

# 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	October 4, 2021	December 16, 2021

## 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, discover and share their talents, and meet individual social and academic expectations.

We believe ALL students 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 for the 21st century. 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!

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

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

At 6-week intervals, teachers 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 the Thought-Exchange process
- 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
- joining our Site Safety Committee
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings

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.

During the COVID-19 pandemic CHES has had to be creative in how we connect with stakeholders. We have engaged our families in community forums, we meet with the CAPES Foundation and the School Site Council via the ZOOM platform.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.12%	0.23%	0.1%	1	2	1
African American	1.43%	1.39%	1.4%	12	12	11
Asian	15.05%	14.52%	16.3%	126	125	131
Filipino	3.35%	2.79%	3.2%	28	24	26
Hispanic/Latino	11.23%	11.27%	12.8%	94	97	103
Pacific Islander	0.24%	0.12%	0.1%	2	1	1
White	56.75%	54.82%	52.2%	475	472	419
Two or More Responses	10.99%	13.47%	13.7%	92	116	110
Not Reported	0.84%	1.39%	%	7	12	
<b>Total Enrollment</b>				837	861	802

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	176	189	156
Grade 1	131	138	133
Grade 2	133	132	125
Grade3	124	134	123
Grade 4	136	132	131
Grade 5	137	136	134
<b>Total Enrollment</b>	837	861	802

### Conclusions based on this data:

- Over the past three years, our enrollment has remained relatively consistent. The COVID pandemic may be the reason for a slight decrease in the 2021-22 school year.
- Over the past three years, the student enrollment in each demographic group has remained consistent. The COVID pandemic may be the reason for a slight decrease in the 2021-22 school year.

# 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%	12.3%
Fluent English Proficient (FEP)	43	47	57	5.1%	5.5%	7.1%
Reclassified Fluent English Proficient (RFEP)	12	15	20	11.5%	13.5%	17.9%

### Conclusions based on this data:

1. Over the past three years, our number of English Learners has increased from 104 to 112
2. Over the past three years, our number of students classified as Fluent English Proficient has increased from 45 to 47.
3. Over the past three years, our number of Reclassified Fluent English Proficient students has increased from 11 to 15.

# Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	123			121			121			98.4		
Grade 4	132			121			121			91.7		
Grade 5	132			128			128			97		
All	387			370			370			95.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2476.			42.98			32.23			20.66			4.13		
Grade 4	2544.			57.85			23.14			11.57			7.44		
Grade 5	2546.			34.38			37.50			16.41			11.72		
All Grades	N/A	N/A	N/A	44.86			31.08			16.22			7.84		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	44.63			49.59			5.79			
Grade 4	52.07			41.32			6.61			
Grade 5	45.31			41.41			13.28			
All Grades	47.30			44.05			8.65			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	34.71			57.02			8.26		
Grade 4	47.93			44.63			7.44		
Grade 5	39.84			46.09			14.06		
All Grades	40.81			49.19			10.00		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	37.19			59.50			3.31		
Grade 4	33.88			60.33			5.79		
Grade 5	30.47			60.94			8.59		
All Grades	33.78			60.27			5.95		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	32.23			57.85			9.92		
Grade 4	47.11			46.28			6.61		
Grade 5	41.41			46.88			11.72		
All Grades	40.27			50.27			9.46		

## Alternative Metrics English Language Arts/Literacy (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	508	296	58.3	508	342	67.3	506	351	69.4
African-American	6	1	16.7	6	1	16.7	6	2	33.3
Asian	71	43	60.6	73	54	74	74	55	74.3
Caucasian	276	163	59.1	276	191	69.2	271	191	70.5
Filipino	16	7	43.8	16	7	43.8	16	8	50
Hispanic	55	32	58.2	53	32	60.4	55	36	65.5
Other	84	50	59.5	84	57	67.9	84	59	70.2
English Learners	46	23	50	46	24	52.2	46	26	56.5
Students with Disabilities	60	12	20	61	16	26.2	58	15	25.9
Socioeconomically Disadvantaged	53	17	32.1	53	23	43.4	52	26	50
Foster Youth	3	2	66.7	3	2	66.7	3	2	66.7
Homeless Youth	5	2	40	5	2	40	5	3	60

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
<b>Grade 2</b>									
All Students			54.3			64.3			69.3
African-American			0			0			0
Asian			64.3			71.4			78.6
Caucasian			56.3			67.5			67.9
Filipino			75			50			75
Hispanic			50			40			70
Other			40			65			70
English Learners			64.7			58.8			64.7
Students with Disabilities			20			40			10
Socioeconomically Disadvantaged			21.4			42.9			50
Foster Youth			0			0			0
Homeless Youth			50			50			100
<b>Grade 3</b>									
All Students			50.4			61.3			58.5
African-American			0			50			0
Asian			66.7			81.3			73.3
Caucasian			48.1			61.5			59.6
Filipino			16.7			16.7			33.3
Hispanic			50			60			60
Other			57.1			60.7			57.1
English Learners			43.8			43.8			40
Students with Disabilities			23.1			7.7			16.7
Socioeconomically Disadvantaged			16.7			25			50
<b>Grade 4</b>									
All Students			67.4			74.8			77.7
Asian			54.2			66.7			70.8
Caucasian			68.4			75			78.4
Filipino			33.3			66.7			66.7
Hispanic			80			88.9			80
Other			78.9			78.9			84.2
English Learners			50			55.6			66.7

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Students with Disabilities			31.6			30			38.9
Socioeconomically Disadvantaged			53.3			66.7			60
Homeless Youth			0			0			0
<b>Grade 5</b>									
All Students			60.5			68.5			71.4
African-American			33.3			0			66.7
Asian			61.1			78.9			76.2
Caucasian			60.3			70.6			73.1
Filipino			66.7			66.7			33.3
Hispanic			60			57.1			60
Other			64.7			70.6			76.5
English Learners			20			50			60
Students with Disabilities			5.6			27.8			27.8
Socioeconomically Disadvantaged			33.3			33.3			36.4
Foster Youth			100			100			100
Homeless Youth			50			50			50

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Spring (2021)**

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	382	6.02	25.13	14.4	54.45
African-American	5	0	60	40	0
Asian	61	11.48	16.39	11.48	60.66
Caucasian	195	4.1	24.62	15.9	55.38
Filipino	12	16.67	41.67	8.33	33.33
Hispanic	45	6.67	31.11	13.33	48.89
Other	64	4.69	25	12.5	57.81
English Learners	30	13.33	36.67	20	30
Students with Disabilities	49	32.65	40.82	10.2	16.33
Socioeconomically Disadvantaged	38	15.79	36.84	13.16	34.21



Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Foster Youth	2	0	0	0	100
Homeless Youth	3	66.67	0	0	33.33

## Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

### Chaparral Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
<b>Grade 1</b>								
Fall	440	196	456	438	443	432	444	440
Winter	467	321	461	461	434	504	460	474
Spring	552	747	549	577	522	562	549	521
<b>Growth</b>	112	551	93	139	79	130	105	81
<b>Grade 2</b>								
Fall	502	570	22	500	500	507	498	499
Winter	524	670	5	523	507	522	524	523
Spring	542	752	3	542	514	541	540	546
<b>Growth</b>	40	182	-19	42	14	34	42	47
<b>Grade 3</b>								
Fall	528	693	0	170	17	528	528	525
Winter	544	761	0	79	12	545	547	542
Spring	557	820	0	49	9	559	555	556
<b>Growth</b>	29	127	0	-121	-8	31	27	31
<b>Grade 4</b>								
Fall	567	866	0	51	6	569	572	562
Winter	579	921	0	29	3	581	582	575
Spring	593	981	0	13	3	591	600	593
<b>Growth</b>	26	115	0	-38	-3	22	28	31
<b>Grade 5</b>								
Fall	577	910	0	29	0	585	572	573
Winter	585	946	0	38	2	588	585	581
Spring	603	1030	0	6	0	598	609	604
<b>Growth</b>	26	120	0	-23	0	13	37	31

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
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**District**

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
<b>Grade 1</b>								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
<b>Growth</b>	39	137	22	46	40	38	37	36
<b>Grade 2</b>								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
<b>Growth</b>	33	146	-20	37	14	33	33	30
<b>Grade 3</b>								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
<b>Growth</b>	29	129	0	-64	-6	27	31	29
<b>Grade 4</b>								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
<b>Growth</b>	25	112	0	-36	-1	22	27	27
<b>Grade 5</b>								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
<b>Growth</b>	21	94	0	-19	-1	21	21	21
<b>Grade 6</b>								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
<b>Growth</b>	9	43	0	-1	1	12	6	10
<b>Grade 7</b>								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616
Spring	627	1137	0	14	1	637	622	622
<b>Growth</b>	9	39	0	0	1	11	6	9
<b>Grade 8</b>								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
<b>Growth</b>	9	41	0	-1	0	12	5	10
<b>Grade 9</b>								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
<b>Growth</b>	38	187	-1	-27	-1	38	54	21
<b>Grade 10</b>								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
<b>Growth</b>	111	545	0	-275	-74	130	126	61
<b>Grade 11</b>								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
<b>Growth</b>	95	407	-48	-89	-41	100	101	90
<b>Grade 12</b>								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
<b>Growth</b>	82	395	-102	-224	-101	84	72	91

## Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Chaparral Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

**Conclusions based on this data:**

1. Over the three years 2017-2019, the percentage of students in grades 3-4, has decreased in "Standard not met"
2. Over the three years 2017-2019, 3rd-5th graders increased from 71 to 75 percent at or above standard.
3. Over the three years 2017-2019 our Socio-Economically disadvantaged and Students with Disabilities has 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			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	123			121			121			98.4		
Grade 4	132			118			118			89.4		
Grade 5	132			130			130			98.5		
All	387			369			369			95.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2481.			35.54			40.50			19.83			4.13		
Grade 4	2546.			48.31			33.90			13.56			4.24		
Grade 5	2557.			42.31			26.15			16.92			14.62		
All Grades	N/A	N/A	N/A	42.01			33.33			16.80			7.86		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	54.55			35.54			9.92			
Grade 4	64.41			27.12			8.47			
Grade 5	52.31			27.69			20.00			
All Grades	56.91			30.08			13.01			

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	52.07			40.50			7.44		
Grade 4	55.93			37.29			6.78		
Grade 5	41.54			38.46			20.00		
All Grades	49.59			38.75			11.65		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	42.15			48.76			9.09		
Grade 4	61.86			30.51			7.63		
Grade 5	37.69			45.38			16.92		
All Grades	46.88			41.73			11.38		

### Alternative Metrics Mathematics (All Students)

#### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	509	224	44	511	286	56	499	281	56.3
African-American	6	1	16.7	6	1	16.7	5	0	0
Asian	71	44	62	75	56	74.7	73	50	68.5
Caucasian	277	115	41.5	276	151	54.7	270	154	57
Filipino	16	5	31.3	16	8	50	16	4	25
Hispanic	55	20	36.4	55	22	40	52	25	48.1
Other	84	39	46.4	83	48	57.8	83	48	57.8
English Learners	46	20	43.5	47	30	63.8	46	24	52.2
Students with Disabilities	61	10	16.4	60	14	23.3	54	12	22.2
Socioeconomically Disadvantaged	53	14	26.4	52	21	40.4	50	18	36
Foster Youth	3	0	0	3	1	33.3	3	1	33.3
Homeless Youth	5	0	0	5	3	60	5	1	20

#### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
<b>Grade 2</b>									
All Students			51.9			72.7			62.9
African-American			0			0			

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			71.4			92.9			71.4
Caucasian			52.5			69.6			58.4
Filipino			25			75			50
Hispanic			40			70			77.8
Other			50			75			70
English Learners			58.8			76.5			70.6
Students with Disabilities			20			40			37.5
Socioeconomically Disadvantaged			28.6			50			30.8
Foster Youth			0			0			0
Homeless Youth			0			100			0
<b>Grade 3</b>									
All Students			37.4			47.6			45.4
African-American			0			50			0
Asian			60			68.8			64.3
Caucasian			28.8			40.4			42.3
Filipino			16.7			33.3			16.7
Hispanic			40			40			44.4
Other			46.4			57.1			51.9
English Learners			37.5			62.5			33.3
Students with Disabilities			0			7.7			9.1
Socioeconomically Disadvantaged			25			33.3			27.3
<b>Grade 4</b>									
All Students			41.4			51.9			60.8
Asian			50			64			66.7
Caucasian			41.6			50.6			63.5
Filipino			33.3			66.7			33.3
Hispanic			20			30			50
Other			42.1			50			52.6
English Learners			25			55.6			55.6
Students with Disabilities			25			21.1			27.8
Socioeconomically Disadvantaged			46.7			50			53.3
Homeless Youth			0			0			0
<b>Grade 5</b>									
All Students			45.2			51.6			55.6

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
African-American			33.3			0			0
Asian			72.2			80			71.4
Caucasian			38.2			52.9			59.7
Filipino			66.7			33.3			0
Hispanic			40			26.7			33.3
Other			47.1			47.1			58.8
English Learners			40			40			40
Students with Disabilities			16.7			27.8			17.6
Socioeconomically Disadvantaged			0			25			27.3
Foster Youth			0			50			50
Homeless Youth			0			50			50

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	382	8.12	37.96	12.57	41.36
African-American	5	20	80	0	0
Asian	61	6.56	26.23	4.92	62.3
Caucasian	195	4.62	38.97	14.87	41.54
Filipino	12	16.67	66.67	8.33	8.33
Hispanic	45	20	40	11.11	28.89
Other	64	9.38	35.94	15.63	39.06
English Learners	30	13.33	43.33	6.67	36.67
Students with Disabilities	48	39.58	39.58	6.25	14.58
Socioeconomically Disadvantaged	38	23.68	39.47	10.53	26.32
Foster Youth	2	0	50	0	50
Homeless Youth	3	33.33	33.33	0	33.33



## Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

### Chaparral Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
<b>Grade 1</b>						
Fall	399	0	395	403	401	398
Winter	413	0	411	423	410	409
Spring	414	0	406	424	411	417
<b>Growth</b>	15	0	11	21	10	19
<b>Grade 2</b>						
Fall	422	0	417	428	421	421
Winter	437	0	435	439	440	437
Spring	445	0	443	446	452	442
<b>Growth</b>	23	0	26	18	31	21
<b>Grade 3</b>						
Fall	440	0	435	447	444	438
Winter	450	0	445	458	454	444
Spring	461	0	458	466	462	459
<b>Growth</b>	21	0	23	19	18	21
<b>Grade 4</b>						
Fall	465	0	459	472	473	458
Winter	476	0	471	484	480	469
Spring	495	0	492	494	501	496
<b>Growth</b>	30	0	33	22	28	38
<b>Grade 5</b>						
Fall	480	0	479	486	483	473
Winter	489	0	491	489	492	480
Spring	505	0	505	503	510	505
<b>Growth</b>	25	0	26	17	27	32

**District**

<b>Term</b>	<b>Overall SS</b>	<b>Lexile Score</b>	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Reading Comprehension Literature</b>	<b>Reading Comprehension Informational Text</b>
<b>Grade 1</b>								
Fall	404	0						
Winter	413	0						
Spring	423	0						
<b>Growth</b>	19	0						
<b>Grade 2</b>								
Fall	422	0						
Winter	435	0						
Spring	443	0						
<b>Growth</b>	21	0						
<b>Grade 3</b>								
Fall	443	0						
Winter	454	0						
Spring	467	0						
<b>Growth</b>	24	0						
<b>Grade 4</b>								
Fall	465	0						
Winter	475	0						
Spring	488	0						
<b>Growth</b>	23	0						
<b>Grade 5</b>								
Fall	482	0						
Winter	493	0						
Spring	506	0						
<b>Growth</b>	24	0						
<b>Grade 6</b>								
Fall	501	0						
Winter	506	0						
Spring	511	0						
<b>Growth</b>	10	0						
<b>Grade 7</b>								
Fall	512	0						
Winter	518	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	522	0						
<b>Growth</b>	10	0						
<b>Grade 8</b>								
Fall	512	0						
Winter	516	0						
Spring	536	0						
<b>Growth</b>	24	0						
<b>Grade 9</b>								
Fall	512	0						
Winter	482	0						
Spring	478	0						
<b>Growth</b>	-34	0						
<b>Grade 10</b>								
Fall	513	0						
Winter	459	0						
Spring	475	0						
<b>Growth</b>	-38	0						
<b>Grade 11</b>								
Fall	470	0						
Winter	447	0						
Spring	560	0						
<b>Growth</b>	90	0						
<b>Grade 12</b>								
Fall	442	0						
Winter	373	0						
Spring	519	0						
<b>Growth</b>	77	0						

## Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Chaparral Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

**Conclusions based on this data:**

1. Over three years 2017-2019, there was a slight increase of 1 % in the number of students at or above standard in mathematics.
2. Over the three years 2017-2019, Chaparral students displayed a stronger degree of proficiency of concepts and procedures when compared to problem solving & modeling/data analysis.

# Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1462.3	1460.6	1471.2	1462.3	1441.4	1456.3	27	30
Grade 1	1488.5	1470.3	1504.5	1450.2	1471.9	1490.0	24	20
Grade 2	1572.2	1545.7	1582.2	1524.2	1561.5	1566.7	20	24
Grade 3	*	*	*	*	*	*	*	10
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	*
All Grades							98	97

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.26	26.67	*	46.67	*	20.00	*	6.67	27	30
1	75.00	20.00	*	55.00	*	15.00	*	10.00	24	20
2	95.00	50.00	*	41.67		8.33		0.00	20	24
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	67.35	35.05	18.37	48.45	*	12.37	*	4.12	98	97

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	36.67	*	36.67	*	10.00	*	16.67	27	30
1	70.83	15.00	*	60.00	*	15.00	*	10.00	24	20
2	100.00	62.50		29.17		8.33		0.00	20	24
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*		*		*	*	*	*	*
All Grades	73.47	46.39	12.24	37.11	*	9.28	*	7.22	98	97

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	51.85	33.33	*	40.00	*	20.00	*	6.67	27	30
<b>1</b>	66.67	25.00	*	55.00	*	5.00	*	15.00	24	20
<b>2</b>	90.00	41.67	*	45.83	*	8.33		4.17	20	24
<b>3</b>	*	*	*	*		*		*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	57.14	35.05	21.43	44.33	12.24	14.43	*	6.19	98	97

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	77.78	40.00	*	53.33	*	6.67	27	30
<b>1</b>	87.50	65.00	*	25.00	*	10.00	24	20
<b>2</b>	95.00	66.67	*	29.17		4.17	20	24
<b>3</b>	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	75.51	55.67	16.33	39.18	*	5.15	98	97

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	62.96	30.00	*	56.67	*	13.33	27	30
<b>1</b>	58.33	10.00	*	80.00	*	10.00	24	20
<b>2</b>	95.00	50.00	*	50.00		0.00	20	24
<b>4</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	70.41	40.21	20.41	52.58	*	7.22	98	97

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	44.44	13.33	40.74	80.00	*	6.67	27	30
<b>1</b>	83.33	50.00	*	40.00	*	10.00	24	20
<b>2</b>	90.00	41.67	*	54.17		4.17	20	24
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	60.20	29.90	27.55	61.86	12.24	8.25	98	97

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	66.67	73.33	*	20.00	*	6.67	27	30
<b>1</b>	45.83	30.00	50.00	50.00	*	20.00	24	20
<b>2</b>	80.00	45.83	*	54.17		0.00	20	24
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	60.20	53.61	31.63	40.21	*	6.19	98	97

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

## Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e., iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

### Conclusions based on this data:

1. The majority of our EL students were well developed in listening, speaking, reading, and writing, as measured by ELPAC.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	13	11	13	1		2	8		15.38
American Indian or Alaskan	*	2	1	*		0	*		0
Asian	126	129	137	5	5	6	4	3.88	4.38
Filipino	24	24	28	4	1	2	14	4.17	7.14
Hispanic or Latino	95	113	113	7	8	21	7	7.08	18.58
Did not Report	*			*			*		
Pacific Islander	*	1	1	*		0	*		0
Two or More Races	98	122	113	10	6	8	10	4.92	7.08
White	478	486	449	26	26	35	5	5.35	7.8
Male									
Female									
English Learners	111	95	100	9	5	12	9	5.26	12
Students with Disabilities			119	18		25	16		21.01
Socioeconomically	111		103	16		26	13		25.24
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	845	888	855	53	46	74	6	5.18	8.65

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

### Conclusions based on this data:

1. Chronic absences have increased from 2020 to 2021.
2. Due to the COVID 19 pandemic, our learners left on campus learning for the remainder of the 2019-20 school year on March 13, 2020. Our State credited each site with 100% attendance rate for from March 15th through the end of the school year.
3. Due to COVID-19, the 2021-22 school year has seen an increase in absenteeism. This may in large be due to strict COVID mandates that require students who exhibit signs of illness or be a known close



contact to a positively tested person, to remain in quarantine. Families must follow current PUSD decision-tree protocols, which may cause students to work independently, at home, for several weeks at a time.

# Student Performance Data

## Suspension Data

	2018-19	*2019-20	2020-21
<b>Suspensions Rate</b>	1.2	0.56	0.4

\* 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.

# Student Performance Data

## Graduation Rate

	2018-19	*2019-20	2020-21
<b>Graduation Rate</b>			

\* 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 2021, as measured by i-Ready report, 80% of students in grades 3-5 will be at standard met/standard exceeded in the overall area of mathematics.

## 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

We noticed that 2nd grade seems to need additional interventions, knowing that they had the least amount of time receiving foundational instruction. Due to this, funds have been spent to focus on supplemental math instruction that aligns with the Math Expressions curriculum. This will allow for math instruction to become more visual and accessible to learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Spring 2019 CAASPP.	75% of 3rd-5th grade students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of all students who scored standard met/standard exceeded with show growth from 75% to 80%.
<b>English Learner</b> Data from the Spring 2019 CAASPP.	76% of 3rd-5th grade ELL students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of EL students who scored standard met/standard exceeded with show growth from 76% to 80%
<b>EDY/Title I</b> Data from the Spring 2019 CAASPP.	67% of 3rd-5th grade EDY students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of EDY students who scored standard met/standard exceeded with show growth from 67% to 72%.
<b>Student with Disabilities</b> Data from the Spring 2019 CAASPP.	35% of 3rd-5th grade students with disabilities were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of students with disabilities who scored standard met/standard exceeded with show growth from 35% to 40%

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)

Learners who are below proficiency in the area of mathematics (K-5). As measured by Fall 2021 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, 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	Educationally Disadvantaged Youth 4000-4999: Books And Supplies
1250	English Learners 4000-4999: Books And Supplies
0	None Specified

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Due to suspension of CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment.

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

The physical school closure, as the result of COVID 19, impacted the ability to complete planned strategies and activities to meet the overall goal. All classroom instructional strategies were implemented in each classroom up to the school closure on March 13, 2020. Continued professional learning through various TLC's is ongoing. Full utilization of the Math CAASPP Interim Benchmark Assessments did not occur due to the school closure but will resume in the 2021-22 school year.

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 2021-2022 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 hands-on learning experience for all our students. The use of the online adaptive learning program iReady Math will be implemented for grades K-5. We will 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 2021 as measured by i-Ready report, 80% will be at standard met/standard exceeded in the overall area of ELA. Based upon the Spring of 2021 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts will increase by 10%, and the percentage of students identified as being in the following specific groups will increase by 12%: English Learner, EDY/Title 1, Students with Disabilities, and Hispanic or Latino.

## Identified Need

This need was identified by analysis of Chaparral's data from the English Language Arts portion of the 2018-2019 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. Data from the 2018-2019 school year is being used due to school closure in March 2020 and the subsequent cancellation of CAASPP testing in the Spring of 2020.

## Alternative Metrics

We noticed that 1st, 2nd, and 3rd grade seem to need additional interventions, knowing that they may have missed foundational ELA skills due to distant learning mandates. Due to this, 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from Spring 2020 CAASPP.	76% of 3rd-5th grade students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of all students who scored standard met/standard exceeded with show growth from 76% to 80%.
<b>English Learner</b> Data from Spring 2020 CAASPP.	68% of 3rd-5th grade EL students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of EL students who scored standard met/standard exceeded with show growth from 68% to 70%.
<b>EDY/Title I</b> Data from Spring 2020 CAASPP.	67% of 3rd-5th grade EDY students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of EDY students who scored standard met/standard exceeded with show growth from 67% to 70%.
<b>Student with Disabilities</b> Data from Spring 2020 CAASPP.	29% of 3rd-5th grade students with disabilities were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of all students with disabilities who scored standard met/standard exceeded with show growth from 29% 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)

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 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 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)
6,000	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
8,580	English Learners 1000-1999: Certificated Personnel Salaries
380.00	English Learners 5000-5999: Services And Other Operating Expenditures
28000	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 students will be provided SeeSaw as an additional platform to convey and capture student learning.

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: 2020-21

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

### ANALYSIS

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

Although school closures interrupted our ability to use impact teachers, we will continue to use this effective strategy for the 2021-22 school year.

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

The physical school closure, as the result of COVID 19, impacted the ability to complete planned strategies and activities to meet the overall goal. All classroom instructional strategies were implemented in each classroom up to the school closure on March 13, 2020. Professional learning for all grade levels with Benchmark. Full utilization of the ELA CAASPP Interim Benchmark Assessments did not occur due to the school closure. We continued with the district adopted curriculum as we transitioned to distance learning and used iReady to assess 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.

Plans for the 2021-2022 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.

# 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 2022, the percentage of students who report feeling safe and connected at school (according to site specific survey) will increase by 10%.

## Identified Need

This need is identified by the analysis of Chaparral 's CHKS Fall 2020 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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from school climate survey Fall 2020	<ul style="list-style-type: none"> <li>95% of the students at Chaparral feel safe at school.</li> <li>94% feel like the adults at Chaparral care about them.</li> <li>94% know that there is someone on campus who they can talk to.</li> </ul>	By Spring 2022, the percentage of students who feel safe at school, as measured by CHKS and/or as measured by a student survey, will grow from 3 percentage points.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

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

## Strategy/Activity

- Direct and collaborative learning around Second Step Curriculum
- Direct and collaborative learning around expected/unexpected behaviors
- 2 principal lead behavior assemblies annually.
- Principal will read character building books to each class, at least 2 times per year
- 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.  
Counselor 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 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)

1000

Source(s)

Educationally Disadvantaged Youth  
4000-4999: Books And Supplies

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

Create a 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

# Annual Review

## SPSA Year Reviewed: 2020-21

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

# ANALYSIS

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

Although we are unable to determine if this goal was met due to school closing in March before we conducted our student survey, we did see that school wide strategies were in place and alternate metrics showed movement towards our goal in the following ways:

- When school closed in March, the chronic absenteeism rate was 5.67, which was lower than last year's June number of 9%
- 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.
- 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.

The physical school closure, as the result of COVID 19, impacted the ability to complete the purchase of items needed for the sensory space, which kept us meeting the overall goal. However, the items have since been purchased and the sensory gym became accessible to students in October of 2021. All classroom instructional strategies were implemented in each classroom up to the school closure on March 13, 2020. Professional learning for all grade levels by the behavior support team. A Positive Behavior Intervention Support team was created and began implementation of PBIS.

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 2021-2022 school year will be to continue working on the five-year goal and utilize the strategies/ activities as set forth in 2020-2021.

# 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 2022, 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 2020 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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> By June 2022, 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 2020 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 2022, 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.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

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 community

#### Strategy/Activity

Feeder Pattern Racial Equity Town Hall Sessions, Character Counts School Climate initiatives, Second Step Curriculum, 5 day a week counselor, 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)

1000

#### Source(s)

Educationally Disadvantaged Youth  
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: 2020-21

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

### ANALYSIS

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

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 school closures, not all in-person lessons were able to be completed. Virtual attempts were not as productive as has been observed when all students are present in-person.

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.

To support social-emotional concerns exacerbated by the pandemic, a 5-day a week counselor is now available to support SEL 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
<b>School Wide</b> Attendance Reports	95%	97%
<b>English Learner</b> Attendance Reports	94%	96%
<b>EDY/Title I</b> N/A	N/A	N/A
<b>Student with Disabilities</b>		

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

### 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: 2020-21

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

### ANALYSIS

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

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.

2021-22 school year is slated to be all in-person, which differs from the last school year, which was shaped by stay-home orders. As the school year becomes more structured and consistent, we hope to capture more student attendance, since technology barriers will be eliminated.

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

The 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	\$96,460.00

## 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 (\$)
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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	\$9,250.00
English Learners	\$10,210.00
Foundation	\$77,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$96,460.00

Total of federal, state, and/or local funds for this school: \$96,460.00

## 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	9,250.00
English Learners	10,210.00
Foundation	77,000.00
None Specified	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	84,580.00
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	6,000.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	3,250.00
1000-1999: Certificated Personnel Salaries	English Learners	8,580.00
4000-4999: Books And Supplies	English Learners	1,250.00
5000-5999: Services And Other Operating Expenditures	English Learners	380.00
1000-1999: Certificated Personnel Salaries	Foundation	70,000.00
4000-4999: Books And Supplies	Foundation	7,000.00
	None Specified	0.00

## Expenditures by Goal

**Goal Number****Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4

2,500.00
85,960.00
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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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