

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chaboya Middle School	43-69435-6110159	5/22/2024	6/2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Chaboya Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Chaboya Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Chaboya Middle School's goals, strategies, and proposed expenditures are written to support the district's strategic goals: Conditions of learning, engagement, and student outcomes; qualified staff assignment, effective implementation of academic standards, community engagement, support programs, and rigorous and supportive learning environments.

Educational Partner Involvement

How, when, and with whom did Chaboya Middle 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

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

The Educational Partner Engagement process is an ongoing, annual process.

During Staff Meetings our staff has created, reviewed, and revised their department goals under the guidance of the admin team to develop the SPSA and the annual review and update. Our School Site Council made up of community members, students, teachers, and classified staff have also provided feedback and voted to approve.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No inequities found at this time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chaboya's overall performance was in the Red and Orange performance category for chronic absenteeism and suspension rates. In our commitment to fostering a supportive and productive learning environment, we recognize the critical importance of addressing chronic absenteeism and suspension rates. These factors significantly impact student outcomes and are indicative of broader issues that need comprehensive strategies. Our school offers a multifaceted approach to improve attendance, behavior, and academic performance, ensuring we meet all relevant federal planning requirements. PBIS will serve as the cornerstone of our efforts to reduce chronic absenteeism and suspension rates. By implementing a tiered framework, we aim to renege students by promoting positive behavior, create a supportive school climate, and provide interventions for students who need additional support. We will continue to expand restorative

practices by providing students with positive interactions and personalized support. Staff will work with students identified as at-risk of chronic absenteeism or suspension, offering guidance, academic support, and a consistent adult presence at school. These relationships are crucial for helping students navigate personal and academic challenges, increasing their engagement with school. Additionally, our academic counseling program will be enhanced to ensure that all students receive the guidance they need to succeed academically. Our Educational Partners (Parents, Staff, Community members and the School Site Council) will play a vital role in addressing chronic absenteeism and suspension rates in analyzing data, developing action plans and will continue to monitor implementation. Regular assemblies and school-wide activities will be used to foster a sense of community and promote positive behavior.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The data from the California School Dashboard identifies students with disabilities, Hispanic students, and English learners as performing at two more more performance levels below the "all student" performance in ELA and Math. Chaboya is planning the following to address students with disabilities, Hispanic students and English learners by doing the following: incorporating targeted interventions, "Colts Level Up" an after school tutoring program, classroom academic interventions, differentiated assignments, adopted curriculum, Professional Development for teachers, individualized i-Ready lessons, and utilize SEL curriculum.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Chaboya plans on using the following steps to address chronic absenteeism and suspension rates, as well as support students with disabilities, Hispanic students, and English learners, to improve student outcomes: utilizing individualized i-Ready lessons to provide tailored academic support; integrate educational online learning platforms to provide supplemental learning opportunities to students; implementing Positive Behavioral Interventions and Supports (PBIS) recognition to promote positive behavior and reduce suspensions; establishing a Wellness Center to support students' mental and emotional well-being; and organizing regular assemblies and school-wide recognition, such as Student of the Month, to celebrate achievements and encourage engagement at school. Additionally, Chaboya will maintain regular family communication through platforms like ParentSquare, events like Tea with the Team workshops and presentations with administrators, Principal Newsletters, and the Discover Chaboya! welcome back event, ensuring parents are active partners in their children's education. Furthermore, professional development for teachers will be prioritized to equip them with the skills and strategies necessary to address diverse student needs effectively. These comprehensive steps are designed to foster a supportive and inclusive educational environment, enhancing overall student performance and well-being.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Chaboya Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.11%	0.12%	%	1	1	
African American	1.24%	1.17%	0.60%	11	10	5
Asian	72.32%	71.86%	69.57%	640	613	583
Filipino	5.08%	4.22%	4.53%	45	36	38
Hispanic/Latino	10.96%	11.96%	12.41%	97	102	104
Pacific Islander	0.34%	0.23%	0.12%	3	2	1
White	5.88%	5.63%	6.92%	52	48	58
Multiple/No Response	4.07%	4.81%	5.73%	36	41	48
Total Enrollment				885	853	838

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	430	420	406
Grade 8	455	433	432
Total Enrollment	885	853	838

Conclusions based on this data:

1. Student enrollment has continued to decline. From 2021-2022 to 2022-2023 there has been a decrease of 32 students on campus.
2. The percentage of students at each grade-level continues to be maintained in the 2022-2023 school year with 49.2% to 50.7% of 7th to 8th graders respectively.
3. Overall, the percentage of students enrolled at Chaboya by demographic group has remained relatively steady with a decrease in Filipino students and an increase in Hispanic/Latino over the past 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	98	85	68	9.20%	11.1%	8.1%
Fluent English Proficient (FEP)	415	413	387	49.20%	46.9%	46.2%
Reclassified Fluent English Proficient (RFEP)	7	28	16	2.3%	7.1%	

Conclusions based on this data:

1. The number of English Language Learners (ELLs) has decreased from the 2021-2022 school year to the 2022-2023 school year from 11.1% to 10% (-1.1%).
2. The number of Fluent English Proficient (FEP) learners remained fairly consistent from from the 2021-2022 to the 2022-2023 school year.
3. While the number of ELLs has decreased over the past three years, the number of Reclassified Fluent English Proficient (RFEP) students has increased from 7.1% in 2021-2022 to 32.9% in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	473	435	428	0	428	427	0	427	427	0.0	98.4	99.8
Grade 8	477	453	434	0	442	431	0	442	430	0.0	97.6	99.3
All Grades	950	888	862	0	870	858	0	869	857	0.0	98.0	99.5

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2628.	2624.		41.92	43.33		42.86	39.11		9.37	10.07		5.85	7.49
Grade 8		2638.	2635.		40.50	36.74		38.69	45.12		13.80	10.47		7.01	7.67
All Grades	N/A	N/A	N/A		41.20	40.02		40.74	42.12		11.62	10.27		6.44	7.58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 7		42.39	38.64		52.22	55.74		5.39	5.62
Grade 8		43.67	33.95		49.10	56.74		7.24	9.30
All Grades		43.04	36.29		50.63	56.24		6.33	7.47

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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 7		50.12	48.48		43.79	44.50		6.09	7.03
Grade 8		41.18	47.67		52.04	42.56		6.79	9.77
All Grades		45.57	48.07		47.99	43.52		6.44	8.40

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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 7		19.44	22.48		74.94	73.07		5.62	4.45
Grade 8		26.24	26.05		67.87	68.37		5.88	5.58
All Grades		22.90	24.27		71.35	70.71		5.75	5.02

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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 7		38.17	36.77		54.80	57.38		7.03	5.85
Grade 8		38.91	39.07		55.66	55.81		5.43	5.12
All Grades		38.55	37.92		55.24	56.59		6.21	5.48

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Conclusions based on this data:

1. From 2021-2022 to 2022-2023 school year the percent of students who met or exceeded standards in ELA overall made a .2% gain.
2. The percent of students who met or exceeded standards in ELA overall was 82.14% during the 2022-2023 school year.
3. In each of the subset tests (reading, writing, listening, and research/inquiry), the majority of students (48% or above) were at or near standard, with the largest gap between students at (70.71%) versus above standards (24.27%) existing in the listening skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	473	435	428	0	429	427	0	429	427	0.0	98.6	99.8
Grade 8	478	453	433	0	443	430	0	443	430	0.0	97.8	99.3
All Grades	951	888	861	0	872	857	0	872	857	0.0	98.2	99.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2640.	2640.		56.18	57.14		21.68	20.37		12.82	11.48		9.32	11.01
Grade 8		2659.	2658.		55.76	55.35		18.06	18.60		14.00	14.42		12.19	11.63
All Grades	N/A	N/A	N/A		55.96	56.24		19.84	19.49		13.42	12.95		10.78	11.32

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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 7		58.28	62.30		32.63	27.17		9.09	10.54
Grade 8		57.11	54.19		32.28	35.58		10.61	10.23
All Grades		57.68	58.23		32.45	31.39		9.86	10.39

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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 7		47.55	48.95		41.03	39.58		11.42	11.48
Grade 8		47.86	47.21		42.21	41.16		9.93	11.63
All Grades		47.71	48.07		41.63	40.37		10.67	11.55

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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 7		46.62	50.59		46.15	42.15		7.23	7.26
Grade 8		48.08	46.05		45.60	45.81		6.32	8.14
All Grades		47.36	48.31		45.87	43.99		6.77	7.70

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Conclusions based on this data:

1. From 2021-2022 to 2022-2023 school year the percent of students who met or exceeded standards in Mathematics overall made a .07% gain.
2. The percent of student who met or exceeded standards in Mathematics overall was 75.73% during the 2022-2023 school year.
3. In each of the subset tests (concepts & procedures, problem solving, Data analysis Communicating reasoning), the majority of students (88%) were above and at or near standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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
7	1579.7	1585.8	1559.3	1575.5	1593.0	1561.6	1583.4	1578.2	1556.7	44	42	30
8	1537.2	1599.6	1578.0	1532.4	1590.5	1590.0	1541.5	1608.1	1565.5	31	43	32
All Grades										75	85	62

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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
7	50.00	42.86	43.33	40.91	38.10	36.67	4.55	11.90	10.00	4.55	7.14	10.00	44	42	30
8	40.00	55.81	50.00	23.33	30.23	25.00	13.33	9.30	12.50	23.33	4.65	12.50	30	43	32
All Grades	45.95	49.41	46.77	33.78	34.12	30.65	8.11	10.59	11.29	12.16	5.88	11.29	74	85	62

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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
7	56.82	54.76	53.33	36.36	26.19	30.00	2.27	14.29	6.67	4.55	4.76	10.00	44	42	30
8	40.00	60.47	59.38	30.00	30.23	28.13	13.33	6.98	3.13	16.67	2.33	9.38	30	43	32
All Grades	50.00	57.65	56.45	33.78	28.24	29.03	6.76	10.59	4.84	9.46	3.53	9.68	74	85	62

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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
7	31.82	30.95	16.67	38.64	33.33	50.00	22.73	26.19	20.00	6.82	9.52	13.33	44	42	30
8	26.67	39.53	21.88	23.33	37.21	34.38	23.33	18.60	25.00	26.67	4.65	18.75	30	43	32
All Grades	29.73	35.29	19.35	32.43	35.29	41.94	22.97	22.35	22.58	14.86	7.06	16.13	74	85	62

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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	
7	25.00	42.86	26.67	68.18	47.62	60.00	6.82	9.52	13.33	44	42	30	
8	17.24	30.23	31.25	62.07	67.44	62.50	20.69	2.33	6.25	29	43	32	
All Grades	21.92	36.47	29.03	65.75	57.65	61.29	12.33	5.88	9.68	73	85	62	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	
7	84.09	71.43	73.33	15.91	19.05	16.67	0.00	9.52	10.00	44	42	30	
8	59.26	65.12	75.00	25.93	30.23	18.75	14.81	4.65	6.25	27	43	32	
All Grades	74.65	68.24	74.19	19.72	24.71	17.74	5.63	7.06	8.06	71	85	62	

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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	
7	47.73	38.10	20.00	34.09	42.86	60.00	18.18	19.05	20.00	44	42	30	
8	46.67	60.47	40.63	13.33	27.91	31.25	40.00	11.63	28.13	30	43	32	
All Grades	47.30	49.41	30.65	25.68	35.29	45.16	27.03	15.29	24.19	74	85	62	

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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
7	15.91	14.29	23.33	81.82	76.19	63.33	2.27	9.52	13.33	44	42	30
8	3.45	9.30	9.38	75.86	86.05	81.25	20.69	4.65	9.38	29	43	32
All Grades	10.96	11.76	16.13	79.45	81.18	72.58	9.59	7.06	11.29	73	85	62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The overall ELPAC assessment results have remained steady over the past 2 years while the number of English learners has decreased.
2. Students declined in their written language skills from 35.29% in the 2021-2022 school year to 19.35% in the 2022-2023 school year; students need increased opportunity to practice their writing skills in class.
3. The Speaking domain is the area of most growth for English Learners, with the majority of students (91.93%) scoring high in the "Well Developed" and "Somewhat/Moderately" category.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
853	15.5	10	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Chaboya 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	10
Foster Youth		
Homeless	5	0.6
Socioeconomically Disadvantaged	132	15.5
Students with Disabilities	52	6.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.2
American Indian	1	0.1
Asian	613	71.9
Filipino	36	4.2
Hispanic	102	12
Two or More Races	41	4.8
Pacific Islander	2	0.2
White	48	5.6

Conclusions based on this data:

1. Of the 885 students at Chaboya, the Socioeconomically Disadvantaged Student Group has the highest enrollment with 132 students, followed by ELLs Student Group with 85 students, and Students with Disabilities student group with 52 students.
2. Of the 885 students at Chaboya, the Asian student group has the highest enrollment with 613 students, followed by the Hispanic student group with an enrollment of 102, the White student group with an enrollment of 48, the Filipino student group with an enrollment of 36, the African American student group with an enrollment of 10, the Pacific Islander student group with an enrollment of 2, the American Indian student group with an enrollment of 1, and 41 students who are of two or more races.

School and Student Performance Data

Overall Performance

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

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Blue		
English Learner Progress Green		

Conclusions based on this data:

1. Overall, Chaboya students score at the Highest Performance level in ELA and Mathematics on the CAASPP from the 2022-2023 school year.
2. Suspension rate was rated in the color orange for the 2022-2023 reporting school year, indicating that other means of corrective discipline for student behaviors is working to effectively address discipline issues on campus.

3. Chronic absenteeism was rated in the color orange for the 2022-2023 school year, indicating that the majority of students attend school on a regular basis.

School and Student Performance Data

Academic Performance English Language Arts

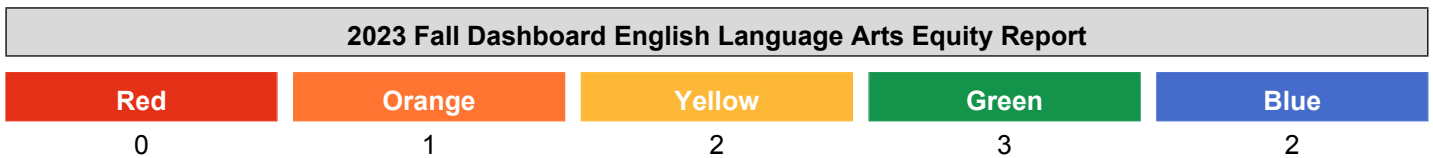
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 72.9 points above standard Maintained -0.6 points 839 Students	English Learners Yellow 15.4 points below standard Increased +11.3 points 97 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Green 16.2 points above standard Increased +3.3 points 135 Students	Students with Disabilities Orange 68.9 points below standard Decreased -12.4 points 55 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Blue 92.9 points above standard Maintained -0.4 points 605 Students	 Green 37.9 points above standard Decreased -8.3 points 36 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.8 points below standard Increased +8.3 points 97 Students	 Green 57.7 points above standard Decreased -13.8 points 41 Students	Less than 11 Students 2 Students	 Blue 54.3 points above standard Increased +6.6 points 47 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.9 points below standard Decreased -12.7 points 54 Students	41.7 points above standard Decreased Significantly -17.8 points 43 Students	68.3 points above standard Decreased -6.9 points 350 Students

Conclusions based on this data:

1. In the area of ELA during the 2022-2023 school year, the overall performance of Chaboya students was 72.9 points Above Standard, with English learners (EL) and students with disabilities (152 students) respectively performing 15.4 and 68.9 points below grade level. EL and students with disabilities require additional academic supports and focus to support improved learning acquisition.
2. In the area of ELA during the 2022-2023 school year, Hispanic students performed 15.8 points below standard, in comparison to all other racial/ethnic groups scoring 37.9 and above points higher in ELA. Hispanic students require additional academic supports and focus to support improved learning acquisition.
3. During the 2022-2023 school year, current EL students scored Below Standard by 60.9 points while Reclassified and English learners scored 41.7 points above standard. Based upon the data, the focus area of growth is improving the academic performance of current English learner students.

School and Student Performance Data

Academic Performance Mathematics

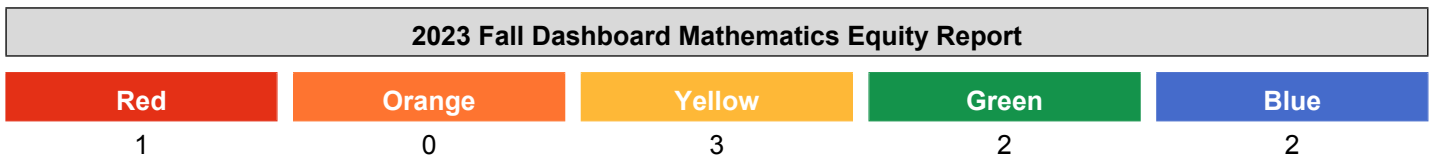
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>76.2 points above standard</p> <p>Maintained +1.2 points</p> <p>839 Students</p>	<p>English Learners</p> <p>Green</p> <p>21.5 points below standard</p> <p>Increased +8.5 points</p> <p>97 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5.9 points below standard</p> <p>Decreased -3.5 points</p> <p>135 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>116.5 points below standard</p> <p>Decreased Significantly -30.6 points</p> <p>55 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Blue 106.4 points above standard Maintained +1.3 points 605 Students	 Yellow 2.8 points below standard Decreased Significantly - 17.6 points 36 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.7 points below standard Increased +13.5 points 97 Students	 Green 34.9 points above standard Decreased Significantly - 25.6 points 41 Students	Less than 11 Students 2 Students	 Blue 62.8 points above standard Increased Significantly +30.3 points 47 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.6 points below standard Decreased Significantly -19.8 points 54 Students	56.5 points above standard Decreased Significantly -27.2 points 43 Students	60.4 points above standard Decreased -6.4 points 350 Students

Conclusions based on this data:

- During the 2022-2023 school year in the area of Math, the overall performance of Chaboya students was 76.2 points above standard. Based upon the data for student groups, the focus area for growth is increasing the academic performance of students with disabilities and English learners.
- During the 2022-2023 school year in the area of Math, the performance of the Asian student group was at the highest performance level. Based upon the data, the focus area of growth is improving the academic performance of Hispanic and Filipino students, who scored 53.5% below standard.
- During the 2022-2023 school year, current English learners scored below standard at 83.6%. The 43 students who were reclassified English Learners scored above standard at 56.5%. Based upon the data, the focus area of growth is improving the academic performance of current English Language Learners.

School and Student Performance Data

Academic Performance English Learner Progress

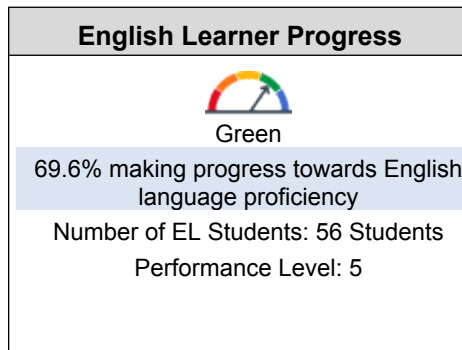
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	13	10	29

Conclusions based on this data:

1. The 2023 Dashboard indicates that of our 69.6% of English language learners are making progress toward English Language proficiency, 52% making growth in at least one ELPI level, and 48% maintaining or decreasing a level. Based upon the data, a focus on implementing effective instructional practices to increase the academic proficiency for our ELLs is needed to address this learning gap.

School and Student Performance Data

Academic Performance College/Career Report

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

Very Low
Lowest Performance

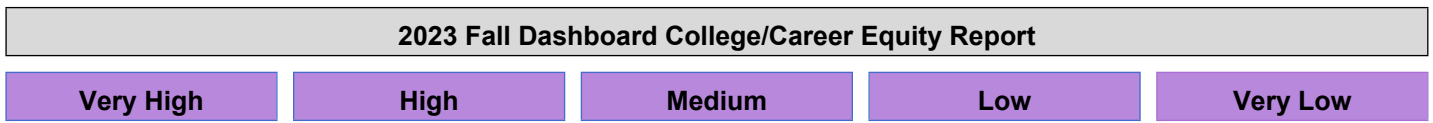
Low

Medium

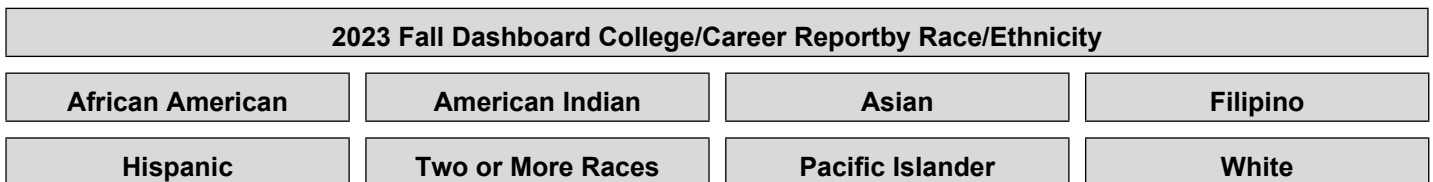
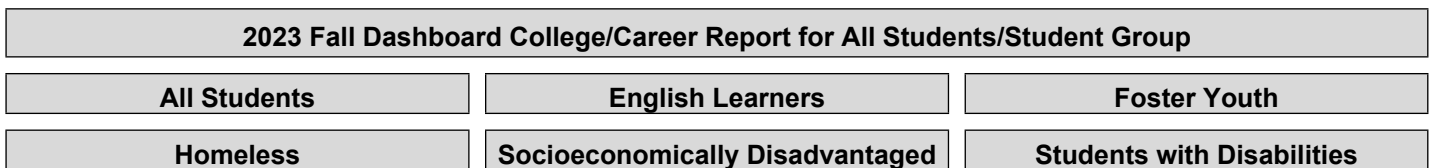
High

Very High
Highest Performance

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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

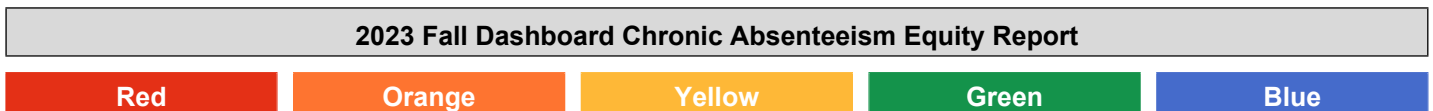
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 5.6% Chronically Absent Increased 1.5 872 Students	 Orange 12.2% Chronically Absent Increased 6.2 90 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Red 22.3% Chronically Absent Increased 9.7 148 Students	 Orange 18.3% Chronically Absent Increased 4.5 60 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Blue 1.8% Chronically Absent Maintained -0.1 619 Students	 Yellow 2.7% Chronically Absent Increased 0.5 37 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 24.1% Chronically Absent Increased 7.1 112 Students	 Orange 14.6% Chronically Absent Increased 9.4 41 Students	Less than 11 Students 2 Students	 Green 6% Chronically Absent Declined -1.4 50 Students

Conclusions based on this data:

1. Per the 2023 dashboard data, students who are socioeconomically disadvantaged or identified as having a disability are more likely to be chronically absent than other students.
2. Students who identify as Hispanic or Two or More Races are more likely to be chronically absent than other students.
3. Student who are White or two or more races are more likely to be chronically absent than Asian and Filipino students.

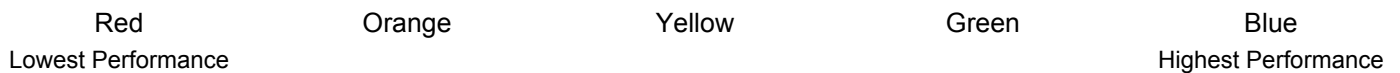
School and Student Performance Data

Academic Engagement Graduation Rate

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

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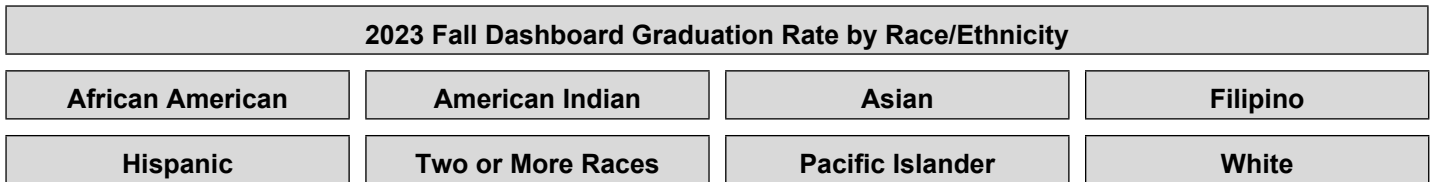
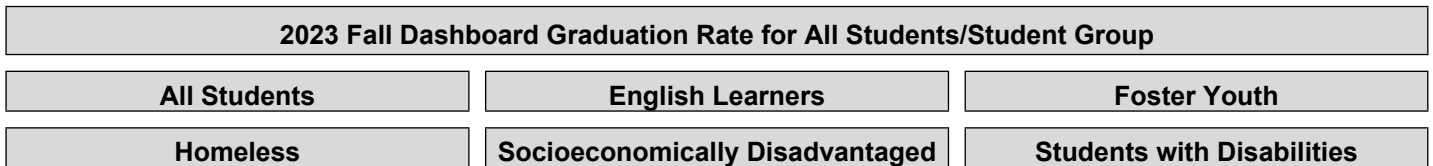
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

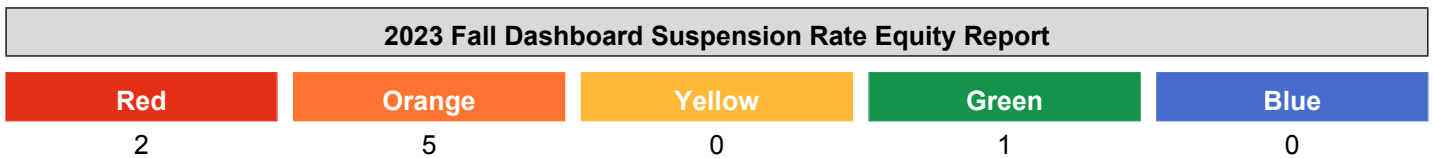
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 3.3% suspended at least one day Increased 2.7 880 Students	<p>English Learners</p>  Orange 4.4% suspended at least one day Increased 2.4 91 Students	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>Less than 11 Students 6 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 10.8% suspended at least one day Increased 8.2 148 Students	<p>Students with Disabilities</p>  Red 13.3% suspended at least one day Increased 13.3 60 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>27.3% suspended at least one day</p> <p>Increased 27.3 11 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Green</p> <p>0.5% suspended at least one day</p> <p>Increased 0.3 624 Students</p>	<p align="center"> Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 2.6 39 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>13.4% suspended at least one day</p> <p>Increased 10.5 112 Students</p>	<p align="center"> Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 4.9 41 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>10% suspended at least one day</p> <p>Increased 8.1 50 Students</p>

Conclusions based on this data:

1. Based on the 2022-2023 data, students who are socioeconomically disadvantaged had higher rates of suspension than other students.
2. Based on the 2022-2023 data, students who identified as Hispanic had higher rates of suspension than other students.
3. Implementing preventative behavioral interventions, other means of correction, and a positive school environment will support the decline of suspension rates at Chaboya.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions of Learning

Chaboya Middle School will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Chaboya Middle School is rated in the orange color. While suspensions at Chaboya Middle School are low, the dashboard indicates a need to focus on students with disabilities and students who are Hispanic.

Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP. At Chaboya Middle School, all students scored 76% proficient in Math, and 82% proficient in Language Arts. Proficiency gaps existed for students with disabilities, English learners, and Hispanic students in Math and in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 66% of ELs at Chaboya Middle School are making progress towards English language proficiency, putting Chaboya Middle Schools in green. At Chaboya Middle School, 18% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Chaboya Middle School, all students scored 66% proficient. Proficiency gaps existed for students with disabilities, Hispanic students, and English learner students.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 78% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for students with disabilities, English learners, and Hispanic students. In March of 2024, 78% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for supports for students with disabilities, English learners, and Hispanic students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is orange with 3.3% suspended at least one day. 13% of students within the Hispanic and students with disabilities subgroups were suspended, putting them in red.	The overall suspension rate will decrease, with rates for identified groups decreasing by 3%.
CAASPP ELA	Students in the following sub groups achieved proficiency at lower rates than all students: <ul style="list-style-type: none"> • 47% of Hispanic students, a gap of 35% • 23% of English learners, a gap of 59% • 32% of students with disabilities, a gap of 50%. 	The proficiency gap of all subgroups will decrease by 5%.
CAASPP Math	Students in the following sub groups achieved proficiency at lower rates than all students: <ul style="list-style-type: none"> • 37% of Hispanic students, a gap of 39% • 27% of English learners, a gap of 49% • 20% of students with disabilities, a gap of 55%. 	The proficiency gap of all subgroups will decrease by 5%.
CAST	Students in the following sub groups achieved proficiency at lower rates than all students: <ul style="list-style-type: none"> • 25% of Hispanic students, a gap of 41% • 7% of English learners, a gap of 59% • 7% of students with disabilities, a gap of 59%. 	The proficiency gap of all subgroups will decrease by 5%.
ELPAC	18% of all ELs scored a 4 on ELPAC. 70% of English Learners making progress towards English language proficiency.	75% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students: <ul style="list-style-type: none"> • 39% of Hispanic students, a gap of 39% • 18% of English learners, a gap of 60% 	The proficiency gap of all subgroups will decrease by 5%.
iReady Math T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. <ul style="list-style-type: none"> • 44% of Hispanic students, a gap of 34% 	The proficiency gap of all subgroups will decrease by 5%.

- 21% of English learners, a gap of 57%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development</p> <p>Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.</p>	All students	<p>6034 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures AVID Program Membership 1500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures AVID Program Training</p>
1.2	<p>Intervention and Instructional Support</p> <p>Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.</p>	<p>EL students</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>3287 Supplemental Fund 1000-1999: Certified Personnel Salaries Colts Level Up! Intervention 714 Supplemental Fund 3000-3999: Employee Benefits Benefits</p>
1.3	<p>Digital Content</p> <p>Students will have access to digital content that supports learning in Language Arts, Math, and Science.</p>	<p>All Students</p> <p>ELs</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>4000 General Fund 4000-4999: Books And Supplies Digital Licenses for Supplemental Materials 1345.28 Supplemental Fund 4000-4999: Books And Supplies Digital Licenses for students below grade level 600 Title III 4000-4999: Books And Supplies Digital Licenses for EL students</p>
1.4	<p>Facility Maintenance</p> <p>Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.</p>	All Students	<p>10,000.00 General Fund 4000-4999: Books And Supplies Custodial supplies</p>
1.5			

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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Chaboya Middle School will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Chaboya Middle School is rated in the orange with 5.6% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic and socio-economically disadvantaged.

Suspension rate indicates the amount of engagement that students have at school. Chaboya Middle School is rated orange on the California School Dashboard. While suspensions at Chaboya Middle School are very low, the dashboard indicates a need to focus on students that are Hispanic and students with disabilities.

According to the PowerSchool Chronic Absenteeism report 7% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students that are Hispanic/Latino.

According to the PowerSchool Incident Management Report, there were 93 referrals to the office. Other means of correction (OMC) were used as a consequence in 74% of those incidents. The report indicated a need to focus on students that are Hispanic/Latino and Asian Indian.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 7-8. Results of that survey indicate that 91% of staff, 89% of students, and 86% of the community are familiar or very familiar with school wide rules.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	<p>Overall Student Chronic Absentee Rate is orange with 5.6% chronically absent.</p> <ul style="list-style-type: none"> 24.1% of Hispanic students were chronically absent, putting them in red. 22.3% of students who are socioeconomically disadvantaged were chronically absent, putting them in red. 	The overall rate of students that are chronically absent will decrease by 3%, with rates for identified groups decreasing by 3%.
CA Dashboard Conditions and Climate	<p>Overall Student Suspension Rate is orange with 3.3% suspended at least one day.</p> <p>13.4% of Hispanic students were suspended, putting them in red.</p> <p>13.3% of students with disabilities were suspended, putting them in red.</p>	The overall suspension rate will decrease, with rates for identified groups decreasing by 3%.
PowerSchool Chronic Absenteeism Report	<p>7% of all students were identified as chronically absent from August 2023 to April 2024 in PowerSchool.</p> <p>Student groups of Concern 40% of Hispanic/Latino</p>	<p>4% or less of all students will be chronically absent from August 2024 to April of 2025.</p> <p>Student groups of concern will be chronically absent at the levels as follows: 35% of Hispanic/Latino.</p>
PowerSchool Incident Management	<p>74% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool.</p> <p>Student groups that were referred disproportionately included: 30.2% of Asian Indian 26.45% of Hispanic/Latino</p>	Student groups that were referred disproportionately will decrease in office referrals by 5% for all subgroups.
EESD Safety Survey	<p>In fall 2023, 91% of staff are familiar or very familiar with the school wide rules.</p> <p>89% of students are familiar or very familiar with the school wide rules.</p> <p>86% of community are familiar or very familiar with the school wide rules.</p>	<p>In fall 2024, 100% of staff will be familiar or very familiar with the school wide rules.</p> <p>95% of students will be familiar or very familiar with the school wide rules.</p> <p>91% of community will be familiar or very familiar with the school wide rules.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>2.1</p>	<p>PBIS</p> <p>Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.</p>	<p>All Students</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>9000 Supplemental Fund 4000-4999: Books And Supplies PBIS supplies (i.e. rewards, posters, Wellness materials) 3000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Assemblies</p>
<p>2.2</p>	<p>Family Engagement Opportunities:</p> <p>In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.</p>	<p>All Students</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>200 Supplemental Fund 4000-4999: Books And Supplies Parent Workshops/Community Nights 164 Supplemental Fund 1000-1999: Certificated Personnel Salaries Discover Chaboya! 36 Supplemental Fund 3000-3999: Employee Benefits Benefits</p>
<p>2.3</p>	<p>Family Communication:</p> <p>Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook</p>	<p>All Students</p> <p>ELs</p>	<p>500 Title III 5800: Professional/Consulting Services And Operating Expenditures Translation Services for EL Families</p>
<p>2.4</p>	<p>Enrichment Opportunities:</p> <p>The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons.</p> <p>Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: collaborations with local high school groups, field trips, and teacher led clubs.</p>	<p>All Students</p> <p>Under-served students</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>1642 Supplemental Fund 1000-1999: Certificated Personnel Salaries Teacher-Led Clubs 1000 Title III 4000-4999: Books And Supplies Field Trips 357 Supplemental Fund 3000-3999: Employee Benefits Benefits</p>
<p>2.5</p>	<p>Extracurricular Sports</p> <p>Students will have the opportunity to participate in a variety of extracurricular sports outside of school hours.</p>	<p>All Students</p>	<p>34600 General Fund 1000-1999: Certificated Personnel Salaries Coaches & Game Support 2700</p>

			General Fund 4000-4999: Books And Supplies Supplies & Equipment 2100 General Fund 5800: Professional/Consulting Services And Operating Expenditures Busses 7000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Referees 600 General Fund 5000-5999: Services And Other Operating Expenditures League Dues
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Outcomes

Students at Chaboya Middle School will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes students cores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP.

Chaboya Middle School scored blue in Math because students maintained their proficiency levels. Chaboya Middle School scored blue in Language Arts because students maintained their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Chaboya Middle School, all students scored 66% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 78% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 78% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	82% of all students are proficient.	87% of all students will be proficient.
CAASPP Math Results	76% of all students are proficient.	81% of all students will be proficient.
CAST Results	66% of all students are proficient.	71% of all students will be proficient.
iReady Reading T3 Diagnostic	78% of all students are proficient.	83% of all students will be proficient.
iReady Math T3 Diagnostic	78% of all students are proficient.	83% of all students will be proficient.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Effective Learning Environments:</p> <p>In order for all students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.</p>	All Students	<p>14600 General Fund 4000-4999: Books And Supplies Classroom / Department Budgets / Clerical Supplies 6365 General Fund 4000-4999: Books And Supplies General Operational Supplies (i.e. Copier & Maintenance, Decor and Admin Supplies) 150 General Fund 5000-5999: Services And Other Operating Expenditures Mileage 10927 General Fund 1000-1999: Certificated Personnel Salaries Site-Based Committees (i.e. ILT, Scheduling, SEAT) 2373 General Fund 3000-3999: Employee Benefits Benefits 1675.28 Title III 4000-4999: Books And Supplies Library Books 500 General Fund 5000-5999: Services And Other Operating Expenditures Computer Repairs</p>
3.2	<p>Academic Progress Monitoring</p> <p>Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p>	<p>All Students</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>2465 Supplemental Fund 1000-1999: Certificated Personnel Salaries Collaboration Release Time (i.e. IEP transition meetings) 535 Supplemental Fund 3000-3999: Employee Benefits Benefits</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,969.56
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$3,775.28

Subtotal of additional federal funds included for this school: \$3,775.28

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

State or Local Programs	Allocation (\$)
General Fund	\$95,915.00
Supplemental Fund	\$30,279.28

Subtotal of state or local funds included for this school: \$126,194.28

Total of federal, state, and/or local funds for this school: \$129,969.56

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	95915.00	0.00
Supplemental Fund	30279.28	0.00
Title III	3775.28	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	95,915.00
Supplemental Fund	30,279.28
Title III	3,775.28

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,085.00
3000-3999: Employee Benefits	4,015.00
4000-4999: Books And Supplies	51,485.56
5000-5999: Services And Other Operating Expenditures	2,750.00
5800: Professional/Consulting Services And Operating Expenditures	18,634.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	45,527.00
3000-3999: Employee Benefits	General Fund	2,373.00
4000-4999: Books And Supplies	General Fund	37,665.00
5000-5999: Services And Other Operating Expenditures	General Fund	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	9,100.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	7,558.00

3000-3999: Employee Benefits	Supplemental Fund	1,642.00
4000-4999: Books And Supplies	Supplemental Fund	10,545.28
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	9,034.00
4000-4999: Books And Supplies	Title III	3,275.28
5800: Professional/Consulting Services And Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,480.28
Goal 2	62,899.00
Goal 3	39,590.28

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

Name of Members	Role
Marena Doxie	Principal
Kevin Nguyen	Classroom Teacher
Kathy Nelson	Other School Staff
Manejeh Yaqub	Parent or Community Member
Mitra Agaragar	Parent or Community Member
Sathvika Govindaraju	Secondary Student
Rhea Reddy	Secondary Student
Jennifer Anderson-Chaffee	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/2024.

Attested:



Principal, Dr. Marena Doxie on 5/23/2024



SSC Chairperson, Sathvika Govindaraju on 5/23/2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

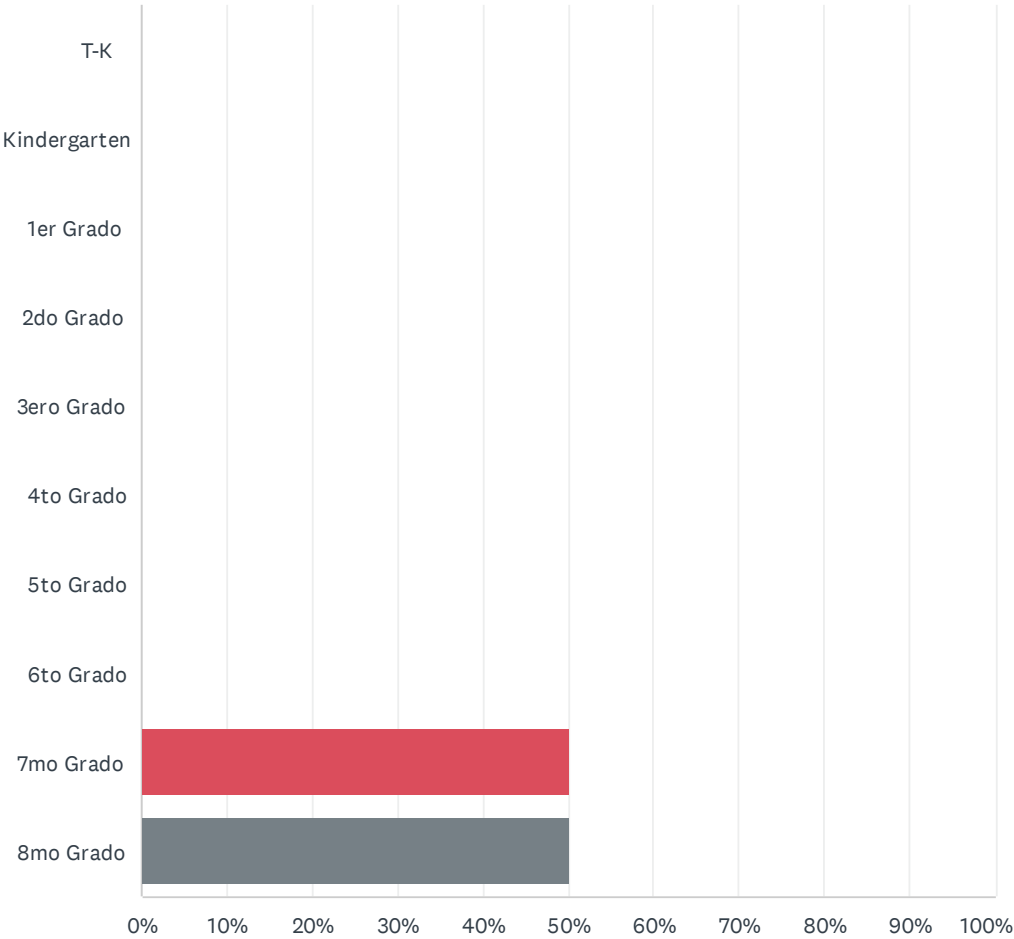
For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Q1 1. ¿Cuál es su curso actual?

Answered: 2 Skipped: 0

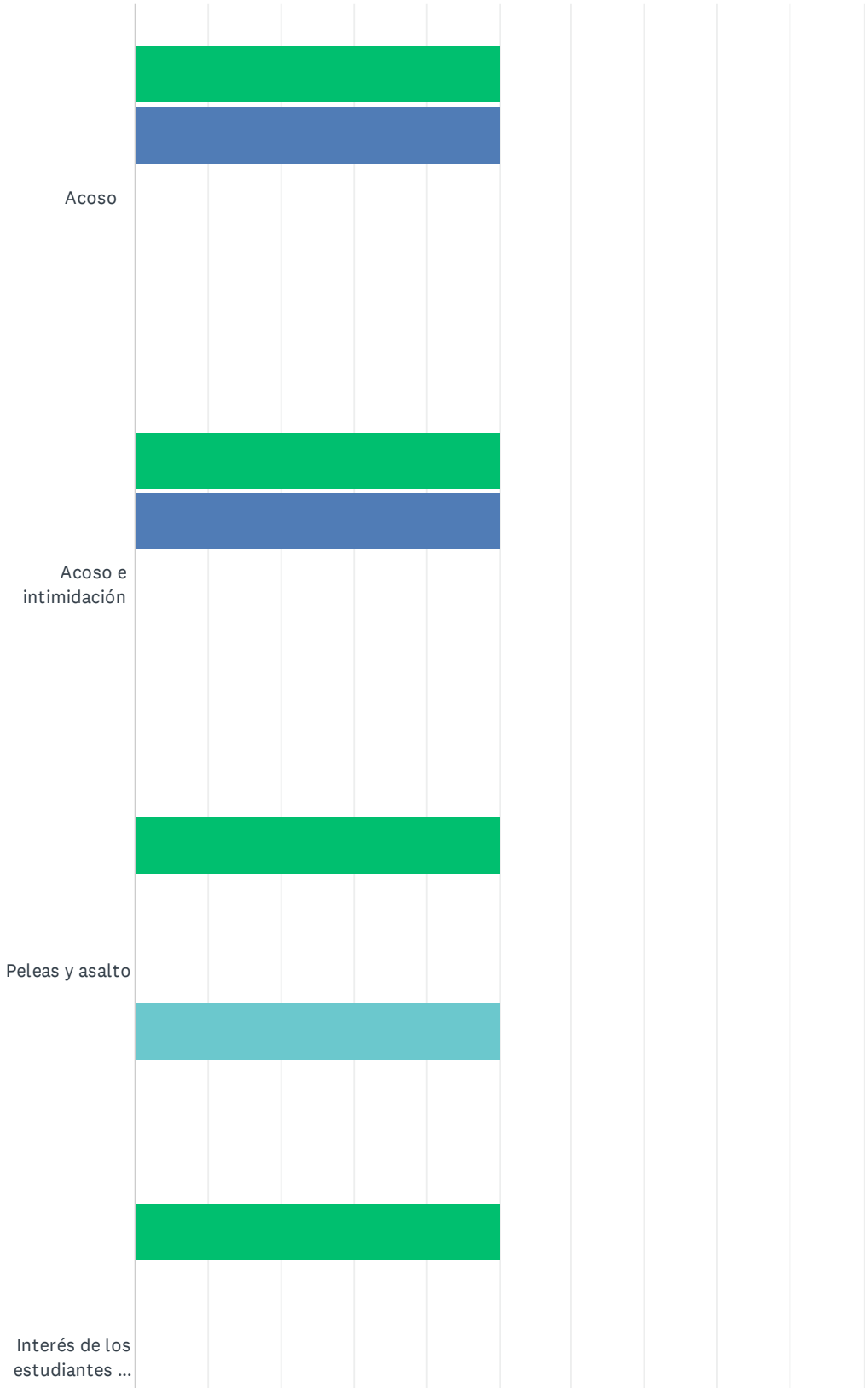


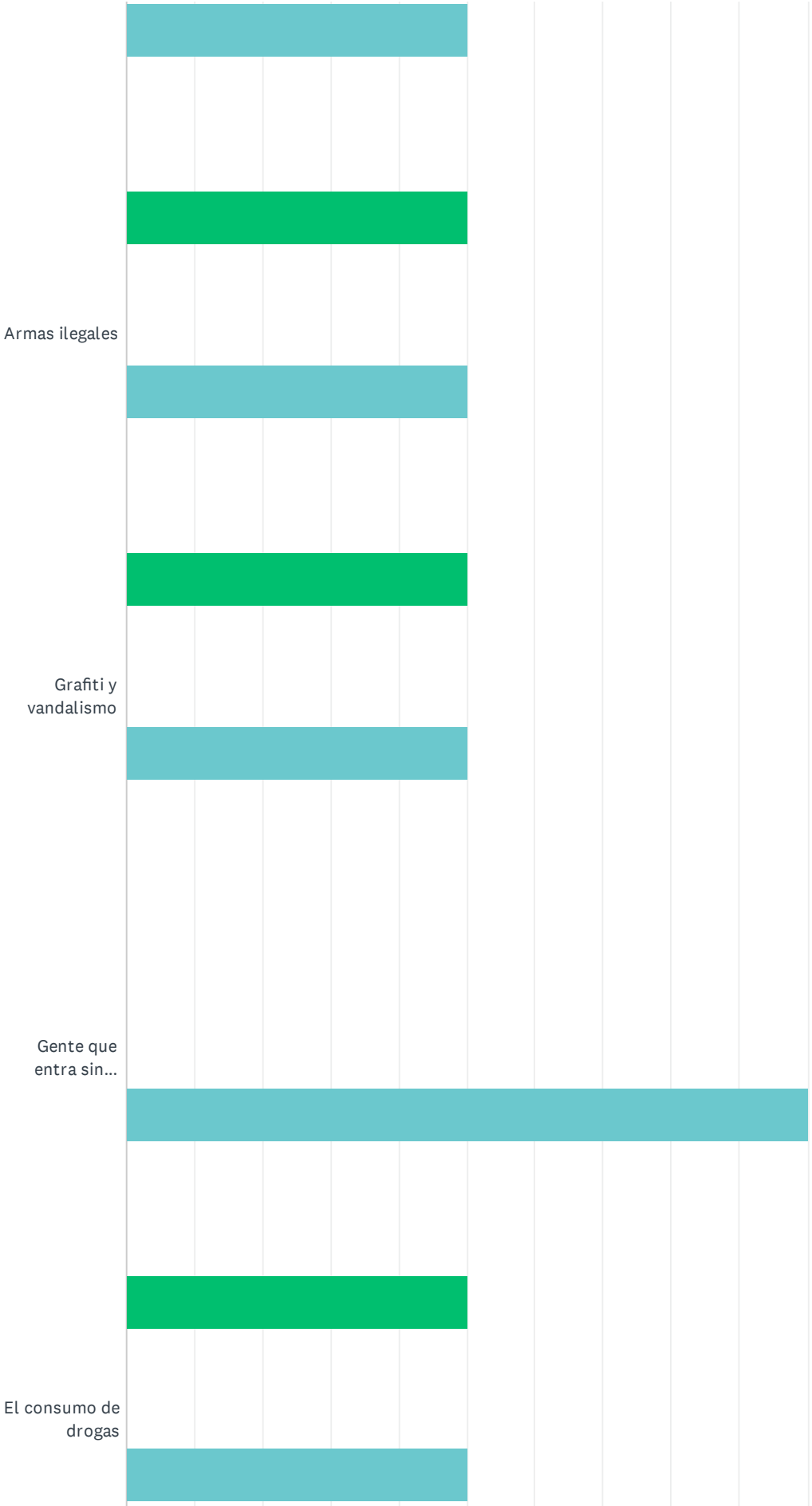
Chaboya Encuesta de Seguridad Comunitaria: Por favor responde estas preguntas. 2023-2024

ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	0.00%	0
1er Grado	0.00%	0
2do Grado	0.00%	0
3ero Grado	0.00%	0
4to Grado	0.00%	0
5to Grado	0.00%	0
6to Grado	0.00%	0
7mo Grado	50.00%	1
8mo Grado	50.00%	1
TOTAL		2

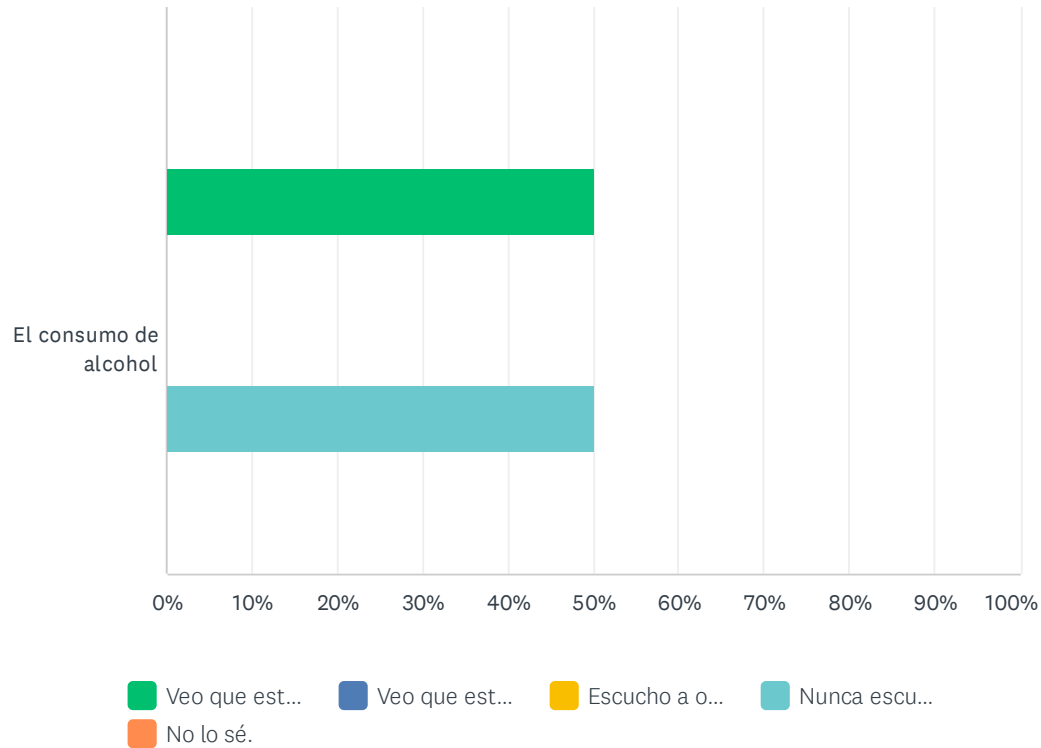
Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 2 Skipped: 0





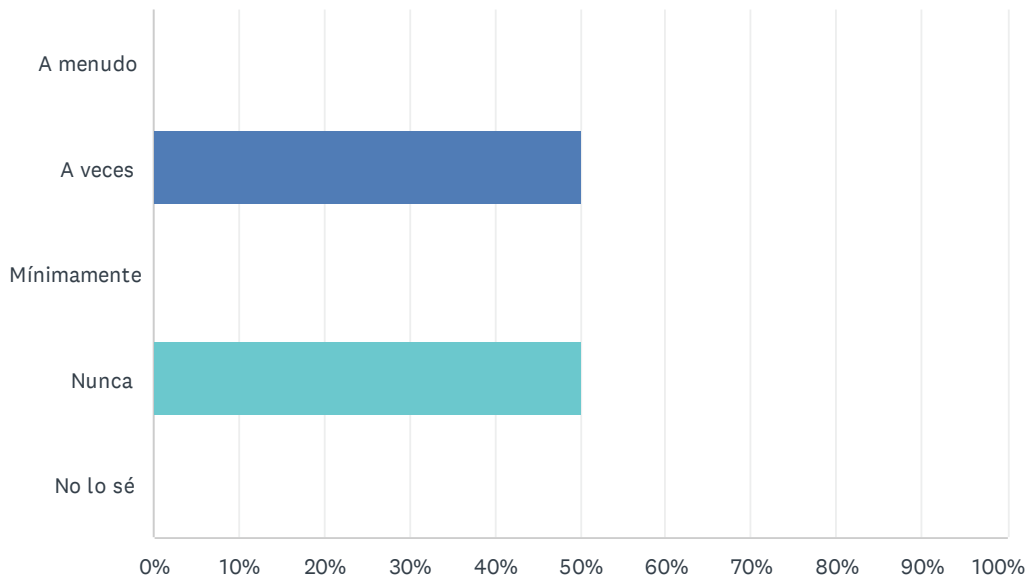
Chaboya Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024



	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	2	1.50
Acoso e intimidación	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	2	1.50
Peleas y asalto	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Interés de los estudiantes en las pandillas	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Armas ilegales	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Grafiti y vandalismo	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Gente que entra sin derecho al campus	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
El consumo de drogas	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
El consumo de alcohol	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

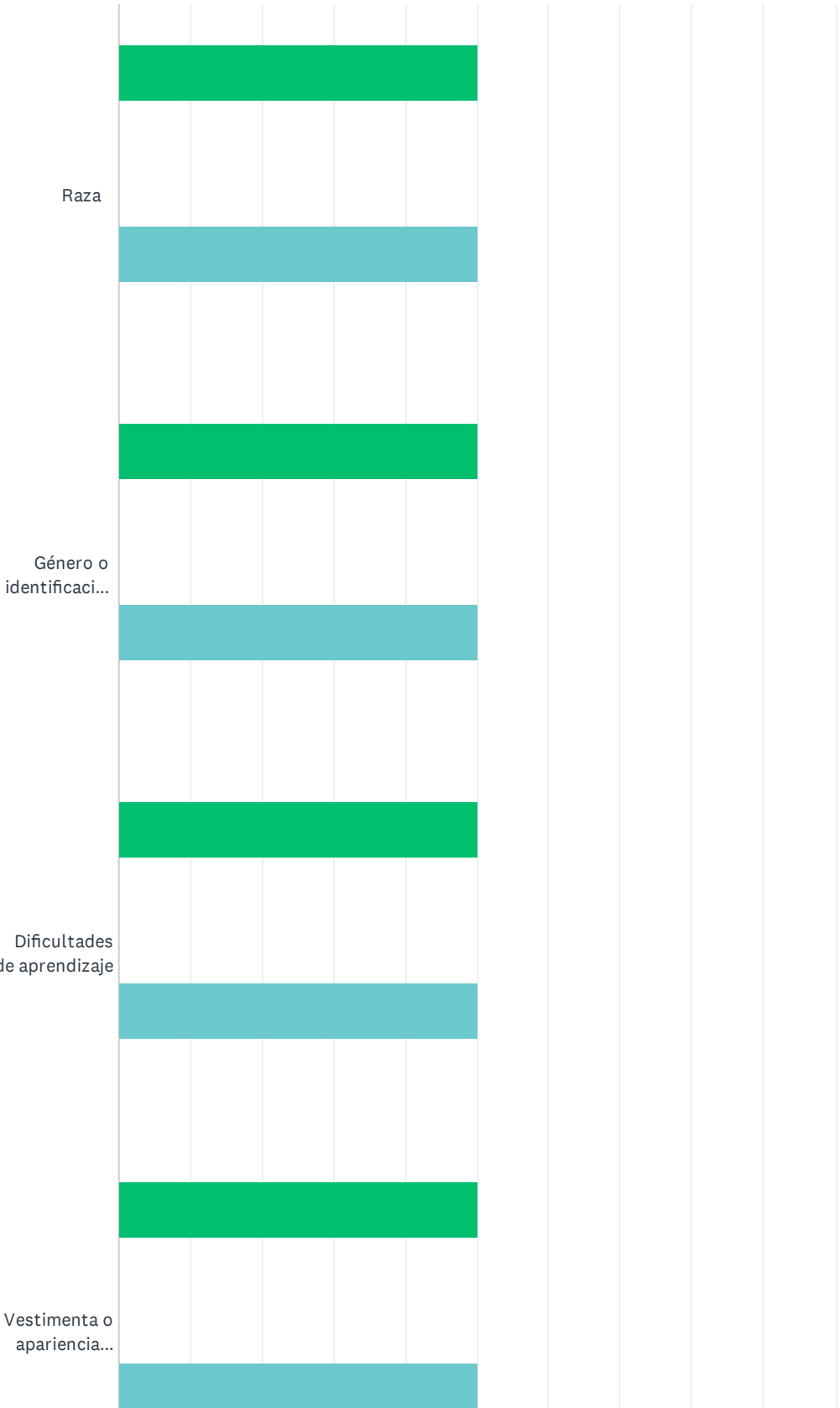
Answered: 2 Skipped: 0

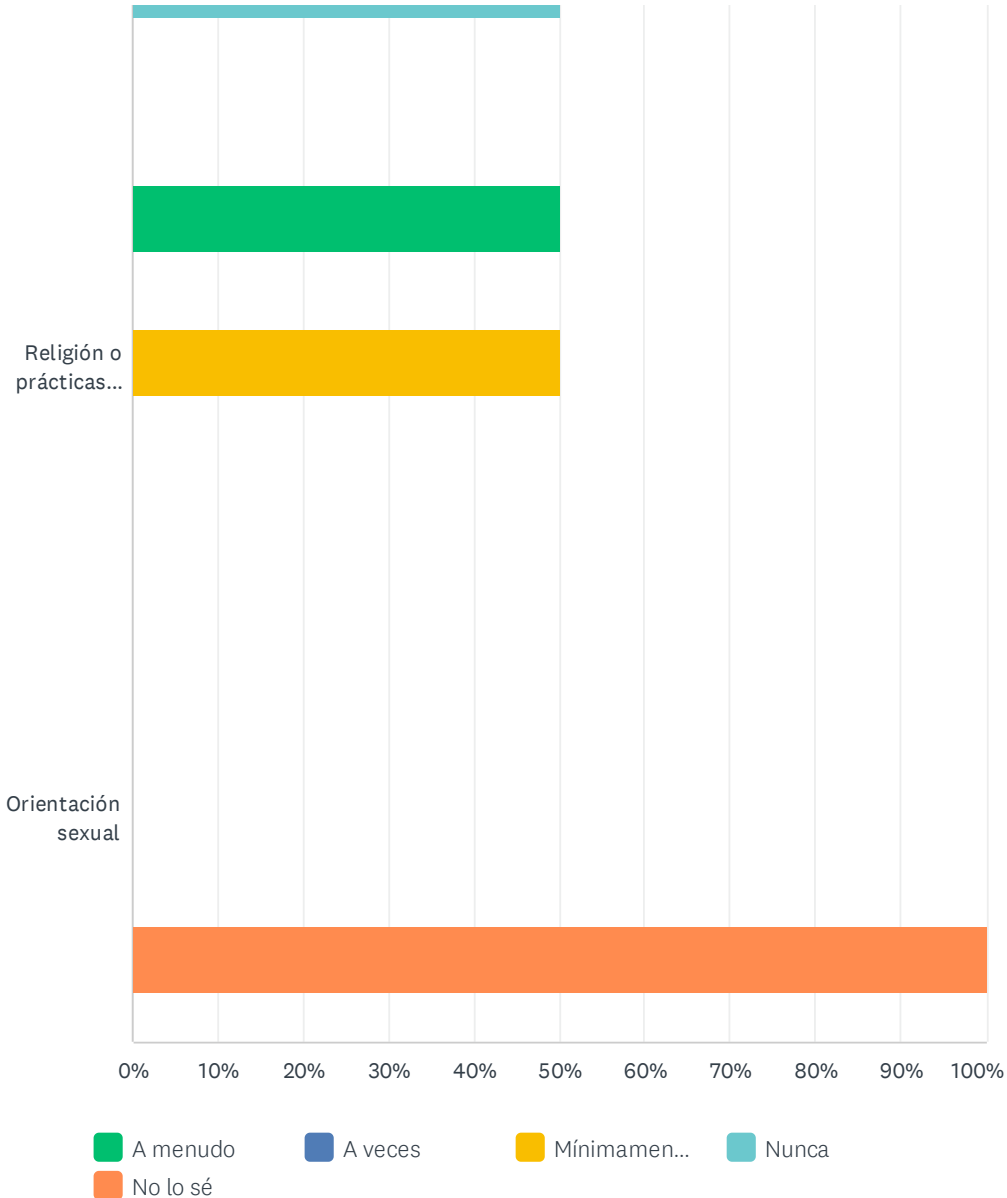


ANSWER CHOICES	RESPONSES	
A menudo	0.00%	0
A veces	50.00%	1
Mínimamente	0.00%	0
Nunca	50.00%	1
No lo sé	0.00%	0
TOTAL		2

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 2 Skipped: 0

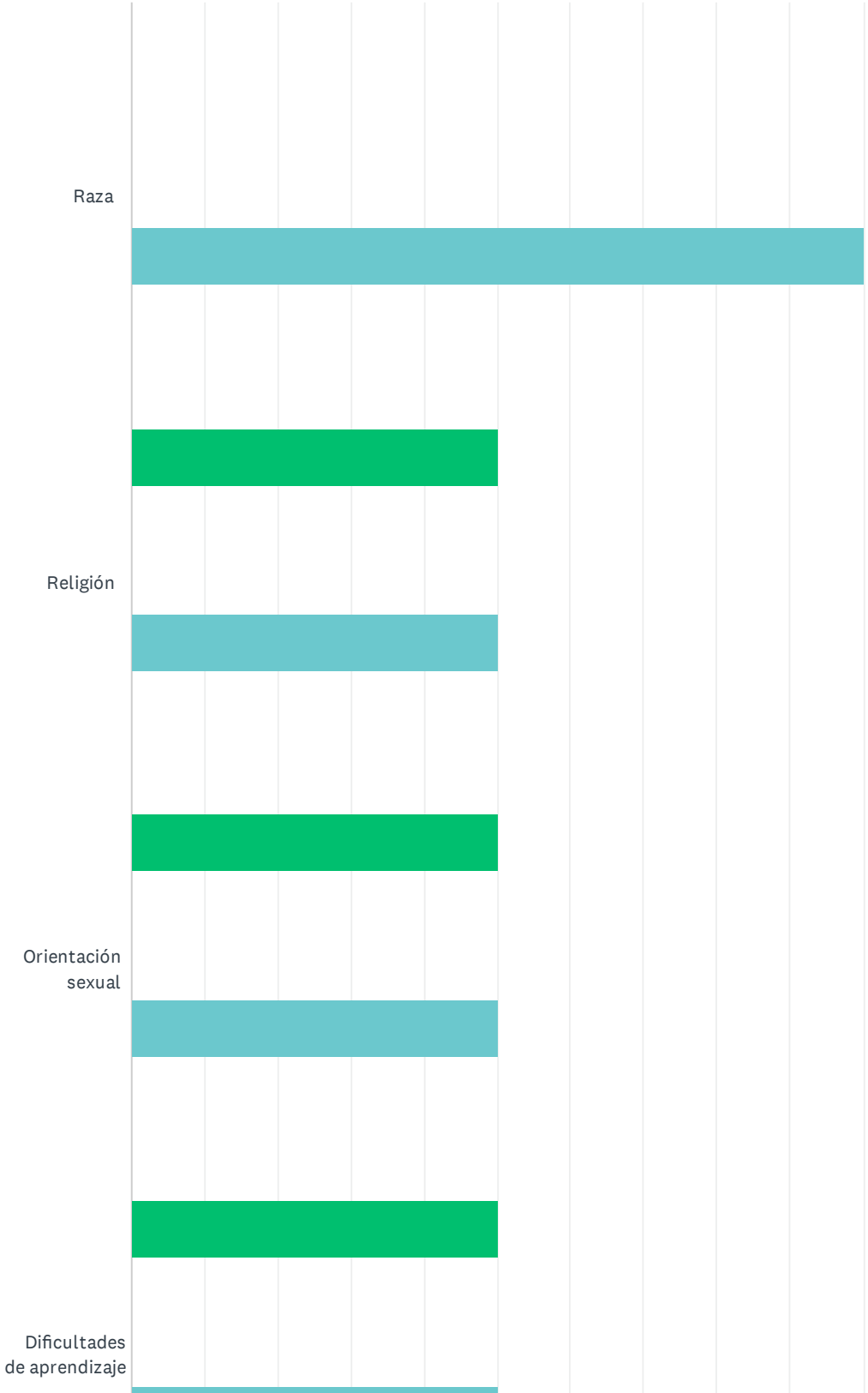




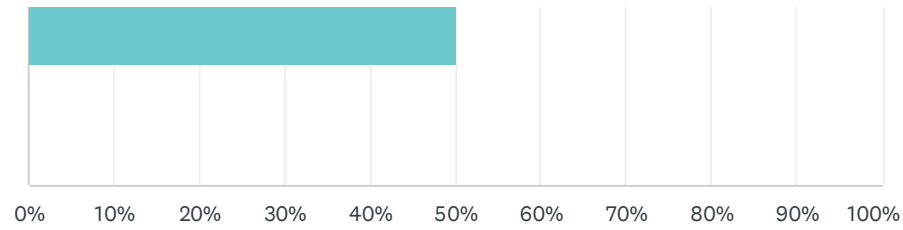
	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Género o identificación de género	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Dificultades de aprendizaje	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Vestimenta o apariencia física	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Religión o prácticas culturales	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.00% 0	2	2.00
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Answered: 2 Skipped: 0



Chaboya Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

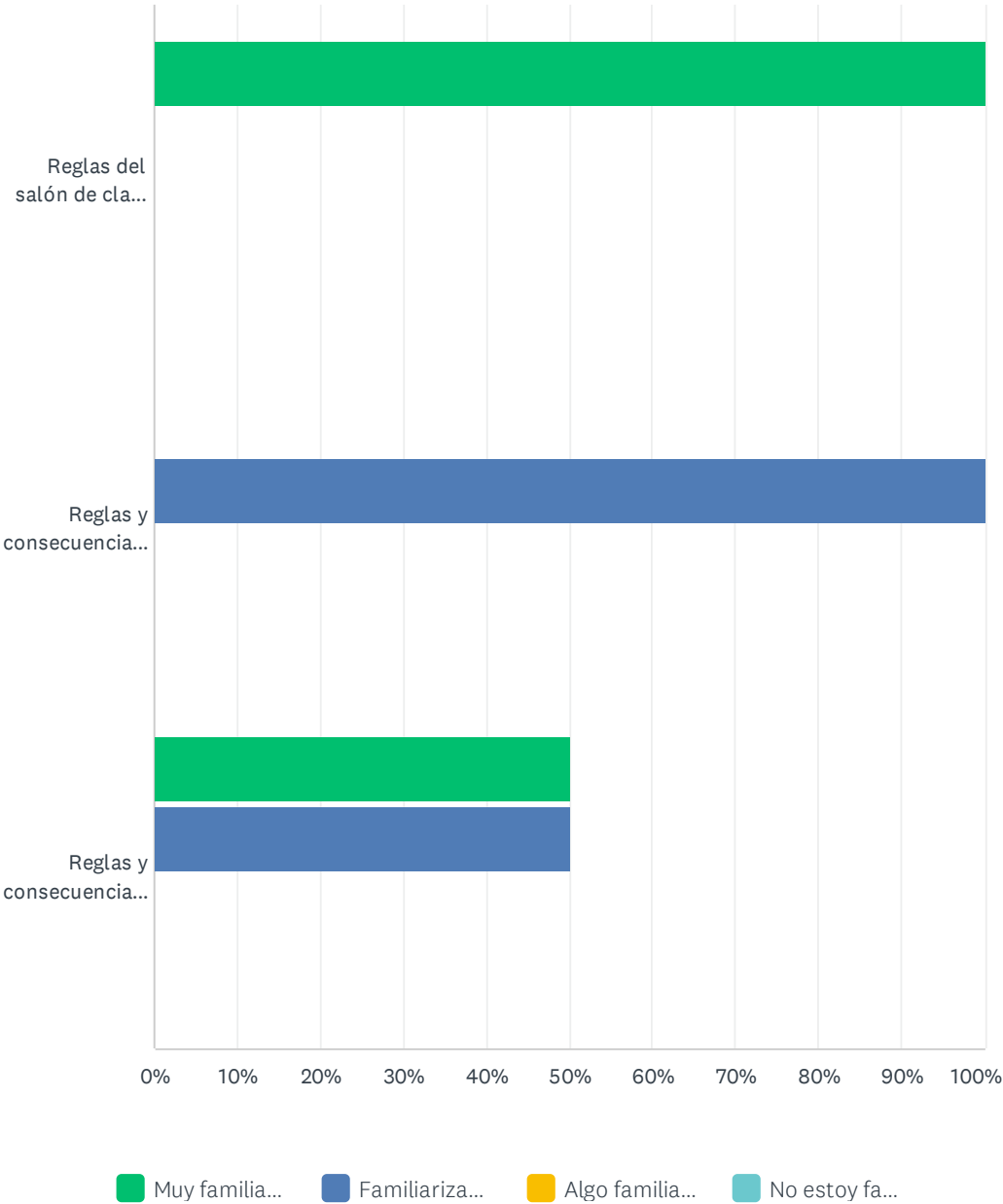


■ A menudo
 ■ A veces
 ■ Mínimamen...
 ■ Nunca
■ No lo sé

	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Religión	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Orientación sexual	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50
Dificultades de aprendizaje	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	2	2.50

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

Answered: 2 Skipped: 0

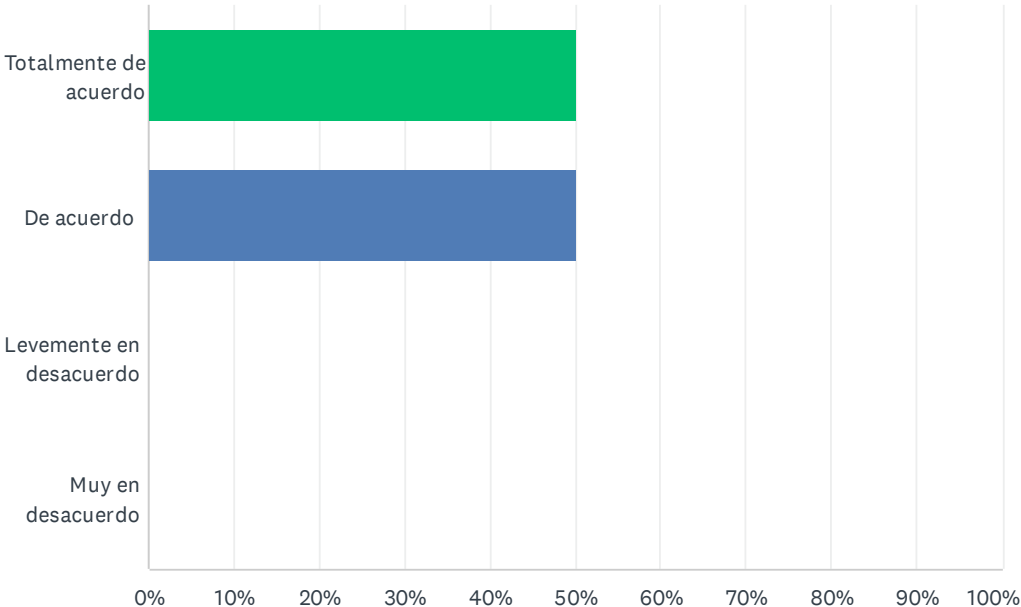


Chaboya Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2	1.00
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2	2.00
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2	1.50

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

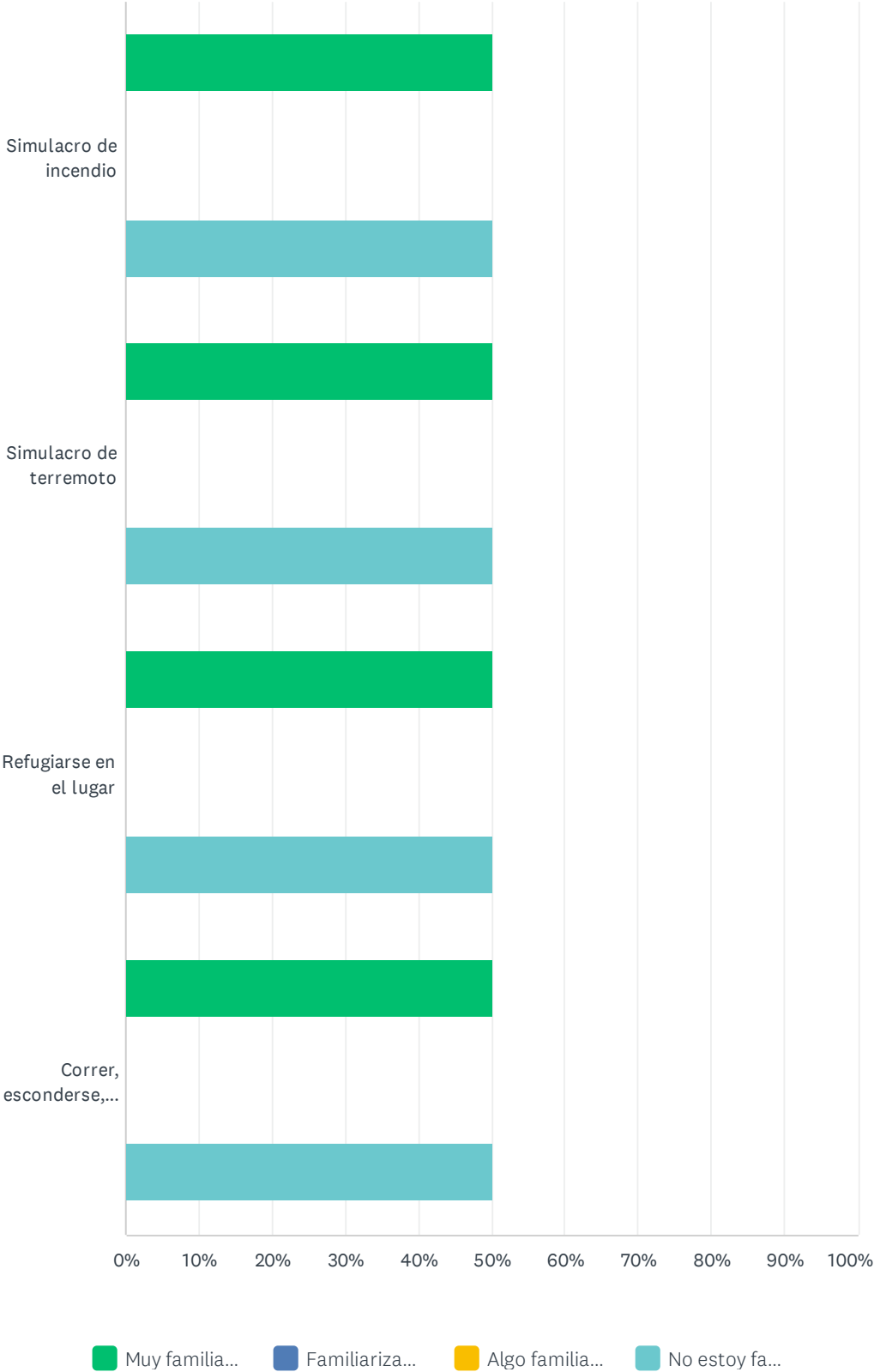
Answered: 2 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	50.00%	1
De acuerdo	50.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		2

Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?

Answered: 2 Skipped: 0

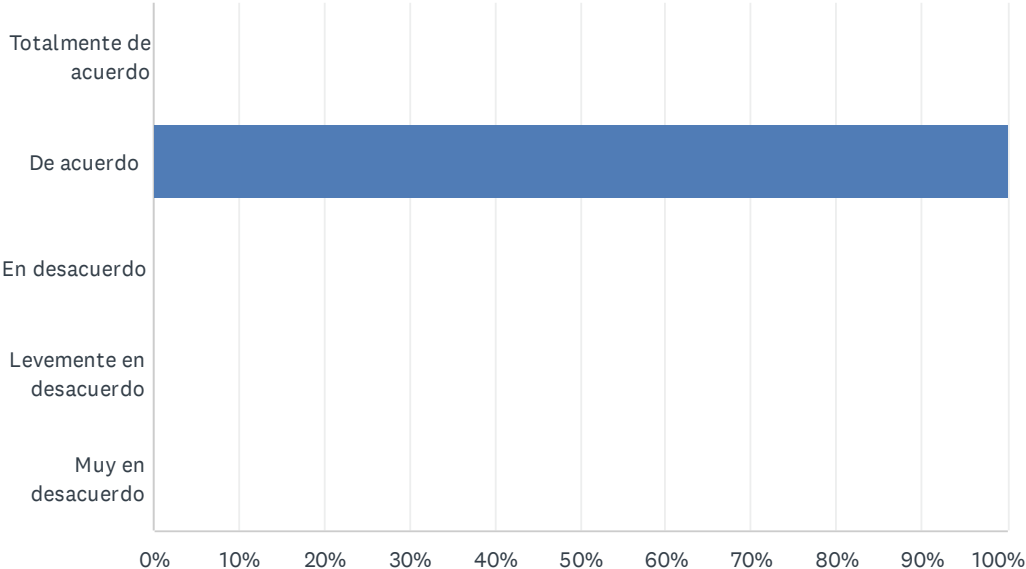


Chaboya Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	50.00% 1	0.00% 0	0.00% 0	50.00% 1	2
Simulacro de terremoto	50.00% 1	0.00% 0	0.00% 0	50.00% 1	2
Refugiarse en el lugar	50.00% 1	0.00% 0	0.00% 0	50.00% 1	2
Correr, esconderse, defenderse	50.00% 1	0.00% 0	0.00% 0	50.00% 1	2

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

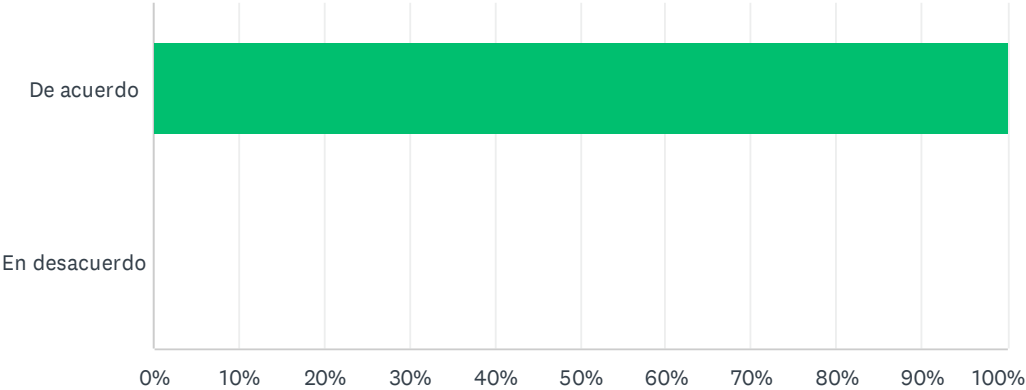
Answered: 2 Skipped: 0



ANSWER CHOICES	RESPONSES
Totalmente de acuerdo	0.00% 0
De acuerdo	100.00% 2
En desacuerdo	0.00% 0
Levemente en desacuerdo	0.00% 0
Muy en desacuerdo	0.00% 0
TOTAL	2

Q10 Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.

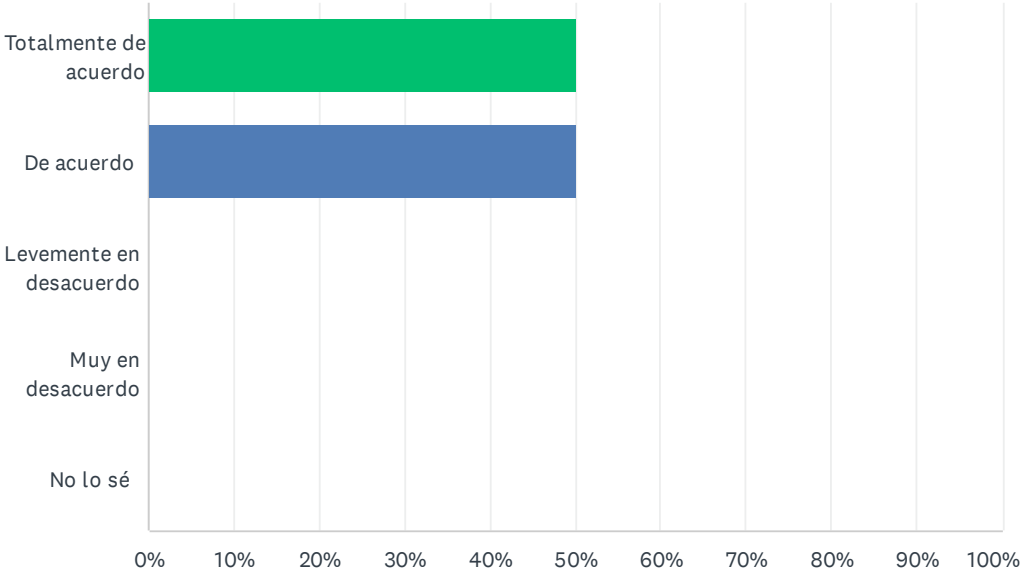
Answered: 2 Skipped: 0



ANSWER CHOICES	RESPONSES	
De acuerdo	100.00%	2
En desacuerdo	0.00%	0
TOTAL		2

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 2 Skipped: 0



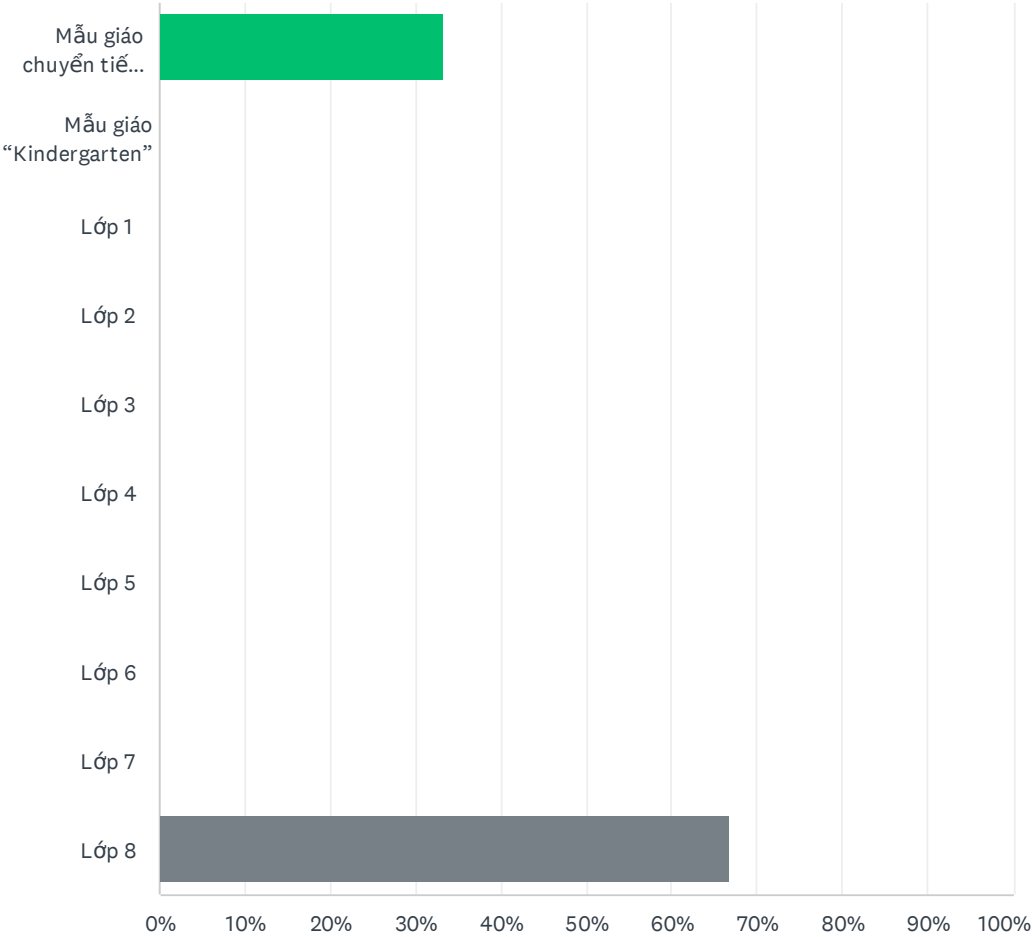
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	50.00%	1
De acuerdo	50.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
No lo sé	0.00%	0
TOTAL		2

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Answered: 2 Skipped: 0

Q1 1. Con quý vị hiện đang học lớp mấy?

Answered: 3 Skipped: 0

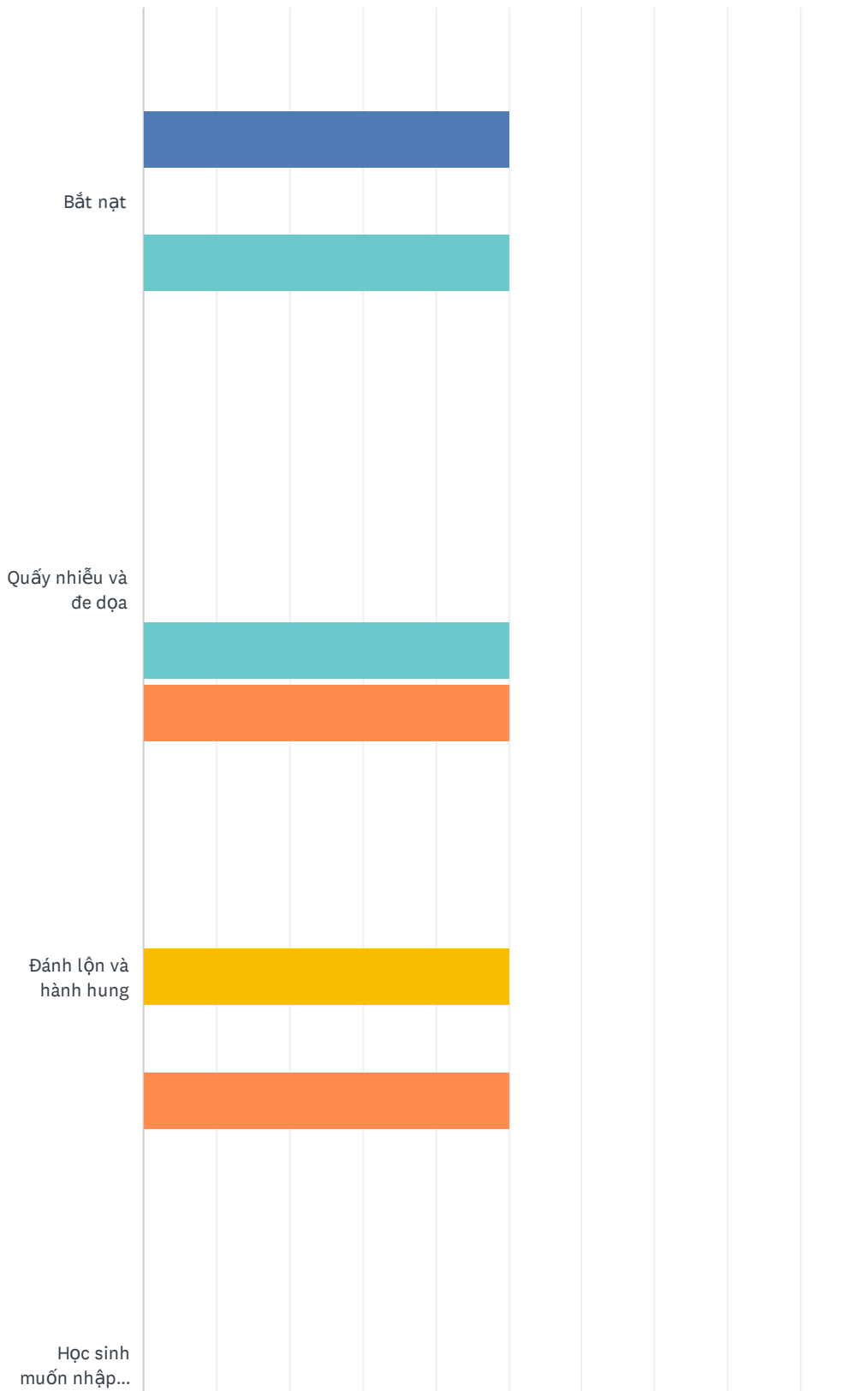


Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

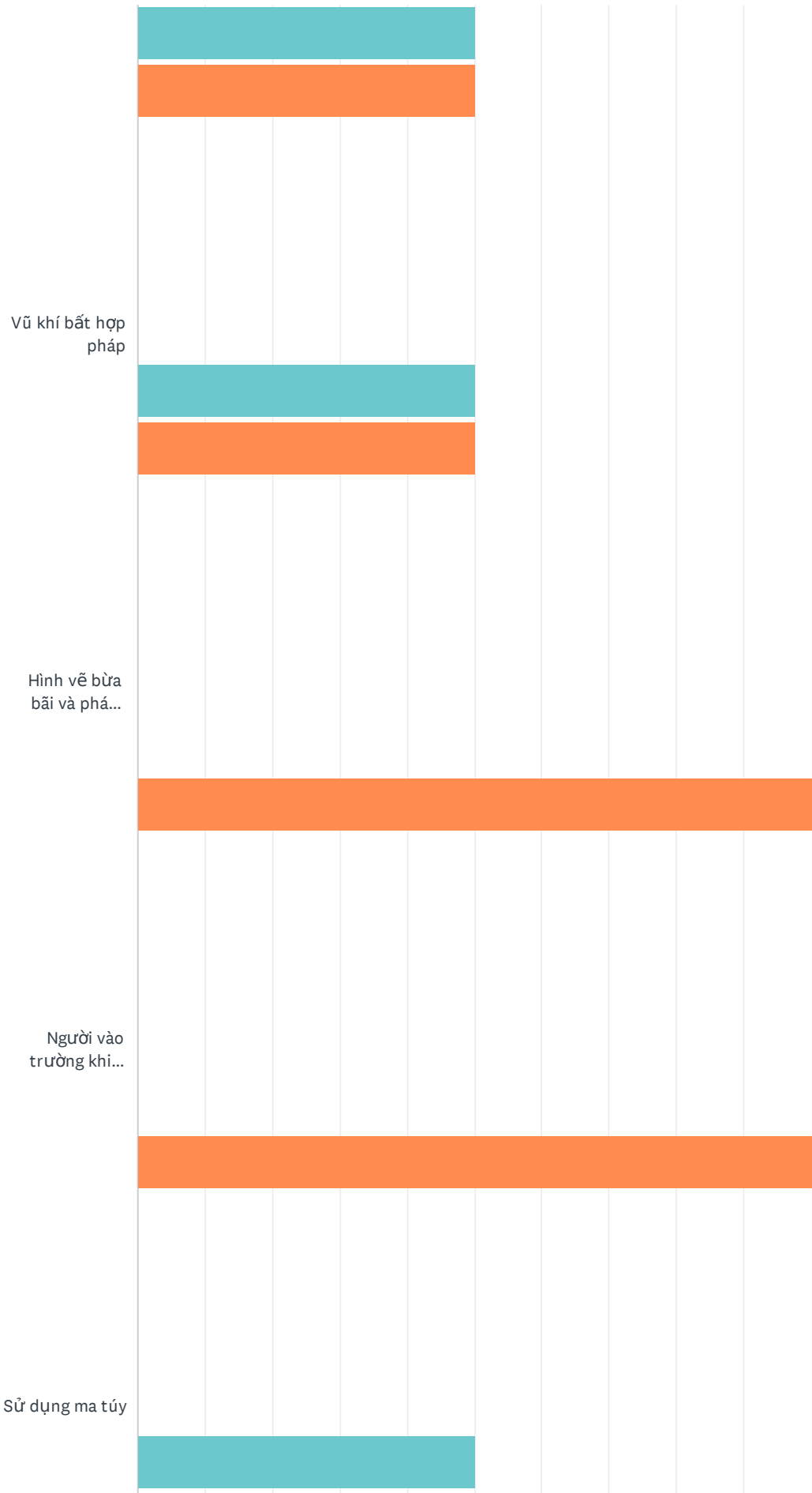
ANSWER CHOICES	RESPONSES	
Mẫu giáo chuyển tiếp "TK"	33.33%	1
Mẫu giáo "Kindergarten"	0.00%	0
Lớp 1	0.00%	0
Lớp 2	0.00%	0
Lớp 3	0.00%	0
Lớp 4	0.00%	0
Lớp 5	0.00%	0
Lớp 6	0.00%	0
Lớp 7	0.00%	0
Lớp 8	66.67%	2
TOTAL		3

Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

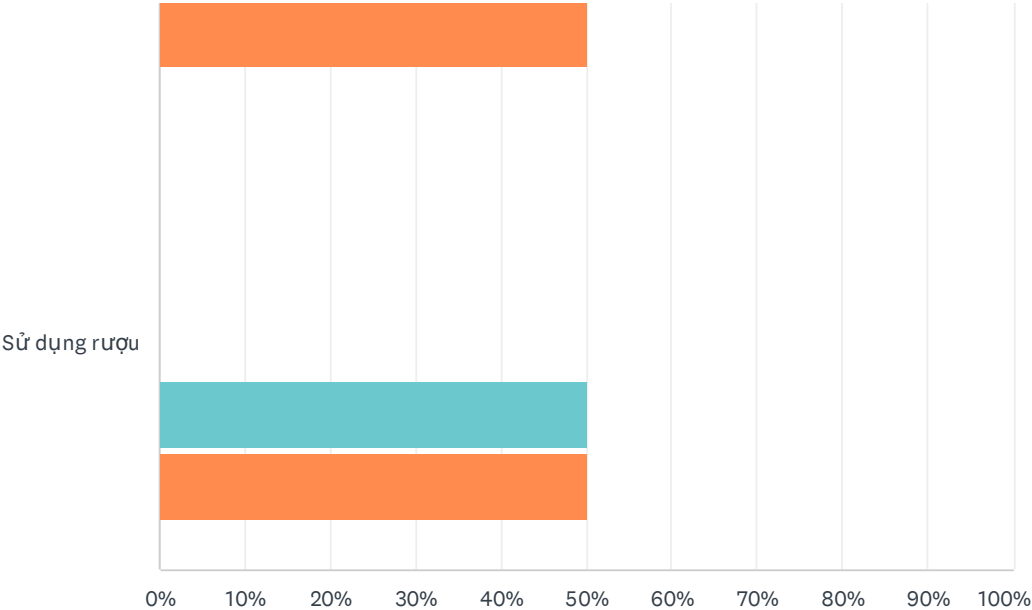
Answered: 2 Skipped: 1



Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



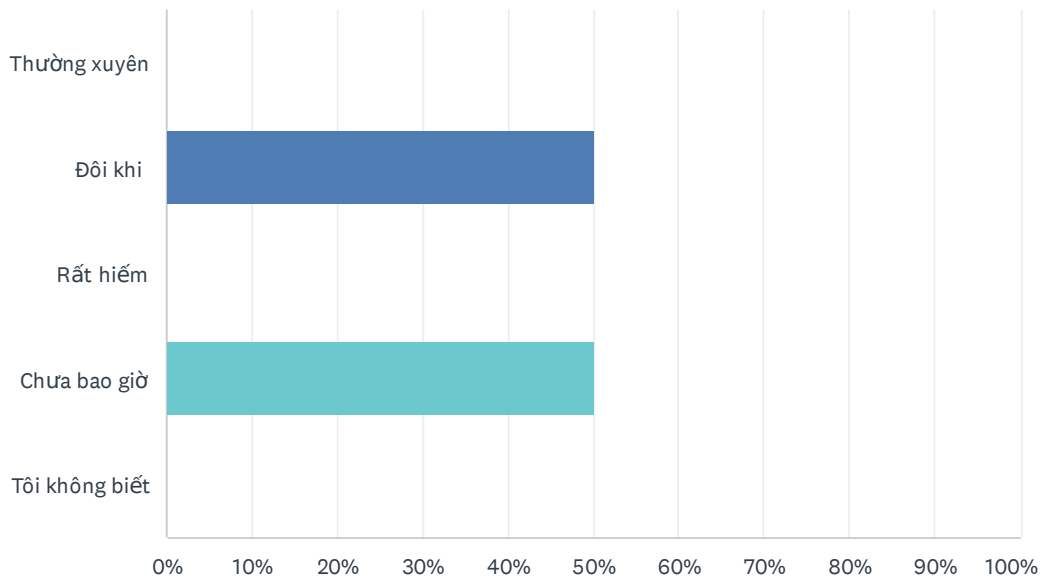
- Tôi thấy vấ...
- Tôi thấy vấ...
- Tôi nghe cá...
- Tôi chưa ba...
- Tôi không b...

Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG CỦA TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bắt nạt	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2	3.00
Quấy nhiễu và đe dọa	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Đánh lộn và hành hung	0.00% 0	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2	4.00
Học sinh muốn nhập bằng đảng	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Người vào trường khi không được phép	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2	5.00
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.

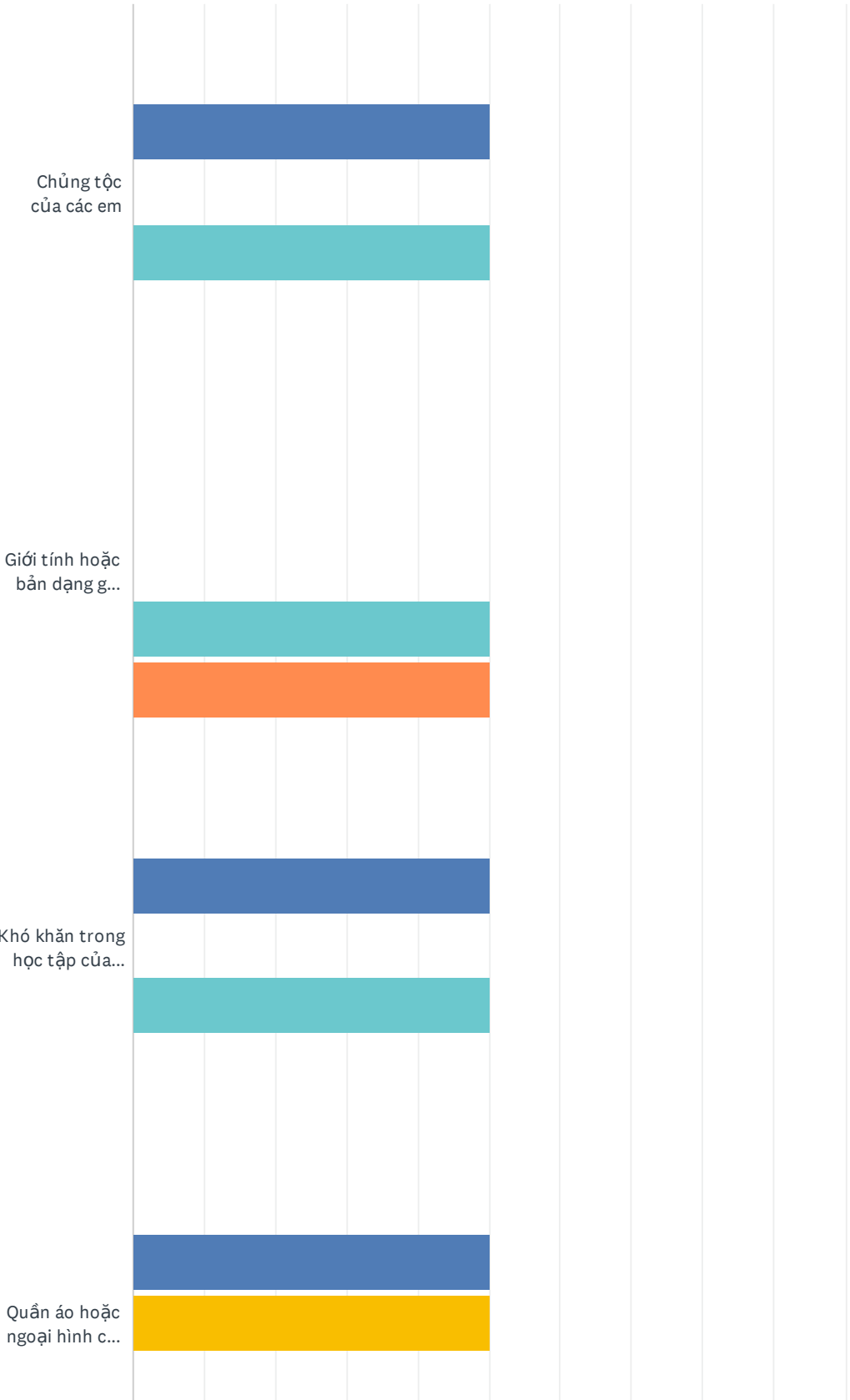
Answered: 2 Skipped: 1



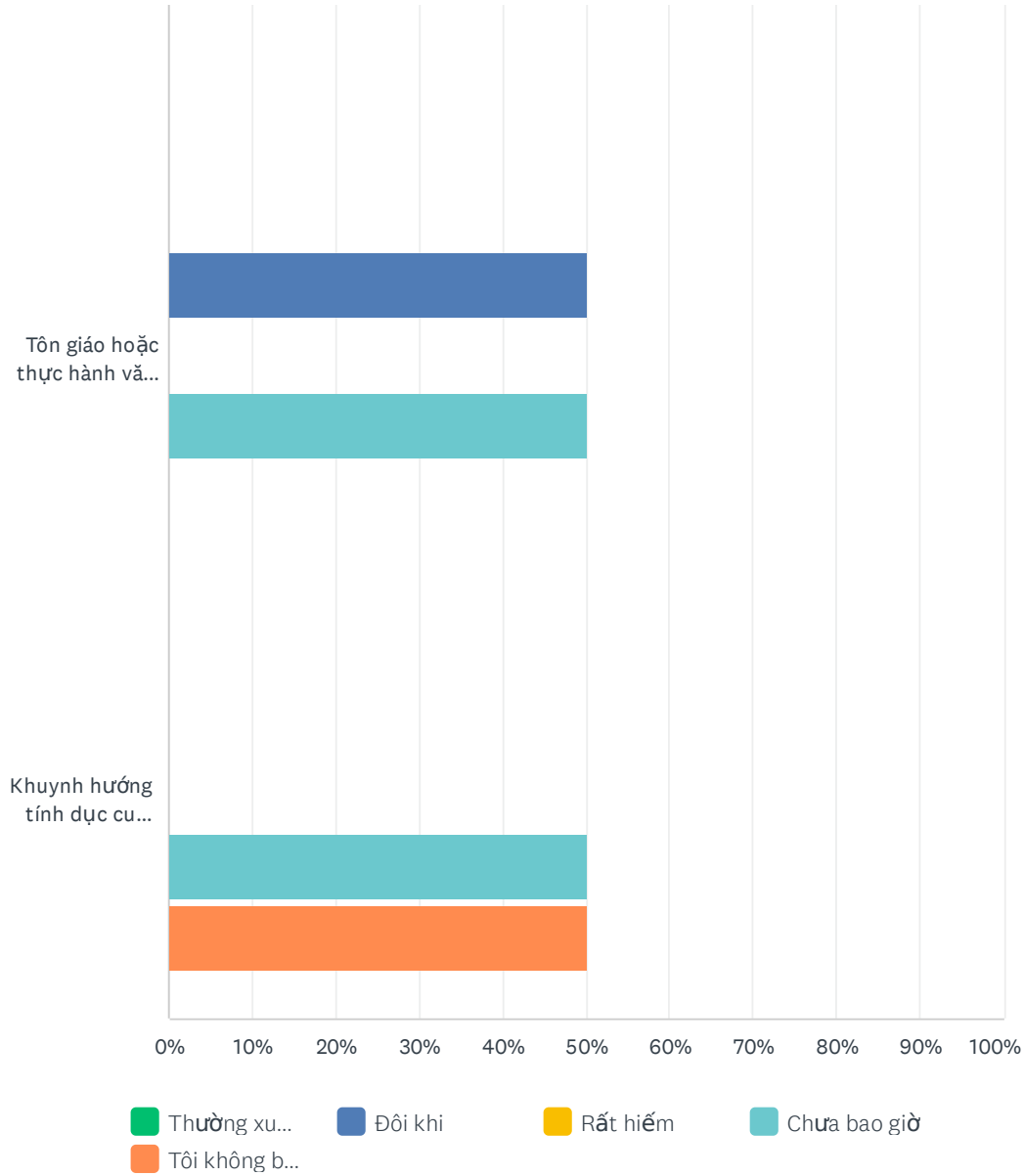
ANSWER CHOICES	RESPONSES
Thường xuyên	0.00% 0
Đôi khi	50.00% 1
Rất hiếm	0.00% 0
Chưa bao giờ	50.00% 1
Tôi không biết	0.00% 0
TOTAL	2

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 2 Skipped: 1



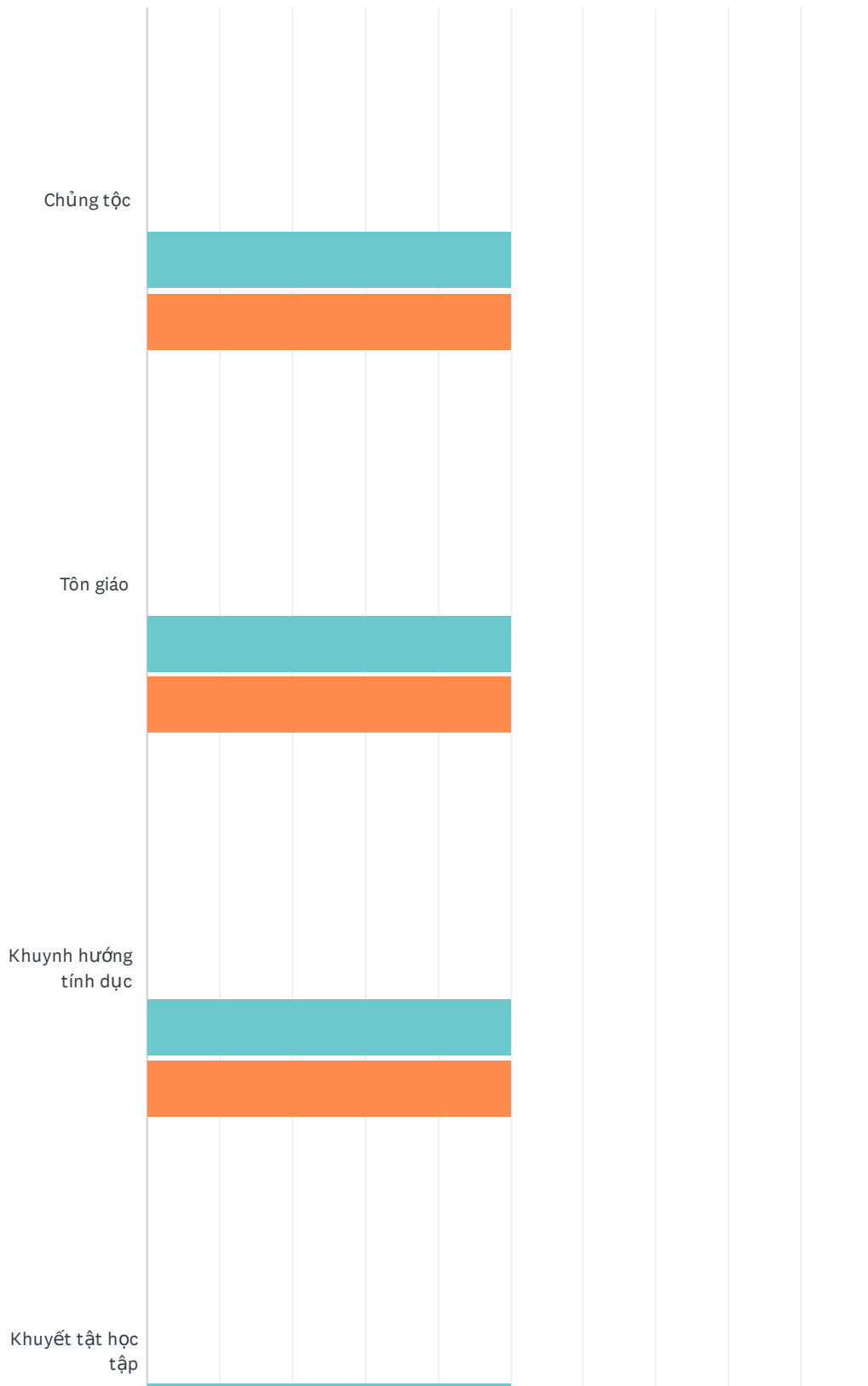
Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



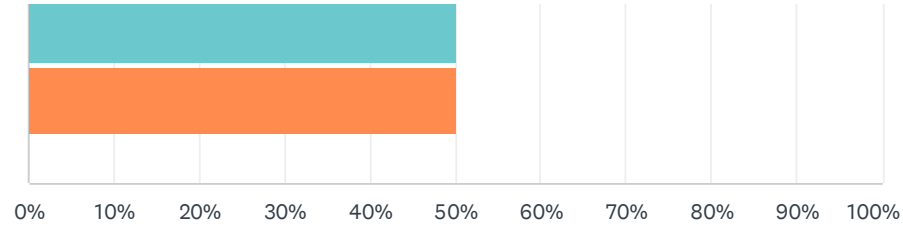
	THƯỜNG XUYỀN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2	3.00
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Khó khăn trong học tập của các em	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2	3.00
Quần áo hoặc ngoại hình của các em	0.00% 0	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2	2.50
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2	3.00
Khuyňh hướng tính dục của các em	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50

Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 2 Skipped: 1



Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

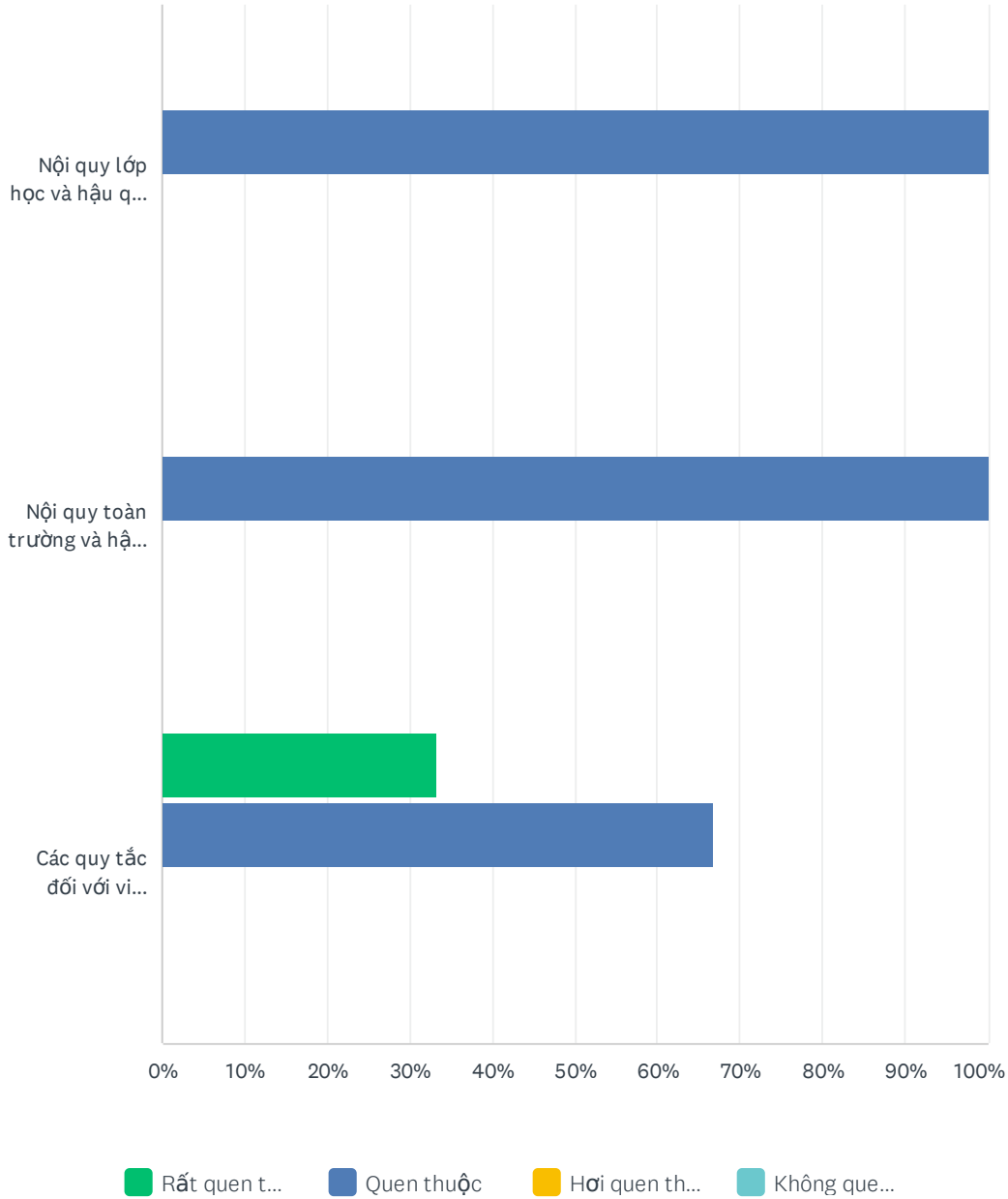


■ Thường xuyên
■ Đôi khi
■ Rất hiếm
■ Chưa bao giờ
■ Tôi không biết

	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Khuyết tật học tập	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50

Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 3 Skipped: 0

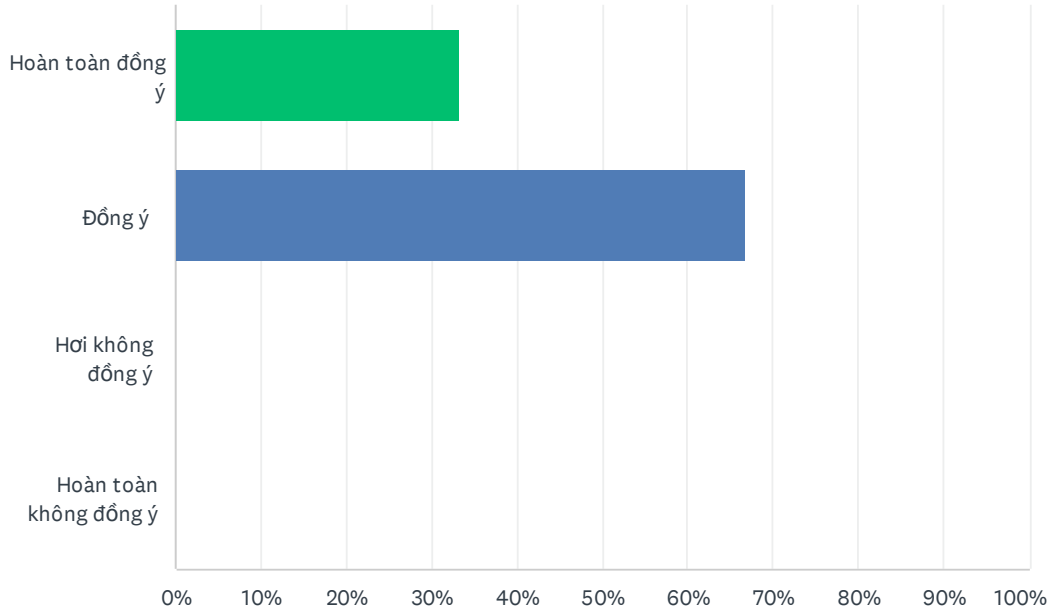


Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHỨT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2	2.00
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2	2.00
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	33.33% 1	66.67% 2	0.00% 0	0.00% 0	3	1.67

Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

Answered: 3 Skipped: 0

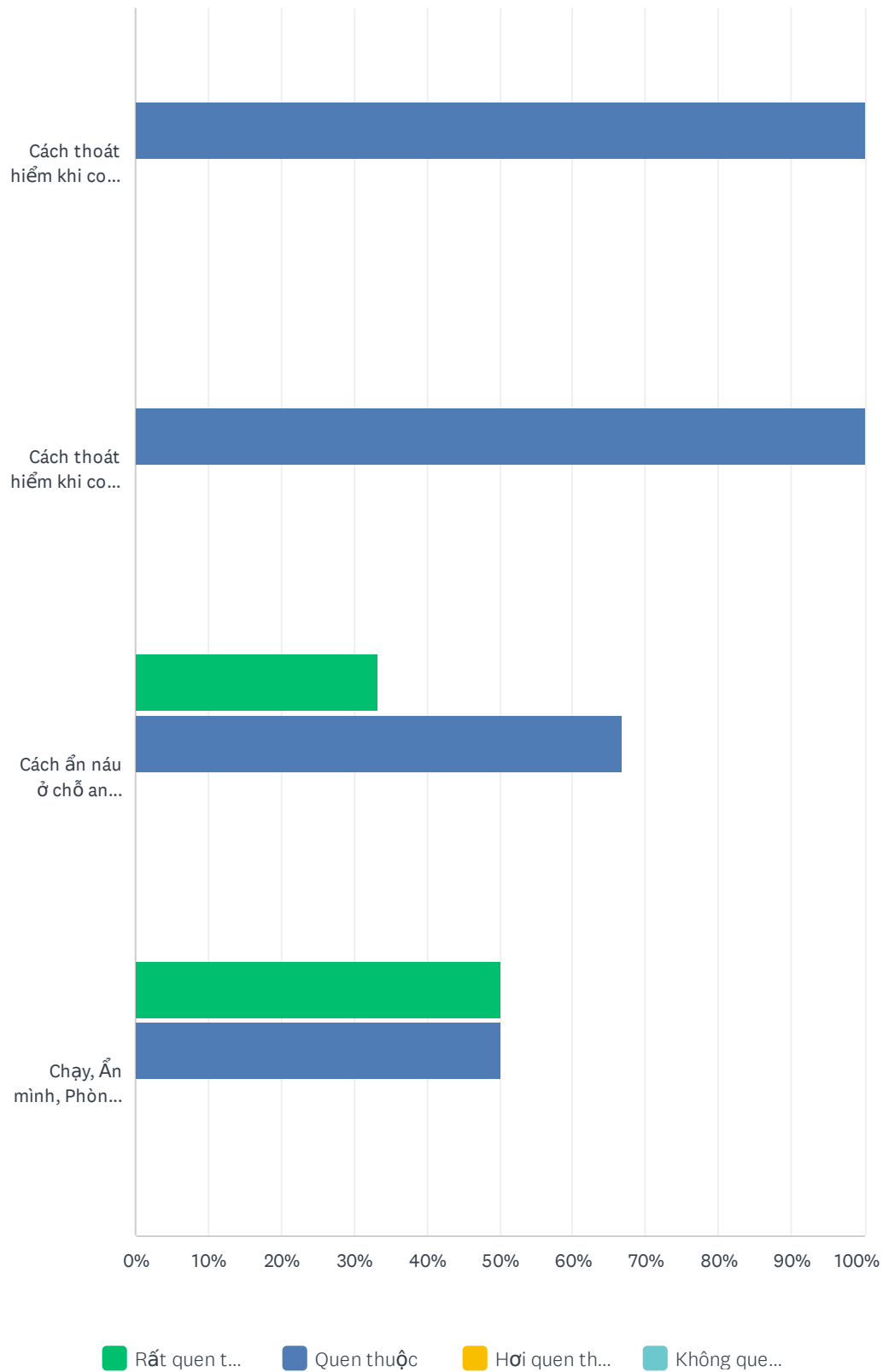


ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	33.33%	1
Đồng ý	66.67%	2
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
TOTAL		3

Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?

Answered: 3 Skipped: 0

Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

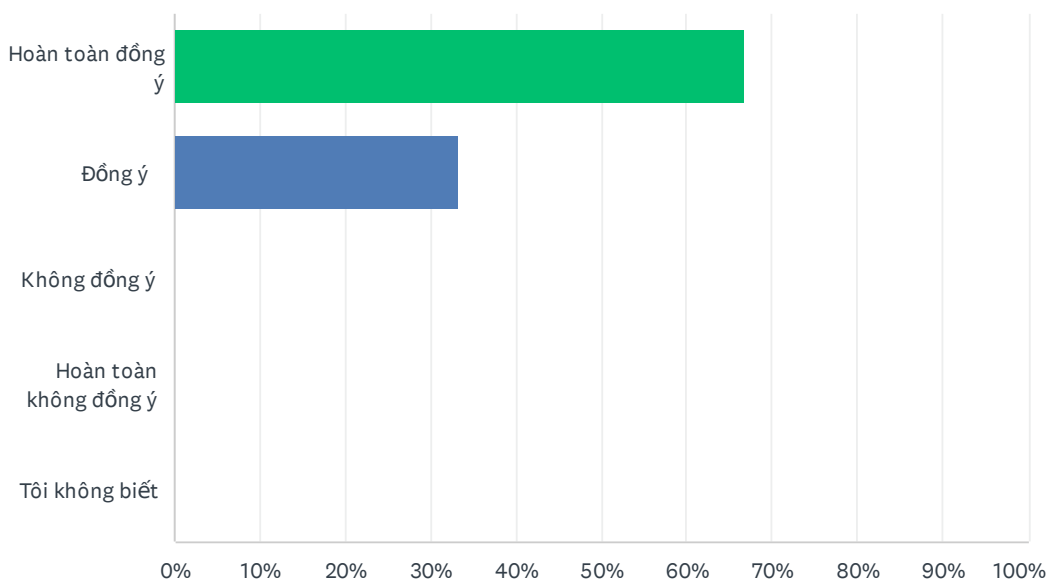


Chaboya Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	0.00% 0	100.00% 3	0.00% 0	0.00% 0	3
Cách thoát hiểm khi có động đất	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2
Cách ẩn náu ở chỗ an toàn	33.33% 1	66.67% 2	0.00% 0	0.00% 0	3
Chạy, Ẩn mình, Phòng thủ	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2

Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

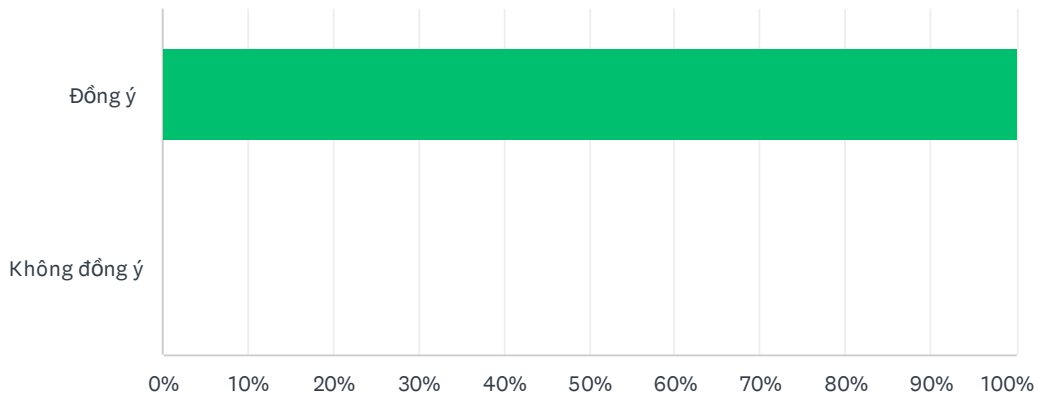
Answered: 3 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	66.67%	2
Đồng ý	33.33%	1
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		3

Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

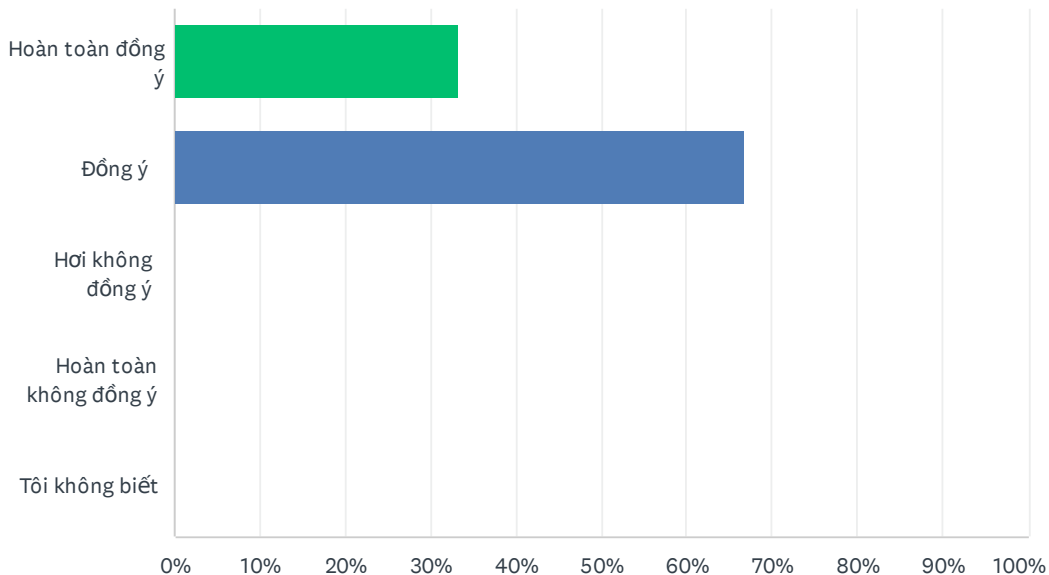
Answered: 3 Skipped: 0



ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	3
Không đồng ý	0.00%	0
TOTAL		3

Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 3 Skipped: 0



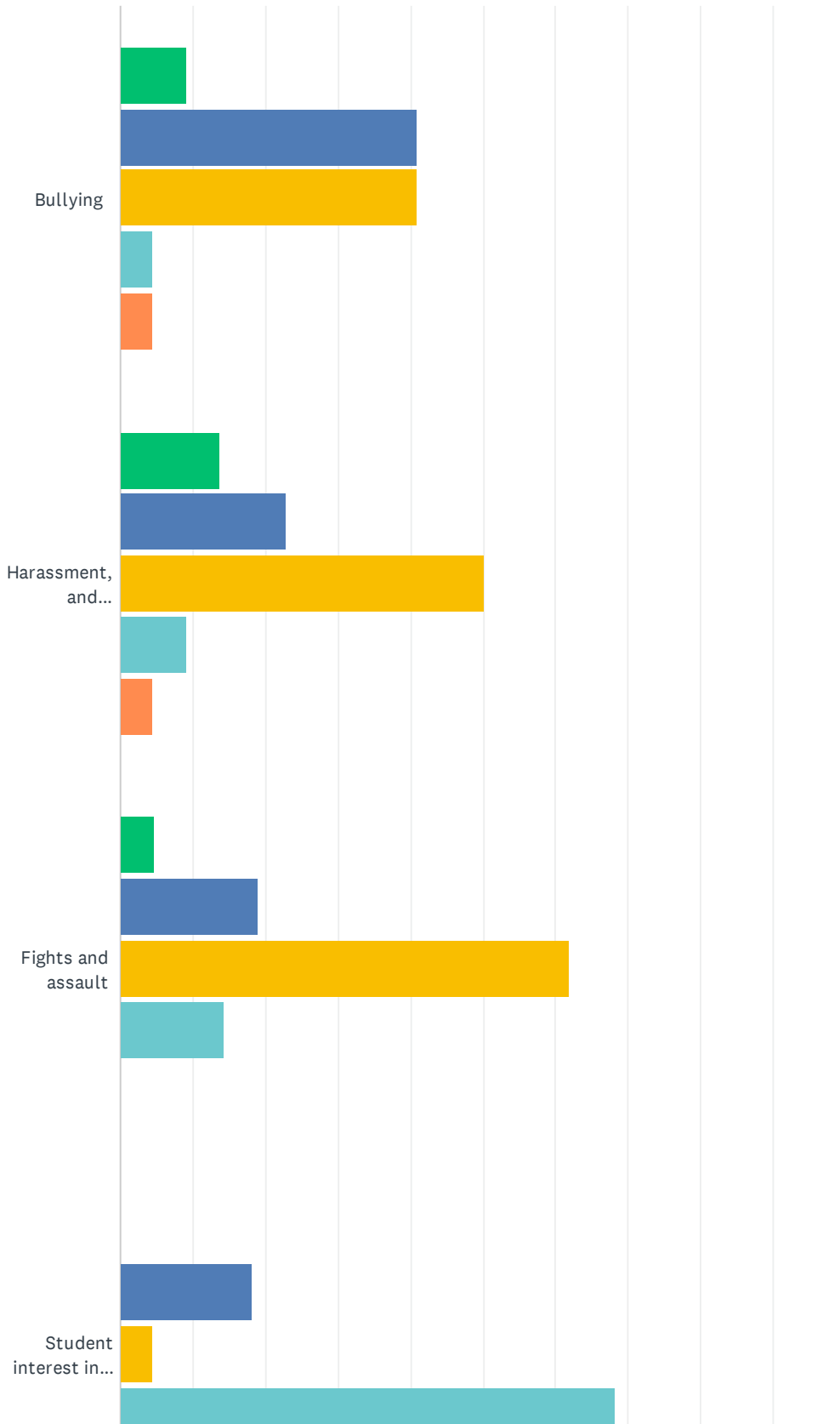
ANSWER CHOICES	RESPONSES
Hoàn toàn đồng ý	33.33% 1
Đồng ý	66.67% 2
Hơi không đồng ý	0.00% 0
Hoàn toàn không đồng ý	0.00% 0
Tôi không biết	0.00% 0
TOTAL	3

Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

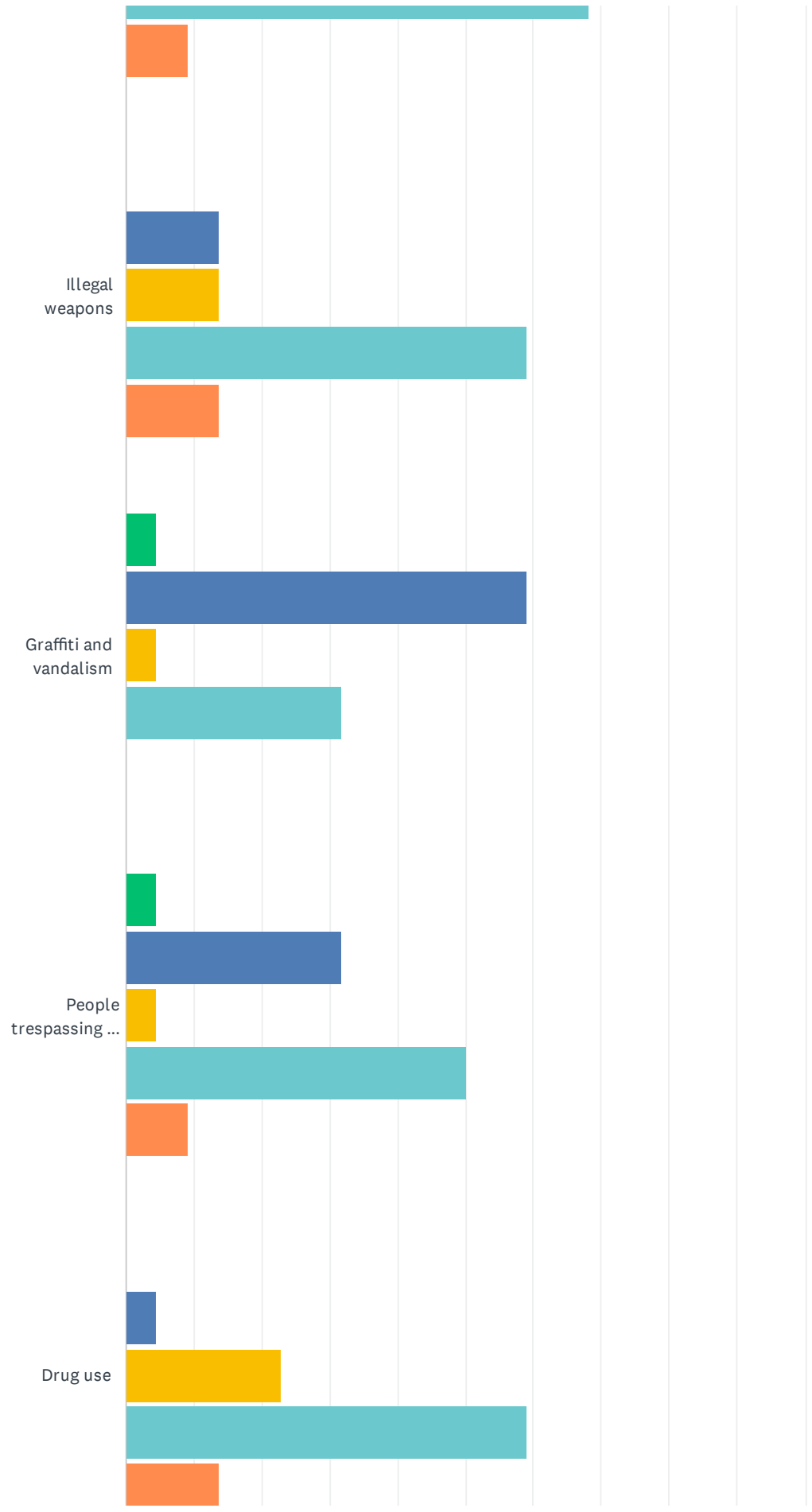
Answered: 1 Skipped: 2

Q1 How much do you find the following to be a problem at your school?

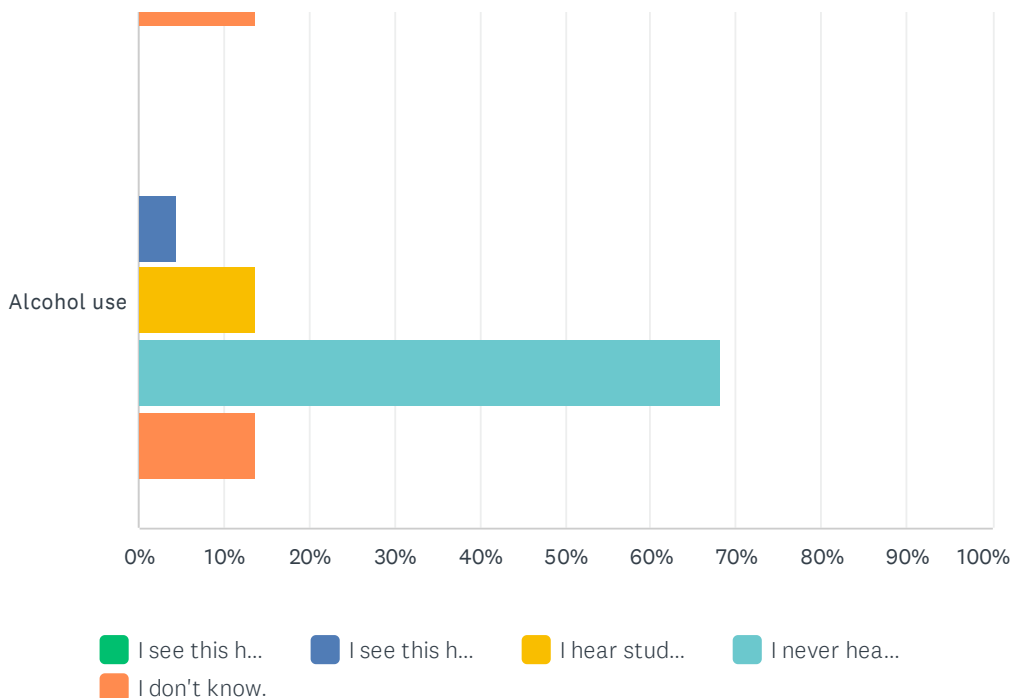
Answered: 22 Skipped: 0



Chaboya Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



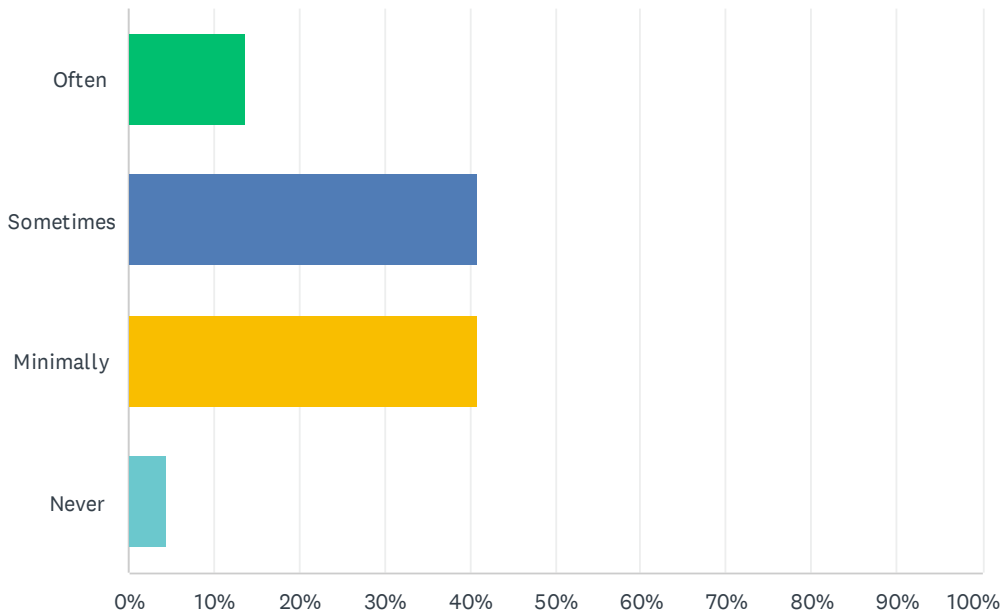
Chaboya Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	9.09% 2	40.91% 9	40.91% 9	4.55% 1	4.55% 1	22	2.55
Harassment, and intimidation	13.64% 3	22.73% 5	50.00% 11	9.09% 2	4.55% 1	22	2.68
Fights and assault	4.76% 1	19.05% 4	61.90% 13	14.29% 3	0.00% 0	21	2.86
Student interest in gangs	0.00% 0	18.18% 4	4.55% 1	68.18% 15	9.09% 2	22	3.68
Illegal weapons	0.00% 0	13.64% 3	13.64% 3	59.09% 13	13.64% 3	22	3.73
Graffiti and vandalism	4.55% 1	59.09% 13	4.55% 1	31.82% 7	0.00% 0	22	2.64
People trespassing on campus	4.55% 1	31.82% 7	4.55% 1	50.00% 11	9.09% 2	22	3.27
Drug use	0.00% 0	4.55% 1	22.73% 5	59.09% 13	13.64% 3	22	3.82
Alcohol use	0.00% 0	4.55% 1	13.64% 3	68.18% 15	13.64% 3	22	3.91

Q2 How often do you hear or see any act of bullying at your school?
Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

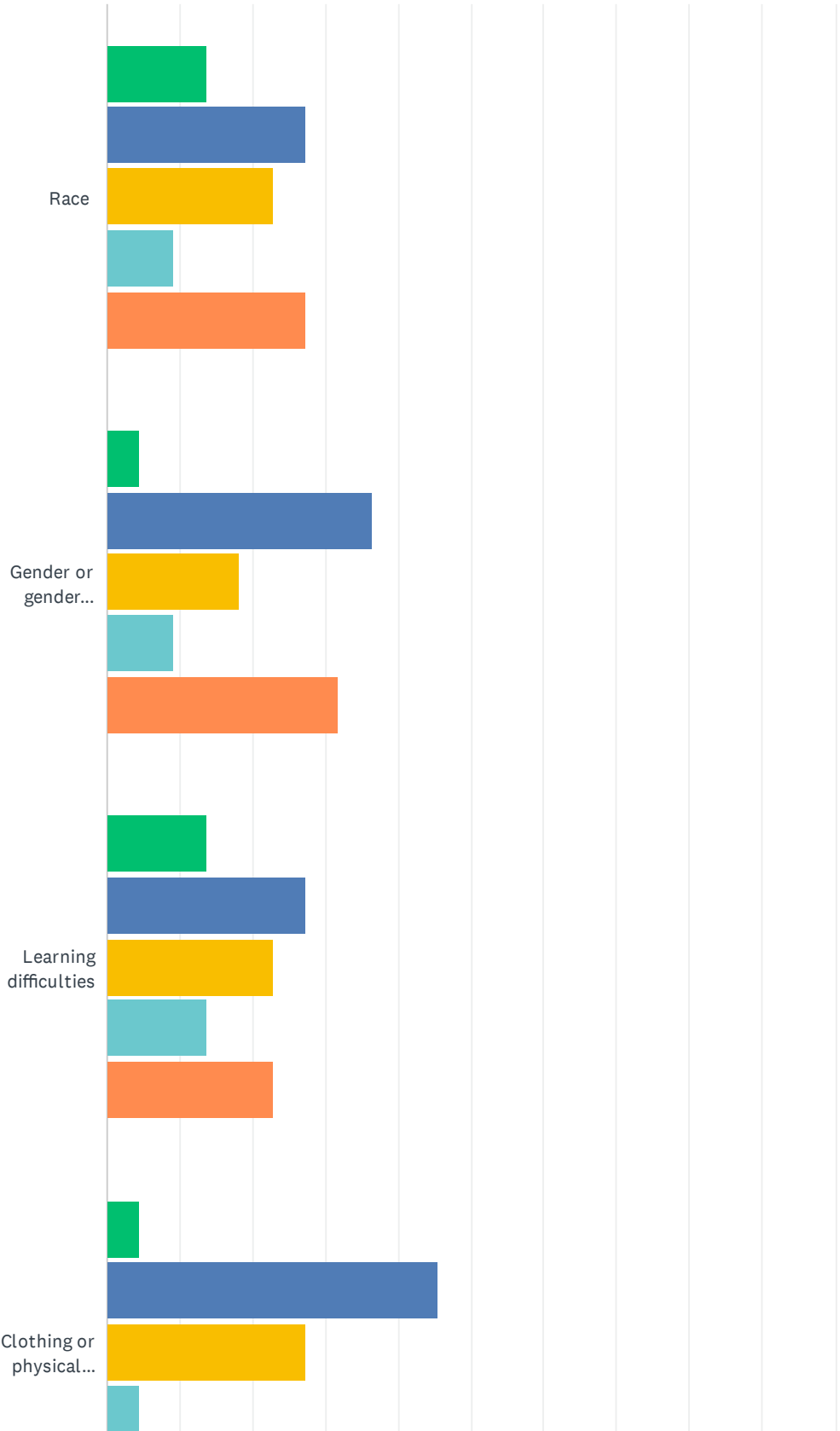
Answered: 22 Skipped: 0



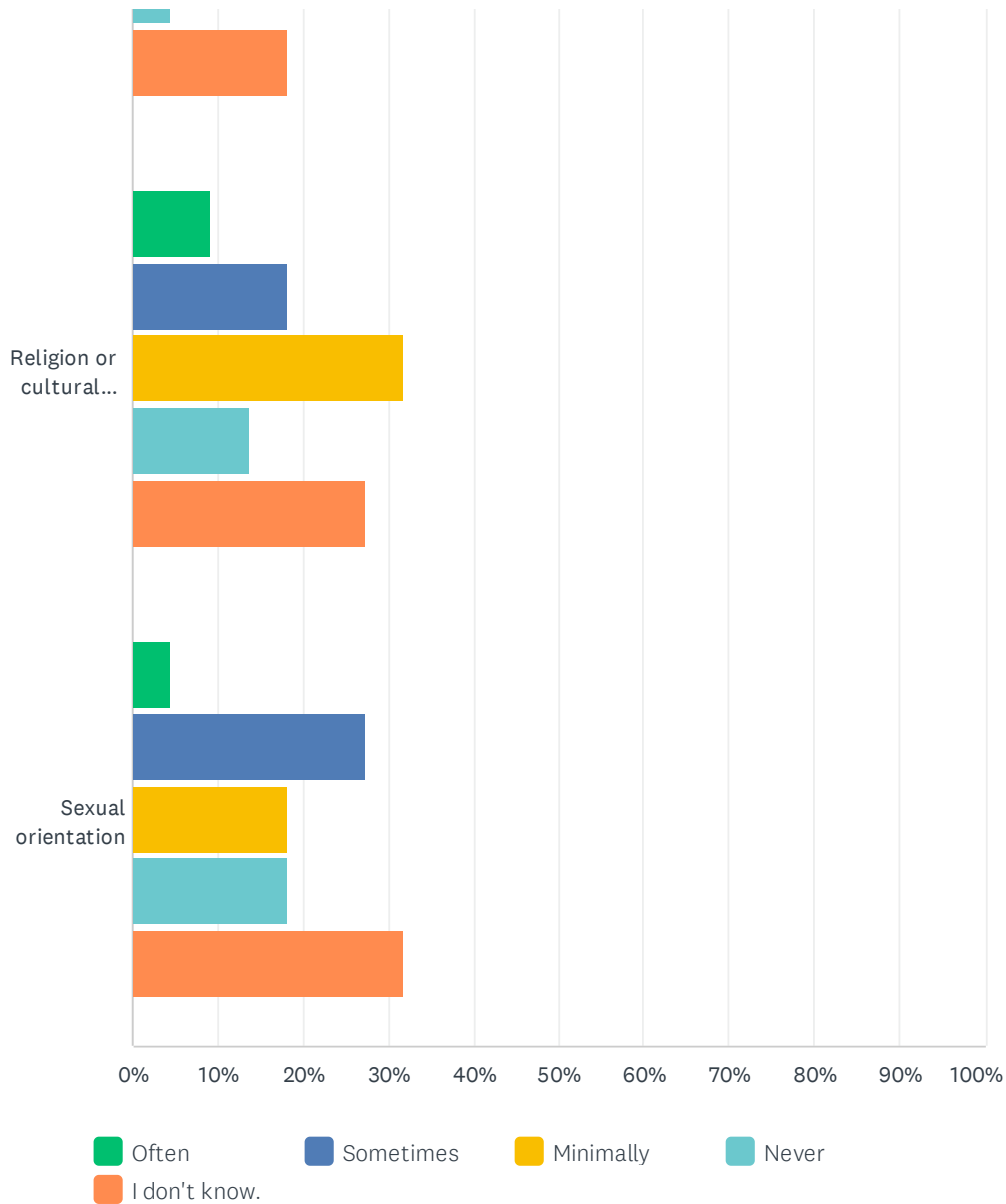
ANSWER CHOICES	RESPONSES	
Often	13.64%	3
Sometimes	40.91%	9
Minimally	40.91%	9
Never	4.55%	1
TOTAL		22

Q3 Students at this school get put down because of their...

Answered: 22 Skipped: 0



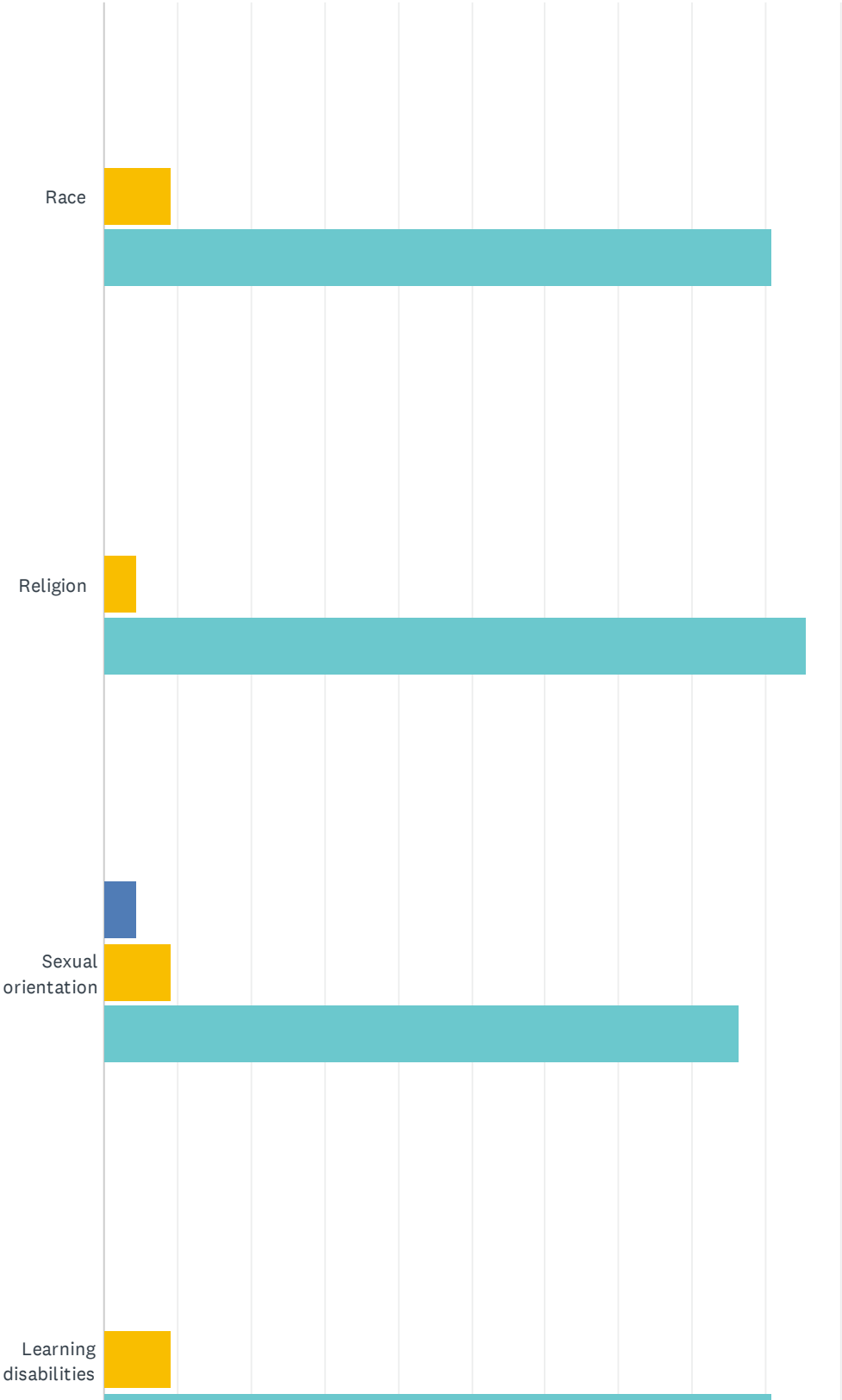
Chaboya Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



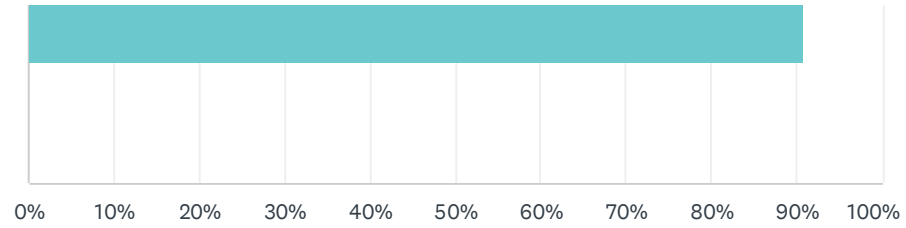
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	13.64% 3	27.27% 6	22.73% 5	9.09% 2	27.27% 6	22	3.09
Gender or gender identification	4.55% 1	36.36% 8	18.18% 4	9.09% 2	31.82% 7	22	3.27
Learning difficulties	13.64% 3	27.27% 6	22.73% 5	13.64% 3	22.73% 5	22	3.05
Clothing or physical appearance	4.55% 1	45.45% 10	27.27% 6	4.55% 1	18.18% 4	22	2.86
Religion or cultural practices	9.09% 2	18.18% 4	31.82% 7	13.64% 3	27.27% 6	22	3.32
Sexual orientation	4.55% 1	27.27% 6	18.18% 4	18.18% 4	31.82% 7	22	3.45

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 22 Skipped: 0



Chaboya Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

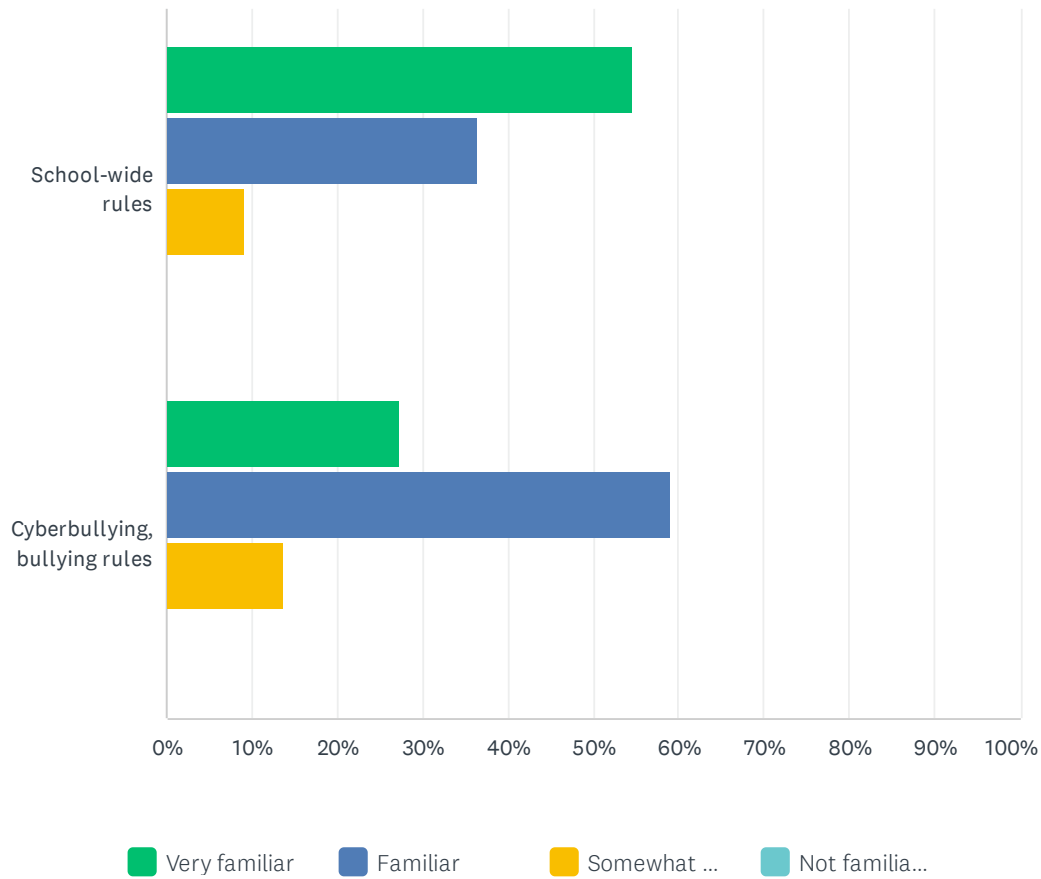


■ Often
 ■ Sometimes
 ■ Minimally
 ■ Never
■ I don't know.

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	9.09% 2	90.91% 20	0.00% 0	22	3.91
Religion	0.00% 0	0.00% 0	4.55% 1	95.45% 21	0.00% 0	22	3.95
Sexual orientation	0.00% 0	4.55% 1	9.09% 2	86.36% 19	0.00% 0	22	3.82
Learning disabilities	0.00% 0	0.00% 0	9.09% 2	90.91% 20	0.00% 0	22	3.91

Q5 How familiar are you with the following?

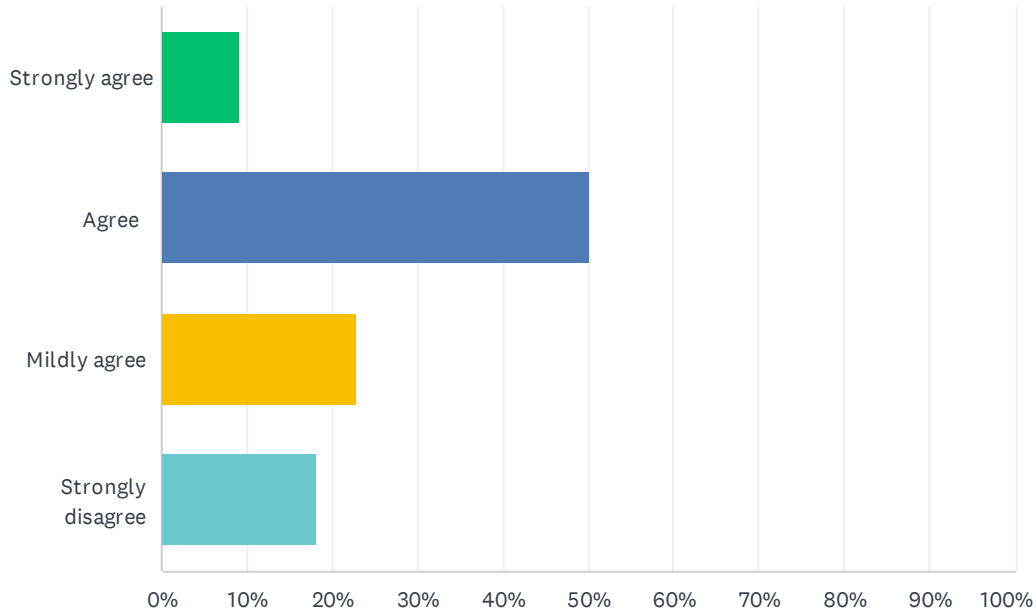
Answered: 22 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	54.55% 12	36.36% 8	9.09% 2	0.00% 0	22	1.55
Cyberbullying, bullying rules	27.27% 6	59.09% 13	13.64% 3	0.00% 0	22	1.86

Q6 Staff enforces school rules fairly and appropriately?

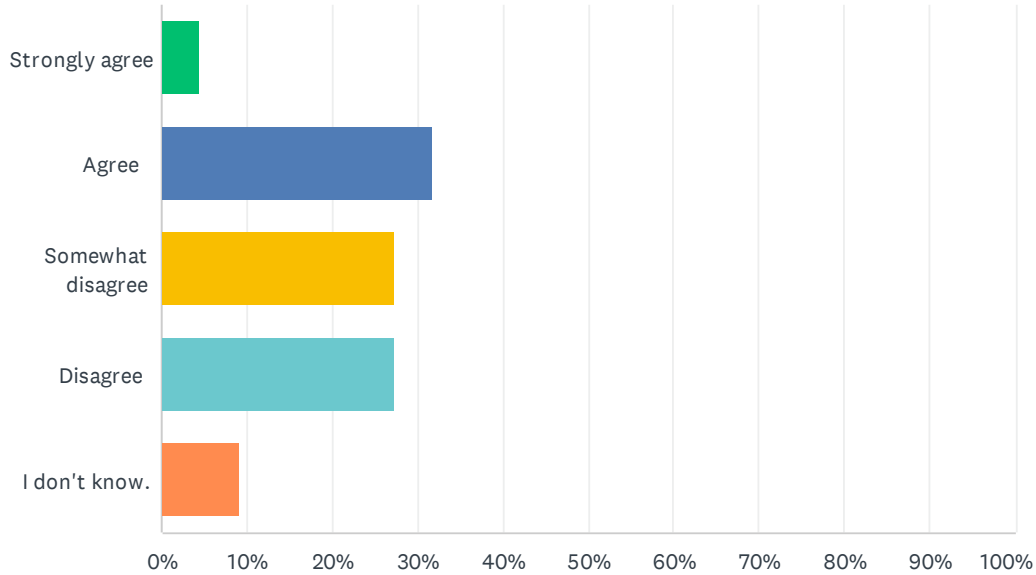
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	9.09% 2
Agree	50.00% 11
Mildly agree	22.73% 5
Strongly disagree	18.18% 4
TOTAL	22

Q7 I think that suspensions and expulsions are assigned to students when necessary.

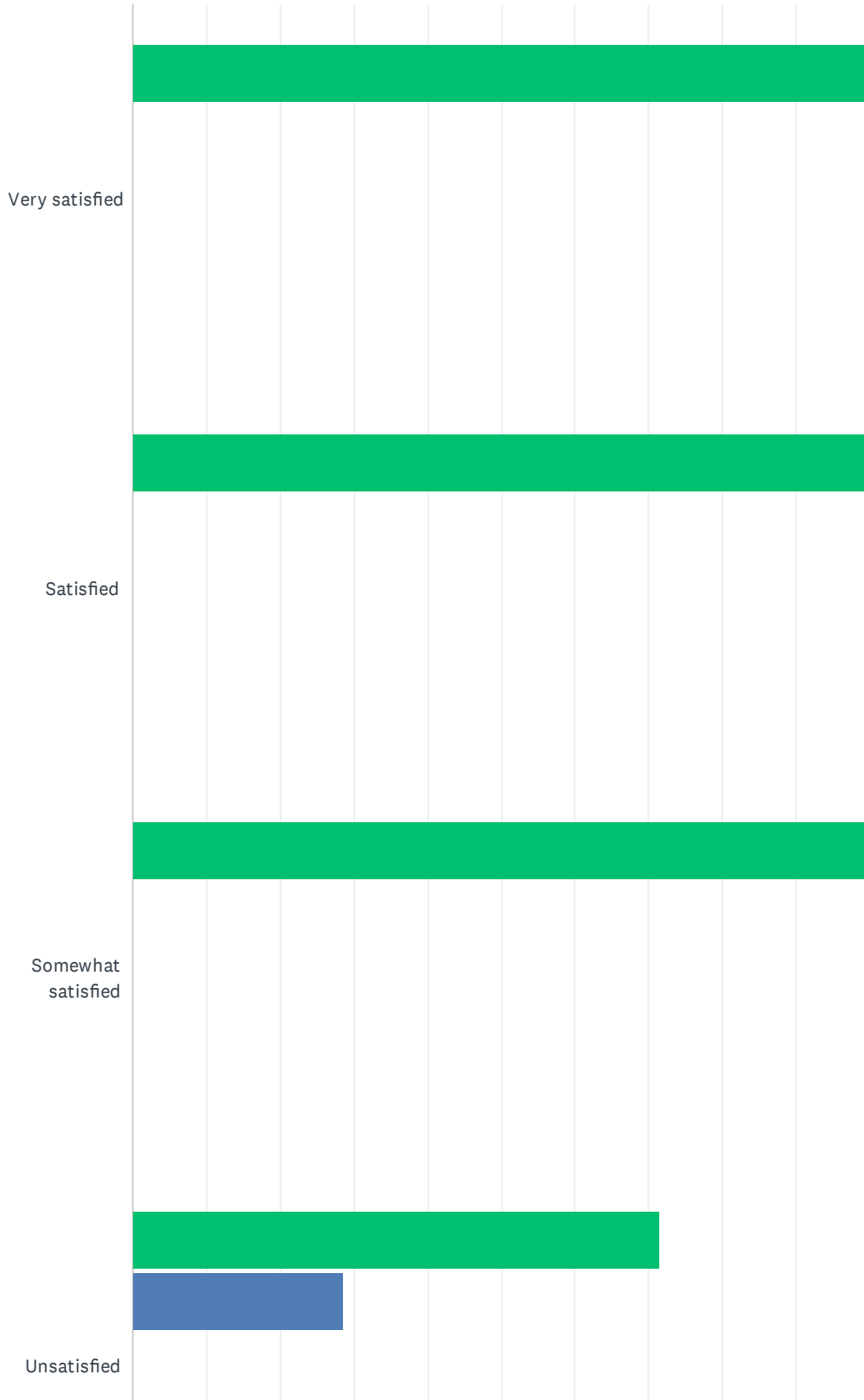
Answered: 22 Skipped: 0



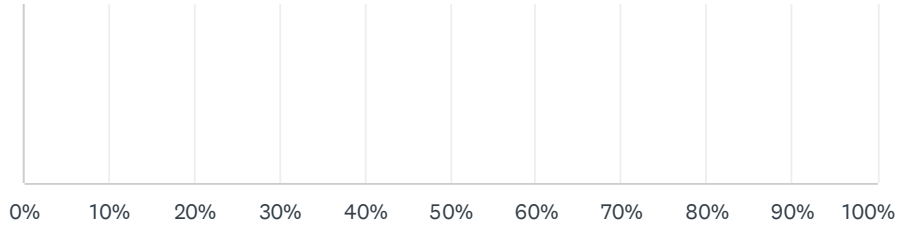
ANSWER CHOICES	RESPONSES	
Strongly agree	4.55%	1
Agree	31.82%	7
Somewhat disagree	27.27%	6
Disagree	27.27%	6
I don't know.	9.09%	2
TOTAL		22

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 22 Skipped: 0



Chaboya Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

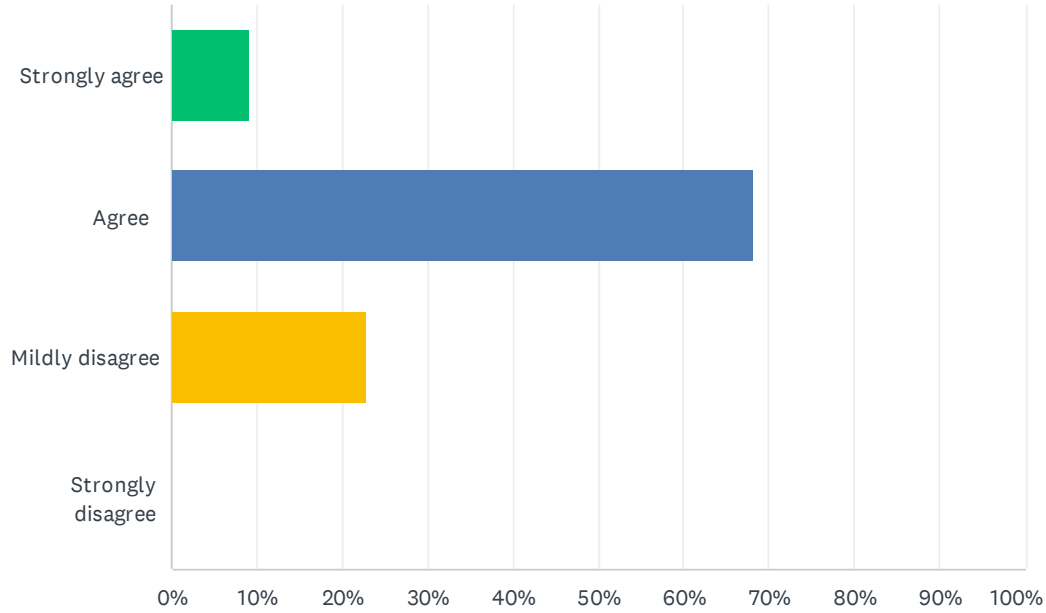


■ (no label)
 ■ (no label)
 ■ (no label)
 ■ (no label)
■ (no label)

	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
Very satisfied	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2	1.00
Satisfied	100.00% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5	1.00
Somewhat satisfied	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	1.00
Unsatisfied	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7	0.71

Q9 The school provides adequate training for staff on school policies and procedures?

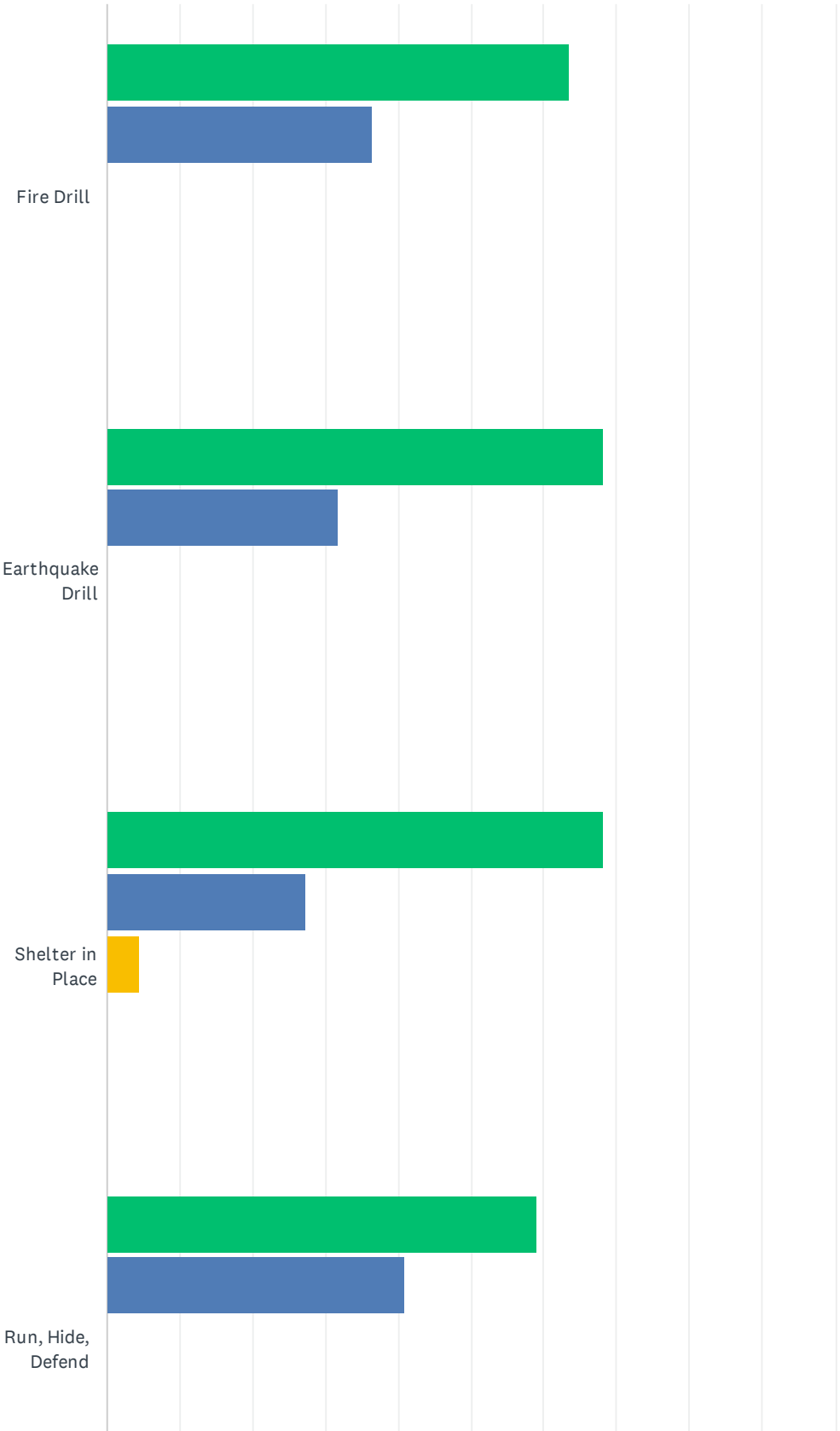
Answered: 22 Skipped: 0



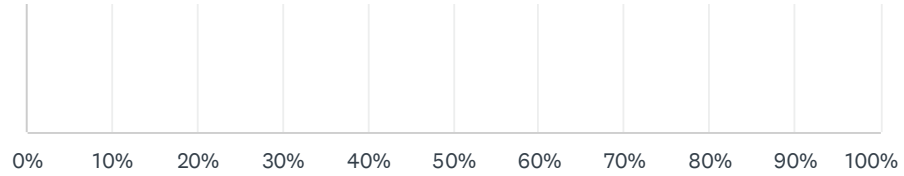
ANSWER CHOICES	RESPONSES	
Strongly agree	9.09%	2
Agree	68.18%	15
Mildly disagree	22.73%	5
Strongly disagree	0.00%	0
TOTAL		22

Q10 How well do you understand your schools Emergency procedures?

Answered: 22 Skipped: 0



Chaboya Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

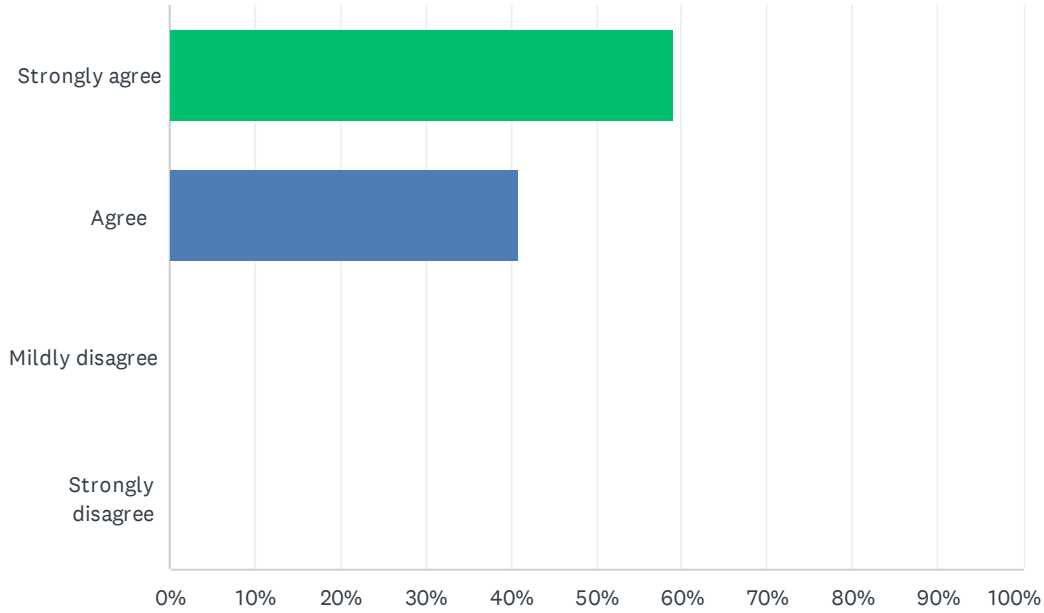


- Very familiar
- Familiar
- Somewhat ...
- Not familia...
- I don't know.

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	63.64% 14	36.36% 8	0.00% 0	0.00% 0	0.00% 0	22
Earthquake Drill	68.18% 15	31.82% 7	0.00% 0	0.00% 0	0.00% 0	22
Shelter in Place	68.18% 15	27.27% 6	4.55% 1	0.00% 0	0.00% 0	22
Run, Hide, Defend	59.09% 13	40.91% 9	0.00% 0	0.00% 0	0.00% 0	22

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

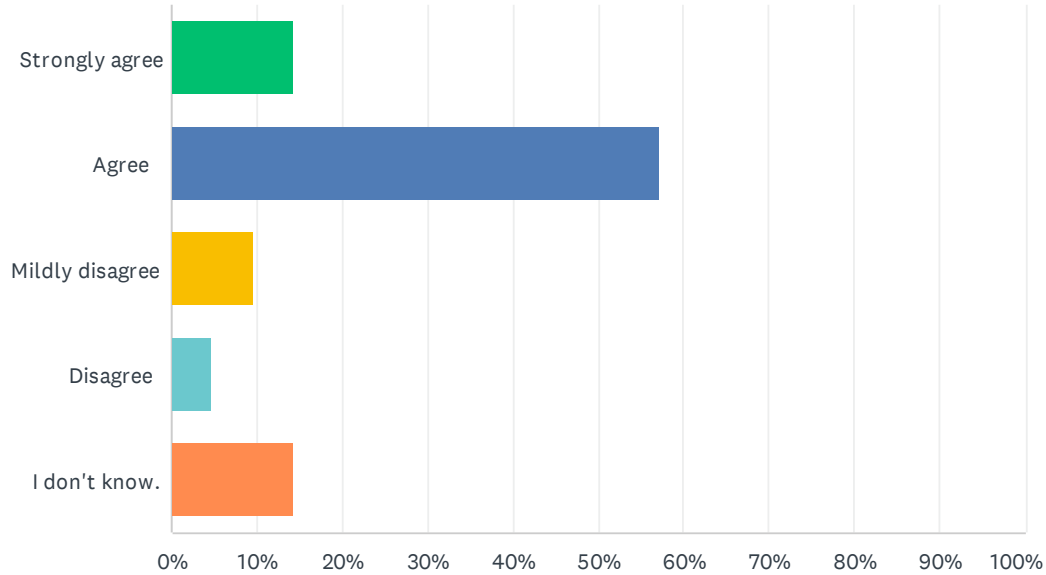
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	59.09%	13
Agree	40.91%	9
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		22

Q12 The school has adequate resources to help students in an emergency or crisis.

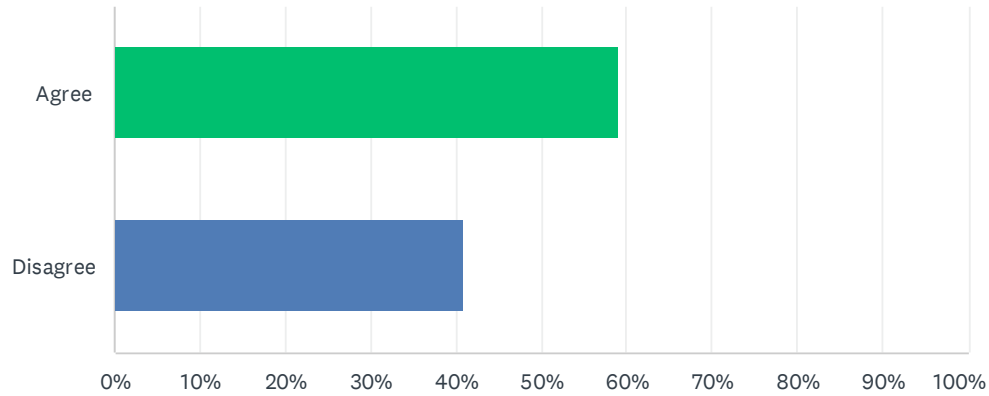
Answered: 21 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	14.29%	3
Agree	57.14%	12
Mildly disagree	9.52%	2
Disagree	4.76%	1
I don't know.	14.29%	3
TOTAL		21

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

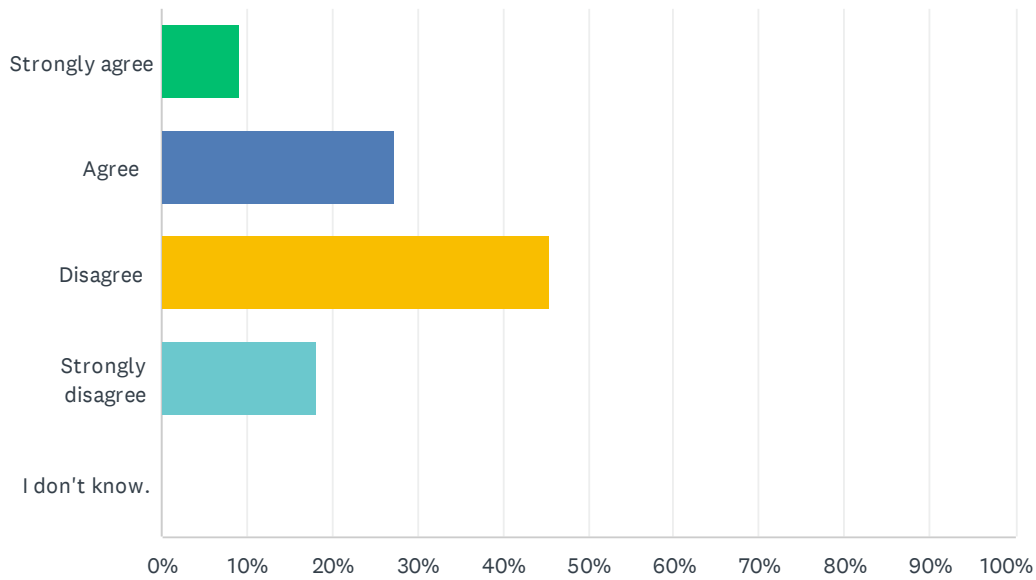
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	59.09%	13
Disagree	40.91%	9
TOTAL		22

Q14 The facilities and grounds are well maintained at my school.

Answered: 22 Skipped: 0



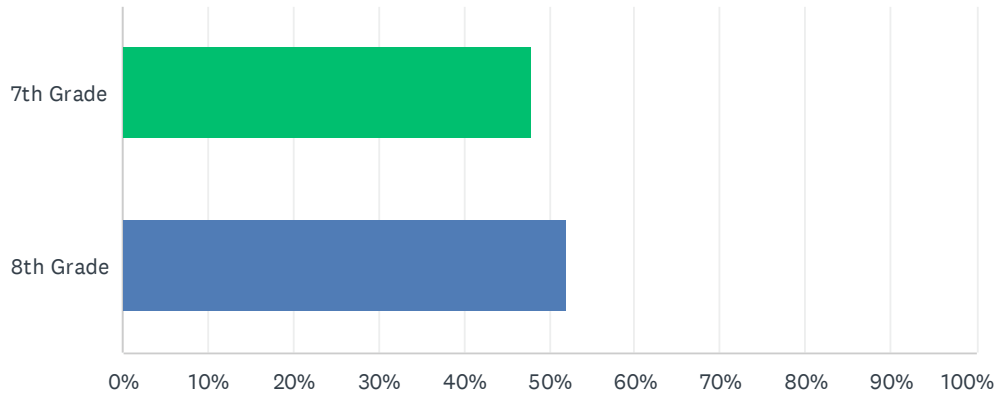
ANSWER CHOICES	RESPONSES	
Strongly agree	9.09%	2
Agree	27.27%	6
Disagree	45.45%	10
Strongly disagree	18.18%	4
I don't know.	0.00%	0
TOTAL		22

Q15 What is something you would like to see improved regarding safety at your school?

Answered: 16 Skipped: 6

Q1 What is your current grade?

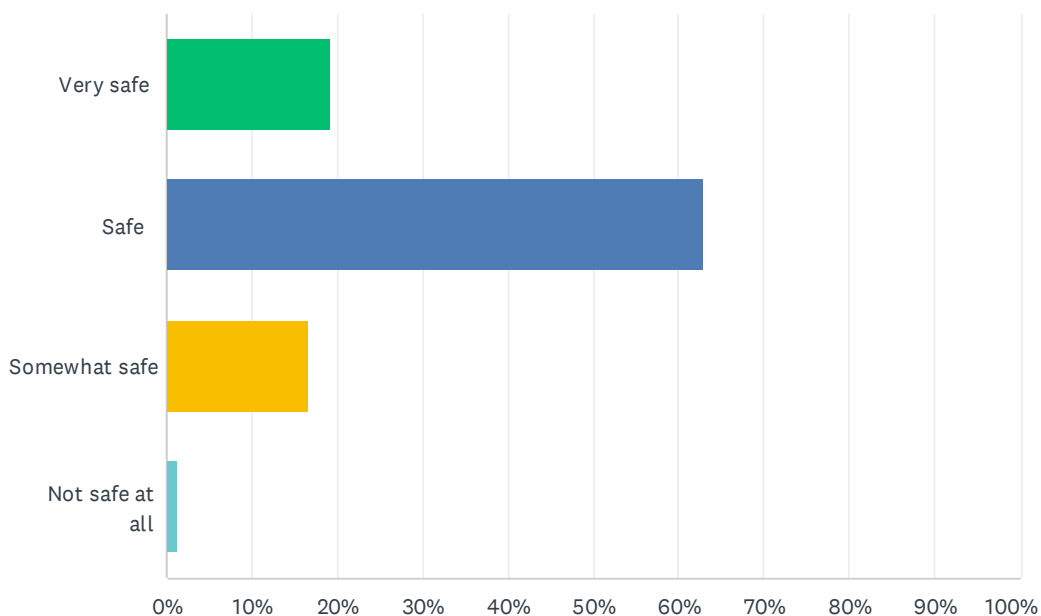
Answered: 739 Skipped: 4



ANSWER CHOICES	RESPONSES	
7th Grade	47.90%	354
8th Grade	52.10%	385
TOTAL		739

Q2 How safe do you feel at school?

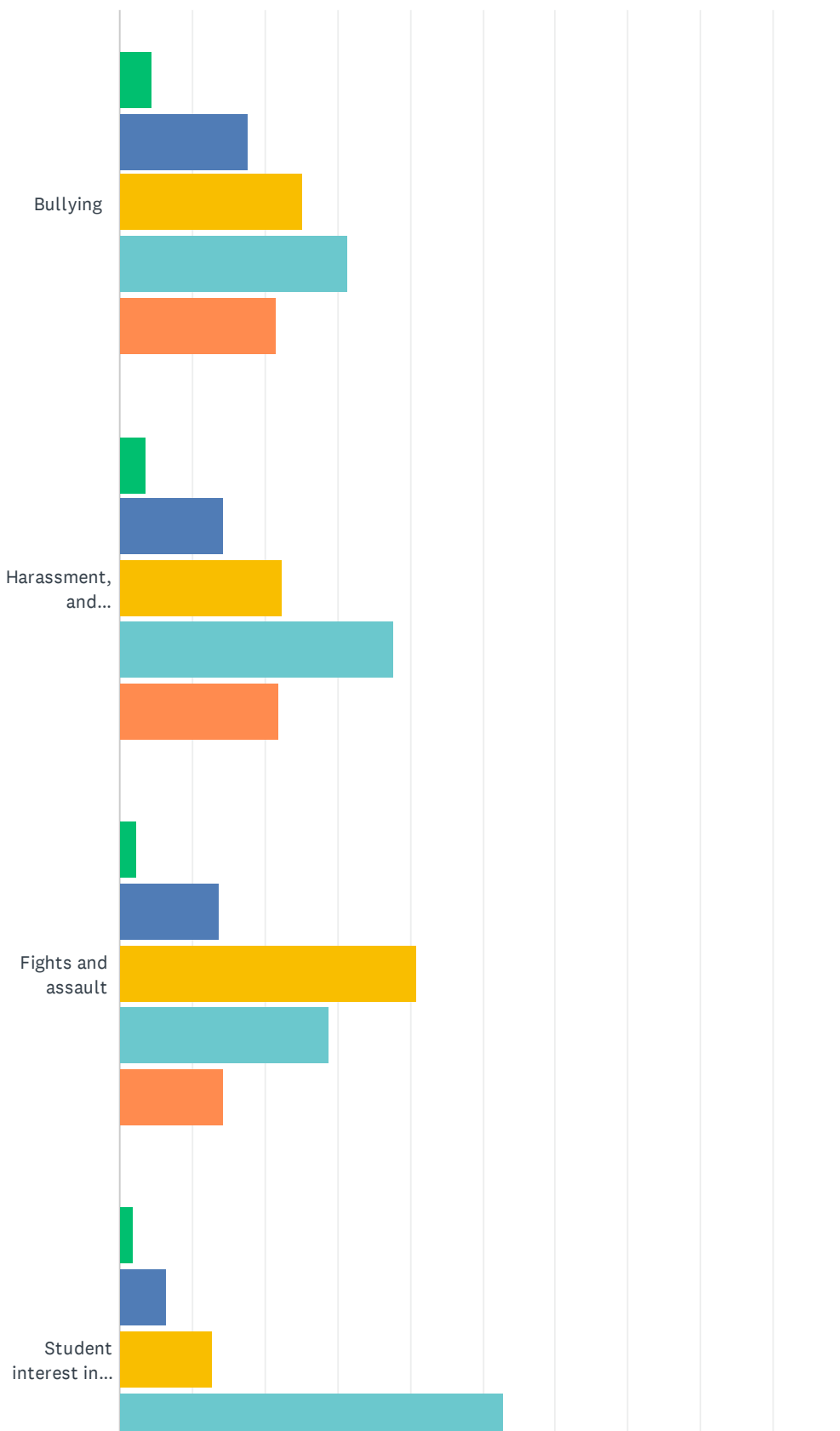
Answered: 742 Skipped: 1



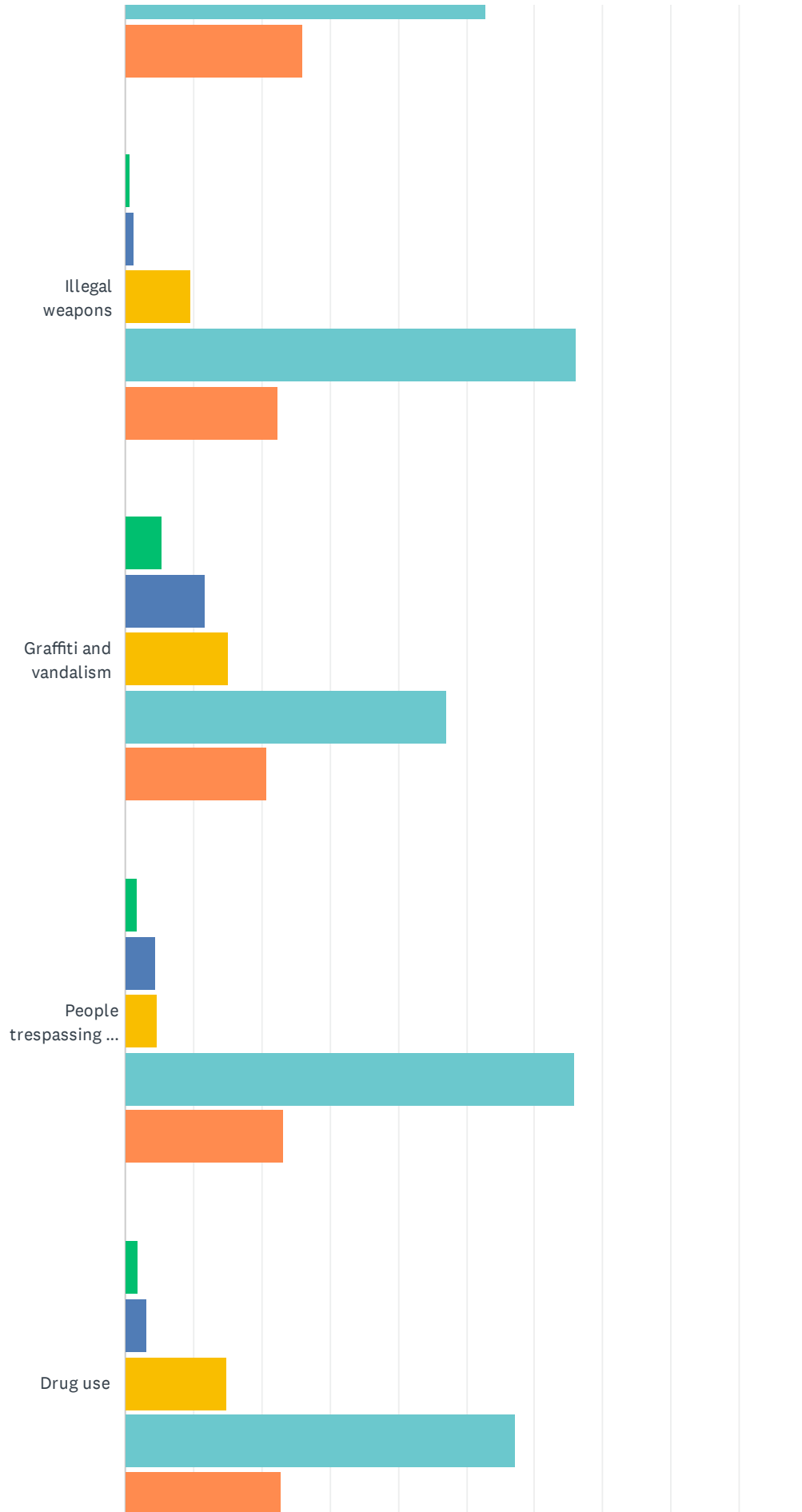
ANSWER CHOICES	RESPONSES	
Very safe	19.27%	143
Safe	62.94%	467
Somewhat safe	16.58%	123
Not safe at all	1.21%	9
TOTAL		742

Q3 How much do you find the following to be a problem at your school?

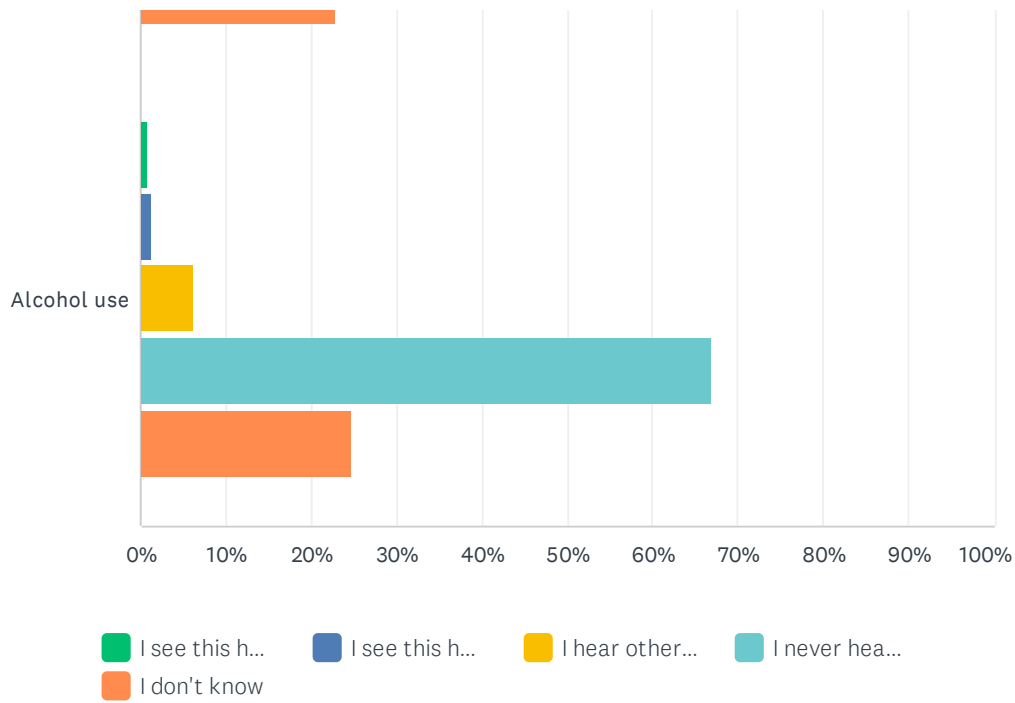
Answered: 741 Skipped: 2



Chaboya Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



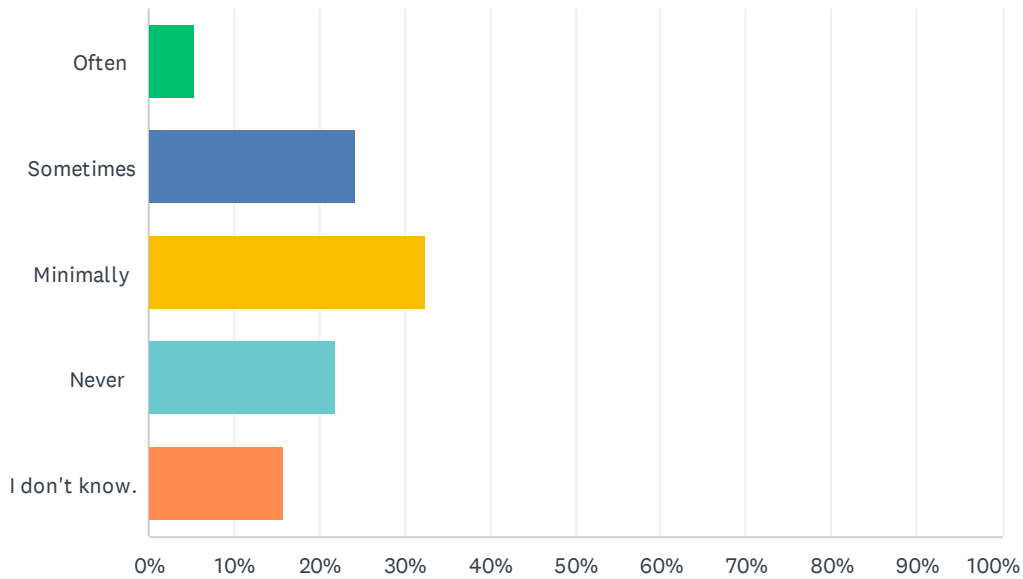
Chaboya Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	4.48% 33	17.66% 130	25.14% 185	31.25% 230	21.47% 158	736
Harassment, and intimidation	3.69% 27	14.34% 105	22.40% 164	37.70% 276	21.86% 160	732
Fights and assault	2.32% 17	13.62% 100	40.87% 300	28.88% 212	14.31% 105	734
Student interest in gangs	1.90% 14	6.39% 47	12.79% 94	52.93% 389	25.99% 191	735
Illegal weapons	0.54% 4	1.36% 10	9.65% 71	66.03% 486	22.42% 165	736
Graffiti and vandalism	5.41% 40	11.62% 86	15.14% 112	47.16% 349	20.68% 153	740
People trespassing on campus	1.63% 12	4.47% 33	4.74% 35	65.85% 486	23.31% 172	738
Drug use	1.89% 14	3.11% 23	15.02% 111	57.24% 423	22.73% 168	739
Alcohol use	0.81% 6	1.36% 10	6.11% 45	66.89% 493	24.83% 183	737

Q4 How often do you hear or see any act of bullying at your school?
Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

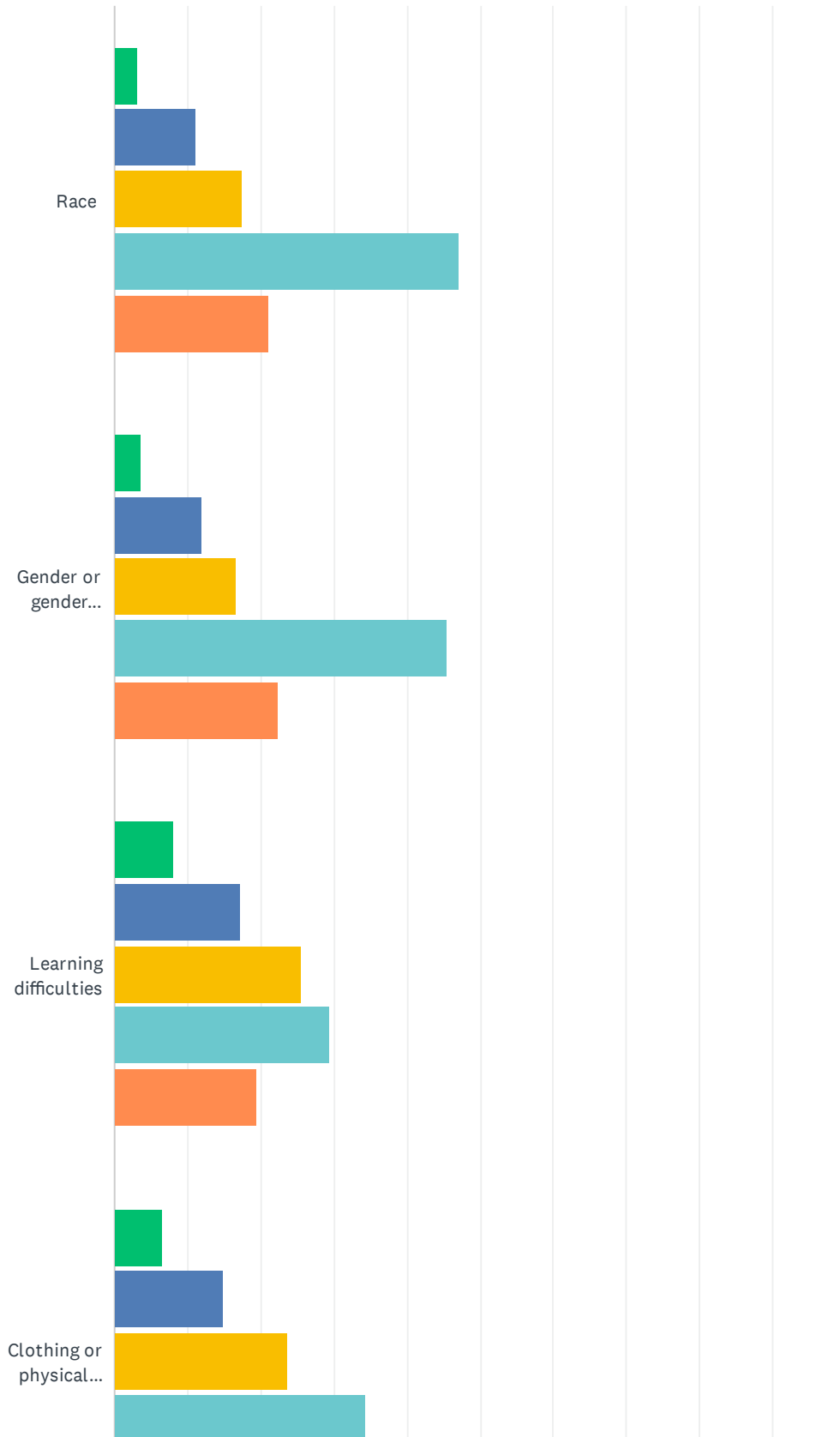
Answered: 739 Skipped: 4



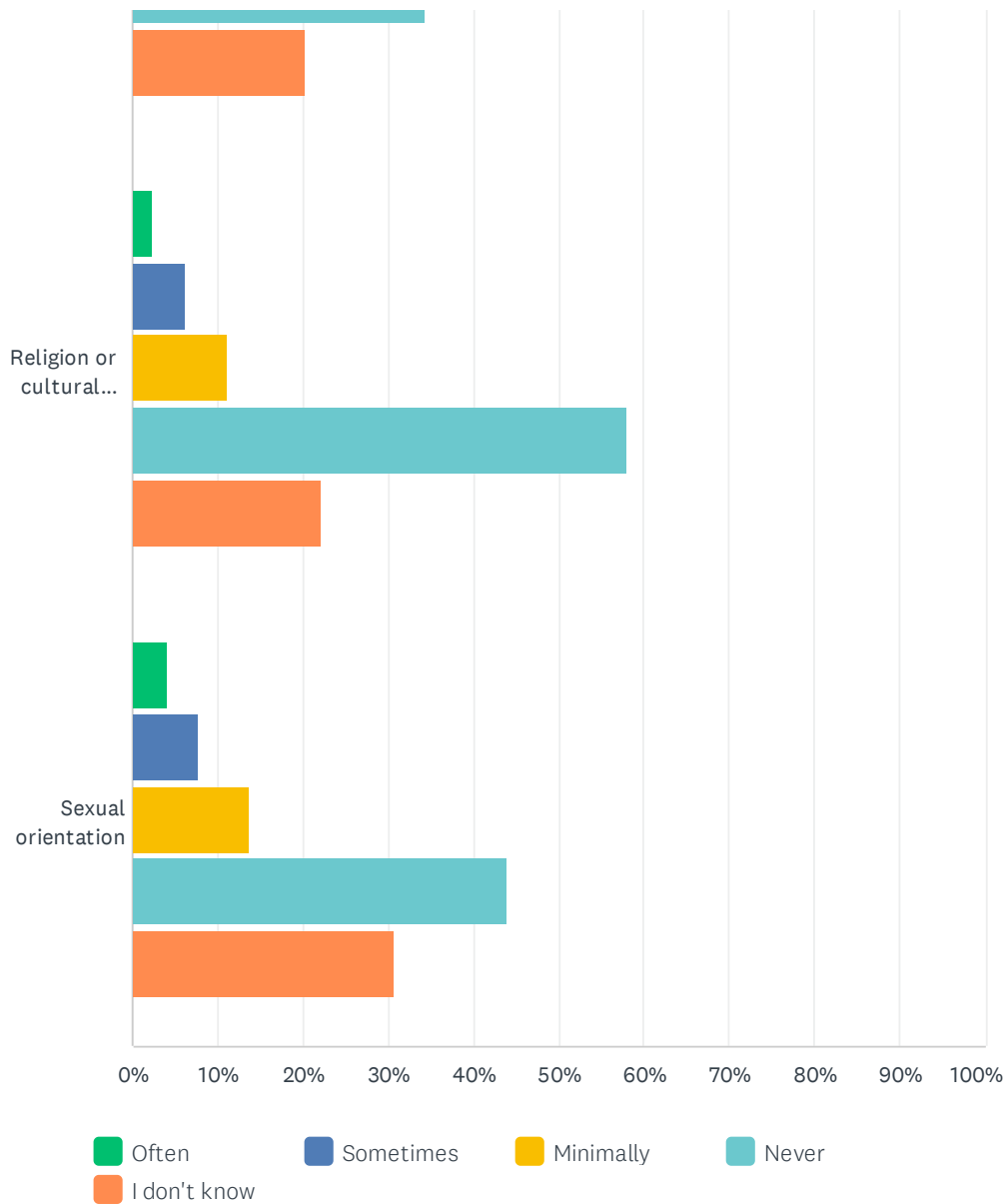
ANSWER CHOICES	RESPONSES	
Often	5.41%	40
Sometimes	24.36%	180
Minimally	32.48%	240
Never	21.92%	162
I don't know.	15.83%	117
TOTAL		739

Q5 Students at this school get put down because of their...

Answered: 739 Skipped: 4



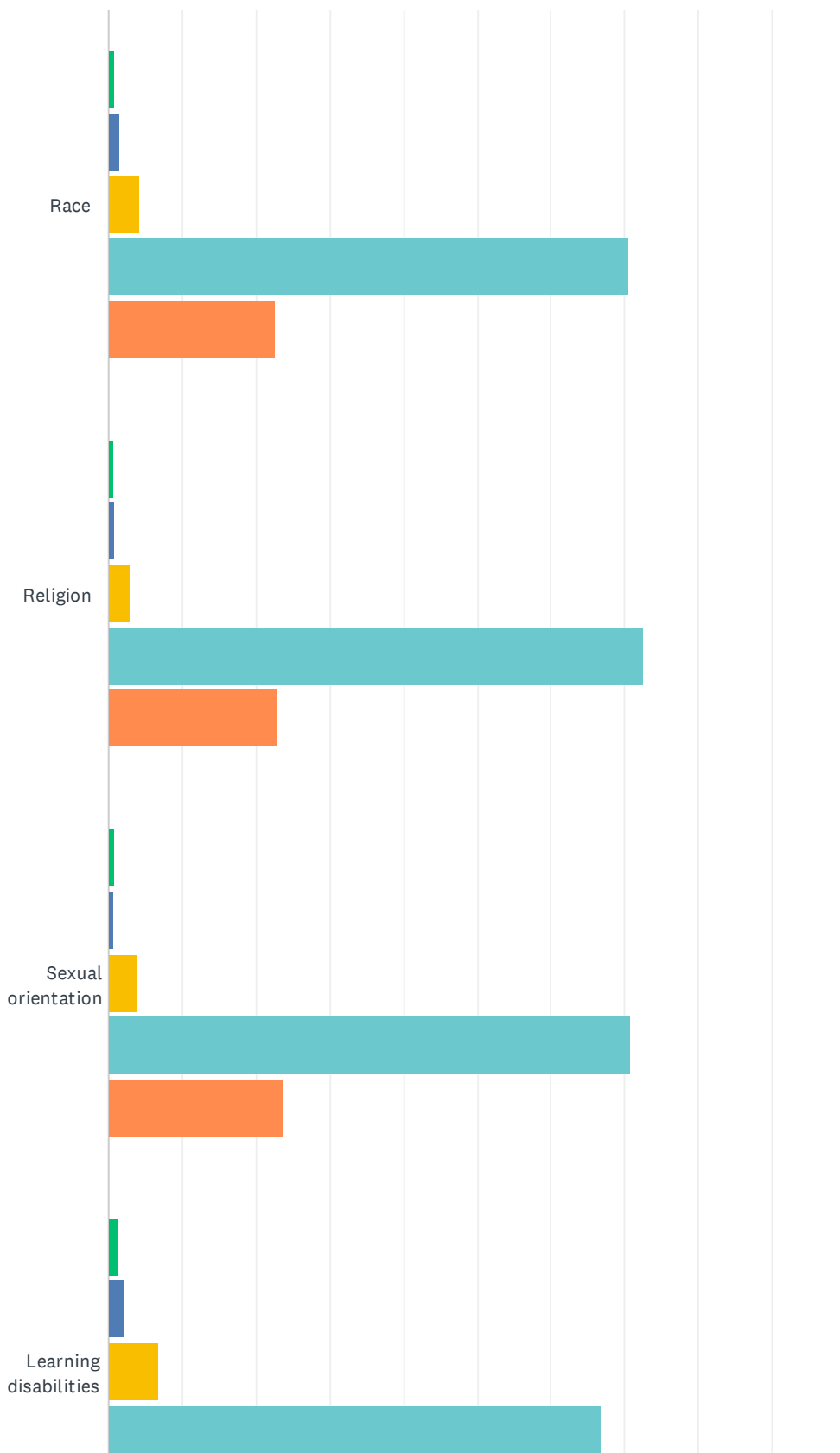
Chaboya Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



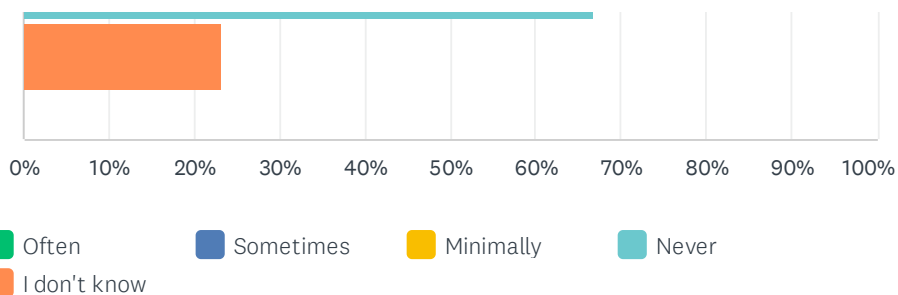
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	3.15% 23	11.10% 81	17.53% 128	47.12% 344	21.10% 154	730	3.72
Gender or gender identification	3.67% 27	11.97% 88	16.60% 122	45.44% 334	22.31% 164	735	3.71
Learning difficulties	8.14% 60	17.37% 128	25.64% 189	29.44% 217	19.40% 143	737	3.35
Clothing or physical appearance	6.56% 48	14.89% 109	23.77% 174	34.43% 252	20.36% 149	732	3.47
Religion or cultural practices	2.32% 17	6.28% 46	11.19% 82	57.98% 425	22.24% 163	733	3.92
Sexual orientation	4.08% 30	7.62% 56	13.61% 100	43.95% 323	30.75% 226	735	3.90

Q6 ADULTS at school make fun of differences such as...

Answered: 739 Skipped: 4



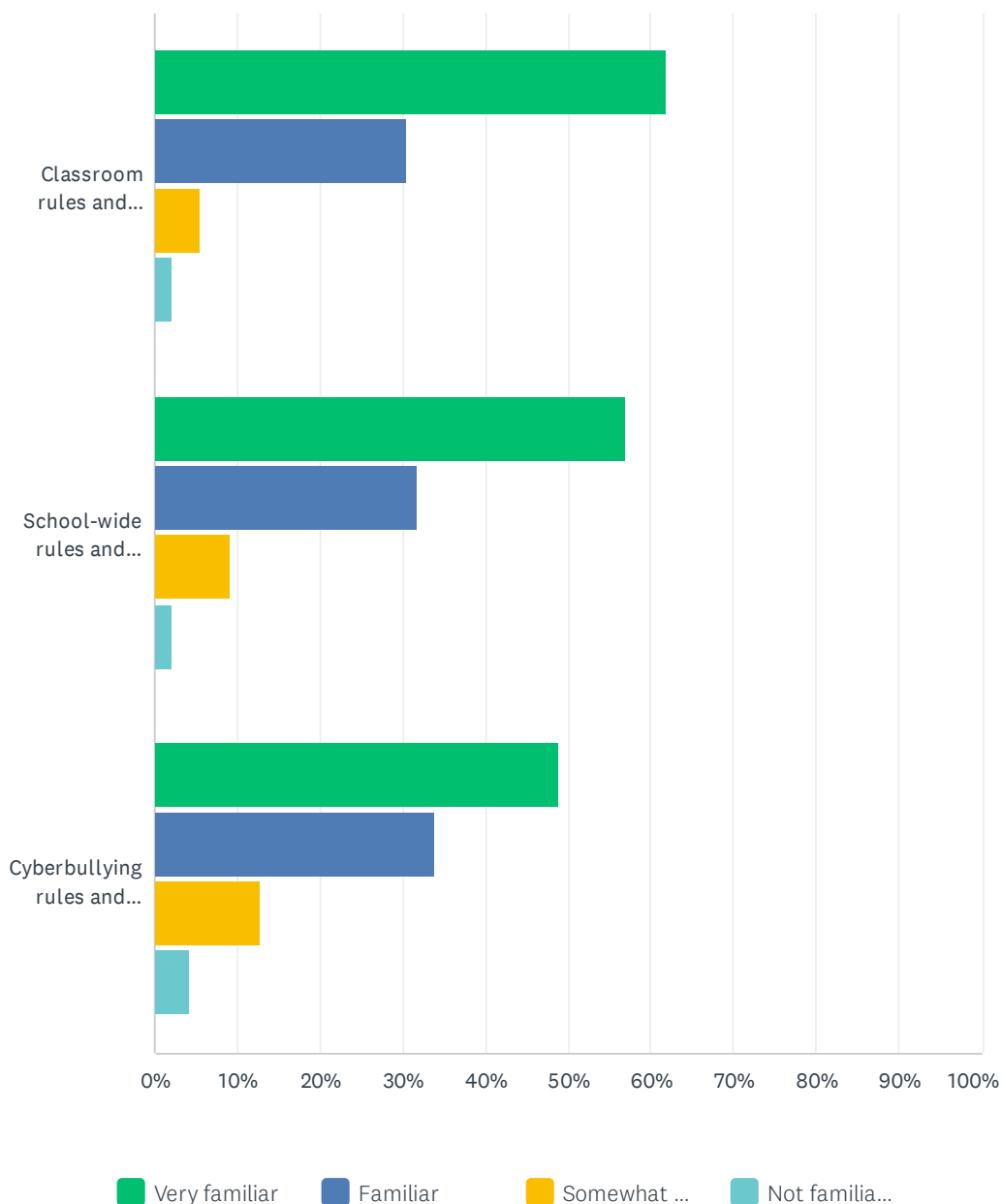
Chaboya Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.95% 7	1.49% 11	4.34% 32	70.60% 521	22.63% 167	738	4.12
Religion	0.68% 5	0.95% 7	2.98% 22	72.49% 535	22.90% 169	738	4.16
Sexual orientation	0.95% 7	0.68% 5	3.93% 29	70.73% 522	23.71% 175	738	4.16
Learning disabilities	1.36% 10	2.03% 15	6.78% 50	66.67% 492	23.17% 171	738	4.08

Q7 How familiar are you with the following?

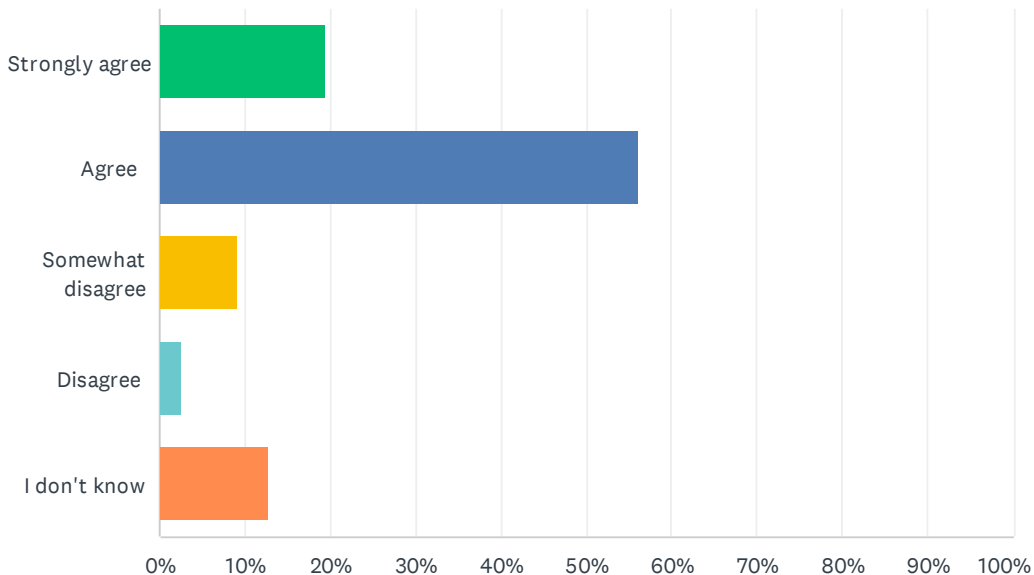
Answered: 740 Skipped: 3



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	61.89% 458	30.54% 226	5.54% 41	2.03% 15	740	1.48
School-wide rules and consequences when those rules are broken.	56.91% 420	31.71% 234	9.21% 68	2.17% 16	738	1.57
Cyberbullying rules and consequences when those rules are broken.	48.92% 361	33.88% 250	12.87% 95	4.34% 32	738	1.73

Q8 I think that suspensions and expulsions are assigned to students when necessary.

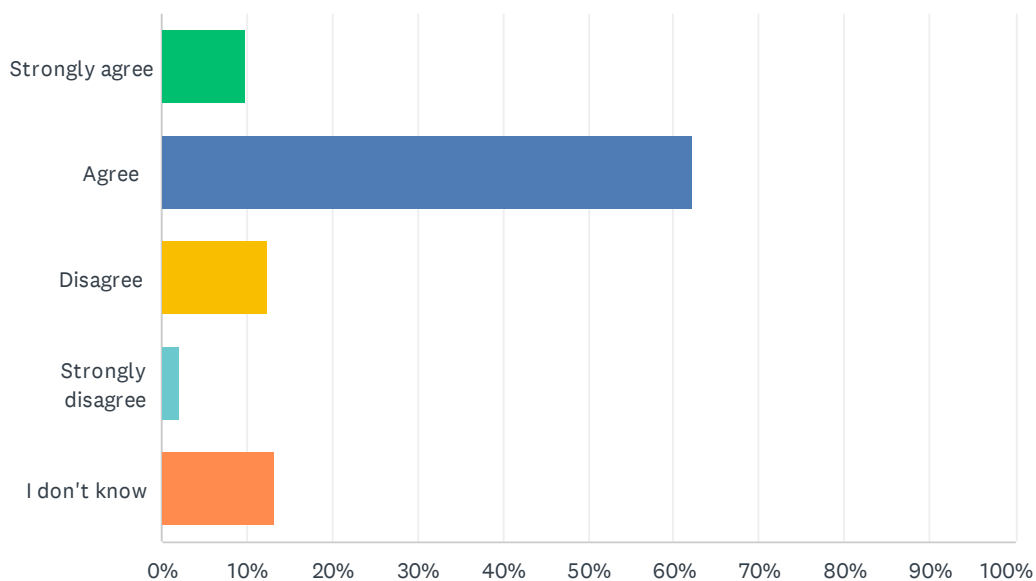
Answered: 736 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	19.43%	143
Agree	55.98%	412
Somewhat disagree	9.24%	68
Disagree	2.58%	19
I don't know	12.77%	94
TOTAL		736

Q9 The facilities and grounds are well maintained at my school.

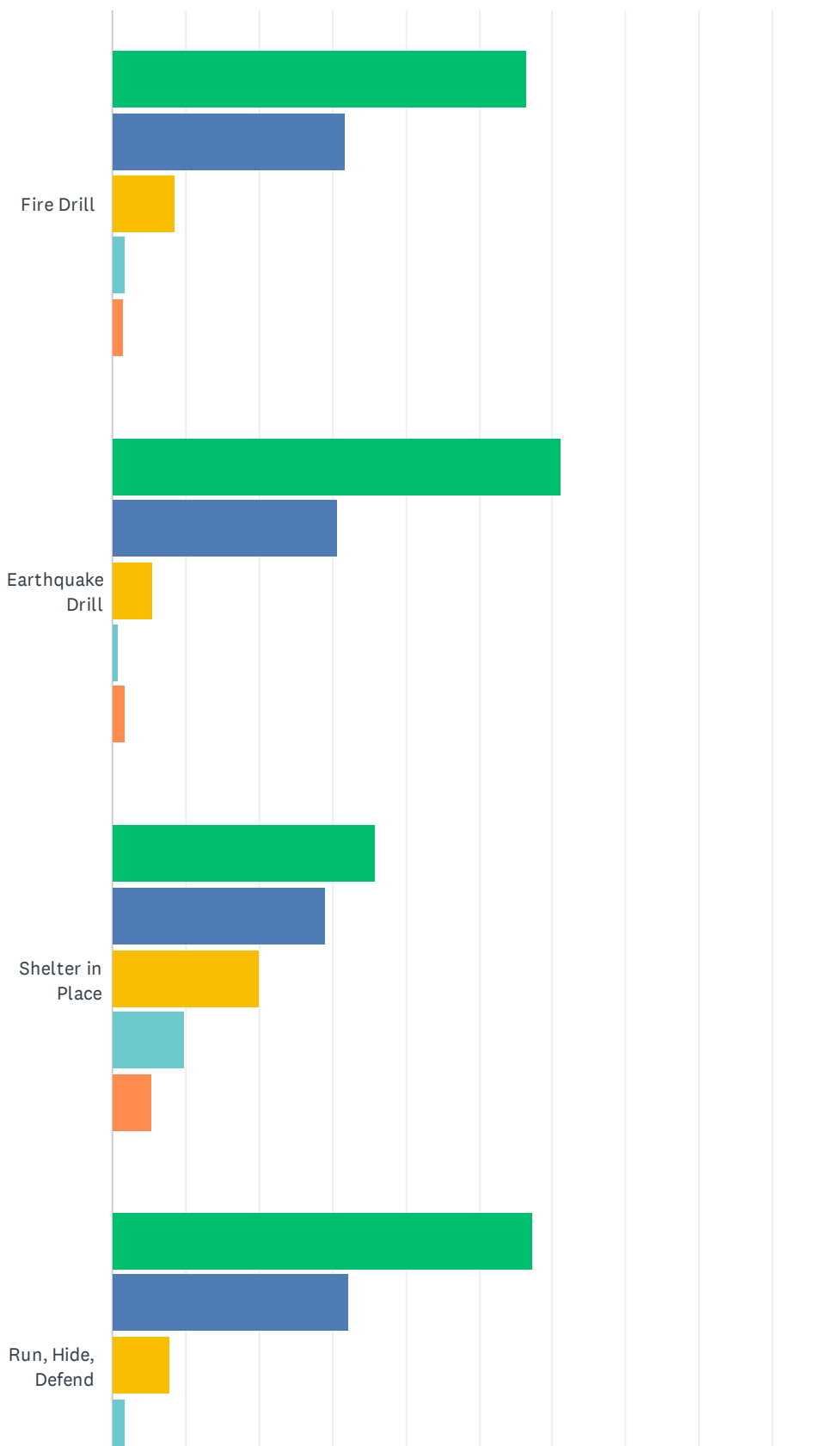
Answered: 738 Skipped: 5



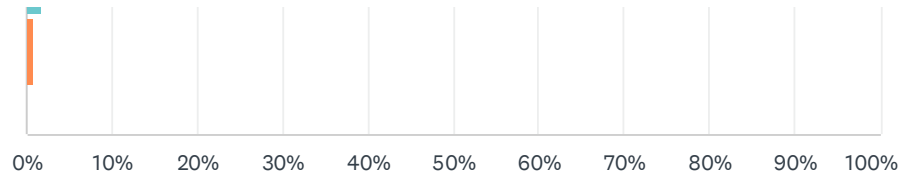
ANSWER CHOICES	RESPONSES	
Strongly agree	9.89%	73
Agree	62.33%	460
Disagree	12.47%	92
Strongly disagree	2.17%	16
I don't know	13.14%	97
TOTAL		738

Q10 How well do you understand your schools Emergency procedures?

Answered: 740 Skipped: 3



Chaboya Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

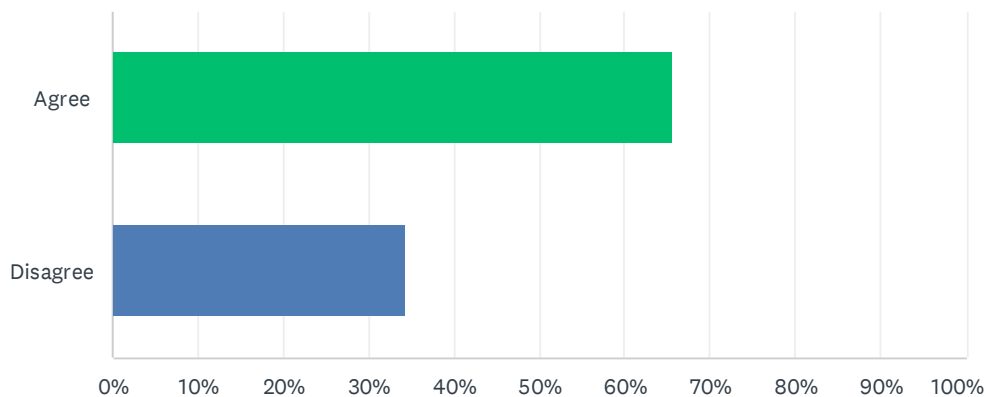


■ Very familiar
 ■ Familiar
 ■ Somewhat ...
 ■ Not familia...
■ I don't know

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	56.56% 418	31.80% 235	8.53% 63	1.62% 12	1.49% 11	739
Earthquake Drill	61.11% 451	30.76% 227	5.56% 41	0.95% 7	1.63% 12	738
Shelter in Place	35.87% 264	28.94% 213	20.11% 148	9.78% 72	5.30% 39	736
Run, Hide, Defend	57.26% 422	32.29% 238	7.87% 58	1.63% 12	0.95% 7	737

Q11 I am aware of the district's Wellness Connections webpage.

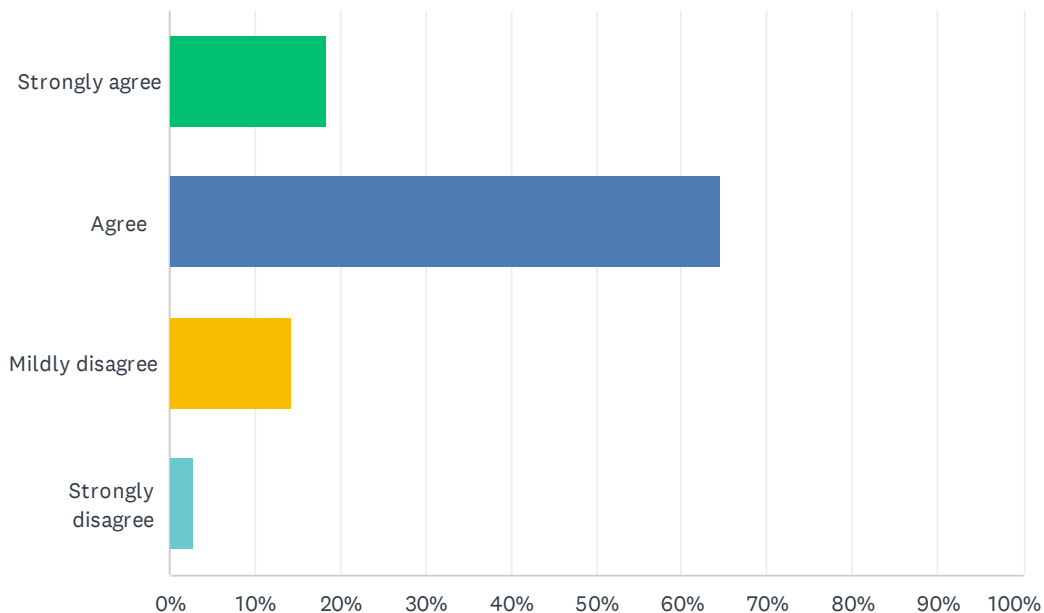
Answered: 736 Skipped: 7



ANSWER CHOICES	RESPONSES	
Agree	65.76%	484
Disagree	34.24%	252
TOTAL		736

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 738 Skipped: 5



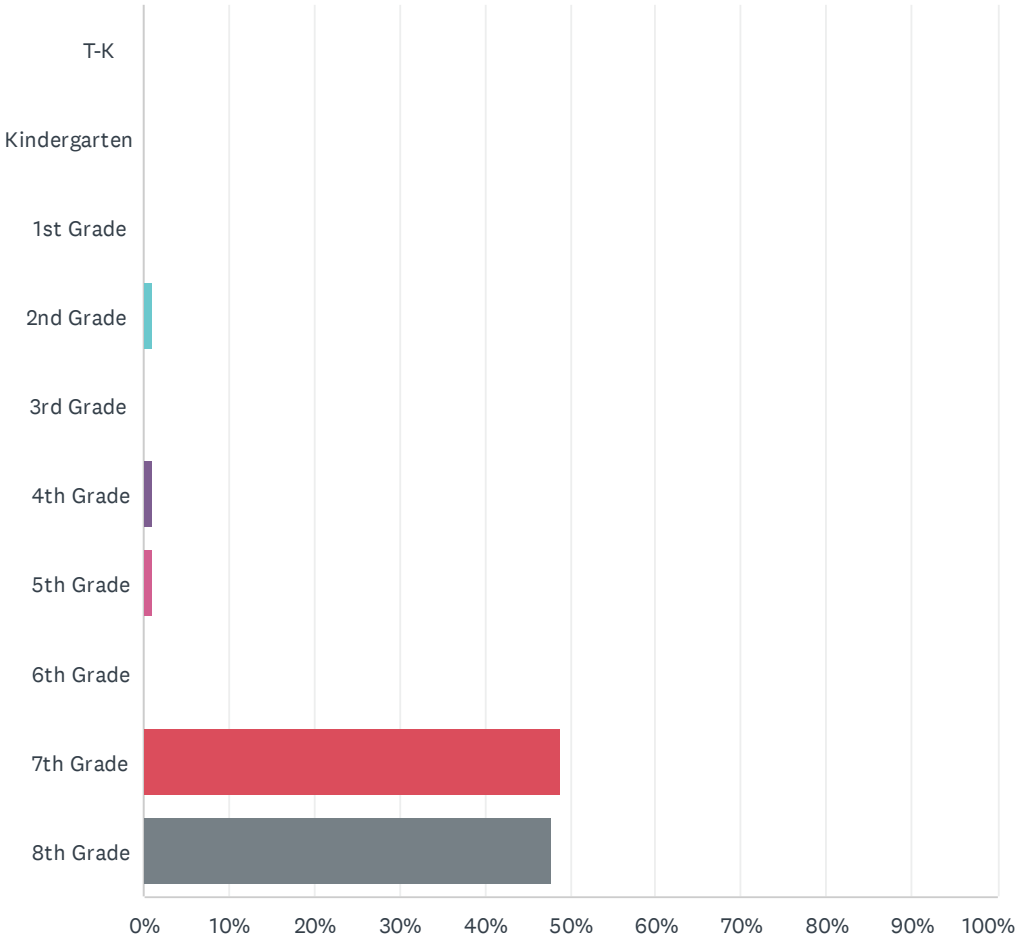
ANSWER CHOICES	RESPONSES	
Strongly agree	18.29%	135
Agree	64.63%	477
Mildly disagree	14.36%	106
Strongly disagree	2.71%	20
TOTAL		738

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 599 Skipped: 144

Q1 What grade is your child in?

Answered: 86 Skipped: 0

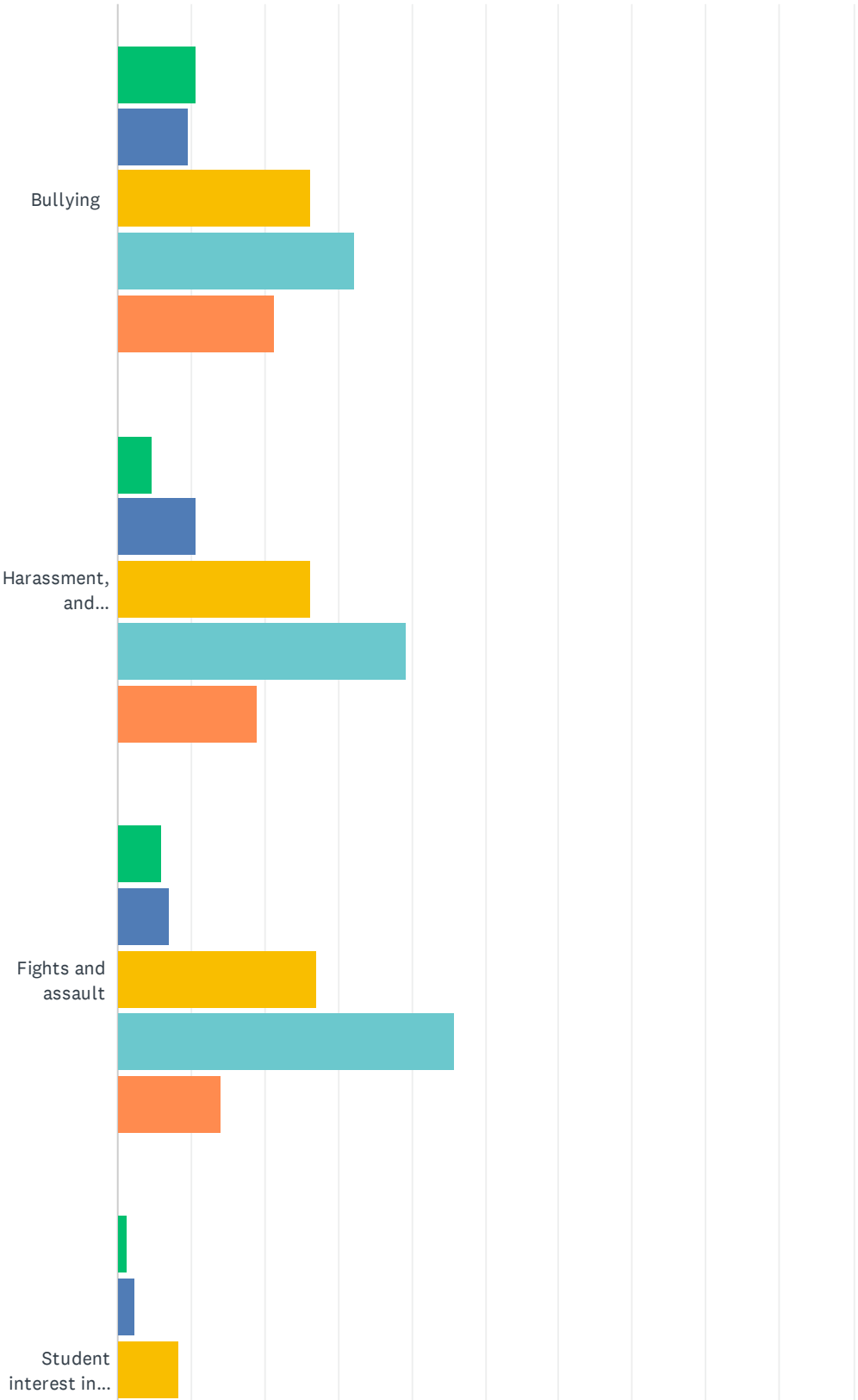


Chaboya Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

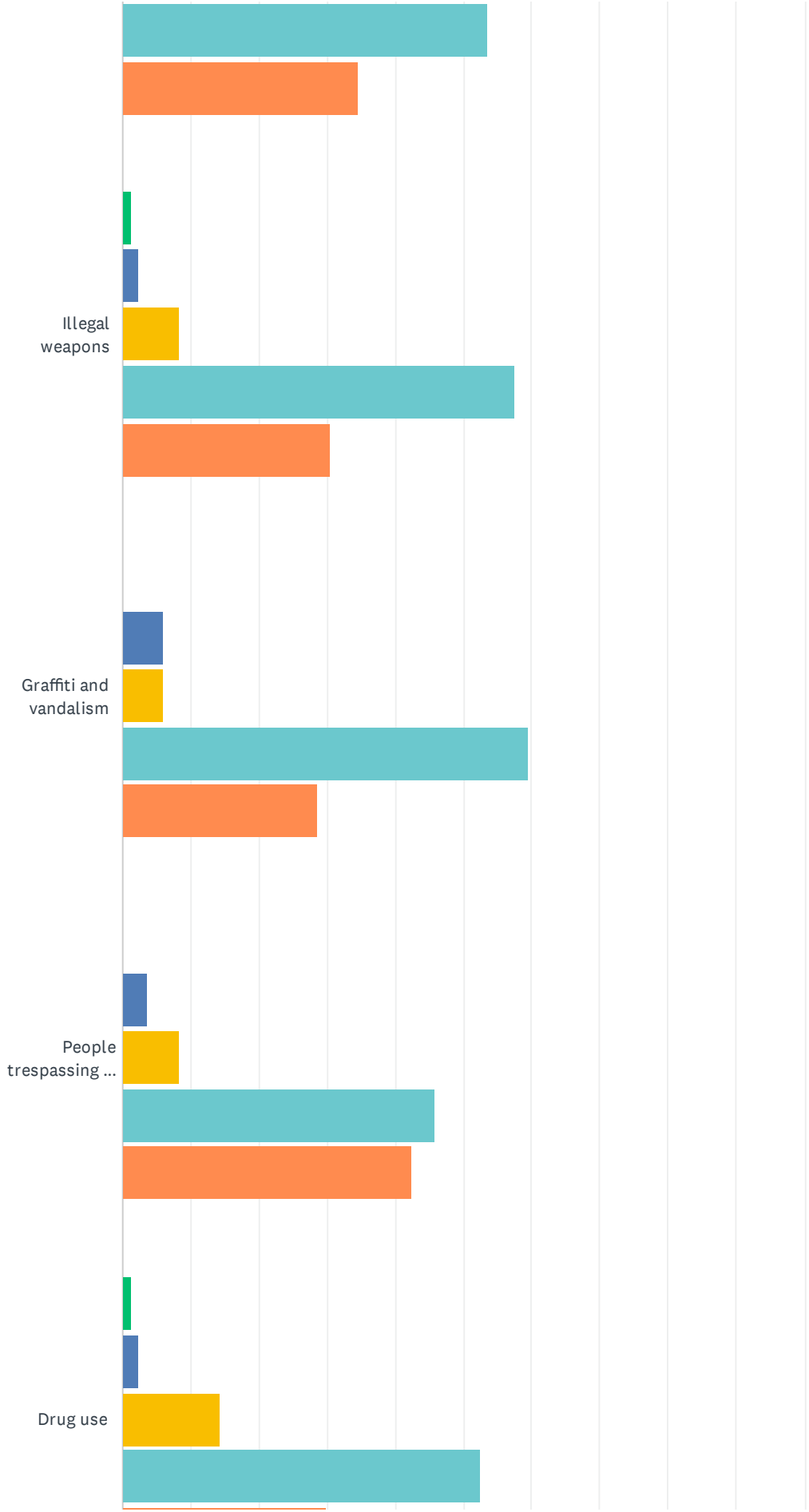
ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	0.00%	0
1st Grade	0.00%	0
2nd Grade	1.16%	1
3rd Grade	0.00%	0
4th Grade	1.16%	1
5th Grade	1.16%	1
6th Grade	0.00%	0
7th Grade	48.84%	42
8th Grade	47.67%	41
TOTAL		86

Q2 How much do you find the following to be a problem at your child's school?

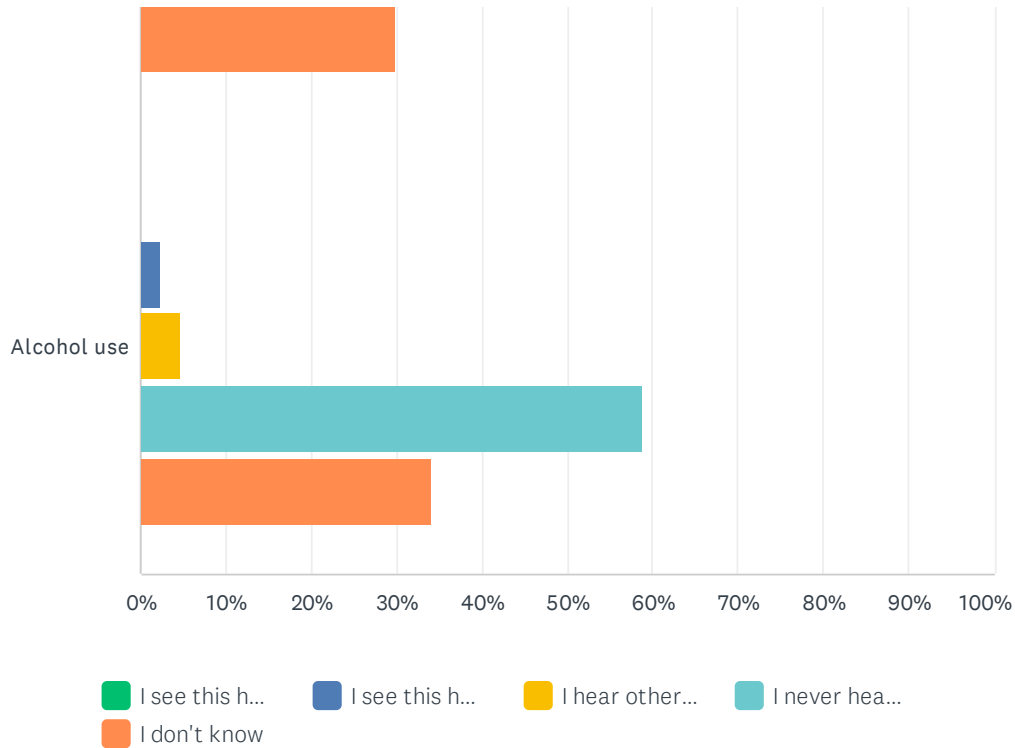
Answered: 86 Skipped: 0



Chaboya Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



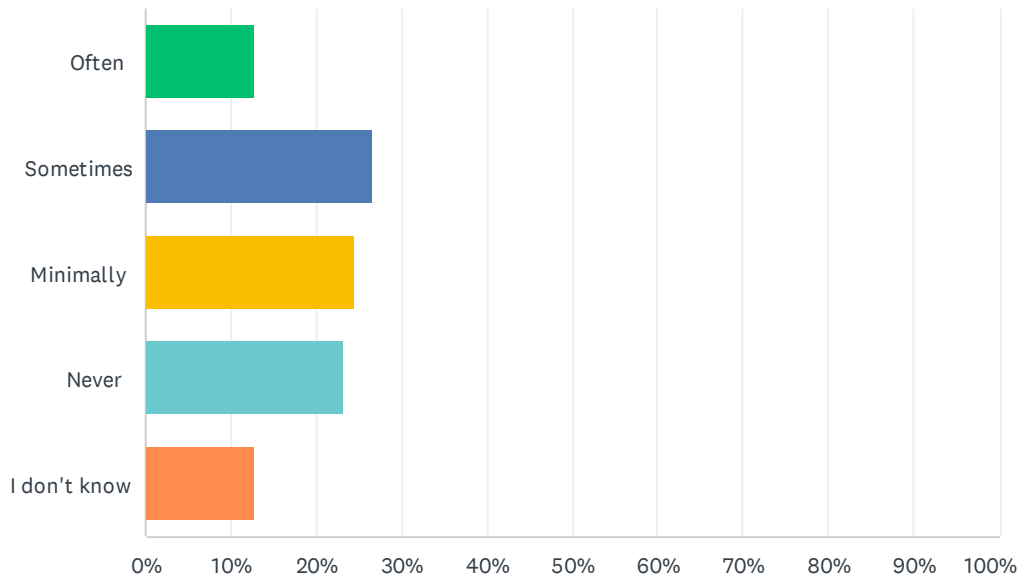
Chaboya Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	10.71% 9	9.52% 8	26.19% 22	32.14% 27	21.43% 18	84	3.44
Harassment, and intimidation	4.76% 4	10.71% 9	26.19% 22	39.29% 33	19.05% 16	84	3.57
Fights and assault	5.88% 5	7.06% 6	27.06% 23	45.88% 39	14.12% 12	85	3.55
Student interest in gangs	1.19% 1	2.38% 2	8.33% 7	53.57% 45	34.52% 29	84	4.18
Illegal weapons	1.18% 1	2.35% 2	8.24% 7	57.65% 49	30.59% 26	85	4.14
Graffiti and vandalism	0.00% 0	5.95% 5	5.95% 5	59.52% 50	28.57% 24	84	4.11
People trespassing on campus	0.00% 0	3.53% 3	8.24% 7	45.88% 39	42.35% 36	85	4.27
Drug use	1.19% 1	2.38% 2	14.29% 12	52.38% 44	29.76% 25	84	4.07
Alcohol use	0.00% 0	2.35% 2	4.71% 4	58.82% 50	34.12% 29	85	4.25

Q3 How often do you hear or see any act of bullying at your school?
Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

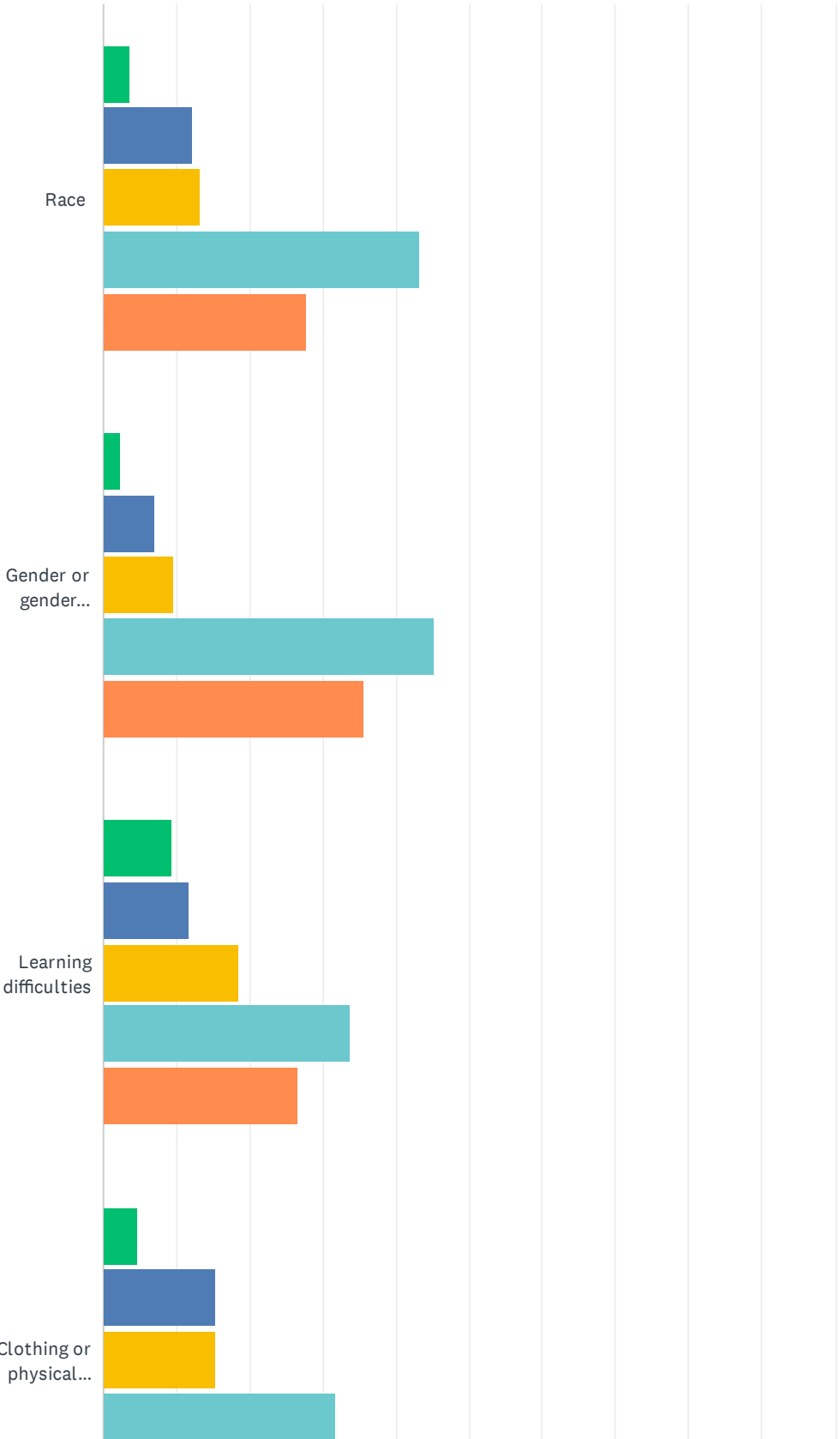
Answered: 86 Skipped: 0



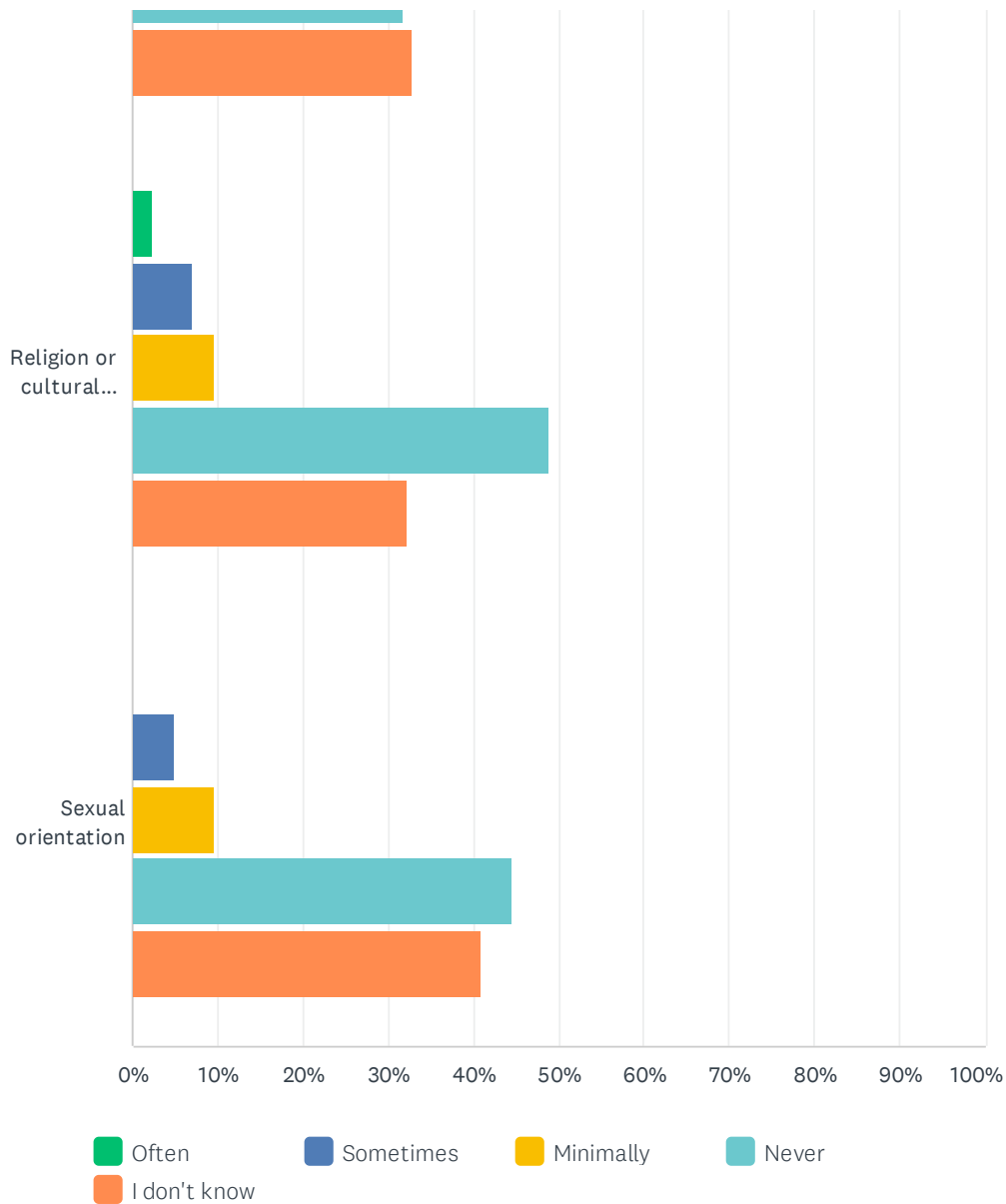
ANSWER CHOICES	RESPONSES	
Often	12.79%	11
Sometimes	26.74%	23
Minimally	24.42%	21
Never	23.26%	20
I don't know	12.79%	11
TOTAL		86

Q4 Students at my child's school get put down because of their...

Answered: 86 Skipped: 0



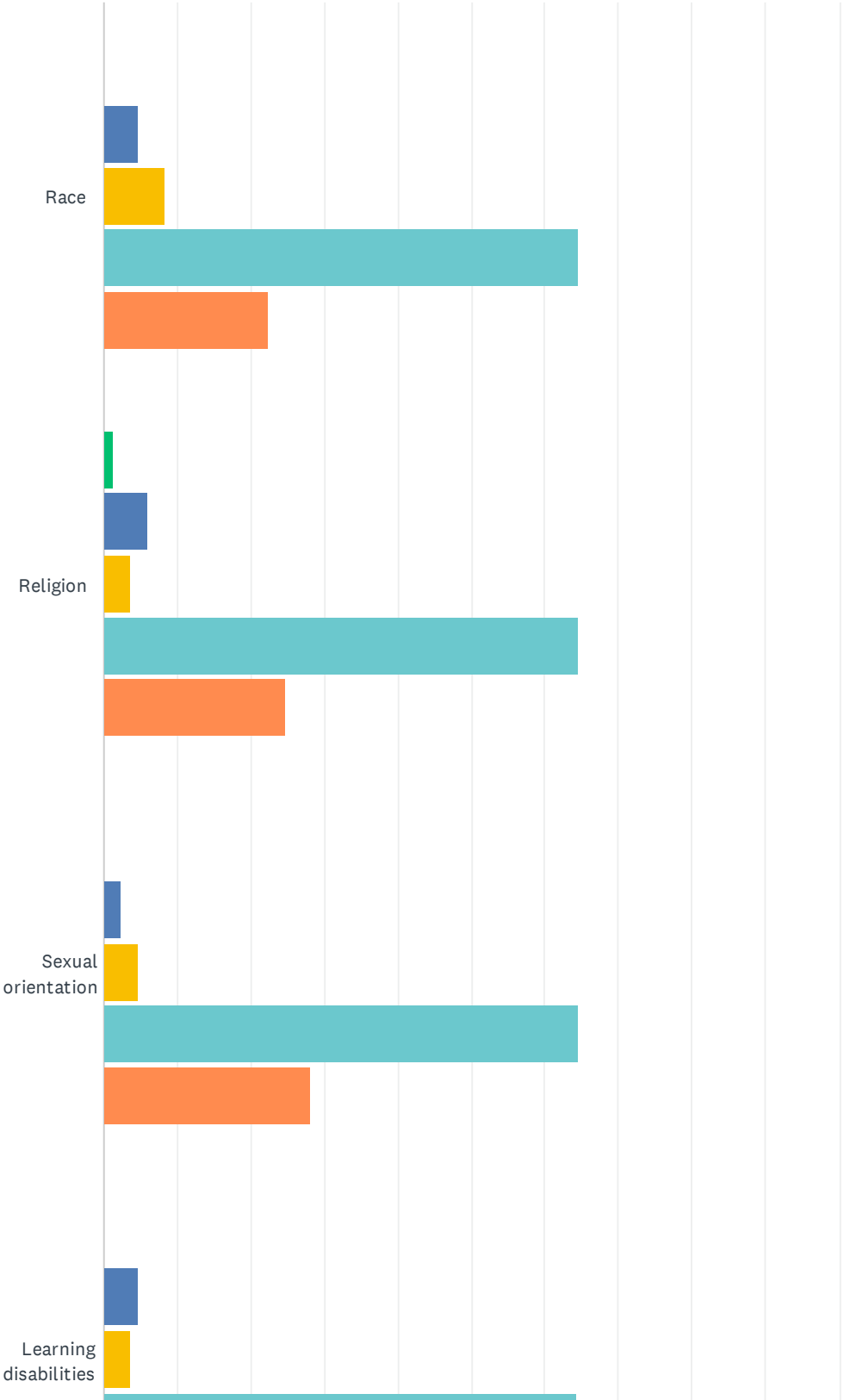
Chaboya Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



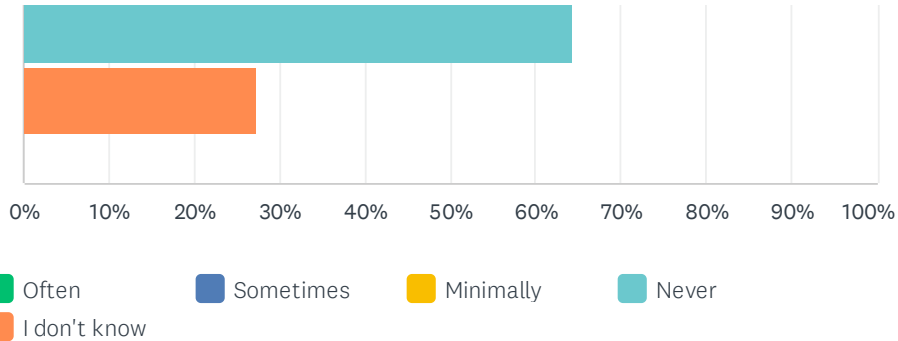
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	3.61% 3	12.05% 10	13.25% 11	43.37% 36	27.71% 23	83	3.80
Gender or gender identification	2.38% 2	7.14% 6	9.52% 8	45.24% 38	35.71% 30	84	4.05
Learning difficulties	9.30% 8	11.63% 10	18.60% 16	33.72% 29	26.74% 23	86	3.57
Clothing or physical appearance	4.71% 4	15.29% 13	15.29% 13	31.76% 27	32.94% 28	85	3.73
Religion or cultural practices	2.38% 2	7.14% 6	9.52% 8	48.81% 41	32.14% 27	84	4.01
Sexual orientation	0.00% 0	4.82% 4	9.64% 8	44.58% 37	40.96% 34	83	4.22

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 85 Skipped: 1



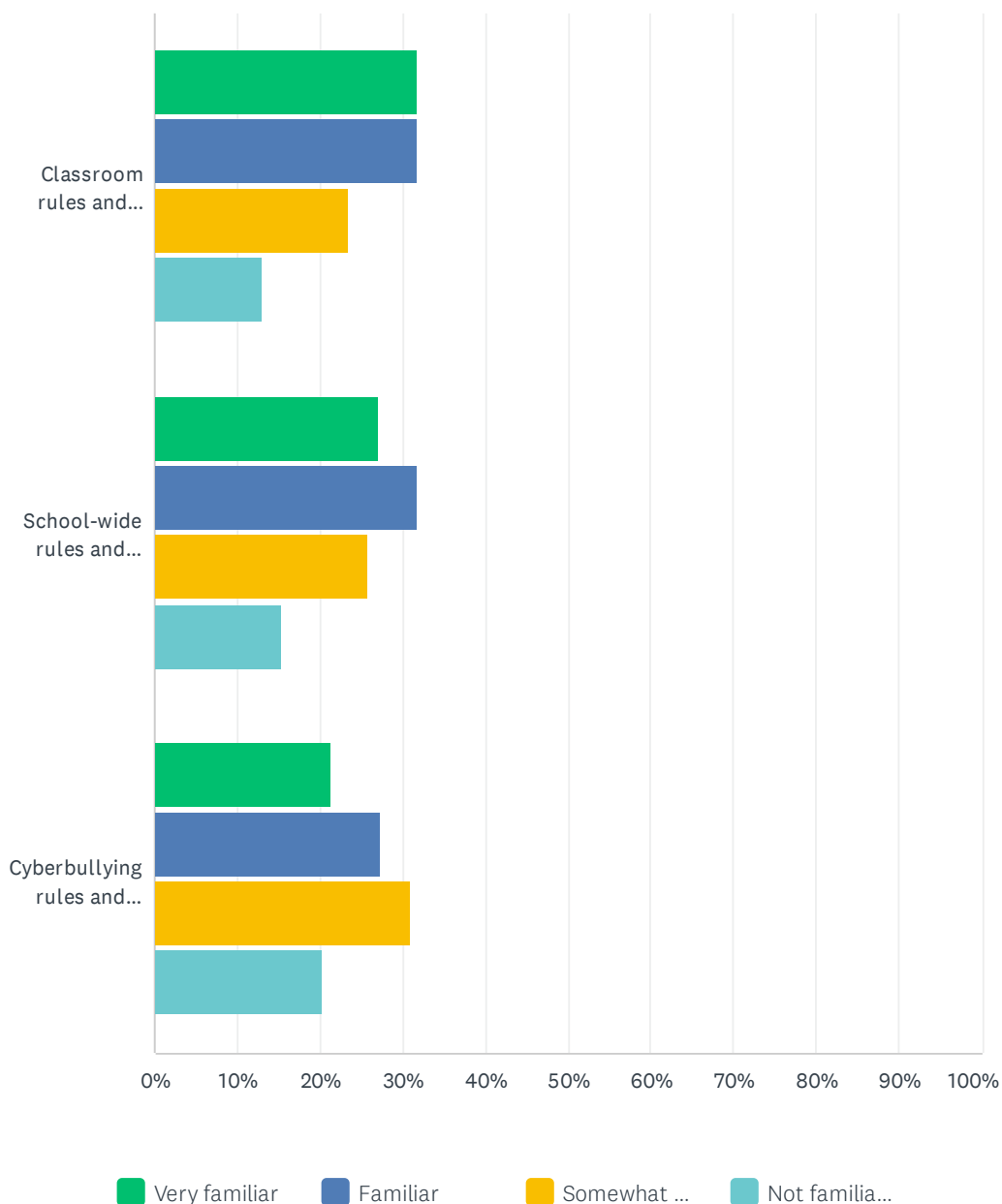
Chaboya Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	4.71% 4	8.24% 7	64.71% 55	22.35% 19	85	4.05
Religion	1.18% 1	5.88% 5	3.53% 3	64.71% 55	24.71% 21	85	4.06
Sexual orientation	0.00% 0	2.35% 2	4.71% 4	64.71% 55	28.24% 24	85	4.19
Learning disabilities	0.00% 0	4.76% 4	3.57% 3	64.29% 54	27.38% 23	84	4.14

Q6 How familiar are you with the following at your child's school?

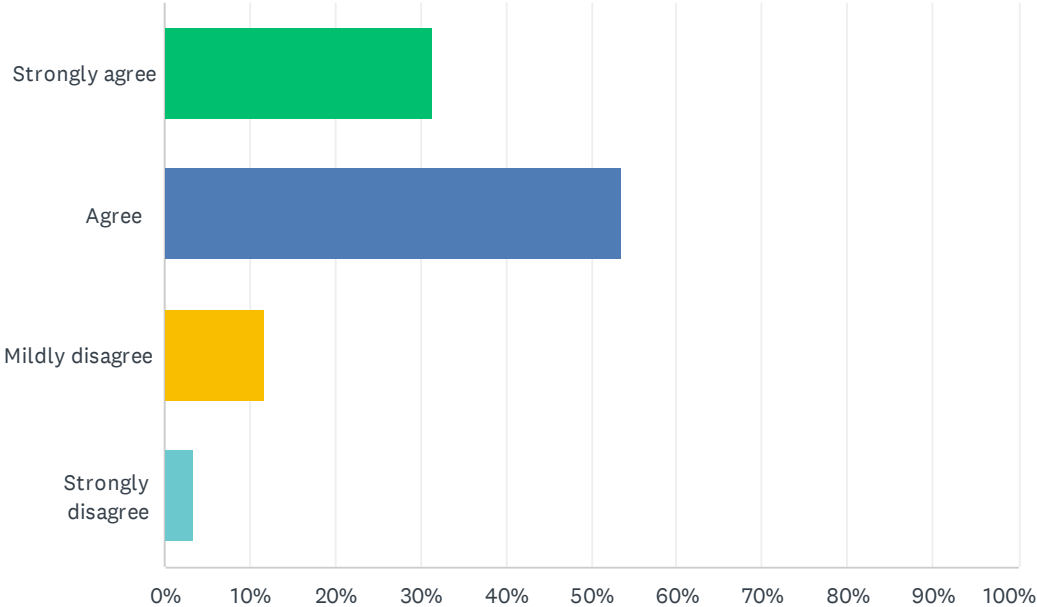
Answered: 85 Skipped: 1



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	31.76% 27	31.76% 27	23.53% 20	12.94% 11	85	2.18
School-wide rules and consequences when those rules are broken.	27.06% 23	31.76% 27	25.88% 22	15.29% 13	85	2.29
Cyberbullying rules and consequences when those rules are broken.	21.43% 18	27.38% 23	30.95% 26	20.24% 17	84	2.50

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 86 Skipped: 0

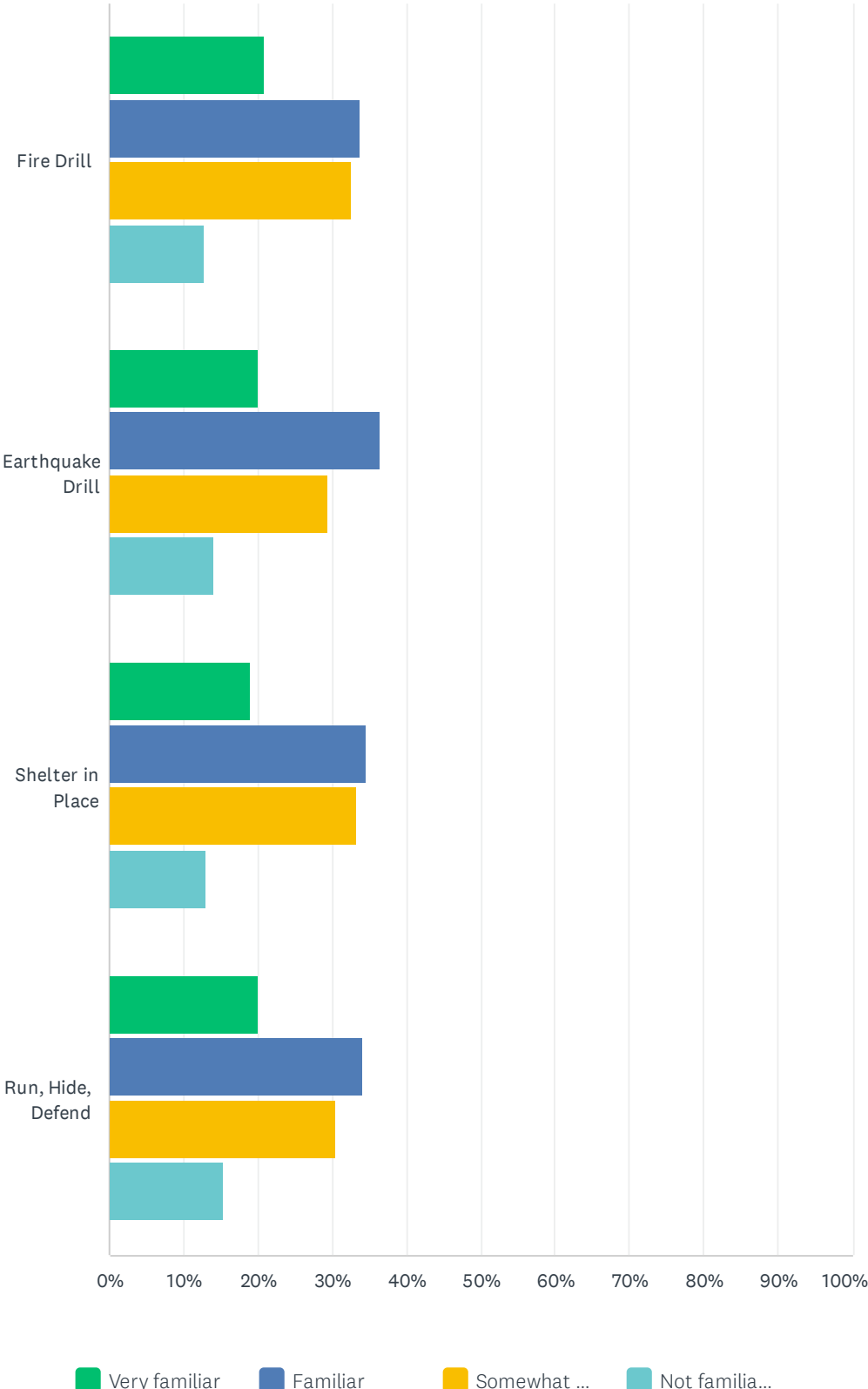


ANSWER CHOICES	RESPONSES	
Strongly agree	31.40%	27
Agree	53.49%	46
Mildly disagree	11.63%	10
Strongly disagree	3.49%	3
TOTAL		86

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 86 Skipped: 0

Chaboya Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

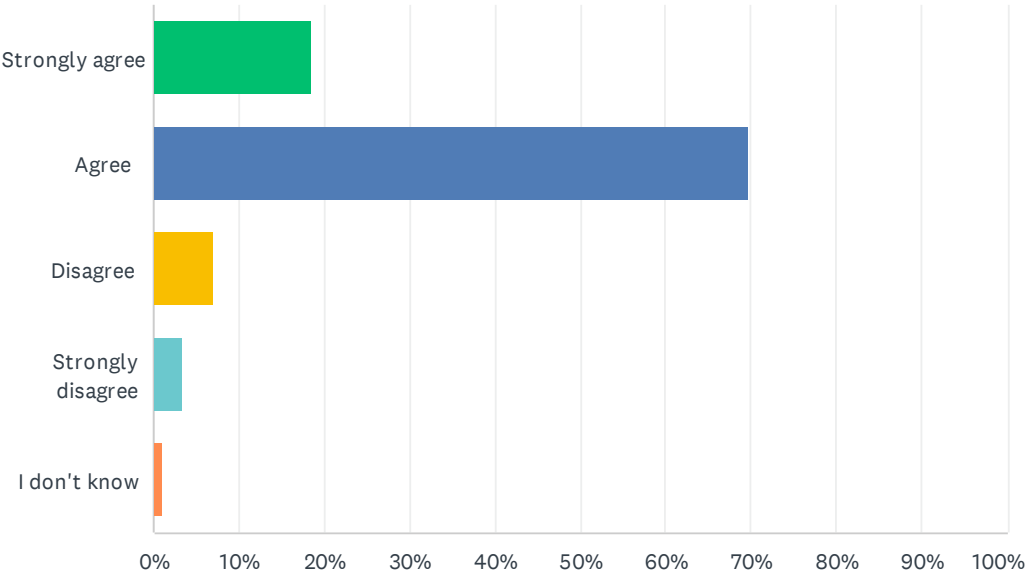


Chaboya Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	20.93% 18	33.72% 29	32.56% 28	12.79% 11	86
Earthquake Drill	20.00% 17	36.47% 31	29.41% 25	14.12% 12	85
Shelter in Place	19.05% 16	34.52% 29	33.33% 28	13.10% 11	84
Run, Hide, Defend	20.00% 17	34.12% 29	30.59% 26	15.29% 13	85

Q9 The facilities and grounds are well maintained at my child's school.

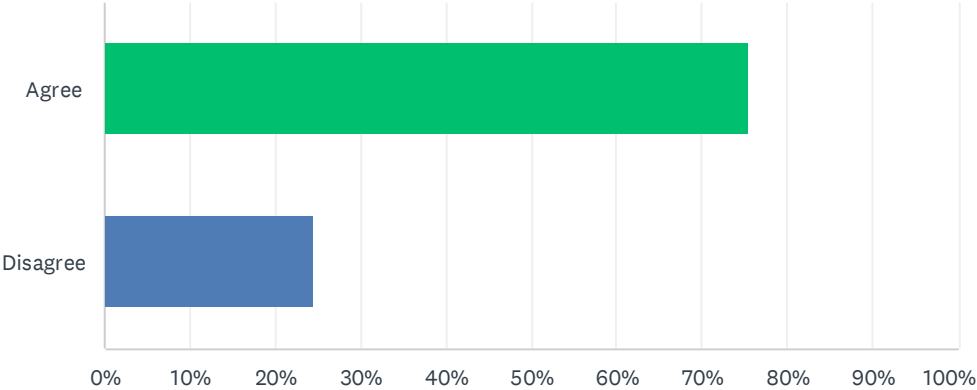
Answered: 86 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	18.60%	16
Agree	69.77%	60
Disagree	6.98%	6
Strongly disagree	3.49%	3
I don't know	1.16%	1
TOTAL		86

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

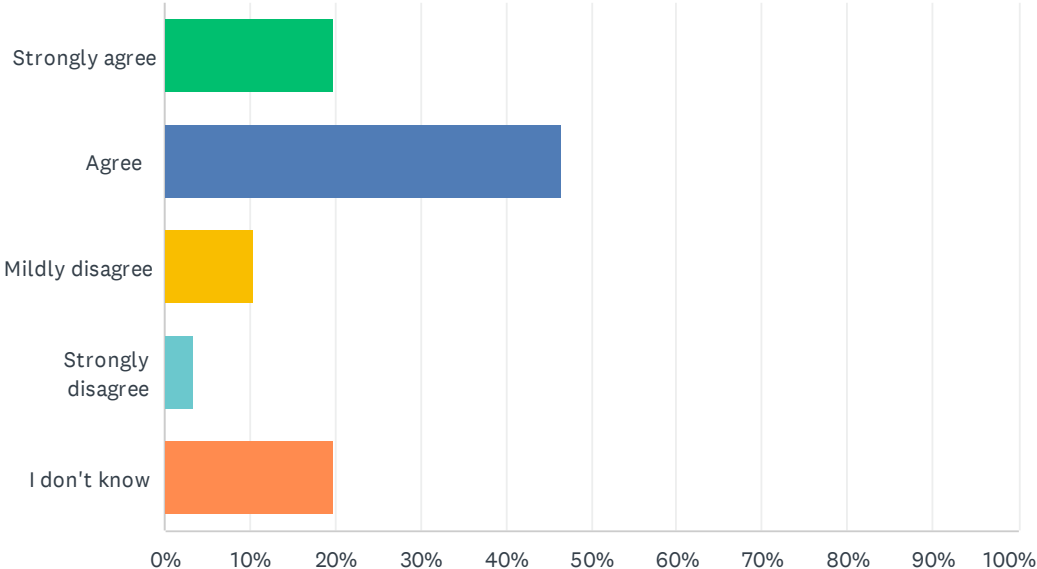
Answered: 86 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	75.58%	65
Disagree	24.42%	21
TOTAL		86

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 86 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	19.77%	17
Agree	46.51%	40
Mildly disagree	10.47%	9
Strongly disagree	3.49%	3
I don't know	19.77%	17
TOTAL		86

Q12 What is something you would like to see improved regarding safety at your school?

Answered: 44 Skipped: 42

Diagnostic Status



School: CHABOYA MIDDLE SCHOOL
 Subject: Reading
 Diagnostic: Recent Diagnostic

Students Assigned/Total: 846/846

1%
Not Started

0%
In Progress

99%
Completed

9 Rushed 22 Rushed

Show Results By

Grade

Showing 2 of 2

Grade	% Not Started	In Progress		Completed			Students Assigned/Total
		% In Progress	Expiring Soon	% Completed	Red Rushed	Yellow Rushed	
Grade 7	1%	0%	0	99%	3	11	405/405
Grade 8	1%	0%	0	99%	6	11	441/441

Diagnostic Status



School: CHABOYA MIDDLE SCHOOL
 Subject: Math
 Diagnostic: Recent Diagnostic

Students Assigned/Total: 846/846

0%
Not Started

0%
In Progress

100%
Completed

2 Rushed 6 Rushed

Show Results By

Grade

Showing 2 of 2

Grade	% Not Started	In Progress		Completed			Students Assigned/Total
		% In Progress	Expiring Soon	% Completed	Red Rushed	Yellow Rushed	
Grade 7	0%	0%	0	100%	1	5	405/405
Grade 8	1%	0%	0	99%	1	1	441/441



2023-2024 Parent Involvement Policy

The schoolwide programs at Chaboya Middle School shall involve parents, community, and staff in collaborative activities that assist parents in acquiring a clear understanding of Chaboya Middle School academic expectations, provide opportunities for parents to sharpen their skills in assisting their child to achieve academic success, and involve parents in pertinent decisions crucial to their child's academic growth and development. Parents will be encouraged to be empowered decision-makers and leaders in our school and community.

1. The Chaboya Middle School Site Council will review schoolwide programs each spring and provide input on categorical program needs and assessment data.
2. The parents participating in the School Site Council will elect a parent representative to the District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.
3. Every November, Student-Parent-Teacher conferences take place. The parent, student, and teachers will build and sustain a partnership to help the students achieve high standards.
4. Notices and the weekly Colts Newsletter will be offered in English, Spanish and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, as needed and when available. Additional languages will be accommodated as needed.
5. An ongoing process assessing student progress during the school year and communicating with parents will occur through parent conferences, i-Ready Diagnostic Reports, report cards, letters and year-end assessment reports.
6. Parents have the opportunity to lead and support various extended learning opportunities for students' (Math Olympiad and Science Olympiad).
7. Parents are invited and encouraged to be a part of our Parent, Teacher, and Student Association.
8. Chaboya Middle School English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the EL students. New members will be recruited and trained regularly to help in the decision-making process. The committee will meet a minimum of four times annually.
9. ELAC members will elect a parent representative to the District English Learners Advisory Committee (DELAC.) All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.
10. Parents will continue to be a major part of the decision-making process during the Student Study Team, IEP, and/or 504 meetings. Parents will be requested to attend and provide input regarding their child's progress and will help in planning strategies and activities to assure their child's success in school.
11. Annual surveys will be conducted each year that includes feedback from staff, parents and students about the needs, concerns, and commendations of the school.
12. Parents are invited to participate in various school activities and gatherings including after school activities (sports events and dances), Academic Honors Celebration(s), classroom exhibitions, and various parent information nights (#ICanHelp, SJPD Cyber Awareness & Drug Prevention, Back to School Night, Parent Orientation, i-Ready Parent Information Workshop, and Building Resiliency in Middle School parent workshop).