

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chaparral Elementary School	37682966097216	10/10/2022	12/15/2022

School Vision and Mission

Chaparral is committed to empowering students to achieve at their highest potential. Our mission is to have all students live by positive core values, understand that productive struggle is essential to learning, to discover and share their talents, and to meet individual social and academic expectations.

We believe EVERY student can learn if given the right time, place, and opportunity.

School Profile

Chaparral Elementary School is nationally recognized as a school with a clear mission and vision focused on student achievement and character development. Through excellent teaching, community involvement, and shared leadership, a heartfelt commitment to student learning is visible across our campus and in our classrooms.

To quote the U.S. Department of Education, "This is a unique, rare, school." We are deeply committed to a strategic planning process that supports continuous school improvements. Open discussions with community members and staff reveal that many believe that it is the strong collaboration between school and community that makes Chaparral so "unique" and "rare." We are all fortunate indeed to be a part of a learning community that clearly recognizes the value of students, parents and staff working together to create a positive and productive environment that instills in each child, strength of character, a sense of community and a love of learning.

Chaparral Elementary School is proud of its tradition of excellence. Parents, staff, community, and children have worked together to earn the California Distinguished School Award and the National Blue Ribbon Award. Teachers provide an optimal learning environment, while volunteers actively assist the staff in the classrooms and throughout the school. The foundation plays an active role in providing this support and offers an array of opportunities for parents to be involved in their child's education. They provide funding and support in the area of technology, which prepares our children to be world class leaders. On any given day, one will see parents, teachers, and students implementing the common vision of "All Students Learning – Whatever It Takes." There are no invisible children at Chaparral. Together, we are a "NO Place for Hate" school that focuses on the whole child.

Even in the midst of COVID 19 and changing environment, CHES continues to support each and every child using strategic and research-based methods to intervene when necessary and to stretch students academically.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Chaparral understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget.

Yearly, school stake holders review programs, data, and the budget to ensure that decisions are made based on student needs and aligned with site initiatives.

Parents are encouraged to be a part of our site planning in the following ways:

- participating in staff meetings, principal chats, and CAPES (PTO)
- participating in the California Healthy Kids survey (CHKS)
- completing other parent surveys
- attending Back to School night
- as a member of our School Site Council (SSC)
- joining our Site Safety Committee
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings (currently run through SSC)

Parents are made aware of these opportunities through weekly call-out/emails, Monthly CHES newsletters, site website, and classroom newsletters.

Fifth graders also complete the California Healthy Kids Survey (CHKS).

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the Spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.23%	0.1%	%	2	1	
African American	1.39%	1.4%	1.00%	12	11	8
Asian	14.52%	16.3%	17.06%	125	131	137
Filipino	2.79%	3.2%	3.11%	24	26	25
Hispanic/Latino	11.27%	12.8%	14.82%	97	103	119
Pacific Islander	0.12%	0.1%	0.25%	1	1	2
White	54.82%	52.2%	49.56%	472	419	398
Multiple/No Response	13.47%	13.7%	14.07%	116	110	113
Total Enrollment				861	802	803

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	189	156	168
Grade 1	138	133	126
Grade 2	132	125	134
Grade 3	134	123	124
Grade 4	132	131	123
Grade 5	136	134	128
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	861	802	803

Conclusions based on this data:

- Over the past three years, our enrollment has been decreasing from 861 in 2020, to 802 in 2021, and 803 in 2022 . The COVID pandemic may be the reason for a decrease in the 2021-22 school year,

compared to the 2019-20 school year. However, we anticipate growth to continue as the COVID-19 virus subsides and as more housing development is being built near Chaparral boundaries.

2. Over the past three years, the student enrollment in each demographic group has remained fairly consistent, with a slight increase in our African American and Hispanic populations.
3. Although the trend in enrollment seems to be on a downward trend, our enrollment projections will need to become reevaluated as new housing is being currently built near Chaparral. This may spark the need to relook at our emergency plans and traffic protocols to ensure safety and efficiency, as well as physical spaces to accommodate the potential for more classes.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	111	112	99	13.3%	13.0%	12.30%
Fluent English Proficient (FEP)	43	47	57	5.1%	5.5%	7.10%
Reclassified Fluent English Proficient (RFEP)	12	15	20	11.5%	13.5%	17.90%

Conclusions based on this data:

1. Over the past three years, our number of English Learners has decreased from 111 to 99.
2. Over the past three years, our number of students classified as Fluent English Proficient has increased from 43 to 57.
3. Over the past three years, our number of Reclassified Fluent English Proficient students has increased from 12 to 20, which is a large increase at our school site. We credit our English Language Learner Impact teacher and Resource teacher for helping our English Language Learners feel welcomed and successful at Chaparral. Our pull-out program help to target English Language Development and our teachers provide needed scaffolds to help students who acquiring the English Language.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	118			118			118			100.0		
Grade 4	121			121			121			100.0		
Grade 5	121			121			121			100.0		
Grade 11												
All Grades	360			360			360			100.0		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2509.			61.86			22.88			13.56			1.69		
Grade 4	2534.			55.37			24.79			13.22			6.61		
Grade 5	2569.			47.93			27.27			15.70			9.09		
Grade 11															
All Grades	N/A	N/A	N/A	55.00			25.00			14.17			5.83		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48.31			47.46			4.24		
Grade 4	36.36			61.16			2.48		
Grade 5	42.15			50.41			7.44		
Grade 11									
All Grades	42.22			53.06			4.72		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.37			51.69			5.93		
Grade 4	43.80			52.89			3.31		
Grade 5	39.17			55.00			5.83		
Grade 11									
All Grades	41.78			53.20			5.01		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.27			70.34			3.39		
Grade 4	19.01			76.03			4.96		
Grade 5	18.18			74.38			7.44		
Grade 11									
All Grades	21.11			73.61			5.28		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48.31			46.61			5.08		
Grade 4	24.79			68.60			6.61		
Grade 5	38.02			52.89			9.09		
Grade 11									
All Grades	36.94			56.11			6.94		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	486	269	55.3	490	342	69.8
African-American	5	*	*	4	*	*
Asian	78	49	62.8	81	61	75.3
Caucasian						

Filipino	13	4	30.8	13	6	46.2
Hispanic	68	27	39.7	67	36	53.7
Other	91	53	58.2	92	71	77.2
English Learners	24	3	12.5	25	9	36
Students with Disabilities	63	12	19	61	14	23
Socioeconomically Disadvantaged	54	23	42.6	55	28	50.9
Foster Youth						
Homeless Youth	3	*	*	3	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 2						
All Students	127	42	33.1	128	74	57.8
African-American	2	*	*	2	*	*
Asian	28	17	60.7	28	19	67.9
Caucasian	46	10	21.7	47	26	55.3
Filipino	2	*	*	2	*	*
Hispanic	20	2	10	20	8	40
Other	29	13	44.8	29	20	69
English Learners	11	2	18.2	11	5	45.5
Students with Disabilities	18	3	16.7	18	4	22.2
Socioeconomically Disadvantaged	14	3	21.4	15	6	40
Foster Youth						
Homeless Youth						
Grade 3						
All Students	118	76	64.4	119	92	77.3
African-American						
Asian	16	10	62.5	17	14	82.4
Caucasian	69	47	68.1	69	53	76.8
Filipino	3	*	*	3	*	*
Hispanic	13	5	38.5	13	8	61.5
Other	17	11	64.7	17	14	82.4
English Learners	4	*	*	4	*	*

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	11	3	27.3	11	5	45.5
Socioeconomically Disadvantaged	12	7	58.3	12	7	58.3
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 4						
All Students	119	62	52.1	124	82	66.1
African-American	3	*	*	2	*	*
Asian	13	9	69.2	15	13	86.7
Caucasian	46	24	52.2	49	30	61.2
Filipino	5	*	*	5	*	*
Hispanic	24	12	50	24	14	58.3
Other	28	16	57.1	29	23	79.3
English Learners	6	*	*	7	*	*
Students with Disabilities	15	1	6.7	15	1	6.7
Socioeconomically Disadvantaged	13	4	30.8	14	6	42.9
Foster Youth						
Homeless Youth						
Grade 5						
All Students	122	89	73	119	94	79
African-American						
Asian	21	13	61.9	21	15	71.4
Caucasian	70	54	77.1	68	57	83.8
Filipino	3	*	*	3	*	*
Hispanic	11	8	72.7	10	*	*
Other	17	13	76.5	17	14	82.4
English Learners	3	*	*	3	*	*
Students with Disabilities	19	5	26.3	17	4	23.5
Socioeconomically Disadvantaged	15	9	60	14	9	64.3
Foster Youth						
Homeless Youth	1	*	*	1	*	*

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Winter (2022)

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	176	6.25	16.48	12.5	64.77
African-American					
Asian	32	6.25	9.38	3.13	81.25
Caucasian	96	2.08	20.83	15.63	61.46
Filipino	3	0	0	33.33	66.67
Hispanic	18	27.78	22.22	11.11	38.89
Other	27	7.41	7.41	11.11	74.07
English Learners	5	60	20	20	0
Students with Disabilities	20	30	30	10	30
Socioeconomically Disadvantaged	17	17.65	23.53	0	58.82
Foster Youth					
Homeless Youth	1	0	0	0	100

Datasource – CALPADS and Synergy

Conclusions based on this data:

- Over the three years 2019-2022 our Socio-Economically Disadvantaged and Students with Disabilities have not made expected gains.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	118			118			118			100.0		
Grade 4	121			121			121			100.0		
Grade 5	121			120			120			99.2		
Grade 11												
All Grades	360			359			359			99.7		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2498.			48.31			35.59			11.86			4.24		
Grade 4	2540.			45.45			30.58			18.18			5.79		
Grade 5	2570.			44.17			23.33			24.17			8.33		
Grade 11															
All Grades	N/A	N/A	N/A	45.96			29.81			18.11			6.13		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	55.08			41.53			3.39		
Grade 4	47.93			44.63			7.44		
Grade 5	44.17			43.33			12.50		
Grade 11									
All Grades	49.03			43.18			7.80		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48.31			43.22			8.47		
Grade 4	40.50			50.41			9.09		
Grade 5	39.17			53.33			7.50		
Grade 11									
All Grades	42.62			49.03			8.36		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49.15			48.31			2.54		
Grade 4	47.93			43.80			8.26		
Grade 5	35.00			60.00			5.00		
Grade 11									
All Grades	44.01			50.70			5.29		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	487	190	39	492	272	55.3
African-American	5	*	*	4	*	*
Asian	78	38	48.7	81	58	71.6
Caucasian	232	92	39.7			
Filipino	13	3	23.1	13	4	30.8
Hispanic	68	12	17.6	68	25	36.8
Other	91	44	48.4	92	54	58.7
English Learners	24	2	8.3	25	4	16
Students with Disabilities	63	9	14.3	62	11	17.7
Socioeconomically Disadvantaged	55	18	32.7	56	27	48.2
Foster Youth						
Homeless Youth	3	*	*	3	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 2						
All Students	127	42	33.1	128	72	56.3
African-American	2	*	*	2	*	*
Asian	28	12	42.9	28	20	71.4
Caucasian	46	9	19.6	47	26	55.3
Filipino	2	*	*	2	*	*
Hispanic	20	1	5	20	6	30
Other	29	19	65.5	29	20	69
English Learners	11	1	9.1	11	3	27.3
Students with Disabilities	18	2	11.1	18	4	22.2
Socioeconomically Disadvantaged	14	5	35.7	15	6	40
Foster Youth						
Homeless Youth						
Grade 3						
All Students	118	48	40.7	119	75	63
African-American						
Asian	16	10	62.5	17	16	94.1
Caucasian	69	28	40.6	69	42	60.9
Filipino	3	*	*	3	*	*
Hispanic	13	3	23.1	13	5	38.5
Other	17	6	35.3	17	10	58.8
English Learners	4	*	*	4	*	*
Students with Disabilities	11	1	9.1	11	4	36.4
Socioeconomically Disadvantaged	12	4	33.3	12	6	50
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 4						
All Students	120	37	30.8	124	48	38.7
African-American	3	*	*	2	*	*
Asian	13	5	38.5	15	8	53.3

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	47	14	29.8	49	16	32.7
Filipino	5	*	*	5	*	*
Hispanic	24	6	25	24	9	37.5
Other	28	11	39.3	29	13	44.8
English Learners	6	*	*	7	*	*
Students with Disabilities	15	1	6.7	15	0	0
Socioeconomically Disadvantaged	14	2	14.3	14	5	35.7
Foster Youth						
Homeless Youth						
Grade 5						
All Students	122	63	51.6	121	77	63.6
African-American						
Asian	21	11	52.4	21	14	66.7
Caucasian	70	41	58.6	69	46	66.7
Filipino	3	*	*	3	*	*
Hispanic	11	2	18.2	11	5	45.5
Other	17	8	47.1	17	11	64.7
English Learners	3	*	*	3	*	*
Students with Disabilities	19	5	26.3	18	3	16.7
Socioeconomically Disadvantaged	15	7	46.7	15	10	66.7
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Winter (2022)**

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	236	6.78	37.29	12.29	43.64
African-American					
Asian	38	10.53	23.68	10.53	55.26
Caucasian	136	4.41	38.24	13.24	44.12
Filipino	6	0	66.67	0	33.33

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	22	22.73	40.91	13.64	22.73
Other	34	2.94	41.18	11.76	44.12
English Learners	6	33.33	66.67	0	0
Students with Disabilities	29	34.48	44.83	10.34	10.34
Socioeconomically Disadvantaged	25	20	32	16	32
Foster Youth					
Homeless Youth	2	0	100	0	0

Conclusions based on this data:

1. There seems to be a steady decline of "Standards Met" from 3rd grade to 4th to 5th grade in all mathematical areas-
 Applying mathematical concepts and procedures 55.08 to 47.93 to 44.17
 Using appropriate tools and strategies to solve real world and mathematical problems 48.31 to 40.50 to 39.17
 Demonstrating ability to support mathematical conclusions 49.15 to 47.93 to 35.00

 The reason for the steady decline may be that mathematical concepts and applications become more complex at each grade level and require mastery of foundational concepts. The interruption of schooling, due to the pandemic and attendance loss, may have resulted in less mastery in the foundational skills required for more complex mathematics.
2. In the 2021 school year, using iReady, Chaparral students displayed a stronger degree of proficiency of concepts and procedures when compared to problem solving & modeling/data analysis. Our students would benefit from using a higher degree of manipulatives and exploratory opportunities which may allow for greater application of concepts.
3. Our identified "Students with Disabilities" and "Hispanic" students demonstrate a despairingly low achievement level in mathematics, compared to other student populations, especially our "White" student population. This gap in achievement is apparent in all mathematical areas.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1460.6	1484.2	1481.2	1462.3	1462.4	1475.5	1456.3	1535.0	1494.7	30	17	25
1	1470.3	1484.3	1500.2	1450.2	1466.8	1499.1	1490.0	1501.7	1500.9	20	23	14
2	1545.7	1508.4	1527.5	1524.2	1488.8	1528.6	1566.7	1527.5	1525.7	24	20	13
3	*	1506.9	*	*	1493.6	*	*	1520.1	*	10	16	4
4	*	*	*	*	*	*	*	*	*	10	9	9
5	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										97	90	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.67	35.29	44.00	46.67	64.71	24.00	20.00	0.00	32.00	6.67	0.00	0.00	30	17	25
1	20.00	43.48	57.14	55.00	34.78	28.57	15.00	13.04	7.14	10.00	8.70	7.14	20	23	14
2	50.00	65.00	38.46	41.67	20.00	53.85	8.33	0.00	7.69	0.00	15.00	0.00	24	20	13
3	*	37.50	*	*	43.75	*	*	12.50	*	*	6.25	*	*	16	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.05	51.11	44.12	48.45	35.56	33.82	12.37	5.56	20.59	4.12	7.78	1.47	97	90	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	36.67	17.65	28.00	36.67	76.47	44.00	10.00	5.88	20.00	16.67	0.00	8.00	30	17	25
1	15.00	47.83	57.14	60.00	21.74	28.57	15.00	17.39	14.29	10.00	13.04	0.00	20	23	14
2	62.50	70.00	69.23	29.17	15.00	23.08	8.33	0.00	7.69	0.00	15.00	0.00	24	20	13
3	*	56.25	*	*	25.00	*	*	12.50	*	*	6.25	*	*	16	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.39	52.22	51.47	37.11	31.11	30.88	9.28	7.78	14.71	7.22	8.89	2.94	97	90	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	33.33	70.59	32.00	40.00	17.65	32.00	20.00	11.76	28.00	6.67	0.00	8.00	30	17	25
1	25.00	34.78	42.86	55.00	43.48	42.86	5.00	13.04	0.00	15.00	8.70	14.29	20	23	14
2	41.67	55.00	23.08	45.83	25.00	69.23	8.33	5.00	7.69	4.17	15.00	0.00	24	20	13
3	*	25.00	*	*	31.25	*	*	31.25	*	*	12.50	*	*	16	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.05	47.78	27.94	44.33	28.89	42.65	14.43	14.44	17.65	6.19	8.89	11.76	97	90	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	40.00	94.12	40.00	53.33	5.88	48.00	6.67	0.00	12.00	30	17	25
1	65.00	78.26	57.14	25.00	13.04	42.86	10.00	8.70	0.00	20	23	14
2	66.67	65.00	30.77	29.17	20.00	61.54	4.17	15.00	7.69	24	20	13
3	*	56.25	*	*	37.50	*	*	6.25	*	*	16	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.67	72.22	44.12	39.18	18.89	47.06	5.15	8.89	8.82	97	90	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	30.00	0.00	40.00	56.67	94.12	40.00	13.33	5.88	20.00	30	17	25
1	10.00	13.04	50.00	80.00	69.57	42.86	10.00	17.39	7.14	20	23	14
2	50.00	65.00	84.62	50.00	20.00	15.38	0.00	15.00	0.00	24	20	13
3	*	62.50	*	*	31.25	*	*	6.25	*	*	16	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.21	40.00	60.29	52.58	48.89	30.88	7.22	11.11	8.82	97	90	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.33	35.29	32.00	80.00	64.71	64.00	6.67	0.00	4.00	30	17	25
1	50.00	60.87	64.29	40.00	26.09	21.43	10.00	13.04	14.29	20	23	14
2	41.67	60.00	30.77	54.17	25.00	69.23	4.17	15.00	0.00	24	20	13
3	*	25.00	*	*	68.75	*	*	6.25	*	*	16	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.90	47.78	35.29	61.86	43.33	51.47	8.25	8.89	13.24	97	90	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	73.33	76.47	60.00	20.00	23.53	28.00	6.67	0.00	12.00	30	17	25
1	30.00	34.78	21.43	50.00	56.52	64.29	20.00	8.70	14.29	20	23	14
2	45.83	60.00	46.15	54.17	25.00	53.85	0.00	15.00	0.00	24	20	13
3	*	37.50	*	*	50.00	*	*	12.50	*	*	16	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.61	51.11	39.71	40.21	40.00	51.47	6.19	8.89	8.82	97	90	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Along with ELPAC results, we will continue to triangulate data and utilize ELPAC with other metrics to gauge student progress, i.e. iReady, Lexia, and Core Reading diagnostics.

Conclusions based on this data:

1. Students are demonstrating consistent growth in the areas of "Speaking" and in "Oral Language". However, in the areas of "Reading", "Listening", "Writing" students demonstrated a decrease in students scoring at the "Well developed" level. This could be due to a decrease in attendance as COVID rates were still high at Chaparral during times of assessment. Inconsistent attendance and exposure to in-person learning may have affected our overall scores.

2. Despite pandemic-related interruptions, students continued to progress in development, especially from moving from "Beginning" to "Somewhat/moderately" developed.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
African American	11	13	11		2	4		15.38	36.36
American Indian or Alaskan	2	1			0			0	
Asian	129	137	147	5	6	15	3.88	4.38	10.2
Filipino	24	28	26	1	2	4	4.17	7.14	15.38
Hispanic or Latino	113	113	129	8	21	41	7.08	18.58	31.78
Did not Report									
Pacific Islander	1	1	2		0	*		0	*
Two or More Races	122	113	121	6	8	14	4.92	7.08	11.57
White	486	449	422	26	35	53	5.35	7.8	12.56
Male									
Female									
English Learners	95	100	79	5	12	20	5.26	12	25.32
Students with Disabilities		119			25			21.01	
Socioeconomically		103	109		26	32		25.24	29.36
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	888	855	858	46	74	133	5.18	8.65	15.5

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Chronic absences have almost doubled from 2021 to 2022. This may be due to this year's flu outbreak coupled with high rates of COVID 19 which affected some classrooms more severely than others.
2. Students identified as African American, Hispanic, and/or students identified as Sociologically Disadvantaged were amongst the highest affected by absenteeism compared to other student populations. For example, African American Students at 36.36% and Hispanic Students at 31.78% were significantly higher than the 12.56% absenteeism rate noted amongst our White student population.

3. Due to COVID-19, the 2021-22 school year had seen an increase in absenteeism. This may in large be due to strict COVID mandates that required students who exhibited signs of illness, or to be a known close contact to a positively tested person, to remain in quarantine. Families followed PUSD decision-tree protocols, which may have caused students to work independently, at home, for several weeks at a time.

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	0.56	0.35	0.35

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Over the past three years, our suspension rate has been 1% or lower.
2. The application of "Other Means of Correction," may have assisted in lowering the 2019/20 rate of .56% to this year's .35% rate.
3. We will continue to use the Character Counts program to help reduce suspension rates.

Student Performance Data

Graduation Rate

	*2019-20	2020-21	2021-22
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

- 1. Does not apply to Chaparral Elementary, as our students promote to Middle School.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

By Spring 2023, as measured by iReady report, students in grades K-2 will make iReady typical growth and go from 50% (as measured by Spring 2022) to 80%. By Spring 2023 as measured by CAASPP, from 75% (Spring 2022) to 80% of students will Meet or Exceed standards.

Identified Need

Historically, CAASPP data shows a need for more targeted instruction in data analysis and problem-solving. We are continuing to find a baseline to determine current needs. In the meantime, small groups, number talks, hands-on learning, and touch math are being used to intervene.

Alternative Metrics

Criterion-Referenced assessments from Expressions Math curriculum

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide CAASPP and iReady	75% of 3rd-5th grade students were at standard met/standard exceeded on the 2022 CAASPP. (K-2nd) Spring iReady baseline score was 50%.	The percentage of all students (3rd-5th) who scored standard met/standard exceeded will show growth from 75% to 80%. 80% of grade K-2 will make typical growth as measured by Spring iReady.
English Learner CAASPP and iReady	47% of 3rd-5th grade ELL students were at standard met/standard exceeded on the 2022 CAASPP.	The percentage of EL students who scored standard met/standard exceeded will show growth from 47% to 57%. 100% EL students will make typical growth in iReady (K-2).
EDY/Title I CAASPP and iReady	70% of EDY students in grades 3-5th were at Standard Met/Standard exceeded on the 2022 CAASPP.	The percentage of EDY students who scored standard met/standard exceeded with show growth from 73% to 83%. 100% of EDY students will make typical growth in iReady (K-2)
Student with Disabilities CAASPP and iReady	48% of 3rd-5th grade students with disabilities were at standard met/standard exceeded on the 2022 CAASPP.	The percentage of students with disabilities who scored standard met/standard exceeded with show growth from 48% to 58%. 100% of SWD students will make typical growth in iReady (K-2)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EDY and EL learners who are below proficiency in the area of mathematics (K-5). As measured by Fall 2022 iReady, data analysis has shown areas of growth in targeted math skills.

Strategy/Activity

Research-based curriculum will be used with our learners to go beyond conceptual and procedural knowledge. iReady, Math Central Resources, Math Expressions Intervention for struggling learners, Number Talks, and Touch Math will increase student skills in data analysis and problem-solving. We are piloting supplemental videos, aligned to Math Expressions, in second grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1250	Foundation 4000-4999: Books And Supplies
1250	Foundation 4000-4999: Books And Supplies
0	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All learners

Strategy/Activity

2 teachers have been identified to be capacity builders at Chaparral. They are learning best math practices and sharing their knowledge with teams. In addition, CHES is slated to receive math fluency training from PUSD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

4th and 5th grade students who are below grade level in mathematics.

Strategy/Activity

Impact teacher will collaborate with teacher to deliver explicit and small group instruction 30 minutes, for 4 days a week, as guided by individual iReady data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,000

Source(s)

Foundation
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Although we did not achieve expected gains, Chaparral Elementary was able to implement small group instruction, utilize supplemental programs, and implement district-adopted resources/curriculum with some fidelity, in all classrooms. Our innovation lab, as well as math competitions, such as Math Kangaroo, helped to encourage students to practice their math skills, both in and outside of the classroom. Furthermore, with the large focus on RTI at Chaparral, struggling students were identified early-on by their teachers and provided early interventions to help narrow gaps in achievement.

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

Despite many efforts to increase math scores at Chaparral, the global pandemic continued to interrupt our rates of attendance for both staff and students. Chaparral experienced, at times, high spikes in our school community testing positive for the virus. In addition, with greater professional development being provided to English Language Arts, less training and focus was given to mathematics instruction. Although RTI was implemented with fidelity, Impact teachers focused solely on ELA instruction, leaving all math interventions to occur within the classroom. Teachers also mentioned that greater professional development was needed in the area of using iReady platforms to help supplement math instruction and to better utilize embedded interventions and data reports.

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.

Plans for the 2022-2023 school year will be to continue working on the five-year goal and utilize the strategies/ activities as set forth in 2021-2022 with adjustments being made to extend the hands-on learning experience for all our students and professional development in mathematics. We will continue to use of the online adaptive learning program--iReady Math, in grades 1st-5th. Principals received Summer training on how best to use iReady and a district coach has been identified to help with professional development efforts. In addition, Chaparral is slated to receive PUSD math training this year. Emerging leaders have been attending math trainings and are learning how to be trainer or trainers in implementing more rigorous and enriching math experiences for students. We will continue to use iReady data as a formative assessment across grade-levels to calibrate. This program will be used to measure academic progress and support individualized learning path for each student beyond the instructional day.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

By Spring 2023, as measured by iReady reports, 80% of 2nd graders will make typical growth, a 13% increase as compared to Spring 2022.

By Spring 2023, as measured by CAASPP, 85% of 3rd-5th grade students will Meet or Exceed standards. This will be an increase of 5% from Spring 2022.

Identified Need

This need was identified by analysis of Chaparral's data from the English Language Arts portion of the 2021-22 California Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner, EDY/Title 1, Students with Disabilities, and Hispanic or Latino. We notice that 2nd, 3rd, and 4th grade seem to need additional interventions, knowing that they may have missed foundational ELA skills, due to distance learning.

Alternative Metrics

CORE assessments

Lexia (TK-1)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide (3rd-5th) CAASPP and iReady for 2nd Grade.	80% of 3rd-5th grade students were at Standard Met/Standard Exceeded on the 2022 CAASPP. (2nd Grade) Spring iReady baseline score was 67%.	By Spring 2023, as measured by iReady reports, 80% of 2nd graders will make typical growth, a 13% increase as compared to Spring 2022. By Spring 2023, as measured by CAASPP, 85% of 3rd-5th grade students will Meet or Exceed standards. This will be an increase of 5% from Spring 2022.
English Learner CAASPP	54% of 3rd-5th grade EL students were at Standard Met/Standard Exceeded on the 2022 CAASPP.	The percentage of EL students who scored standard met/standard exceeded with show growth from 54% to 68%.
EDY/Title I CAASPP	70% of 3rd-5th grade EDY students were at Standard Met/Standard Exceeded on the 2022 CAASPP.	The percentage of EDY students who scored standard met/standard exceeded with show growth from 70% to 75%.
Student with Disabilities CAASPP	31% of 3rd-5th grade students with disabilities were at Standard	The percentage of all students with disabilities who scored

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Met/Standard Exceeded on the 2022 CAASPP.	standard met/standard exceeded with show growth from 31% to 35%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL and EDY learners who are below proficiency in the area of Literacy/ELA (K-3). Data analysis has shown areas of growth in target literacy skills.

Strategy/Activity

Trained, certificated IMPACT teachers will support learners on specific literacy skills 4x a week for 30 minutes. Learner groups will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learns, such as SIPPS, Phonics for Reading, and Read Well.

Using iReady and/or Lexia as a formative assessment will help teachers target instruction and to create small groups for the greatest impact to learners.

Groups will be flexible, and data will be monitored on an on-going basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5920	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
8400	English Learners 1000-1999: Certificated Personnel Salaries
380.00	Foundation 5000-5999: Services And Other Operating Expenditures
28260	Foundation 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Learners who are below proficiency in the area of Literacy/ELA (4-5). Data analysis has shown areas of growth in target literacy skills.

Strategy/Activity

Chaparral will leverage our Impact Teachers to address ELA learning needs of struggling students. Teachers will use data from iReady and other formative assessments to determine students in need of more targeted instruction. CHES will use the RTI process to identify and monitor student progress so that groups remain flexible and meet the just-right needs of the students. Small group- intervention, guided reading groups, and the use of Barton, Haggerty, SIIPS and ABC foundation will help meet the diverse reading needs of our learners. Frequent communication with families, through teacher's preferred method, will help families understand what steps are being taken to intervene when a student falls behind. We believe that schooling is a partnership between the home and school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

42000

Foundation
1000-1999: Certificated Personnel Salaries

1000

Foundation
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK through 2nd grade

Strategy/Activity

SeeSaw is a platform that allows students more agency to express their mastery and captures academic progress like a portfolio. School stakeholders will be able to see progress over time with individual students, and therefore better identify and respond to students' individual needs. students will be provided SeeSaw as an additional platform to convey and capture student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Grades 2, 3, and 4, identified through multiple measures as needing more support in Reading.

Strategy/Activity

Funds have been spent to focus on supplemental support, such as Impact teachers, Lexia, iReady, SeeSaw, and Starfall for ELA instruction that aligns with adopted curriculum. This will allow for ELA instruction to become more visual, explicit, and targeted for learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18000

Source(s)

Foundation
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All TK-1st Students

Strategy/Activity

More professional learning around Lexia reports and data driven decision-making to improve instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Chaparral made expected gains, as a whole. However, our EL population did not make anticipated gains. Our focus on RTI, small group instruction, and multiple measures to gauge student progress demonstrated to be successful in meeting our schoolwide goals, for the most part. CHES needs to focus on our English Language Learners and students identified as Sociologically Disadvantaged to close gaps in achievement.

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

We struggled to hire an Impact teacher for 4th-5th grade, despite large efforts to recruit.

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.

Plans for the 2022-2023 school year will be to continue working on the five-year goal and utilize the strategies/ activities as set forth in 2020-2021 with adjustments being made to extend the learning experience for all our students, the use of the online adaptive learning programs: iReady language arts will be implemented for all grades 1st-5th and Lexia for grades K-1. Impact teachers will use SIIPS and/or ABC Foundation to help with ELA support. These programs will be used to measure academic progress and support individualized learning path for each student beyond the instructional day. In addition, we will continue to monitor our English Language Learners and ensure that teachers are provided more training on ELD to gain a better understanding on how EL students acquire and develop new language skills. Chaparral will capitalize on PUSD's TLC opportunities, to further our best practices in meeting EL student needs.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

By June 2023, the percentage of students who report feeling safe and connected at school (according to site specific surveys) will increase by 10%.

Identified Need

This need is identified by the analysis of Chaparral 's CHKS Fall 2021-22 and informal input from parents, students and staff. Identified needs were consistent behavior expectations throughout the year and a need to decrease students anxiety levels.

Alternative Metrics

Chaparral will also use district-inspired Equity surveys (qualitative) and the California Healthy Kids Survey (quantitative) to better understand needs and to triangulate with site-created surveys. In addition, our school's counselor is also collecting data to demonstrate students' growth in SEL development, through 1:1 counseling consultations and peer group intervention reports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from school climate survey Fall 2020	95% of the students at Chaparral feel safe at school. 94% feel like the adults at Chaparral care about them. 94% know that there is someone on campus who they can talk to.	By Spring 2023, the percentage of students who feel safe at school, as measured by CHKS and/or as measured by a student survey, will increase by 5%.
English Learner Attendance Rates	90% Attendance	By Spring 2023, our EL population will increase attendance by 3%.
EDY/Title I Attendance Rates	92% Attendance	By Spring 2023, our EDY population will increase attendance by 3%.
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Each and every learner will be served by this social emotional goal, especially students who have been identified through the RTI process of needing SEL support.

Strategy/Activity

- Direct and collaborative learning around Second Step Curriculum run by our counselor and/or SSA/
- Direct and collaborative learning around expected/unexpected behaviors

- 2 principal lead behavior assemblies, annually.
- Staff will read character building books to each class, at least monthly.
- Training from Behavior Support Team (Avoiding Power Struggles, Working with Students with ADHD)
- Mindful Moment, daily
- No Place for Hate School

- Positive Behavior Intervention Support Team created and PBIS implementation

* 5 Day a week counselor.

*Implementation of a schoolwide Character Counts program, accompanied with Community Gatherings to celebrate students demonstrating positive behaviors.

Counselor and SSA for 5 days per week to address student needs, and be a part of our Leadership Team, S3 Team, and PBIS team. This includes Tier 1 class lessons, as well as small group work (groups would include social skills, regulation, attention, trauma management, and focus), one on one work sessions, meeting with student focus groups, conflict mediation, and staff development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Educationally Disadvantaged Youth
None Specified

[Empty box for Amount(s)]

English Learners
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Expand our sensory space to allow for students with special needs to have the physical space to swing, practice agility, and conduct weight-bearing exercises.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6000

Source(s)

Foundation
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Counselor checks in with all EDY students and has prioritized peer counseling to include students in this category. Counselor collects data through check-in and check-out opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Foundation
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We did see that school wide strategies were in place and alternate metrics showed movement towards our goal in the following ways:

- * All staff commitments listed in Strategy/Activity 2 were in place
- * Counselor met with student focus groups to talk through issues and help us determine student need directly from their voices
- * Referral Slips were tracked, allowing us to see patterns of unexpected behaviors to help guide decisions and next steps with regard to SEL pieces and behavior support
- * Plans were in place to introduce Second Step in classrooms to help students manage anxiety, regulation, and/or sensory issues
- * Items addressing sensory needs such as cushions, swings, alternate seating, and standing or low tables were purchased and set up.

*Teachers spent time helping each student understand what worked best for him/her and students became adept at choosing appropriate seats and advocating for what they needed to learn best.

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

Our sensory space has been utilized daily for students in Critical Skills, which has helped to lower protesting behaviors in the CS's classroom. However, we noticed an increase in general education students becoming visibly distressed during morning drop-offs to school and an increase in families sharing that their child was experiencing anxiety with pandemic-related traumas. As a site, we established a need to provide a warm and welcoming environment for our students, which included PBIS attempts to greet students at the door, improve campus beautification efforts, and to make additional attempts to hire an SSA. Chaparral struggled to hire consistent noon-duty support and our counselor was pulled often to help support classrooms that had not been filled by a visiting teacher. As such, a Positive Behavior Intervention Support team was created and began implementation of the Character Counts program.

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.

Plans for the 2022-2023 school year will be to continue working on the five-year goal and utilize the strategies/ activities as set forth in 2020-2021. In addition, 5th grade students will be invited to participate in a "Hawk Squad," which is a peer-mentoring program that allows 5th grade students to buddy with Kindergarten and 1st grade students. Student agency and leadership will be used to help build positive school environments, as buddy students help to role-model conflict resolution and proper recess play. In addition, 4th grade students have been provided opportunities to further our No Place for Hate program, and act as a voice for our student council.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2023, Chaparral students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions for every student to feel included.

Identified Need

This need was identified during analysis of the student survey from Fall 2021 and subsequent staff conversations regarding the importance of each and every student feeling safe at school regardless of race, sex, culture, etc. This goal will enable us to assess and address specific needs and issues of inclusion to ensure each student has a positive experience at Chaparral that includes feeling safe, valued, and included.

Alternative Metrics

School Climate Survey, Equity Interviews, Counseling data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide By June 2023, CHES staff and families will engage in and complete specific activities to address inclusion, diversity, social justice, and bias, including the continuation of being a designated No Place for Hate School (from the Antidefamation League -- ADL). Impact will be measured by tracking behavior data and analyzing disaggregated data from specific questions from the 2021 CHKS.	CHES does have a formalized anti-bias program and is officially designated as a No Place for Hate School. Current baseline is continuing our committee, developing, implementing, and analyzing student surveys through our equity committee, and completing No Place for Hate activities.	By June 2023, CHES will have implemented specific activities and strategies to address inclusion, diversity, social justice and bias, and will continue meeting the criteria to maintain our formal designation of being a No Place for Hate School from the Anti-Defamation League (ADL). Site student survey and/or CHKS will be completed and disaggregated data will be analyzed and used to guide next steps.
English Learner Attendance Rates	90% Attendance Rates	Attendance will increase by 3% by Spring 2023.
EDY/Title I Attendance Rates	92% Attendance Rates	Attendance will increase by 3% by Spring 2023. ,
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Feeder Pattern Racial Equity Town Hall Sessions, Character Counts School Climate initiatives, Second Step Curriculum, 5 day a week counselor/SSA, behavior assemblies, inclusion assemblies lead by our Critical Skill's teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Foundation
4000-4999: Books And Supplies

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Reaffirm our No Place for Hate Designation for the 2nd year.

Complete a minimum of 3 No Place for Hate school wide lessons to address differences, race, looks, and positive ways to be an upstander.

Connection groups facilitated by school counselor and/or SSA.

Purchase books and supplies that support SEL lessons and activities (e.g. fidgets, SEL games, and culturally sensitive books).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

IMPACTS all learners

Strategy/Activity

All CHES staff will engage in professional learning around inclusion and equitable teaching practices. All staff commits to implementing specific actions and strategies as we work to address inclusion and continue being a No Place for Hate School. These include the following:

- * Creating a No Place for Hate committee comprised of staff, students and parents
- * Having all students sign a No Place for Hate pledge (Resolution of Respect)
- * Conducting a survey to assess student needs
- * Creating and implementing three school wide anti-bias or bullying prevention activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Equity Team--Trained by SDCOE to build capacity in areas of inclusion and cultural awareness.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Provided a common language for all students and staff to be able to reference and follow though Character Counts.

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

Due to staffing issues, not all Second Step lessons were covered as our school counselor was often used to cover classes. In addition, although the site made multiple attempts to hire, we were not able to acquire a Student Support Advisor (SSA). Despite these setbacks, our PBIS team, partnered with our PTO, brought forth beautification efforts and the refreshing of campus recess equipment, which allowed our campus to feel more safe and welcoming to students.

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 we will use our newly implemented Student Council, Hawk Squad, and No Place for Hate Club to help students have greater voice and agencies in making positive changes on our campus. In addition, our newly hired SSA will work in coordination with our counselor to assist with Second Step Lessons and PBIS initiatives.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Foster and Maintain Positive Relationships with Parents and Community: Increase engagement of parents, business, and community partners to foster shared responsibility and accountability in order to deliver personalized, rich, and rigorous learning experiences.

Goal 5: Chronic Absenteeism

Chaparral students, staff, and parents will engage in discussions that address the importance of school attendance, the planning of trips outside of student attendance days, and ways students can connect if in quarantine or out for extended periods of time. SARB and SART processes will be shared to help bring perspective to the importance of consistent daily attendance. (Make a goal, this is a strategy)

Identified Need

Chronic absenteeism has been increasing.

Alternative Metrics

Attendance reports

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Attendance Reports	95%	97%
English Learner Attendance Reports	94%	96%
EDY/Title I N/A	N/A	N/A
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Attendance recognition, counseling, SARB/SART meetings, Positive School Climate initiatives (like spirit days, attendance awards, and more hands-on learning experiences)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Educationally Disadvantaged Youth None Specified
	English Learners None Specified
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

CHES sends letters to parents informing of chronic absenteeism. Meetings are scheduled to determine reason for absences so that individual approaches and incentives can be made.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to COVID-19, attendance has been interrupted. Now that we are back in-person, we will stress the importance of daily attendance and encourage for vacations to be planned during natural school breaks.

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

Although instruction has been taking place in-person, the pandemic has continued to affect our attendance in a negative way. We often see spikes in cases related to COVID-19 on site, which affected both staff and student attendance. In addition, the rise in the seasonal flu also affected negatively our absent rates.

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

We are working on deeper cleaning schedules to help reduce the spread of sickness. In addition, the increase in SEL supports and attendance recognition are in direct response to this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$121,460.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Educationally Disadvantaged Youth	\$5,920.00
English Learners	\$8,400.00
Foundation	\$107,140.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$121,460.00

Total of federal, state, and/or local funds for this school: \$121,460.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	5,920.00
English Learners	8,400.00
Foundation	107,140.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	109,580.00
4000-4999: Books And Supplies	11,500.00
5000-5999: Services And Other Operating Expenditures	380.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	5,920.00
1000-1999: Certificated Personnel Salaries	English Learners	8,400.00
1000-1999: Certificated Personnel Salaries	Foundation	95,260.00
4000-4999: Books And Supplies	Foundation	11,500.00
5000-5999: Services And Other Operating Expenditures	Foundation	380.00
	None Specified	0.00

Expenditures by Goal

Goal Number**Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4

9,500.00
103,960.00
7,000.00
1,000.00

School Site Council Membership

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

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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