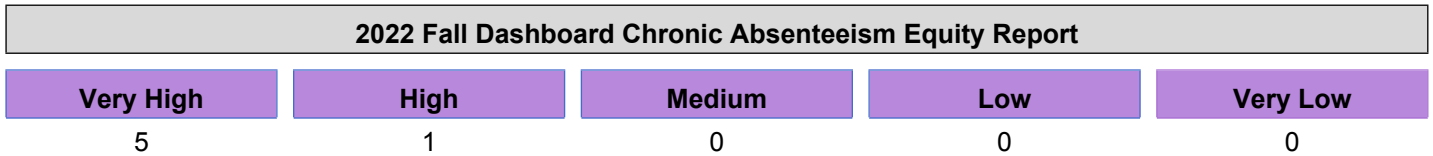
Academic Engagement Chronic Absenteeism

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

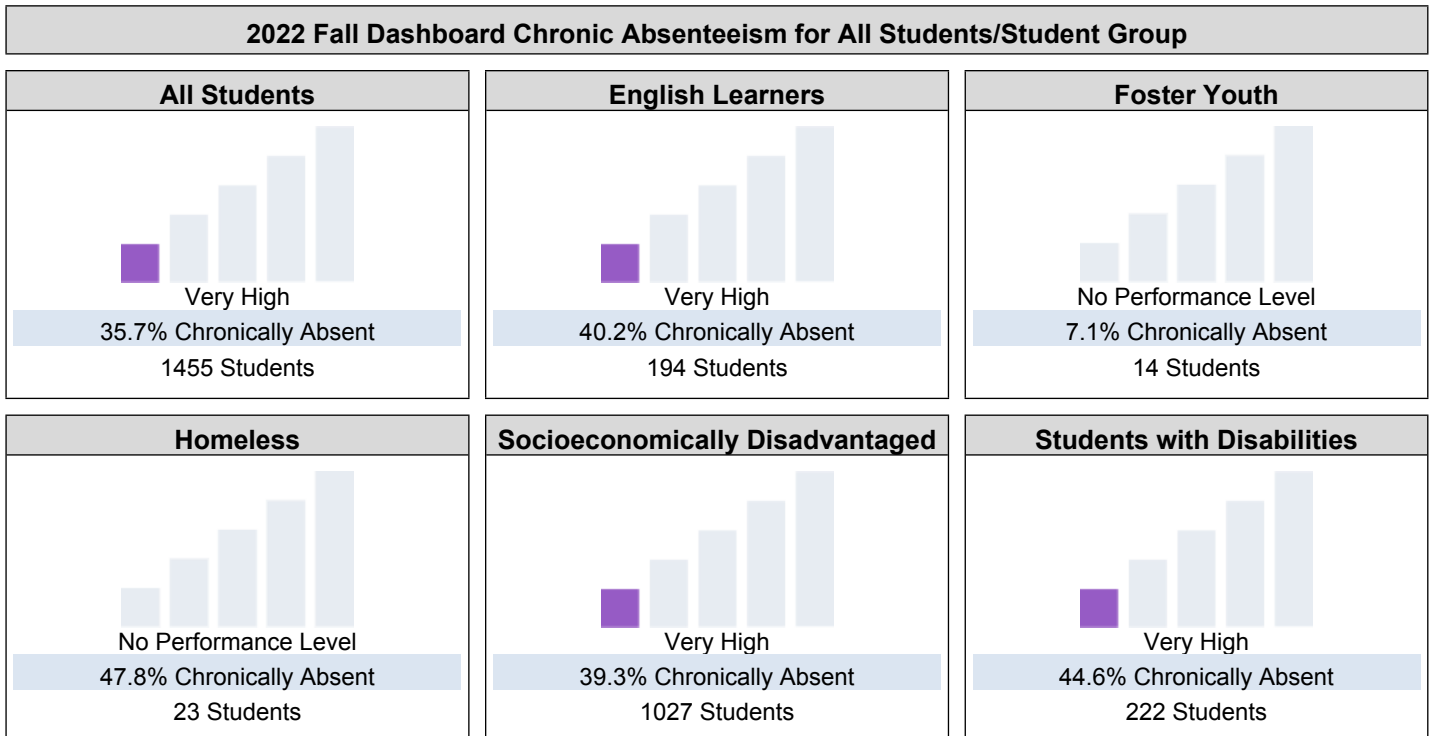
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



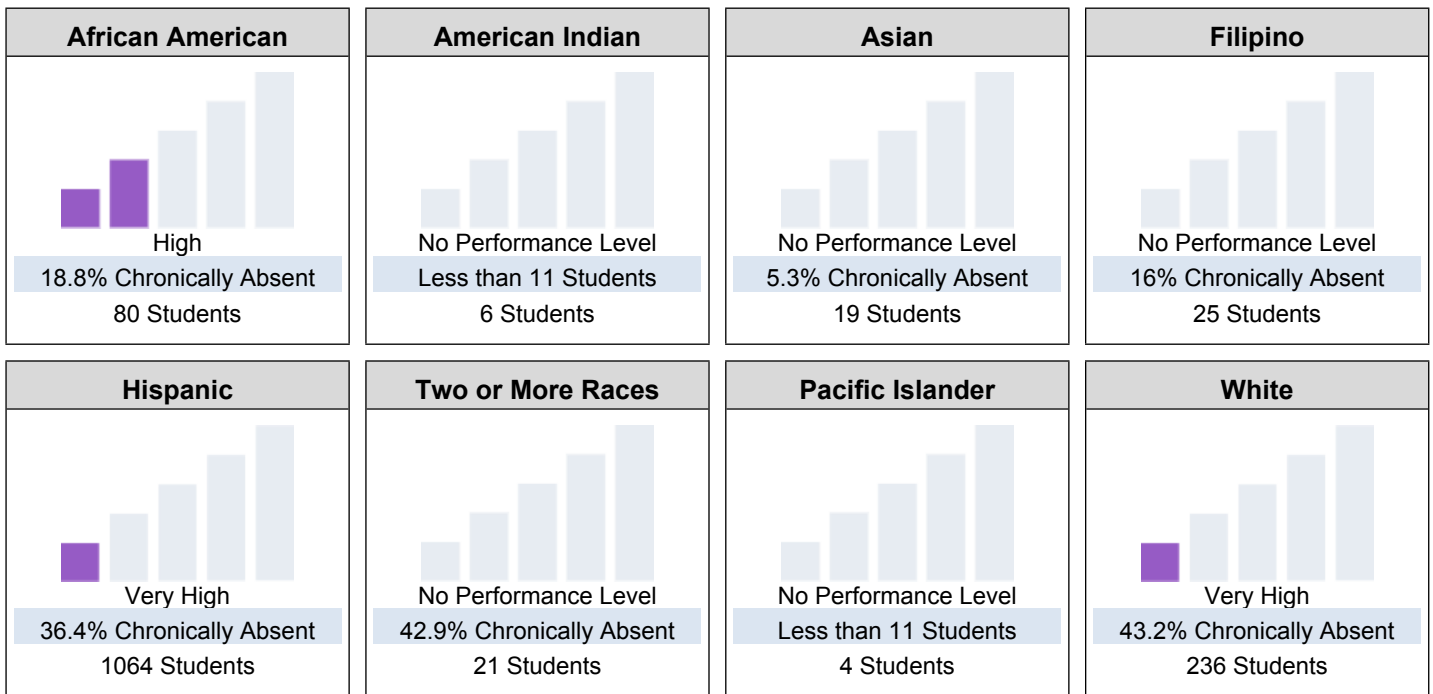
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

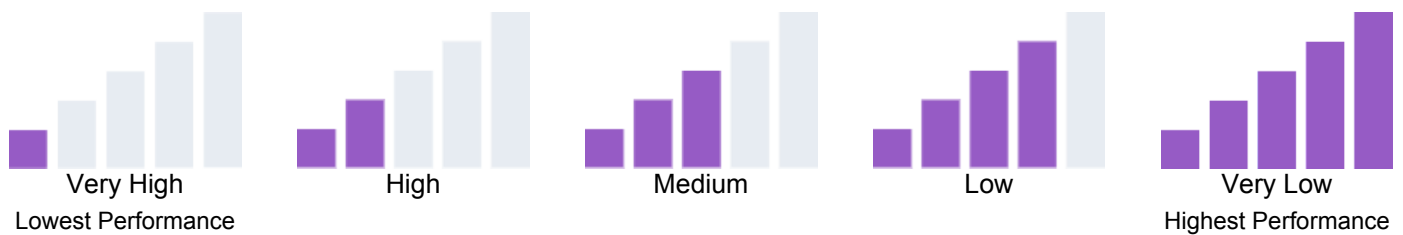
1. We were able to maintain or decrease chronic absenteeism in all subgroups, except for the African American subgroup, prior to COVI-19. Our goal is to decrease in all subgroups and have an overall drop of 1.0% .

School and Student Performance Data

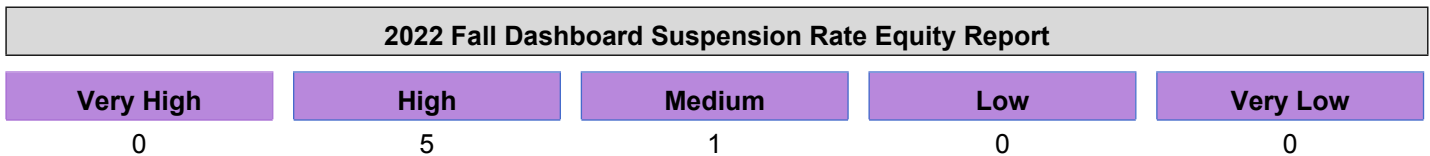
Conditions & Climate Suspension Rate

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

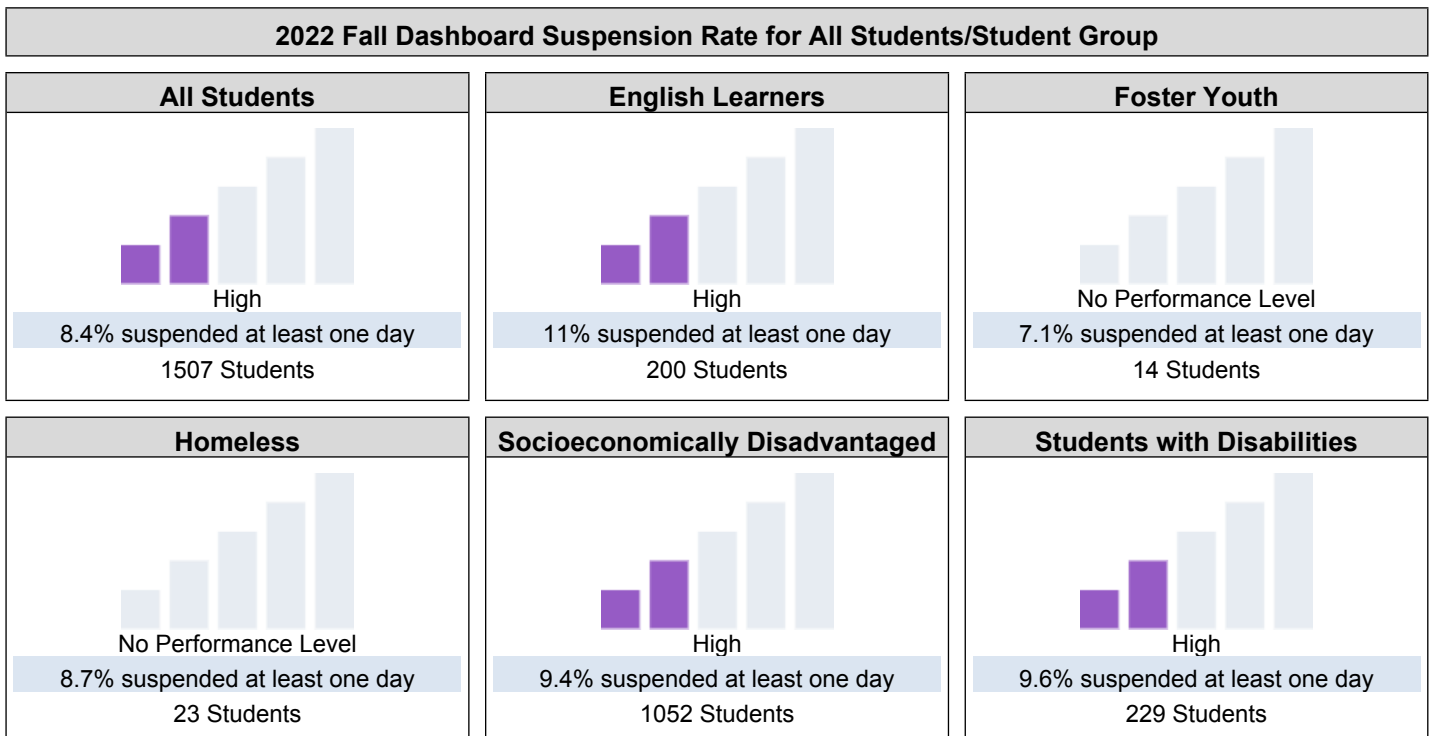
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



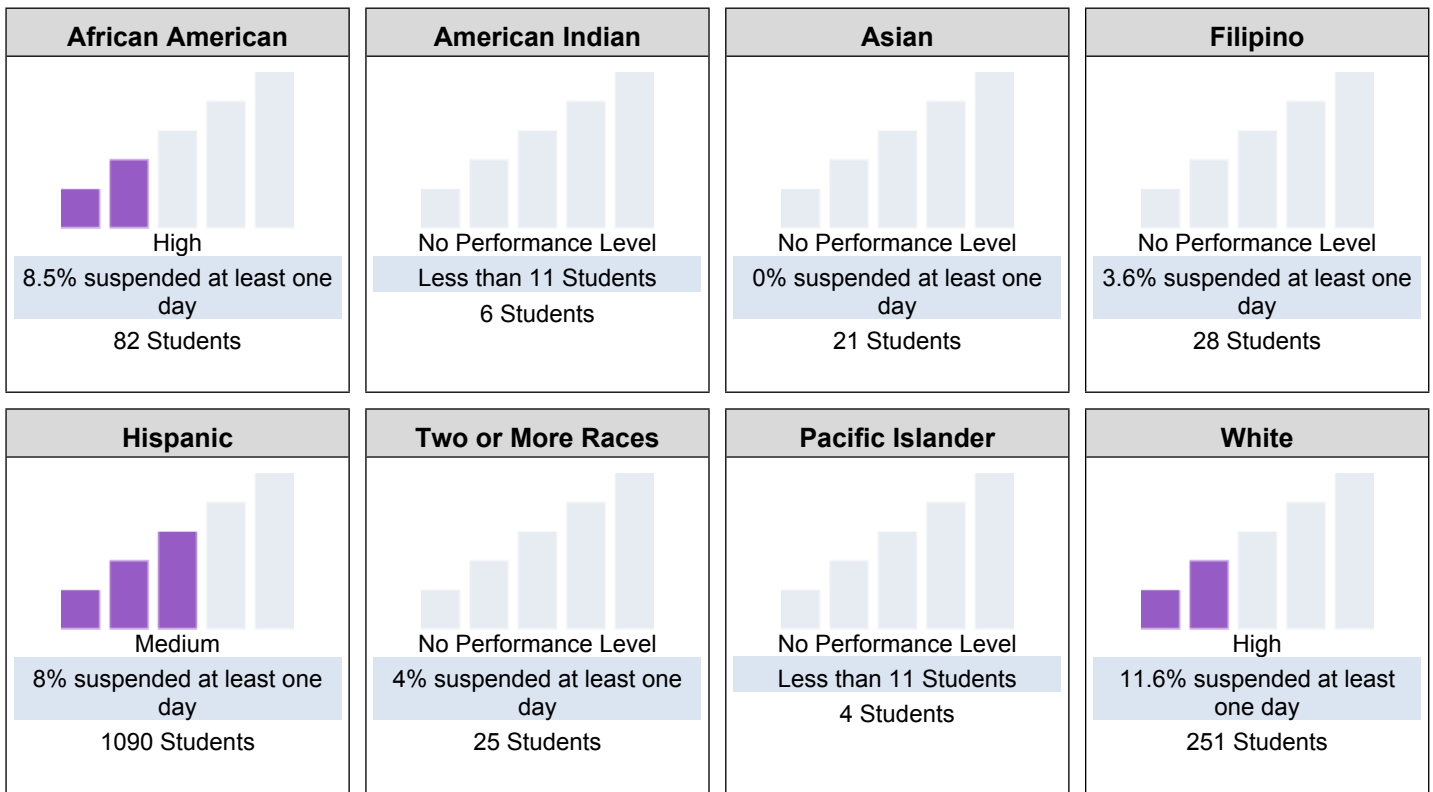
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Minor rise in suspensions for "White" students is not a true reflection of the positive change in our suspensions over the last year. Our suspensions are so minimal that one incident can skew the percentages.
2. The highest number of students being suspended are white students at 11.6% according to the 2022 dashboard.
3. Minority students are being suspended at a less percentage rate than white students.

Resource Inequities

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

Ethan A. Chase Middle School is a schoolwide Title I program and has the following student groups with high or low indicators in the following areas on the 2022 California School Dashboard:

Suspension Rate High: White, African Americans, Students with Disabilities (SWD), Socioeconomic Disadvantaged (SED), and English learners (EL)

After analyzing our suspension data, we determined that we need to have additional targeted interventions for students with low social-emotional skills. School counselors, school therapists, administration, and student advisors will address SEL competencies in guidance lessons, assemblies, Wellness Wednesdays, and small groups. An additional assistant principal and a school resource officer will be hired to aid with student behaviors.

Math Performance Very Low: English learners, SED, Hispanic, and SWD

After analyzing our past CAASPP data we determined that we do not have consistent professional development and structured time for PLCs to allow math teachers to professionally grow in UDL practices. In addition, we do not have structured time in the school day for teachers to collaborate, look at data, create common formative assessments, and share best practices. As a result, teachers will be provided with the same common prep period to allow for weekly PLC time. In addition, money will be allotted for math and science teachers to have PLC days throughout the school year. Students will continue to take BOY, MOY, and EOY iReady diagnostic tests to monitor student growth.

ELA Performance Very Low: EL and SWD

Our analysis determined the need to refocus our Units of Study and PLC time for teachers. As a result, teachers will be provided with the same common prep period to allow for weekly PLC time. In addition, money will be allotted for ELA and history teachers to have PLC days throughout the school year. Students will continue to take BOY, MOY, and EOY iReady diagnostic tests to monitor student growth.

Chronic Absenteeism Very High: EL, SED, SWD, Hispanic, and White

After analyzing our attendance data, we determined that we have not created Guidance Lessons addressing the attendance policy, the process of clearing absences, and student motivation for consistently attending school. We are going to add those aspects of attendance into our monthly Guidance Lessons and work with our teachers and student advisor to provide additional incentives for attendance. Monthly attendance competitions between class periods and grade levels will be used to increase motivation to consistently attend school.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

For the 2022-23 school year, increase the percentage of students scoring Standard Met, Standard Exceeded by 3% on the ELA CAASPP, from 34% to 37%, from August 2022 to June 2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA Scale Score Data 6th Grade	By June 2023, 6th graders will have an average scale score of at least 2531.	The 6th grade average scale score on the CAASPP was 2477. The goal was not met.
CAASPP ELA Data Scale Score 7th grade	By June 2023, 7th graders will have an average scale score of at least 2552.	The 7th grade average scale score on the CAASPP was 2490. The goal was not met.
CAASPP ELA Data Scale Score 8th grade	By June 2023, 8th graders will have an average scale score of at least 2567.	The 8th grade average scale score on the CAASPP was 2526. The goal was not met.
iReady Diagnostics Data	65% or fewer students will be 1 or more levels below per Reading Diagnostic 3 for 2022-2023. 35% of students will be on grade level or exceeding standard.	24% of students were at grade level or exceeding standard for Reading Diagnostic 3 for the 2022-2023 school year. The goal was not met.
iReady Reading Lesson Pass Rate	83% of students will be passing iReady Reading lessons at 70-100% or above on the Diagnostic 3 2022-2023.	74% of students passed iReady Reading lessons at 70-100% or above on the Reading Diagnostic 3 for the 2022-2023 school year.
ELPAC Percent Met/Exceeded	Overall, 37% of students will meet/exceed standards on ELPAC by June 2023.	39.63% of students met/exceeded standards on the ELPAC by June 2023

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be provided iReady Reading minutes during their Language Arts class to meet and exceed the minimum 45 minutes per week. Additionally, 70% of students will achieve a lesson pass rate of 70-100% on iReady Reading lessons. ELA Teachers will form small groups by ability according to iReady data and provide specific	Students were provided iReady minutes during their language arts class for a monthly average of 92 minutes per week. The iReady end of the year data shows that 74% of all students passed reading lessons.	During PLC, teachers to work on reviewing iReady data and create lesson plans based on student needs. None Specified None Specified 0	During PLC, teachers to work on reviewing iReady data and create lesson plans based on student needs. None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction to those students. We will implement Units of Study, assess students tri-weekly, adjust lessons with scaffolds, and re-assess students as needed.			
The English Language Arts Department will implement Units of Study, utilize common formative assessments, adjust lessons with scaffolds, and re-assess as needed. This department planning will be done during after school hours since substitute teachers are limited at this time.	Teachers met throughout the school to develop lessons and plan best practices for student growth. The funds were used to utilize subs for teacher planning days. In addition, teachers were paid for extra hours used for additional planning time.	Planning done by teachers outside of regular school hours. Planning includes; teacher sharing and collaboration of first best instructional practices, adjusting pacing, creating/adjusting common formative and unit assessments for online learning, and planning for online engagement strategies. 1000-1999: Certificated Personnel Salaries Title I 5,403	Planning done by teachers outside of regular school hours. Planning includes; teacher sharing and collaboration of first best instructional practices, adjusting pacing, creating/adjusting common formative and unit assessments for online learning, and planning for online engagement strategies. 1000-1999: Certificated Personnel Salaries Title I 20,791.00
Continue the use of the iLiteracy program to support students who are reading below the 4th Grade Level.	5 sections of literature support were provided to students reading below grade level. The five classes were split between two teachers in the English department.	5 sections of literacy elective to provide targeted students to increase competency in reading and in all core subjects. 1000-1999: Certificated Personnel Salaries Title I 130,000	5 sections of literacy elective to provide targeted students to increase competency in reading and in all core subjects. 1000-1999: Certificated Personnel Salaries Title I 100,030.93
Ensure full implementation of the Common Core State Standards with the district approved Units of Study in English Language Arts and district adopted English Language Development Program for all grade levels.	Teachers met once a month on Wednesday PLC days to develop lessons and reassess strategies as needed.	PLC- Departments will meet consistently throughout the year to analyze data, plan first best instruction, and ensure standards based instruction for all students. None Specified None Specified 0	PLC- Departments will meet consistently throughout the year to analyze data, plan first best instruction, and ensure standards based instruction for all students. None Specified None Specified 0

Analysis

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

Teachers met for an hour once a month during the scheduled PLC Wednesdays. In addition, teachers met during the school day for planning purposes. Two English teachers taught a total of five sections of literature support. Title 1 funds were used to pay for 1/2 of each teacher's salaries plus benefits.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students were provided iReady minutes during their language arts class for a monthly average of 92 minutes per week. The iReady end of the year data shows that 74% of all students passed reading lessons. The CAASPP results as follows: The 6th grade average scale score on the CAASPP was 2477. The 7th grade average scale score on the CAASPP was 2490. The 8th grade average scale score on the CAASPP was 2526.

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

Originally, \$130,000 from title 1 was allocated to cover half of two teachers' salaries and benefits to teach the five sections of literature support. Out of the \$130,000, \$100,030.93 was spent on teacher salaries and benefits. This allowed the funds not used to cover the expense of substitutes so teachers could meet during the school day and extra duty pay for teachers to collaborate after contract time.

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.

Goal 1 for the 2023-2024 school year, increase the percentage of students scoring Standard Met, Standard Exceeded by 3% on the ELA CAASPP, from 33% to 36% from August 2023 to June 2024. Literature support classes will continue to be offered in the 2023-2024 school year targeting students who are reading below grade level. Funding in the amount of \$106,101 is allocated from Title 1 for teacher salaries and benefits. \$16,000 will be allocated for the 2023-2024 school year to cover sub costs in order for the English department and Social Studies department to hold grade level and department PLC days. The collaboration discussions will be guided by the instructional coach and principal to ensure that teachers are using data to drive instruction, using common formative assessments, and best first teaching strategies. Time will also be provided for teachers to observe other classroom to witness the best first teaching strategies in action. Funds in the amount of \$1000 is allocated for books and materials needed for professional learning. \$37,200 from LCFF funds are dedicated for annual textbook and consumable annual purchases. The amount of \$33,000 is allocated to purchase various software to be used in classrooms to enhance student learning such as but not limited to iReady, Quizzex, and Brain Pop. The identified changes can be found in pages 53-57 of the current SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

For the 2022-23 school year, increase the percentage of students scoring Standard Met, Standard Exceeded by 5% on the Math CAASPP from 18% to 23% August 2022 to June 2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math Data	By June 2023, 6th graders will have an average scale score of at least 2552 on the Math CAASPP.	The 6th grade average scale score on the math portion of the CAASPP was 2454. The goal was not met.
CAASPP Math Data	By June 2023, 7th graders will have an average scale score of at least 2567.	The 7th grade average scale score on the math portion of the CAASPP was 2452. The goal was not met.
CAASPP Math Data	By June 2023, 8th graders will have an average scale score of at least 2586.	The 8th grade average scale score on the math portion of the CAASPP was 2476. The goal was not met.
iReady Diagnostic Data	70% of students will be one or more grade levels behind per Math diagnostic 3 2022-2023.	23% of the students were at grade level or above per the Math Diagnostic 3 at the end of the 2022-2023 school year. 67% of students were one or more grade levels behind. The goal was met.
iReady Math Lesson Pass Rate	84% of students will be passing iReady Math lessons at 70-100% or above per Math Diagnostic 3 2022-2023.	85% of students passed the iReady Math lessons at 70-100% or above per Math Diagnostic 3 2022-2023. The goal was met.
CAASPP Math Percent Met/Exceeded	Overall, 22% of students will meet/exceed standards on CAASPP in June 2023.	14% of students met/exceeded standards on CAASPP in June 2023.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be provided iReady Math minutes in Math to meet and exceed the minimum 45 minutes per week. Math Teachers will form small groups by ability, using iReady data, and provide specific instruction to these students.	Teachers provided iReady math minutes for an average use by students of 108 minutes every month.	Response to Intervention - Teachers will review the results of the student passing rate along with CFA's to determine adjustments needed to lessons to clarify student misconceptions. These CFA's and passing rates are monitored weekly and triweekly depending on the unit and passing	Response to Intervention - Teachers will review the results of the student passing rate along with CFA's to determine adjustments needed to lessons to clarify student misconceptions. These CFA's and passing rates are monitored weekly and triweekly depending on the unit and passing

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>rates are assessed monthly by teachers. The principal joins each grade level at their PLC to review the results of the CFA's to make adjustments in order to best support student learning. None Specified None Specified 0</p>	<p>rates are assessed monthly by teachers. The principal joins each grade level at their PLC to review the results of the CFA's to make adjustments in order to best support student learning. None Specified None Specified 0</p>
<p>The Math Department will implement Units of Study, create common formative assessments, adjust lessons with scaffolds, and re-assess as needed. This department planning will be done during after school hours since substitute teachers are limited during the school day.</p>	<p>The Math department met during PLC Wednesdays to look at iReady. Specific supplies and materials were purchased to support student learning and engagement.</p>	<p>NGSS and Math supplies and materials Consultant Costs- Ex: Math 5000-5999: Services And Other Operating Expenditures Title I 5,806</p>	<p>NGSS and Math supplies and materials Consultant Costs- Ex: Math 5000-5999: Services And Other Operating Expenditures Title I 3,500</p>
<p>In support of Math, the Science Department will create/adjust Units of Study and create common formative assessments based on NGSS. This department planning will be done during after school hours since substitute teachers are limited at this time. Most of the Science lessons incorporate lab work by students to keep them engaged. The lab work supplies will also be selected and purchased by the department, through the school secretary, using some Title I funds.</p>	<p>The Science department utilized three days to plan Units of Study and create common formative assessments based on NGSS. Additional supplies were purchased to help support the Units of Study.</p>	<p>Certificated salaries for after school tutoring 1000-1999: Certificated Personnel Salaries District Funded 15,000</p>	<p>Certificated salaries for after school tutoring 1000-1999: Certificated Personnel Salaries District Funded 6,485.36</p>
<p>Ensure full implementation of the Common Core State Standards with the district approved Units of Study in Mathematics.</p>	<p>Departments met on PLC Wednesdays throughout the year to analyze data, plan first best instruction, and ensure standards based instruction for all students.</p>	<p>PLC. Departments will meet consistently throughout the year to analyze data, plan first best instruction, and ensure standards based instruction for all students. None</p>	<p>PLC. Departments will meet consistently throughout the year to analyze data, plan first best instruction, and ensure standards based instruction for all students. None</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Specified None Specified 0	Specified None Specified 0

Analysis

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

Teachers met for an hour once a month during the scheduled PLC Wednesdays. Math teachers provided class time for iReady Math minutes weekly. Math teachers implemented the Common Core State Standards with district approved units of study. In support of Math, the Science Department created/adjusted Units of Study and created common formative assessments based on NGSS.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

14% of students met or exceeded the standard on the CAASPP given in May of 2023. The end of the year diagnostic 3 iReady test showed that 23% of students were at grade level or above.

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

From Title 1 funding, \$3,500 out of the \$5,806 allocated for math supplies and materials. From district funding, \$6,485.36 was used out of the \$15,000 allocated for certificated salaries for after school tutoring.

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

In the 2023-2024 school year, math teachers will attend professional development with a district approved math coach. \$10,000 is allocated out of district funding for the math coach and sub coverage needed for teachers to attend the training. Math and science teachers will attend designated PLC days by grade level and department. \$16,000 from district funding is allocated for sub coverage needed for teachers to attend PLC days. An additional \$9,000 is allocated for books and materials needed for professional development from district funding. Targeted after school interventions and STEM Saturday Schools for students below grade level in math will be implemented using the \$30,000 allocated from district funding. In order to support math across all subjects, \$35,416 is allocated from district funding to provide students with classroom supplies and materials to enhance student learning. To purchase new library books and supplies to support student learning, \$5,000 is allocated from district funding. The changes can be found on pages 58-61 in the current SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Increase the number of students achieving a level 4 on the ELPAC summative test from 4.8% in the 2022-2023 school to 10% to qualify for reclassification by June 2024.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA Scale Score (EL Group)	To increase our CAASPP ELA Scale Score of our EL student group by at least 3 percentage points, from 4% to 7%.	2% of English Learners scored proficient or advanced on CAASPP for 2022-2023 school year. The goal was not met.
iReady Reading Diagnostic EL Group	Our goal is to have 8% of English Learners scoring on-level in reading on iReady Diagnostic 3 for 2022-2023.	2% of English Learners scoring on-level in reading on iReady Diagnostic 3 for 2022-2023 school year. The goal was not met.
ELPAC Percentage	Our goal is to increase the percentage of students to well-developed score to 12% on the 2022-2023 ELPAC test.	8.18% of EL students scored well-developed on the ELPAC 2022-2023 test. The goal was not met.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AVID Excel Tutors will be used to assist EL students in their English Language Development in preparation for reclassification.	AVID tutors were used to assist EL students in their AVID Excel classes in preparation for reclassification.	College Tutors used for AVID Tutorials as required by RIMS AVID twice a week. 2000-2999: Classified Personnel Salaries Title I 7,000	College Tutors used for AVID Tutorials as required by RIMS AVID twice a week. 2000-2999: Classified Personnel Salaries Title I 6,660.86
Additional hours after school for bilingual aides to be able to serve Non and Limited English speaking students for all seven periods and/or after school tutoring.	A few additional hours after school for bilingual aides to be able to serve Non and Limited English speaking students for all seven periods and/or after school tutoring.	Additional hours for our Bilingual Aides to support Non/Limited English speaking students for all seven periods and after school tutoring. 2000-2999: Classified Personnel Salaries Title III 8,320	Additional hours for our Bilingual Aides to support Non/Limited English speaking students for all seven periods and after school tutoring. 2000-2999: Classified Personnel Salaries Title I 160
Engage our EL Families to the school system and educate them on how to support their EL student in reclassification and academic success by way	Families of EL students engaged in the Parent Education Program (PIQE) and learned how to support their student with academic success.	Parent Engagement Contract and Services such as but not limited to PIQE and ELAC. 5000-5999: Services And	Parent Engagement Contract and Services such as but not limited to PIQE and ELAC. 5000-5999: Services And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
of Parent Education Programs such as but not limited to the Parent Institute for Quality Education (PIQE).	The courses were held both virtually and in person in the month of March-May of 2023.	Other Operating Expenditures Title III 7,000	Other Operating Expenditures Title I 7,000
Literacy support for English Learners is necessary for those needing support in reading comprehension and vocabulary.	The iLit services were renewed for the 2022-2023 school year.	iLit EL Contract & Teacher Training 5000-5999: Services And Other Operating Expenditures Title III 16,000	iLit EL Contract & Teacher Training 5000-5999: Services And Other Operating Expenditures Title I 25,550
Provide Teachers with ongoing online training to increase first best instruction of all students with a focus on EL and SPED. These trainings will include AVID and Math.	Teachers engaged in AVID professional development throughout the school year.	Professional Development Opportunities, Sub Costs, Consultant Costs for all teachers to increase first best instruction. 5000-5999: Services And Other Operating Expenditures Title I 8,000	Professional Development Opportunities, Sub Costs, Consultant Costs for all teachers to increase first best instruction. 5000-5999: Services And Other Operating Expenditures Title I 8,000
Purchase of digital applications and supplies for online learning to support students and increase engagement.	Digital applications were purchased to increase student engagement and enhance academic success.	Digital applications and supplies to engage/support students for online learning. 4000-4999: Books And Supplies Title I 4,000	Digital applications and supplies to engage/support students for online learning. 4000-4999: Books And Supplies Title I 4,000
Ensure full implementation of the ELD/ELA standards with the district approved ELD curriculum.	Departments met during PLC time on Wednesdays throughout the year to analyze data, plan first best instruction, and ensure iELD and dELD take place daily.	PLC. Departments will meet consistently throughout the year to analyze data, plan first best instruction, and ensure iELD and dELD take place daily. None Specified None Specified 0	PLC. Departments will meet consistently throughout the year to analyze data, plan first best instruction, and ensure iELD and dELD take place daily. None Specified None Specified 0

Analysis

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

Increase the number of students achieving a level 4 on the ELPAC summative test to 10% in the 2022-2023 school year. AVID Excel Tutors will be used to assist EL students in their English Language Development in preparation for reclassification. Additional hours after school for bilingual aides to be able to serve Non and Limited English speaking students for all seven periods and/or after school tutoring. Provide Teachers with ongoing online training to increase first best instruction of all students with a focus on EL and SPED. These trainings will include AVID and Math. Purchase of digital applications and supplies for online learning to support students and increase engagement. Purchase of digital applications and supplies for online learning to support students and increase engagement.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal to increase the number of students achieving a level 4 on the ELPAC summative test to qualify for reclassification by June 2023. A few additional hours after school for bilingual aides to be able to serve Non and Limited English speaking students for all seven periods and/or after school tutoring. Digital applications were purchased to increase student engagement and enhance academic success. Digital applications were purchased to increase student engagement and enhance academic success. Departments met during PLC time on Wednesdays throughout the year to analyze data, plan first best instruction, and ensure iELD and dELD take place daily.

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

A major difference between the intended implementation of the intended budget was in renewing the iLit contract for 16,000 out of Title 1 funding. To renew the iLit contract was 25,550 which was over the amount allotted in the Title 3 budget. Money from Title 1 was used in conjunction with Title 3 to cover the cost of the software program. Another major difference was in the implementation of offering bilingual aides extra duty to tutor EL students during school hours and after school. It was difficult to hire bilingual aides most of the year and few aides wanted to stay after school to tutor students as an extra assignment.

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

Additional AVID tutors will be used on Mondays and Fridays to assist EL students in their ELD work in preparation for reclassification. This is in addition to the work done by two tutors on Tuesday and Thursday. Family members of EL students will be educated in how to support their students in reclassification and academic success by way of PIQE and ELAC. Additional hours for bilingual aides to be able to serve non and limited English speaking students after school tutoring. Additional field trips for our EL students to increase knowledge about college and career opportunities after high school graduation. We will continue to utilize iReady for our EL students to help them with learning the English language. Additional library books and supplies will be purchased to increase the English language skills for EL students. Teachers giving the ELPAC will be trained in the process of giving the ELPAC test to ensure that they are giving the ELPAC test with fidelity and in the best interest of EL students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Decrease Chronic Absenteeism by 200 students and increase Attendance Rate by 4% from 91.58% to 95% in the 2023-2024 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate	Our goal is to decrease our Chronic Absenteeism Rate down to 8%. Focus student groups to decrease by 5%. EL: 9.1% Foster/Homeless: 7.9% SWD: 8.3%	8.42% of students were chronically absent in 2022-2023 school year. The goal was not met.
Number of Chronically Absent	We will decrease our number of truant students to 150.	466 students were chronically absent. The goal was not met.
Attendance Rate	We will increase our attendance rate to 95.6%.	The attendance rate for the 2022-2023 school year was 91.58%. The goal was not met.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement Attendance Improvement Plan by having group meetings with chronically absent students and their families. These students include subgroups; EL, SED, SWD, Hispanic, and White. A secondary meeting is held for those who fail to show or have not improved their attendance. Individual meetings with chronically absent students and their parent/guardian include the review attendance laws, provide support, and create an attendance goal for the year.	Some meetings were held with families from December through April. 10% chronically absent students and parent/guardians attended the SART meetings and approximately 5% participated in a secondary meeting.	Scheduled monthly meetings with families of students who are chronically absent. None Specified None Specified 0	Scheduled monthly meetings with families of students who are chronically absent. None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PTSA will provide incentives to students for perfect and improved attendance. These incentives are widely publicized to recognize students. Finally, with the collaboration of the PTSA and our Student Advisor, we are continuing our class weekly attendance challenge. The class with the highest attendance average from the prior week receives weekly recognition in the morning announcements and a perpetual trophy is moved from one class to the next.</p>	<p>The PTSA board was not firmly established until December of 2022. They had no funding available to offer incentives for attendance challenges.</p>	<p>PTSA will provide incentives to students for perfect and improved attendance. None Specified Parent-Teacher Association (PTA) 0</p>	<p>PTSA did not provide incentives to students for perfect and improved attendance. None Specified Parent-Teacher Association (PTA) 0</p>
<p>Guidance Lessons addressing the attendance policy, the process of clearing absences, and student motivation for consistently attending school. We are going to add those aspects of attendance into our monthly Guidance Lessons provided by school counselors.</p>	<p>Guidance lessons were provided by counselors once a month to students about the importance of school attendance and other topics.</p>	<p>Delivery of Guidance Lessons, addressing attendance, in the classroom by counselors. None Specified None Specified 0</p>	<p>Delivery of Guidance Lessons, addressing attendance, in the classroom by counselors. None Specified None Specified 0</p>
<p>School Engagement and Recoup ADA - Create four STEAM Saturday Programs where students will be able to engage in Science Technology Engineering Art and Math on a Saturday and extend their learning. We can accommodate up to 100 students and any student with an unexcused absence will receive credit for attending and ADA will be recouped.</p>	<p>Teachers and the Instructional Coach led four Saturday Schools emphasizing STEM activities during the months of January-April</p>	<p>Teachers will be in the STEAM classrooms facilitating the activities during the four Saturday dates. 1000-1999: Certificated Personnel Salaries District Funded 10,000</p> <p>Supplies for the STEAM Saturday Schools 4000-4999: Books And Supplies District Funded 5,000</p>	<p>Teachers will be in the STEAM classrooms facilitating the activities during the four Saturday dates. 1000-1999: Certificated Personnel Salaries District Funded 3,320.78</p> <p>Supplies for the STEAM Saturday Schools 4000-4999: Books And Supplies District Funded 366.94</p>
<p>The site attendance team will meet consistently throughout the year to review attendance data and identify</p>	<p>The site attendance team met monthly throughout the school year to review attendance data and identify students/families</p>	<p>The site attendance team will meet consistently throughout the year to review</p>	<p>The site attendance team will meet consistently throughout the year to review</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students/families in need of supports/interventions.	in need of supports/interventions	attendance data and identify students/families in need of supports/interventions. None Specified None Specified 0	attendance data and identify students/families in need of supports/interventions. None Specified None Specified 0

Analysis

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

Decrease Chronic Absenteeism by 200 students and increase Attendance Rate by 4% from 91.58% to 95% in the 2023-2024 school year. 8.42% or 466 students were chronically absent in 2022-2023 school year. The attendance rate for the 2022-2023 school year was 91.58%. The goal was not met.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Some meetings were held with families from December through April. 10% chronically absent students and parent/guardians attended the SART meetings and approximately 5% participated in a secondary meeting. There was little to no concern from families who were chronically absent in the 2022-2023 school year. The STEM Saturday Schools were successful in attendance. Between 40-60 students attended each of the four Saturdays. The PTSA board was not firmly established until December of 2022. They had no funding available to offer incentives for attendance challenges. The site attendance team met monthly throughout the school year to review attendance data and identify students/families in need of supports/interventions, but did not have response from chronically absent students and family members as they had hoped.

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

Not as many home visits, SART meetings, or SARB meetings were conducted in the 2022-2023 school year as expected. Additionally, the attendance team did not meet monthly in the 2022-2023 school year to identify the students at risk for being chronically absent.

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 attendance team meets weekly to review attendance data and identify students/families in need of supports/interventions. A team consisting of administration, counselors, student advisor, and school resource officer will conduct home visits for chronically absent students. Monthly attendance competitions and incentives will be offered meeting the attendance challenges. Four STEAM Saturday schools will be offered to all students to recoup ADA. Students who are chronically absent will receive special invitations for Saturday schools. Additional elective courses and sections are offered throughout the course of the school day to increase student engagement such as additional AVID sections, music, and choir. A wide variety of afterschool sports and clubs will be offered to all students to increase student engagement. Community events will be implemented by the ATP team to increase student engagement and parent partnership which in turn will increase student attendance. Every student will receive a free of charge, off campus, educational field trip. Our incoming 6th graders will participate in a welcoming day of activities produced by our Sting Crew to create student engagement and excitement about being at middle school. These strategies can be found on pages 67-73 in the current SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Create a safe and engaging learning environment that decreases total suspension days by 10 days in the 2022-2023 and increases students' social emotional well-being.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of suspension incidents	In the 2022-2023 school year, our total suspension incidents will decrease to 115.	The total suspension incidents was 197 in the 2022-2023 school year. The goal was not met.
CHKS School Engagement	In the 2022-2023 school year, our caring adult relationships as measured by California Healthy Kids Survey will increase to 60%.	The caring adult relationships as measured by the CHKS survey was 54% in the 2022-2023 school year. The goal was not met.
CHKS Safety	In the 2022-2023 school year, our students feeling safe at school as measured by California Healthy Kids Survey will increase to 55%.	Students feeling safe at school as measured by the CHKS survey was 48% in the 2022-2023 school year. The goal was not met.
CHKS Facilities	In the 2022-2023 school year, 50% of students reported facilities upkeep at school as measured by California Healthy Kids Survey.	Students reported facilities upkeep at school as measured by the CHKS survey was 41% in the 2022-2023 school year. The goal was not met.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Schoolwide and classroom review of all school policies three times a year.	Administration held two assemblies regarding schoolwide expectations and counselors utilized class time in history classes for guidance lessons to highlight social emotional well-being, school expectations, and making positive decisions.	Review of school policies at each trimester. None Specified None Specified 0	Review of school policies at each trimester. None Specified None Specified 0
Use of alternative means of correction such as individual and group counseling and/or community service as guided by our counselors. This strategy will address bullying, students feeling safe at school, decrease suspension incidents	Administration, counselors, and school therapist engaged students throughout the year as needed to address concerns regarding bullying, identifying emotions, and overall student well-being. Targeted counseling	Individual or Group Counseling to address bullying, students feeling safe at school, decrease suspension incidents which will reduce suspension days. None Specified None Specified 0	Individual or Group Counseling to address bullying, students feeling safe at school, decrease suspension incidents which will reduce suspension days. None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
which will reduce suspension days.	sessions and restorative practices were utilized to reduce suspendable incidents on campus.		
Increase 8th Grade school connection and increase student awareness for higher education through college awareness activities, materials, and full day university trips for all 8th graders. This will address the meaningful participation of school by 8th graders who have a higher rate of suspensions. In addition, the counselors will employ focus groups of students from all three grade levels to gather information regarding the most pressing issues on campus as well as receive feedback from the students.	All AVID students went to a variety of college and university campuses throughout the school year. The AVID team went to multiple professional developments throughout the school year. The counselors held small groups to focus on student social-emotional well being. The student advisor went to a total of six professional developments such as PBIS and Bullying Prevention.	University Field Trip Admission University Field Trip Bussing College Awareness Materials Counselor and Student Advisor Training on Student Engagement Professional Development AVID trainings 5000-5999: Services And Other Operating Expenditures Title I 10,000	University Field Trip Admission University Field Trip Bussing College Awareness Materials Counselor and Student Advisor Training on Student Engagement Professional Development AVID trainings 5000-5999: Services And Other Operating Expenditures Title I 12,000
Increase the social emotional competencies in students by developing Wellness Wednesday activities.	The student advisor created multiple lessons to address social-emotional skills that were used in the Steps to Change program. Utilizing the student advisor during school hours did not require extra duty hours. The counselors and student advisor planned lunch time activities on campus to engage students and provide a positive environment on campus.	Certificated teachers will develop social emotional competency lessons after school hours 1000-1999: Certificated Personnel Salaries Title I 2,000 Classroom Supplies and Materials Professional Development Lunchtime Activities Supplies and Materials 5000-5999: Services And Other Operating Expenditures Title I 2,000	Certificated teachers will develop social emotional competency lessons after school hours 1000-1999: Certificated Personnel Salaries Title I 0 Classroom Supplies and Materials Professional Development Lunchtime Activities Supplies and Materials 5000-5999: Services And Other Operating Expenditures Title I 1,000
Develop a wellness center designated to serve students who need a safe space, counselors to run small group counseling sessions, and activities.	Due to a lack of space on campus, a wellness center was not developed. The counselors and school therapist utilized the Library to conduct small group sessions in a	Wellness center furniture Supplies and Materials 5000-5999: Services And Other Operating Expenditures Title I 2,000	Wellness center furniture Supplies and Materials 5000-5999: Services And Other Operating Expenditures Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	safe and welcoming space.		

Analysis

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

Administration held two assemblies regarding schoolwide expectations and counselors utilized class time in history classes for guidance lessons to highlight social emotional well-being, school expectations, and making positive decisions. Administration, counselors, and school therapist engaged students throughout the year as needed to address concerns regarding bullying, identifying emotions, and overall student well-being. Targeted counseling sessions and restorative practices were utilized to reduce suspendable incidents on campus. All AVID students went to a variety of college and university campuses throughout the school year. The AVID team went to multiple professional developments throughout the school year. The counselors held small groups to focus on student social-emotional well being. The student advisor went to a total of six professional developments such as PBIS and Bullying Prevention. The student advisor created multiple lessons to address social-emotional skills that were used in the Steps to Change program. Utilizing the student advisor during school hours did not require extra duty hours. The counselors and student advisor planned lunch time activities on campus to engage students and provide a positive environment on campus. Due to a lack of space on campus, a wellness center was not developed. The counselors and school therapist utilized the Library to conduct small group sessions in a safe and welcoming space.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The total suspension incidents was 197 in the 2022-2023 school year. The caring adult relationships as measured by the CHKS survey was 54% in the 2022-2023 school year. Students feeling safe at school as measured by the CHKS survey was 48% in the 2022-2023 school year. Students reported facilities upkeep at school as measured by the CHKS survey was 41% in the 2022-2023 school year. Even with the strategic measures such as guidance lessons, behavior assemblies, AVID college field trips, targeted counseling and small groups, the goal was not met.

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

The AVID field trip costs were above the allocated funding due to the increase in bus costs. An additional \$2,000 was used to support AVID. The use of the student advisor to create SEL lessons reduced the need for the \$2,000 allocated for extra duty pay for teachers to create the lessons. The counselors and student advisor utilized the library to conduct targeted small group sessions instead of creating a wellness center which freed \$2,000 initially allocated for supplies, furniture, and materials.

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

A rover sub will be utilized in the Steps for Change intervention as needed to address SEL skills lacking in students who do not make positive choices on campus. Teachers will engage students in Wellness Wednesday activities to address SEL skills in all students as a preventive measure for positive choice making. Funding is allocated to replace outdated emergency materials in case of a natural disaster or fire. Students will engage in setting academic and personal goal setting throughout their seven classes to help promote positive social-emotional skills and academic achievement.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts/Literacy

Goal Statement

For the 2023-24 school year, increase the percentage of students scoring Standard Met, Standard Exceeded by 3% on the ELA CAASPP, from 33% to 36%, from August 2023 to June 2024.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

It is important that students are showing growth every year toward grade level standards in English Language Arts.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA Scale Score Data 6th Grade	On CAASPP ELA 2023 6th graders had an average scale score of 2477.	By June 2024, 6th graders will have an average scale score of at least 2551.
CAASPP ELA Data Scale Score 7th grade	On CAASPP ELA 2023 7th graders had an average scale score of 2490.	By June 2024, 7th graders will have an average scale score of at least 2564.
CAASPP ELA Data Scale Score 8th grade	On CAASPP ELA 2023 8th graders had an average scale score of 2525.	By June 2024, 8th graders will have an average scale score of at least 2588.
iReady Diagnostics Data	Overall, 24% of students Met/Exceeded on iReady Diagnostics Assessment	30% of students will be on grade level or exceeding standard on the iReady Diagnostics 3 assessment in the 2023-2024 school year.
iReady Reading Lesson Pass Rate	74% of students were passing iReady Reading lessons at 70-100% per Reading Diagnostic 3 for 2022-2023 school year.	80% of students will be passing iReady Reading lessons at 70-100% or above on the Diagnostic 3 2023-2024 school year.
ELPAC Percent Met/Exceeded	Overall, 39% of English learners are meeting/exceeding standards on ELPAC in June 2023	Overall, 42% of English learners will meet/exceed standards on ELPAC by June 2024.
CAASPP ELA Data for Students with Disabilities (SWD)	On CAASPP ELA 2023, 5% of SWD scored proficient	By June 2024, 10% of SWD will score proficient on the CAASPP ELA

Planned Strategies/Activities

Strategy/Activity 1

Students will be provided iReady Reading minutes during their Language Arts class to meet and exceed the minimum 45 minutes per week. Additionally, 70% of students will achieve a lesson pass rate of 70-100% on iReady Reading lessons. ELA Teachers will form small groups by ability according to iReady data and provide specific instruction to those students. We will implement Units of Study, assess students tri-weekly, adjust lessons with scaffolds, and re-assess students as needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

ELA Department
Supervised by the Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	During PLC, teachers to work on reviewing iReady data and create lesson plans based on student needs.

Strategy/Activity 2

During PLC time, the English Language Arts Department will implement Units of Study, utilize common formative assessments, adjust lessons with scaffolds, and re-assess as needed. PLC dates and times will take place during the regular school hours. Subs will be utilized as needed.

Students to be Served by this Strategy/Activity

All students will benefit from the standards based lessons, best first teaching strategies, and assessments created by departments.

Timeline

September 2023 to June 2024

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Planning done (PLC) by English and history teachers during the school day and outside of regular school hours. Planning includes; teacher sharing and collaboration of first best instructional practices, adjusting pacing, creating/adjusting common formative and unit assessments for online learning, and planning for online engagement strategies / UDL lesson development ELA and Social Studies LCAP goal 1.1 and 1.2

Strategy/Activity 3

Continue the use of the iLiteracy program to support students who are reading below the 4th Grade Level.

Students to be Served by this Strategy/Activity

Students in the Red and Yellow Bands of the iReady Diagnostic for Reading

Timeline

August. 2023 to June 2024

Person(s) Responsible

Literacy Teacher and ELA Department

Proposed Expenditures for this Strategy/Activity

Amount	106,101.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	4 sections of literacy elective to provide targeted students to increase competency in reading and in all core subjects.

Strategy/Activity 4

Teachers will attend professional learning opportunities to learn and implement best first teaching practices such as UDL, Kagan, PLC, and AVID

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023-June 2024

Person(s) Responsible

Admin
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	13,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development fees and expenses / Professional learning UDL LCAP 1.2

Amount	2,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub coverage for professional development LCAP 1.2
Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Books and materials needed for professional learning/ materials per coach LCAP 1.3
Amount	20,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Profession development fees and expenses
Amount	5,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub costs to cover teachers while at professional development

Strategy/Activity 5

LCAP Items

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Librarian
Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Textbook Annual Purchases (replacement and growth) LCAP 1.1

Amount	7,200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Consumables Annual Purchases LCAP 1.1

Strategy/Activity 6

Students will engage in a variety of software applications to enhance student learning and achievement

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	33,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	To purchase various software such as but not limited to iReady/iLit

Strategy/Activity 7

SWD will receive additional supports in push-in classes

Students to be Served by this Strategy/Activity

SWD

Timeline

August 2023-June 2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Instructional aide hours will increase from 3.5 hours to 5 hours to help support push-in classes with SWD

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

For the 2023-2024 school year, increase the percentage of students scoring Standard Met, Standard Exceeded by 3% on the Math CAASPP from 14% to 17% August 2023 to June 2024.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

It is important that all students are showing growth towards grade level standards for math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math Data 6th grade	On CAASPP Math 2023 6th graders had an average scale score of 2454.	By June 2024, 6th graders will have an average scale score of at least 2527 on the Math CAASPP.
CAASPP Math Data 7th grade	On CAASPP Math 2023 7th graders had an average scale score of 2452.	By June 2024, 7th graders will have an average scale score of at least 2530 on the Math CAASPP.
CAASPP Math Data 8th grade	On CAASPP ELA 2023 8th graders had an average scale score of 2476.	By June 2024, 8th graders will have an average scale score of at least 2550.
iReady Diagnostic Data EOY	23% of students were at or above grade level per the iReady math diagnostic 3 in 2022-2023.	26% of students will be at or above grade level per iReady math diagnostic 3 2023-2024.
iReady Math Lesson Pass Rate EOY	85% of students were passing iReady math lessons at 70-100% per math Diagnostic 3 in the 2022-2023 school year.	88% of students will be passing iReady Math lessons at 70-100% or above per Math Diagnostic 3 2023-2024.
CAASPP Math Percent Met/Exceeded	Overall, 14% of students are meeting/exceeding standards on CAASPP in June 2023.	Overall, 17% of students will meet/exceed standards on CAASPP in June 2024.
CAASPP Math Data for Students with Disabilities (SWD)	On CAASPP Math 2023, 2% of SWD scored .	By June 2024, 7% of SWD will score proficient on the Math CAASPP.

Planned Strategies/Activities

Strategy/Activity 1

Math teachers will attend professional learning with math expert and coach four sessions throughout the school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Math Dept.
Supervised by Principal

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Math coach- covers cost of four sessions throughout the school year Professional Learning: math (School based offering) LCAP 1.3

Strategy/Activity 2

By grade levels, the Math and science departments will implement professional learning communities (PLC) to look at data, create common formative assessments, adjust lessons with scaffolds, implement best first teaching strategies, and re-assess as needed. In support of Math, the Science Department will create/adjust Units of Study and create common formative assessments based on NGSS. Most of the Science lessons incorporate lab work by students to keep them engaged. The lab work supplies will also be selected and purchased by the department.

Students to be Served by this Strategy/Activity

All students will benefit from the focused lessons and assessments created by departments.

Timeline

August 2023-June 2024

Person(s) Responsible

Math/Science Teachers and Principal

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Books and materials needed for professional development opportunities and math coach/ NGSS materials annual refresh LCAP 1.2
Amount	16,000
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub costs for professional development opportunities/math coach and PLC days UDL Lesson development math & NGSS unit/lesson planning LCAP 1.2 & 1.3

Strategy/Activity 3

After school tutoring and Saturday schools will target students most in need of additional math supports

Students to be Served by this Strategy/Activity

Targeted after school intervention for students below grade level in math

Timeline

August 2023-June 2024

Person(s) Responsible

Math Teachers and Principal

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated salaries for after school tutoring and Saturday schools/ Saturday School and after school tutoring LCAP 1.6
Amount	10,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified salaries for after school tutoring and Saturday schools LCAP 1.6

Strategy/Activity 4

Provide students with classroom supplies and materials

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, Teachers, Secretary

Proposed Expenditures for this Strategy/Activity

Amount	35,416
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Provide students with classroom supplies and materials to enhance learning

Strategy/Activity 5

To continue to provide new books and resources via the library to enhance student learning and achievement/
Individual Student Supplies LCAP 3.2

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, Librarian

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	The funding to be used for the librarian to purchase new library books and materials for activities throughout the school year/ Library Resources 1.9

Strategy/Activity 6

Celebrations and special recognitions will be done throughout the year to honor students showing academic growth on report cards and iReady diagnostic tests

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, Counselors, and Student Advisor

Proposed Expenditures for this Strategy/Activity

Amount	1,440
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Academic goal setting incentives and celebrations LCAP 1.4
Amount	5,760

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Every student will be provided a goal setting notebook/planner to set academic goals LCAP 1.4

Strategy/Activity 7

Hold annual and triennial individual educational plan meetings to monitor academic growth in SWD

Students to be Served by this Strategy/Activity

SWD

Timeline

August 2023-June 2024

Person(s) Responsible

SPED Teachers, Administration, School Secretary

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	IEP Sub Coverage LCAP 1.13

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

Increase the number of students achieving a level 4 on the ELPAC summative test from 4.8% in the 2022-2023 school to 10%, to qualify for reclassification, by June 2024.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

2022-2023 ELPAC Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA Scale Score (EL Group)	TBD: This data is not available yet.	To increase our CAASPP ELA Scale Score of our EL student group by at least 3 percentage points.
iReady Reading Diagnostic EL Group	2% of English Learners scored on-level in reading on the iReady Diagnostic 3 for 2022-23 school year.	Our goal is to have 8% of English Learners scoring on-level in reading on iReady Diagnostic 3 for 2023-2024.
ELPAC Percentage	5% of the EL student group on the 2022-2023 ELPAC test are well-developed.	Our goal is to increase the percentage of students to well-developed score to 12% on the 2023-2024 ELPAC test.

Planned Strategies/Activities

Strategy/Activity 1

AVID Excel Tutors will be used to assist EL students in their English Language Development in preparation for reclassification.

Students to be Served by this Strategy/Activity

EL support in AVID Excel by way of AVID Excel Tutors two times a week on Tuesdays and Thursdays.

Timeline

August 2023 - June 2024

Person(s) Responsible

ELD/AVID Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title III
Budget Reference	2000-2999: Classified Personnel Salaries
Description	College Tutors used for ELD Tutorials

Strategy/Activity 2

Additional Hours for Bilingual Aides to be able to serve Non and Limited English speaking students after school tutoring.

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Principal
Bilingual Instructional Aides

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title III
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional hours for our Bilingual Aides to support Non/Limited English speaking students for after school tutoring

Strategy/Activity 3

Engage our EL Families to the school system and educate them on how to support their EL student in reclassification and academic success by way of Parent Education Programs such as but not limited to the Parent Institute for Quality Education (PIQE).

Students to be Served by this Strategy/Activity

EL students and parents

Timeline

August 2023- June 2024

Person(s) Responsible

Principal and AP

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Services to be used during parent engagement such as, but not limited to, PIQE
Amount	3,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services for parent events and written documentations
Amount	3,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services during community events on campus LCAP 2.7

Strategy/Activity 4

Field trips for our EL students to increase knowledge about college and career opportunities after high school graduation

Students to be Served by this Strategy/Activity

EL students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, ELD teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ELD students to visit various colleges to increase knowledge about college and career opportunities after high school

Strategy/Activity 5

iLit software program designed to increase English language learning

Students to be Served by this Strategy/Activity

EL students

Timeline

August 2023- June 2024

Person(s) Responsible

Principal, ELD teachers

Proposed Expenditures for this Strategy/Activity

Amount	18,451
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	iLit software program used in ELD classrooms to increase English language skills for our EL students

Strategy/Activity 6

Classroom books and supplies to increase student engagement and increase English language skills

Students to be Served by this Strategy/Activity

ELD students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, ELD teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,036
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Classroom books and supplies to increase student engagement and increase English language skills

Strategy/Activity 7

Implement ELPAC assessment for all EL students

Students to be Served by this Strategy/Activity

All English learner students

Timeline

August 2023 - June 2024

Person(s) Responsible

Admin
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs needed to cover teacher classrooms to be trained and give ELPAC to EL students / ELPAC staff training LCAP 1.10
Amount	4,040
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ELPAC assessments costs LCAP 1.6

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Attendance

Goal Statement

Decrease Chronic Absenteeism by 200 students and increase Attendance Rate by 4% from 91.58% to 95% in the 2023-2024 school year.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

2022-2023 Data from Sep - June
2022-2023 Average Attendance Rate: 91.58%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rate	In 2022-2023, our Chronic Absenteeism Rate for Sept. - April was 11%. Subgroup Data: EL: 14.1% Foster/Homeless: 12.9% SWD: 13.3%	In 2023-24, our goal is to decrease our Chronic Absenteeism Rate down to 8%. These additional student groups to decrease by 5%: EL: 9.1% Foster/Homeless: 7.9% SWD: 8.3%
Number of Chronically Absent	In the 2022-23 school year, we had 466 truant students from August 2023-June 2024.	We will decrease our number of truant students to 200 by June 2024
Attendance Rate	In 2022-23 school year, our attendance rate was 91.58%.	We will increase our attendance rate to 95.6% by June 2024

Planned Strategies/Activities

Strategy/Activity 1

Implement Attendance Improvement Plan by having group meetings with chronically absent students and their families. These students include subgroups; EL, SED, SWD, Hispanic, and White. A secondary meeting is held for those who fail to show or have not improved their attendance. Individual meetings with chronically absent students and their parent/guardian include the review attendance laws, provide support, and create an attendance goal for the year.

Students to be Served by this Strategy/Activity

Chronically Absent Students with a focus on EL, SED, SWD, Hispanic and White.

Timeline

Aug 2023- June 2024

Person(s) Responsible

Assistant Principal, Student Advisor and Attendance Clerk

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Attendance team weekly meetings to discuss students at risk of being chronically absent. Scheduled monthly meetings with families of students who are chronically absent.

Strategy/Activity 2

Provide incentives to students for perfect and improved attendance. These incentives are widely publicized to recognize students. Celebrating class winners for the weekly attendance challenges throughout the school year. The class with the highest attendance average from the prior week receives weekly recognition in the morning announcements and a perpetual trophy is moved from one class to the next.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023- June 2024

Person(s) Responsible

Assistant Principal, PTSA President and ASB Advisor

Proposed Expenditures for this Strategy/Activity

Amount	1,440
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	The school will provide incentives to students for perfect and improved attendance. (LCAP 1.4)

Strategy/Activity 3

Guidance Lessons addressing the attendance policy, the process of clearing absences, and student motivation for consistently attending school. We are going to add those aspects of attendance into our monthly Guidance Lessons provided by school counselors.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023- June 2024

Person(s) Responsible

Counseling Department and Student Advisor

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Delivery of Guidance Lessons, addressing attendance, in the classroom by counselors.

Strategy/Activity 4

School Engagement and Recoup ADA - Create four STEAM Saturday Programs where students will be able to engage in Science Technology Engineering Art and Math on a Saturday and extend their learning. We can accommodate up to 100 students and any student with an unexcused absence will receive credit for attending and ADA will be recouped.

Students to be Served by this Strategy/Activity

All students invited but students with chronic absences will receive priority.

Timeline

Aug 2023- June 2024

Person(s) Responsible

AP, Student Advisor, and Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be in the STEAM classrooms facilitating the activities on Saturdays throughout the school year. LCAP 1.6
Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for the STEAM Saturday Schools LCAP 1.6

Strategy/Activity 5

Increase student engagement by offering a variety of college and career courses.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023- June 2024

Person(s) Responsible

Administration, elective teachers

Proposed Expenditures for this Strategy/Activity

Amount	50,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Books, supplies, test costs, and materials to be used throughout all electives courses LCAP 1.1
Amount	3,671
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials for AVID implementation/ Xello/ ACT Services LCAP 1.11
Amount	10,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	AVID Summer Institute LCAP 1.11
Amount	10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID field trips to various colleges and universities LCAP 1.11
Amount	15,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID consultation and services-action plan / Strategic Action Plan LCAP 1.11
Amount	3,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AP Spanish language and culture course materials and exam fees
Amount	3,750
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Shmoop AP Spanish Prep costs LCAP 1.11
Amount	10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Peer leadership Sting Crew Implementation

Strategy/Activity 6

Increase student engagement by offering an after school sports program

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, coaches

Proposed Expenditures for this Strategy/Activity

Amount	25,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds to purchase sports equipment, uniforms, buses, and other materials needed to run a sports program (LCAP 2.3)

Strategy/Activity 7

Community events to increase student engagement and parent outreach to increase parent partnership to increase student attendance

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, ATP team

Proposed Expenditures for this Strategy/Activity

Amount	10,256
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

An area of need identified by the ATP was to increase student and parent engagement. The ATP team will create a variety of activities to be held on campus to increase student and parent engagement / Community events at school & parent outreach & engagement LCAP 1.8

Strategy/Activity 8

Every student on campus to receive a free of charge, off campus, educational field trip

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, Student Advisor

Proposed Expenditures for this Strategy/Activity

Amount	23,040
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding to be used for entrance fees and bus costs

Strategy/Activity 9

Students will engage in meaningful PE activities throughout the school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, PE teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	PE teachers to purchase needed supplies and materials to create engaging PE activities throughout the school year.

Strategy/Activity 10

Students will have the opportunity to engage in a variety of clubs throughout the school year

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, ASB Advisor

Proposed Expenditures for this Strategy/Activity

Amount	35,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends offered to club advisors (teachers) to run on campus clubs and activities

Strategy/Activity 11

Welcome new 6th grade students onto campus with special activities and materials through the Sting Crew class

Students to be Served by this Strategy/Activity

Incoming 6th graders

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, Sting Crew Teachers, Student Advisor

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Sting Crew teachers and Student Advisor to use the funding for 6th grade welcome activities and events LCAP 3.2

Amount	1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	5th/6th grade vertical alignment activities LCAP 2.8

Strategy/Activity 12

Provide enrichment activities for Gate students

Students to be Served by this Strategy/Activity

GATE Students

Timeline

August 2023-June 2024

Person(s) Responsible

GATE Coordinator, Student Advisor, Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	3,600
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GATE enrichment activities LCAP 2.3
Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub pay to cover costs for GATE coordinator to implement enrichment activities and GATE testing

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe and Engaging Learning Environment

Goal Statement

Create a safe and engaging learning environment that decreases total suspension days from 197 days in 2022-2023 to 150 days in the 2023-2024 school year and to increase students' social emotional well-being.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

- Comparison of total suspension days and incidents from 2022-2023 to 2023-2024.
- Comparison CHKS Data from 2022-2023 to 2023-2024.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of suspension incidents	In the 2022-2023 school year, our total suspensions were 197.	In the 2023-2024 school year, our total suspension incidents will decrease to 150.
CHKS School Engagement	In the 2022-2023 school year, our caring adult relationships as measured by California Healthy Kids Survey was 43%.	In the 2023-2024 school year, our caring adult relationships as measured by California Healthy Kids Survey will increase to 55%.
CHKS Safety	In the 2022-2023 school year, our students feeling safe at school as measured by California Healthy Kids Survey was 38%.	In the 2023-2024 school year, our students feeling safe at school as measured by California Healthy Kids Survey will increase to 55%.
CHKS Facilities	In the 2022-2023 school year, 26% of students reported facilities upkeep at school as measured by California Healthy Kids Survey.	In the 2023-2024 school year, 45% of students reported facilities upkeep at school as measured by California Healthy Kids Survey.

Planned Strategies/Activities

Strategy/Activity 1

Schoolwide and classroom review of all school policies three times a year to remind students of school-wide expectations and no-bullying policy

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023-June 2024

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

Budget Reference

None Specified

Description

Review of school policies at each trimester.

Strategy/Activity 2

Use of alternative means of correction such as Steps for Change, individual and group counseling, and/or community service as guided by our administration, student advisor, and counselors. This strategy will address bullying, students feeling safe at school, decrease suspension incidents which will reduce suspension days.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023 - June 2024

Person(s) Responsible

Administrative Team and Counselors

Proposed Expenditures for this Strategy/Activity

Amount

40,000

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Individual or Group Counseling to address bullying, students feeling safe at school, decrease suspension incidents which will reduce suspension days LCAP 2.2

Strategy/Activity 3

Increase the social emotional competencies in students by developing Wellness Wednesday activities.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023- June 2024

Person(s) Responsible

Principal, Assistant Principal, Instructional Coach, Student Advisor, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies needed to continue implementation of Wellness Wednesdays

Strategy/Activity 4

Replace outdated emergency supplies in case of an earthquake, fire, or other emergencies

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, Custodial Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Replace outdated emergency supplies in case of an earthquake, fire, or other emergencies LCAP 3.2

Strategy/Activity 5

Interquest K-9 Services

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, Campus Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	1,650
Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	K-9 Services for random campus searches to help identify illegal substances and deter students from bringing drugs onto campus LCAP 3.2

Strategy/Activity 6

All students will set academic and personal goals throughout their seven classes to increase student achievement, engagement, and SEL well-being

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023-June 2024

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,440
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	SEL-B Goal Setting Incentives and Celebrations LCAP 2.1

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	212,588.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	713,791.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title III	28,036	0.00
Title I	184,552	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	501,203.00
None Specified	0.00
Title I	184,552.00
Title III	28,036.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	288,601.00
2000-2999: Classified Personnel Salaries	30,000.00
4000-4999: Books And Supplies	159,203.00
5000-5999: Services And Other Operating Expenditures	215,987.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF	177,500.00
2000-2999: Classified Personnel Salaries	LCFF	16,000.00
4000-4999: Books And Supplies	LCFF	155,167.00
5000-5999: Services And Other Operating Expenditures	LCFF	132,536.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	111,101.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	71,451.00
2000-2999: Classified Personnel Salaries	Title III	14,000.00
4000-4999: Books And Supplies	Title III	2,036.00
5000-5999: Services And Other Operating Expenditures	Title III	12,000.00

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

Name of Members	Role
Kristie Jackson	Principal
Shawn Hill	Classroom Teacher
Jeff Ramirez	Classroom Teacher
Stefany Grainger	Other School Staff
Nicole Penrod	Other School Staff
Cameron Rico	Parent or Community Member
Jessica Huffman	Parent or Community Member
Ruth Aguilera	Parent or Community Member
Stephanie Young	Parent or Community Member
Dulce Rios	Parent or Community Member

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
	State Compensatory Education Advisory Committee
	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 10/3/2023.

Attested:

	Principal, Kristie Jackson on 10/3/23
	SSC Chairperson, Jeff Ramirez on 10/3/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



ETHAN A. CHASE MIDDLE SCHOOL
ROMOLAND SCHOOL DISTRICT
28100 Calm Horizon Drive, Menifee, CA 92585
951-566-4400 • 951-639-5943

Chris Hernandez, Principal • Estela Munoz, Assistant Principal • Karen Wuflestad, Counselor • Maggie Godinez, Counselor

School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary and middle schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- State academic content standards drive the instruction for all grade levels and local and state assessments are administered to measure student growth towards state standard mastery.
- All parents/guardians receive a copy of the parent/guardian/student handbook on the first day of school that describes the parent/guardian responsibility for supporting their child's learning.
- Parents and guardians are encouraged to attend an annual conference with their child's teacher in Fall. During the Fall conference the School Compact is reviewed with the parent/Additional conferences can be scheduled throughout the year at the request of the teacher or parent/guardian.
- Student progress is sent out formally six times a year (three progress reports per year and three report cards).

- All staff have district email that is linked to the school website. Some staff also use communication applications such as Remind 101 or Class Dojo for parent/guardian messaging.
- The parent/guardian volunteer protocol is outlined in the parent/guardian/student handbook that is sent home on the first day of school. All parents/guardians are welcome to volunteer, they must have a current negative TB test on file, sign the volunteer contract, and complete a volunteer application that must be approved by the school site.
- A parent/guardian may observe their child's classroom as long as they provide at least 24 hours notice to the child's teacher.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to *improve student academic achievement*. To help reach these goals, the school has established the following practices:

- Computer, internet, and email training
 - Parent Workshops on a variety of subjects such as:
 - a. academics
 - b. testing tips
 - c. health/exercise
 - d. parenting
 - Provide students with the Internet Cafe
 - Provide Hotspots to those who cannot afford internet at home.
-

The school provides Title I, Part A parents and family members with assistance in *understanding the state's academic content standards, assessments, and how to monitor* and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- State provided explanation of the scores and what they mean in English and Spanish that is mailed out with their scores.
- Public LCAP Meetings
- Pastries with the Principal
- English Advisory Committee
- Counselor Presentations

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Computer, internet, and email training
- Parent Workshops on a variety of subjects such as:
 - a. academics
 - b. testing tips
 - c. health/exercise
 - d. parenting
- Provide students with the Internet Cafe
- Provide Hotspots to those who cannot afford internet at home.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Staff Development
- Back-to-School Night
- Pastries with the Principal
- Parent-Teacher Conferences
- School Site Council meetings
- English Language Advisory Council meetings
- Opportunities for parents/guardians to become volunteers
- Individualized Education Plan meetings
- 504 meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Providing pamphlets of available resources in the front office "Parent/Guardian Resource Center."
- Maintaining an informational bulletin board for parents/guardians in the front office.
- PTSA Volunteer Work
- Counselor Presentations

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- School newsletter, annual calendar, and monthly calendars
- Parent/guardian workshops
- Auto-dialer/phone blasts
- Flyers through Peachjar
- School website
- School social media sites (Facebook)

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- School newsletter, annual calendar, and monthly calendars
- Parent/guardian workshops
- Auto-dialer/phone blasts
- Flyers through Peachjar
- School website
- School social media sites (Facebook)

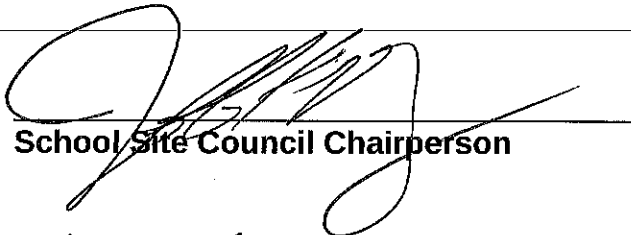
The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Information translated into Spanish
- Handicap accessibility in all buildings
- Braille versions provided as needed
- School Site Council meetings
- Local Control Accountability Plan meetings and committees
- English Language Advisory Council
- District English Language Advisory Council

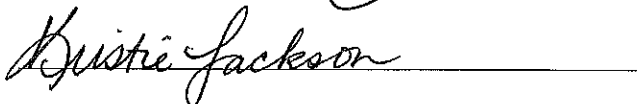
This Compact was adopted by the **Ethan A. Chase MS** on **10/11/21**, and will be in effect for the period of the **2021-22** school year..

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: **11/8/21**.

Signatures:



School Site Council Chairperson



Principal

Approval Date

Date: 10/6/22

California Department of Education
July 2021



ETHAN A. CHASE MIDDLE SCHOOL
ROMOLAND SCHOOL DISTRICT
28100 Calm Horizon Drive, Menifee, CA 92585
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Kristie Jackson, Principal • Margarita Duran, Assistant Principal • Maggie Godinez, Counselor • Yarely Torres, Counselor

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents in the Title I, Part A programs, the following practices have been established:

Ethan A. Chase Middle School will take the following actions to distribute to parents/guardians of participating students and the local community, the School Parent/Guardian Engagement Policy:

- The parents/guardians of Title I students will be given a copy of the Parent/Guardian Engagement Policy in the Parent/Guardian Handbook.
- Copies of the Parent/Guardian Engagement Policy will be available in the front office.
- The Parent/Guardian Engagement Policy will be posted on the school's website.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

Ethan A. Chase Middle School will convene an annual meeting to inform parents/guardians of the following:

- That their student's school participates in a Title I Program
- Requirements of a Title I Program
- Their rights to be involved in the Title I program and how they may exercise those rights
- Tips and information that will assist them in working with their students at home.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- The meetings will be offered at different times and days.
- Daycare will be provided for the meetings when meetings occur after regular school hours.
- An invitation letter will be given to the parents/guardians at the Fall parent/teacher conference.
- A reminder phone call will be made home.
- All information will be in English and Spanish.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parents/guardians are invited to ELAC five times a year.
- Parents/guardians are invited to Pastries w/the Principal five times a year.
- Parents/guardians are invited to School Site Council five times a year.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

- Parents/guardians will be given information on the Title I program at the annual Title I Parents/guardians meet during Pastries w/the Principal in the Fall.
- Parents/guardians will be given information about the Title I program by way of mail and flyers with targeted students. (Annual Notification)

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

The school will, with the assistance of the district, provide assistance to parents/guardians of children served by the school in understanding topics such as the following:

- the State's academic content standards,
- the State and local academic assessments, including alternate assessments,
- the requirements of Title I,
- how to monitor their student's progress, and how to work with educators
- by undertaking the actions described here:
- offering various parent/guardian workshops

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the

education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Ethan A. Chase Middle School will provide parents/guardians of participating students, if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students, and respond to any such suggestions as soon as practicably possible:

- The principal and all classroom teachers can be contacted through district email.
- The principal and all classroom teachers have voicemail on the automated voicemail system.
- Collaboration will occur among teachers, instructional assistants, and the principal for planning and conducting regular parent/guardian workshops.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Parents/guardians are invited to ELAC five times a year.
- Parents/guardians are invited to Pastries w/the Principal five times a year.
- Parents/guardians are invited to School Site Council five times a year.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

The school will, with the assistance of the district, provide assistance to parents/guardians of children served by the school in understanding topics such as the following:

- the State's academic content standards,
- the State and local academic assessments, including alternate assessments,
- the requirements of Title I,
- how to monitor their student's progress, and how to work with educators
- by undertaking the actions described here:
- offering various parent/guardian workshops, and

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

The school will, with the assistance of its district, provide materials and training to help parents/guardians work with their students to improve their student's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent/guardian engagement, by:

- Computer, internet, and email training
- Parent Workshops on a variety of subjects such as:

- a. academics
- b. testing tips
- c. health/exercise
- d. parenting.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school will, with the assistance of its district and parents/guardians, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent/guardian programs and build ties between parents/guardians and schools, by offering:

- Staff Development
- Back-to-School Night
- Pastries with the Principal
- Parent-Teacher Conferences
- School Site Council meetings
- English Language Advisory Council meetings
- Opportunities for parents/guardians to become volunteers
- Individualized Education Plan meetings
- 504 meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Staff Development
- Back-to-School Night
- Pastries with the Principal
- Parent-Teacher Conferences
- School Site Council meetings
- English Language Advisory Council meetings
- Opportunities for parents/guardians to become volunteers
- Individualized Education Plan meetings

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Social Media Sites ie: Facebook
- School newsletter, annual calendar, and monthly calendars
- Parent/guardian workshops

- Auto-dialer/phone blasts
- Flyers through Peachjar
- School website

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Providing pamphlets of available resources in the front office "Parent/Guardian Resource Center"
- Maintaining an informational bulletin board for parents/guardians in the front office

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the **Ethan A. Chase Middle School** on **10/26/20** and will be in effect for the period of the **2020-21 school year**.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **11/8/21**

Signatures:



School Site Council Chairperson



Principal

Approval Date

Date: 10/6/22

California Department of Education
July 2021