

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Chaparral Academy of Technology 36 67710 6106702		SSC Approval Date: May 4th, 2022
School Address	14000 Shadow Drive, Fontana, CA 92337-0640		Local Governing Board Approval Date: pending approval on 6/8/2022 Original
Name of Principal	Dr. Andrea McClain	Phone # and Email	(909) 357-5450, Andrea.McClain@fusd.net
Name of SSC Chairperson	Ms. Alexandra Cruz	Phone # and Email	(909) 357-5450, CruzAR@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

At Chaparral, our vision is to create an environment in which children can grow into well-rounded individuals who are imaginative, self-disciplined, self-confident, flexible thinkers who are ready for college and career success in a twenty-first century world. Our daily mission statement is: Believe and achieve, every child, every chance, every day! We are a hard-working, friendly team of Bucket Fillers who help each other get ready for college and careers. As a computer science immersion school, we are dedicated to ensuring that all students have access to high-quality foundational learning in the areas of coding, robotics, gaming, and basic computing.

SCHOOL AND COMMUNITY PROFILE

Chaparral serves a community of learners with diverse needs. Built in 2002, Chaparral is the only two-story elementary school in the district. In the fall of 2022, Chaparral's enrollment included 279 students in grades K-5th and in an Early Childhood Special Day Class. Chaparral is a Title I school. Over 36% of our students are new English learners, and 90% are of Hispanic/Latino descent. During SY 2021-2022, over 88% of our students qualified for free or reduced lunch. Chaparral staff are committed to increasing student achievement through high quality first instruction, differentiated small group instruction, technology, and the use of student engagement techniques. To that end, all teachers utilize Visible Learning, Kagan Cooperative Learning strategies, Thinking Maps, and Write from the Beginning (strategies to promote student success in the writing process).

SPSA HIGHLIGHTS (bullet points)

- Our ultimate goal is to ensure that all students become the best readers, writers, and mathematicians they can be.
- We are further dedicated to ensuring that English Language learners gain not only success in mastering English, but also receive the scaffolded instruction they need to succeed in all subject areas.

INCREASED OR IMPROVED SERVICES (bullet points)

- All students in grades K-5 will have their own laptops and will continue weekly lessons in coding and robotics as part of our affiliation with RoboBlockly.
- Our K-5 students will have access to online learning programs to further develop their skills in the areas of math, language arts, and English language acquisition.
- Our K-5 students will have access to supplemental instructional materials to support whole group and small group intervention lessons in the areas of math, language arts, and English language acquisition.
- Our teachers will receive professional development in the areas of student engagement, best practices, technology, subject matter pedagogy, and English language acquisition in order to continually improve their delivery of lessons.
- Our teachers will engage in regular Professional Learning Community collaboration.
- Our students will have access to high interest, low reading level library books.
- Our parents will have access to our new Parent Library, in order to check out books to support learning and recreation at home.
- Our students and their families will participate in themed event nights (Math Night, Literacy Night, STEM Night) in order to further develop their skills and enjoyment of math, language arts, and core subjects. Our

SCHOOL BACKGROUND

students and families will also participate in daytime "Epic Build" events, which are technology showcase events during which students explain their robotics, coding, or gaming projects to their families and stakeholders.

MOONSHOT

Our moonshot is to ensure that each 5th grader leaves Chaparral proficient in English and coding.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
301	88.4	36.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	109	36.2
Foster Youth		
Homeless	2	0.7
Socioeconomically Disadvantaged	266	88.4
Students with Disabilities	35	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	4.7
American Indian or Alaska Native	1	0.3
Asian		
Filipino	3	1.0
Hispanic	270	89.7
Two or More Races	4	1.3
Native Hawaiian or Pacific Islander		
White	9	3.0

These data points indicate:

1. We have a significant population of both English Language Learners as well as students who are socio-economically disadvantaged.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Yellow

These data points indicate:

1. Our area of highest performance is suspension rates.
2. Academic performance and engagement are areas in need of the most improvement.

School and Student Performance Data

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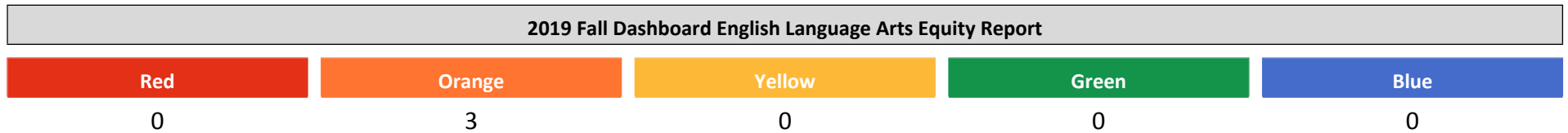
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 18.6 points below standard Declined -12.2 points 162	 Orange 29.8 points below standard Declined -9.3 points 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 26.7 points below standard Declined -12 points 130	 No Performance Color 125.6 points below standard Declined Significantly -19.1 points 28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.9 points below standard Declined -11 points 146	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70 points below standard Maintained -2.5 points 51	38.7 points above standard Increased Significantly ++19.3 points 30	8.8 points below standard Declined Significantly -17.8 points 77

These data points indicate:

- Similar to our district-wide data, our reclassified English Language learners outperformed other student groups and scored above standard. This represents a significant increase over the prior year's scores.

2. Three of our student groups (Hispanic, socio-economically disadvantaged, and English language learner student groups) performed below grade level standards.
3. The achievement gap is widest between Hispanic, socio-economically disadvantaged, and English language learner student groups and the state standard.

School and Student Performance Data

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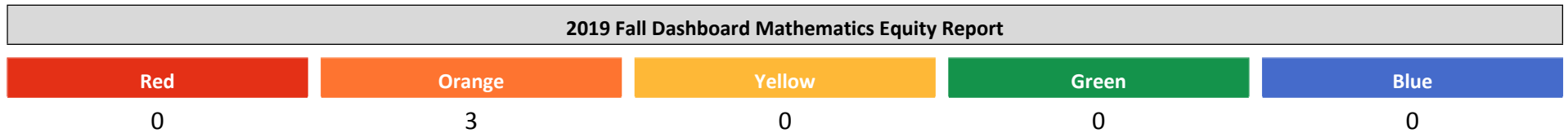
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.




This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group


All Students


 Orange
 34.7 points below standard
 Maintained ++0.2 points
 162


English Learners


 Orange
 46.1 points below standard
 Maintained -1.2 points
 81


Foster Youth


 No Performance Color
 Less than 11 Students - Data Not Displayed for Privacy
 1


Homeless


 No Performance Color
 Less than 11 Students - Data Not Displayed for Privacy
 2







Socioeconomically Disadvantaged


 Orange
 40 points below standard
 Maintained ++2.7 points
 130

Students with Disabilities


 No Performance Color
 108.4 points below standard
 Declined -4 points
 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p align="center">Asian</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p align="center">Hispanic</p>  <p align="center">Orange 37.5 points below standard Maintained ++1 points 146</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<p align="center">Current English Learner</p> <p align="center">70.1 points below standard Increased ++5.2 points 51</p>	<p align="center">Reclassified English Learners</p> <p align="center">5.2 points below standard Increased ++14 points 30</p>	<p align="center">English Only</p> <p align="center">24.4 points below standard Maintained ++1.5 points 77</p>
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These data points indicate:

1. Similar to our district-wide data, our reclassified English Language learners outperformed other student groups and scored just over five points below standard.

2. Three of our student groups (Hispanic, socio-economically disadvantaged, and English language learner student groups) performed below grade level standards.
3. The achievement gap is widest between Hispanic, socio-economically disadvantaged, and English language learner student groups and the state standard.

School and Student Performance Data

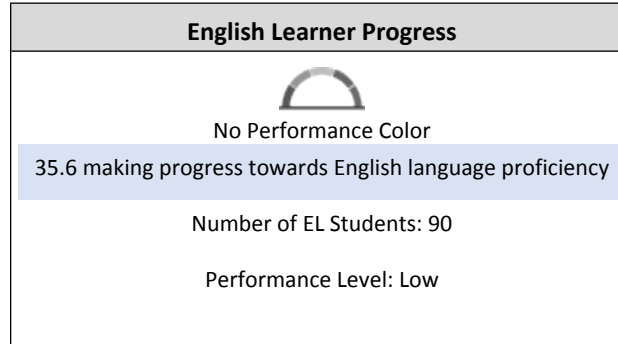
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.8	45.5	1.1	34.4

These data points indicate:

- Over 45% of our students maintained their ELPI level and over 18% of our students decreased by an ELPI level, which indicates that they may be at risk of becoming "long term English learners." Our data indicates that we need to place greater focus on ensuring that all English Language learners make greater progress in the domains of listening, speaking, reading, and writing during both designated ELD and integrated ELD instruction.

School and Student Performance Data

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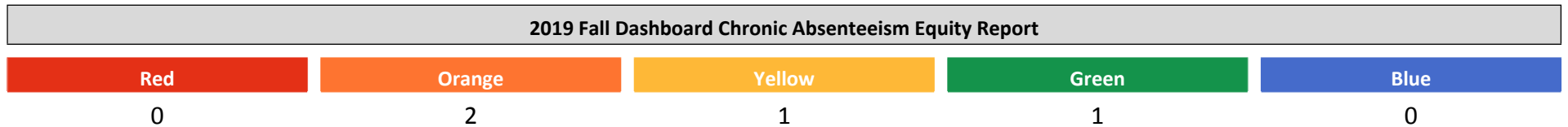
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 8.2 Increased +2.4 365	 Green 7.1 Declined -1.5 140	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 21.4 Increased +8.1 14	 Orange 8.4 Increased +1.8 297	 Yellow 6.1 Maintained -0.4 49

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 22.2 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.7 Increased +1.7 326	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 17.6 Increased +5.1 17

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	312	40	12.9
Female	155	16	10.3
Male	157	24	15.6
American Indian or Alaska Native	1	1	100.0
Asian	0	0	0.0
Black or African American	15	3	20.0
Filipino	3	0	0.0
Hispanic or Latino	280	34	12.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	4	0	0.0
White	9	2	22.2
English Learners	113	13	11.7
Foster Youth	1	0	0.0
Homeless	3	0	0.0
Socioeconomically Disadvantaged	276	38	13.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	41	7	17.1

These data points indicate:

1. During distance learning, there were disparities between different student groups in terms of attendance, as measured by their online presence in the virtual classroom. We noted that African American students, male students, socio-economically disadvantaged students, and students with disabilities did not log in with the same frequency as their peers, despite ongoing outreach by phone and online messages.
2. There was a significant disparity between student attendance pre-pandemic versus student attendance during distance learning. Based on our outreach calls to parents during SY 2020-2021, we discovered that many students faced significant challenges with learning, supervision, and internet access, due to changes in housing, family dynamics, and daycare scenarios.

School and Student Performance Data

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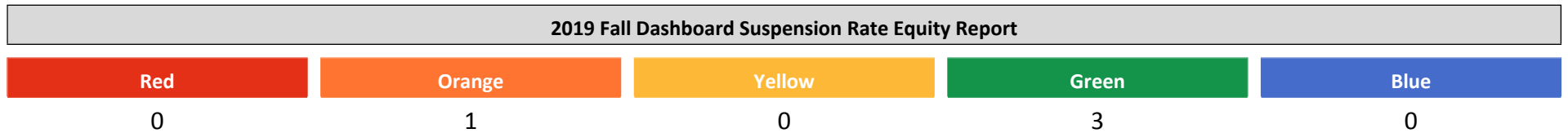
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

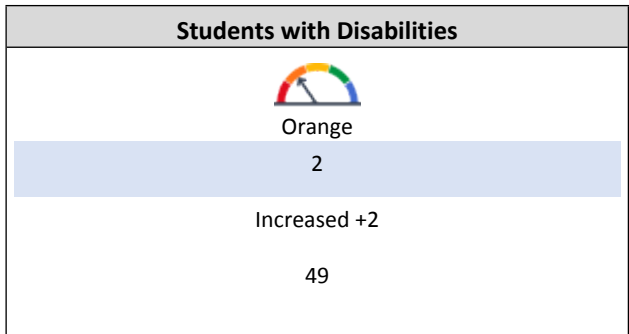
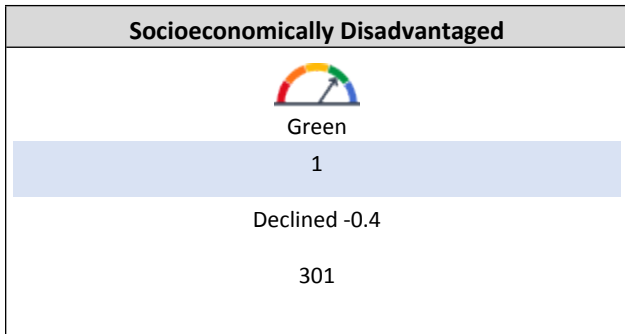
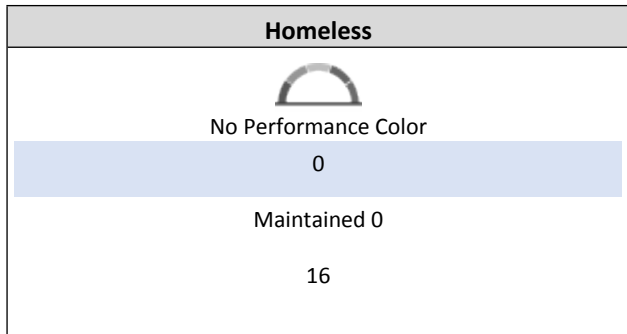
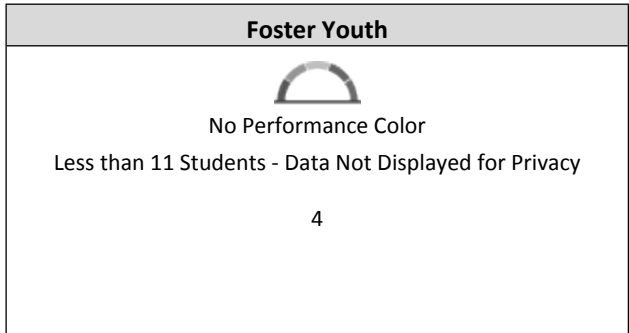
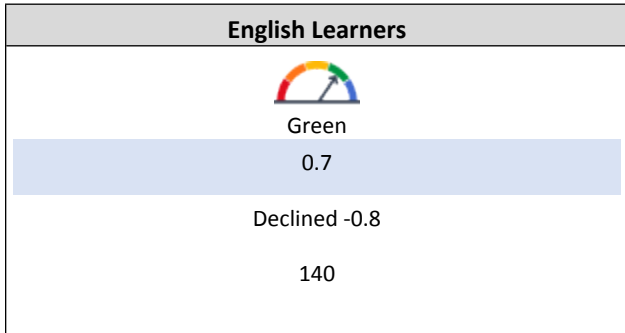
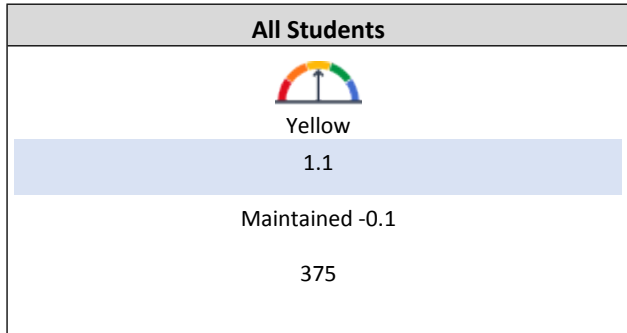


This section provides number of student groups in each color.









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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p>African American</p>  <p>No Performance Color</p> <p align="center">0</p> <p>Maintained 0</p> <p align="center">19</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p>Asian</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>
<p>Hispanic</p>  <p>Green</p> <p align="center">0.9</p> <p>Declined -0.4</p> <p align="center">331</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">4</p>	<p>Pacific Islander</p>	<p>White</p>  <p>No Performance Color</p> <p align="center">5.3</p> <p>Increased +5.3</p> <p align="center">19</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	1.1

These data points indicate:

- During SY 2018-2019, four students were suspended once for a serious incident. During the previous year, zero students were suspended. Suspensions are a very rare occasion at Chaparral. The entire staff promotes the Bucket Filler philosophy and promotes social-emotional wellness via presentations/readings of Have You Filled a Bucket Today? by Carol McCloud. We also reach out via counseling services and our community aide in order to assist parents in obtaining outside counseling/therapy/social work services.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.64 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.06
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.18 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Fall to Winter MAP growth (average Fall 2021-Winter 2021 CGI)	Reading: -0.27 Math: -0.20
Site Specific Measures: Principal Observations; percentage of classrooms demonstrating consistent implementation of differentiated instruction	87% of classrooms

These data points indicate:

Schoolwide, students' average performance fell in the bottom two performance bands in both math and reading from Fall 2020 to Fall 2021. The most significant needs to accelerate learning in math and reading were in the fifth grade. Ethnic disparities in achievement exist, but may not present a true statistical impact. Out of 189 students tested in grades 2-5, only 18 were not members of our Hispanic student group. These 18 students were represented in four different non-Hispanic ethnic groups. There are student groups who demonstrate significantly higher percentages of students in the lowest achievement bands compared to all student groups. Groups that need additional supports and intervention include Students with Disabilities and English Language Learners. When looking at this growth and the original Fall 2021 scores, it is clear that distance learning significantly hindered student growth in both reading and math. Schoolwide, every grade level and student group made less than one year of growth and increased the gap with the national norm in both reading and math during 2020-2021. There were significant differences in growth between male and female students in reading, with 41% of female students meeting or exceeding their growth targets but only 27% of male students doing so. The disparity was less pronounced with math; 25% of males and 21% of females met their growth targets in math. The most significant lack of growth occurred in second and third grade in math and third grade in reading. Fifth grade students made the most growth in both reading and math. Please note that our Kindergarten and first grade growth was not determined because of invalid fall 2020 scores. We can assume that these grade levels were as significantly impacted as the other groups.

However, our Fall 2021 to Winter 2021 MAP data demonstrates growth in many areas. Our teachers concentrated on remediating pandemic learning losses during first semester, and the MAP scores reflect some success. On average, all grade levels grew between 6 to 9 points in math, language, and reading between August and December in terms of their RIT scores. However, looking at our Conditional Growth Index scores, it is clear that there is room for improvement schoolwide in the areas of reading and math. There need to be focused efforts in Kindergarten and First Grade to improve student achievement in these core subject areas.

During classroom visits, it was clear that teachers are making significant efforts to differentiate instruction for all learners. During whole group instruction, teachers differentiated instruction by providing specific supports to students who struggled academically. During small group differentiated instruction, teachers met with 5-7 learners to provide them with remediation in phonics, phonemic awareness, reading comprehension strategies, vocabulary development, and reading fluency practice. We will include differentiated instruction techniques in future professional development next year and encourage teachers to plan for differentiation during Professional Learning Community/grade level meetings.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.67 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.28
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.52 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Fall to Winter MAP growth (average Fall 2021-Winter 2021 CGI)	Reading: -0.42 Math: -0.06
Site Specific Measures:	

These data points indicate:

In the area of reading, English Language Learners scored comparably to English only students, with 32% of ELL and 33% of English only students meeting or exceeding their growth targets. RFEP students outperformed both groups, with 44% of RFEP students meeting or exceeding their growth target. This remains an area of promise for all student groups. In the area of math, ELL made significantly less growth than English only students, with 15% of ELL students meeting or exceeding their goals, whereas 28% of English only students did so. Again, RFEP students outperformed both groups, with 33% of RFEP students meeting or exceeding their growth targets. Based on the CGI, English Language Learners made less than a year's growth in Reading, Language, and Math. Based on Fall to Winter MAP testing, our data indicate that math is an area of relative success, with EL learners demonstrating stronger growth than English-only students. Reading remains an area of potential improvement for EL learners. We focused professional development on the needs of EL learners at two professional development events in the fall and an all day event on January 10th. Based on this data, we plan to continue to include EL strategies in future PD, with a special focus on literacy.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 4% Level 3: 35% Level 2: 44% Level 1: 18%
2020-2021 ELPAC Listening Domain: % by Performance Level	17% - Well Developed 77% - Somewhat/Moderately Developed 6% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	29% - Well Developed 53% - Somewhat/Moderately Developed 19% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	2% - Well Developed 56% - Somewhat/Moderately Developed 43% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	5% - Well Developed 57% - Somewhat/Moderately Developed 38% - Beginning Development
Site Specific Measures: Principal observation; percent of classrooms consistently demonstrating EL strategies	92% of classrooms visited
Site Specific Measures:	

These data points indicate:

Based on three years of ELPAC data, written language is a higher area of need than oral language for our English Language Learner students. Our English Language Learner students are more developed in oral language than in written language. The reading domain is the area of greatest need. Both reading and writing continue to be areas of high need. We provided our teachers with professional development in the areas of cooperative learning for EL students (Kagan Cooperative Learning for EL Learners on January 10th, 2022) and professional development in the fall with EL strategies to support writing. During classroom visits, the principal consistently notices a high percentage of teachers integrating and including EL strategies during literacy blocks, ELD blocks, as well as math, since math word problems also pose a reading challenge to EL learners. Our next steps will be to continue to focus on EL strategies that

specifically support reading and language improvement, such as the use of graphic organizers, cooperative learning strategies, front-loading vocabulary, and visual supports.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	7%
Site Specific Measures: Number of participants at after-school events for parents	20 (as of March - more events are scheduled for April and May)
Site Specific Measures: Check-out rate for Parent Library	3 parents

These data points indicate:

Our data indicates that we need to engage in significant outreach in order to ensure greater parent participation in online surveys. For SY 20-21, we exceeded the district average for participation in the Parent-Family Climate Survey by calling parents individually and passing out flyers with a QR code link to the survey at nutrition pickup days. Our Epic Build events are technology showcase events, since we are a computer science immersion school, typically hosted in person. For May's Epic Build, because we are still observing social distancing, we plan to host an online event using Teams so parents can see their students' online projects.

In the fall of 2021, parents took the Annual Parent Climate Survey. Chaparral parents responded favorably in multiple categories of the survey, to include: inclusion efforts (96%), substances and student interactions (95%), policy awareness (93%), and environment (91%). Although we improved in the areas of school fit (62%), learning model (58%), and family engagement (13%), these areas represent our lowest three scores on the climate survey. School fit refers to families' perceptions of how well a school matches their child's developmental needs. In terms of improving these scores, our best next step may be to share more information about the many ways we do meet students' developmental needs via Parent Square, our website, or at school events. The learning model survey questions largely reflected concerns about the relative merits of online/distance learning versus in-person learning. Parents' preference for in person learning is important feedback that may not be actionable for us, should we return to this status. Family engagement refers to the degree to which families become involved with and interact with their child's school. Our score was an improvement over the previous year and close to the district score of 14%. In order to increase our parents' involvement, we can provide parents with more opportunities to interact virtually or in person as appropriate.

Given our current levels of parent participation, we have room to improve in this important element of home-school engagement. In order to increase parent participation, we will continue to use typical methods of outreach, such as paper flyers, mass emails, marquee notices, Parent Square, and website updates. However, we will also begin to share Coffee with the Principal events as a podcast, in order to increase outreach at convenient times of day. The global pandemic impacted our in-person events this year, and we do plan to host more physical events during SY 2022-2023. We will also promote survey participation more in SY 2022-2023 in order to gain more parent input.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -0.71 Fall 3rd to Fall 4th: -1.37
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 45% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 44% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 30% 24-25 3rd Gr. Cohort (21-22 Kinder): 31%
Site Specific Measures: Principal observation; percent of K-3rd classrooms/students engaged in differentiated instruction in the area of literacy	76%
Site Specific Measures: Average Reading CGI for Fall 2021 to Winter 2021 (by grade for K-3)	Kindergarten: -0.57 First Grade: -0.34 Second Grade: -0.45 Third Grade: -0.11

These data points indicate:

Students in second and third grade made far less than expected growth from Fall 2020 to Fall 2021. Please note that our Kindergarten and first grade growth was not determined because of invalid fall 2020 scores. We can assume that these grade levels were as significantly impacted as the other groups. Students in all grade levels, K-3rd, are currently at risk of not reading at grade level by the end of third grade. Our current second and third graders demonstrate the greatest levels of risk, with 44% in second grade and 45% in third grade at risk.

During classroom walkthroughs, the principal noted that teachers were differentiating for students in terms of providing scaffolds for their specific needs as well as creating alternate assignments for students. Additionally, teachers met with small reading groups to focus on core literacy skills on average 3 times a week. Third grade presented with stronger growth than other grade levels in this area. Our Kindergarten, first, and second grade students are presenting with significant needs in the area of literacy, despite the teachers' strong efforts to remediate. We will continue focus on literacy both in the areas of teacher professional development and PLC meetings/planning.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Based on the principals' virtual classroom visits, it is evident that teachers are embedding supports into all lessons, such as front-loading students with academic vocabulary, utilizing graphic organizers, scaffolding, and providing visuals/manipulatives under the document camera during online lessons. Based on previous ELPAC and CAASPP scores, as well as current anecdotal and MAP data, we still have room to improve in this area. We are working together as Professional Learning Communities to determine how we can support our students in gaining at least a year of progress annually on the ELPAC. During the last ELPAC administration, 45.5% of students maintained at the same level. We are examining how our integrated and designated ELD can better support gains in reading, listening, speaking, and writing.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Based on the principals' virtual classroom visits, all teachers are implementing ELD lessons during designated ELD times. Based on our PLC discussions, we realize that using the district-provided ELD workbooks helps students access the current Wonders lessons, but does not help students necessarily help build foundational skills, such as reading, listening, speaking, and writing. Our ELPAC, RFEP, and CAASPP data indicate that we have room to improve in this area.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

We need to continue to refine how we include both integrated and designated ELD practices in order to develop students' reading, writing, listening, and speaking skills. We will accomplish this through focused PLC time, teacher professional development, and by using enhanced resources throughout the day. The principal will monitor the use of both core and supplemental ELD curriculum, as well as the opportunities to meet in PLC and PD sessions.

Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Based on our teacher survey, we gathered valuable input about our current needs and previous actions. All teachers surveyed valued or highly valued our previous purchases of high interest, low ability reading level books for our library as well as supplemental classroom instructional materials for each classroom. Teachers shared that these enhanced students' interest and engagement levels. Teachers valued or highly valued the purchase of flexible furniture, which they felt increased students' interest and engagement during small group instruction and individual work time. All teachers valued classroom instructional technology, such as document cameras and projectors, to enhance students' abilities to see presentations clearly. Given our previous distance learning situation, the majority of teachers were also interested in hovercams (document camera that can also record lessons for later home viewing or hybrid instruction). With regard to students' math achievement, teachers believe that time and resources should reflect the need for math fact fluency, reading comprehension to solve word problems, manipulatives, and online resources. With regard to students' English Language Arts achievement, teachers believe that time and resources should reflect the need for incentives to increase afterschool/weekend reading, having a wide variety of library books at various levels available, and having supplemental classroom materials to work on core literacy skills. With regard to students' ELD progress, teachers believe that time and resources should reflect the need for academic and daily vocabulary acquisition, extra supplemental materials for school and home use, online practice programs, increased reading after school and on weekends, and activities in class to promote greater speech production. We did not conduct a new fall teacher survey in 2021. Our teachers' anecdotal data and feedback at staff meetings reflects that these priorities are still valid priorities.</p> <p>In the fall of 2021, parents took the Annual Parent Climate Survey. Chaparral parents responded favorably in multiple categories of the survey, to include: inclusion efforts (96%), substances and student interactions (95%), policy awareness (93%), and environment (91%). Although we improved in the areas of school fit (62%), learning model (58%), and family engagement (13%), these areas represent our lowest three scores on the climate survey. School fit refers to families' perceptions of how well a school matches their child's developmental needs. In terms of improving these scores, our best next step may be to share more information about the many ways we do meet students' developmental needs via Parent Square,</p>

Analysis of Qualitative Data

our website, or at school events. The learning model survey questions largely reflected concerns about the relative merits of online/distance learning versus in-person learning. Parents' preference for in person learning is important feedback that may not be actionable for us, should we return to this status. Family engagement refers to the degree to which families become involved with and interact with their child's school. Our score was an improvement over the previous year and close to the district score of 14%. In order to increase our parents' involvement, we can provide parents with more opportunities to interact virtually or in person as appropriate.

Parent anecdotal data has driven our decision regarding parent communications. Based on parent input and teacher input during Professional Learning Community and Instructional Leadership Team discussions, we determined that we would continue to use multiple modalities to keep in touch with families. We utilize both paper flyers as well as online methods, such as mass emails, phone dialer updates, website updates, and Parent Square. For some purposes, paper flyers are very helpful for busy families and for data collection. For example, we tend to use paper flyers for School Site Council parent member elections.

In the fall, we surveyed the ILT and determined that our yearlong focus would be on our Kagan Structure of the Month, student technology, and a strong schoolwide focus on literacy, math, and socio-emotional wellness. Please note that Kagan structures are cooperative learning techniques that promote student engagement. We also discussed in ILT and PLC meetings that our next steps forward as a technology-focused school would include RoboBlockly. RoboBlockly is an online STEM program from UC Davis that includes block coding and math skills at every grade level. These coding activities can be used online only, or programmed into student-built robots. With permission from our FUSD management, we are moving forward in the spring of 2022 with teacher professional development and purchases to include RoboBlockly into our curriculum.

Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

The principal engages in weekly classroom visits and observed the following trends: regular use of Kagan cooperative learning techniques; regular use of Visible Learning strategies; fidelity to the core district-adopted curriculum and judicious use of supplemental materials, such as Thinking Maps; use of technology to enhance instruction; students' use of technology as a learning tool; meaningful whole group direct instruction; and small group differentiated instruction in math and language arts. During these observations, she noted that teachers maintained a strong focus on core literacy and math skills. The principal also noted ongoing differentiated instruction and scaffolding to meet students' needs due to pandemic learning loss. Based on these observations, our future needs include greater focus on ways to improve student achievement in literacy and math for our lowest achieving students.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	Students in grades K-5 take MAP tests two or three times annually depending on grade level. Students in grades K-5 take districtwide assessments three to four times a year in math and language arts. Teachers also give regular classroom tests as well as informal assessments such as reading running records. Teachers meet in Professional Learning Communities after students take MAP and districtwide assessments. In these PLC meetings, they analyze which students exceeded, met, or did not meet standards. Teachers then plan enrichment or remediation lessons accordingly. Teachers also look at which questions most students missed on tests, even the students who scored well overall, and reteach those standards.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	English Language Learners take the ELPAC annually. Their MAP and CAASPP scores also play a role in reclassification, as well as in our schoolwide assessment of needs. Students who are English Language Learners receive weekly supplemental instruction from our bilingual aide. Additionally, our teachers teach English Language Development lessons daily for English Language Learner students, and design lessons for all subject areas that include scaffolds to assist ELL students. For example, teachers teach key vocabulary prior to reading a story and provide students with sentence frames to help them write complete sentences. Teachers meet monthly in Professional Learning Communities to plan lessons that include these elements, as well as to discuss students' progress and plan interventions, reteaching, and remediation.
Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.	In our monthly administratively directed staff meetings, we begin each year with an analysis of our MAP and ELPAC data from the prior year. We celebrate our successes. Then we look for the areas of greatest promise, and determine which students specifically as well as which student groups are at promise. We spend time in grade level teams to design lessons and units of study that focus on our core areas of improvement, such as reading comprehension, ELL strategies and math word problems. Once a month, we also analyze the on-going data (chapter and unit test, writing samples) in smaller grade level teams, in addition to looking at it as a school-wide level Professional Learning Community (PLC). After students take their fall and winter MAP tests, we discuss our growth data in grade level PLC as well as schoolwide PLC meetings. We plan our professional development to address these areas of concern. For example, in the past year, ELL strategies, Write from the Beginning, Kagan structure of the month, math word problems, Performance Matters, coding and gaming technology for students. We also keep our stakeholders involved; our School Site Council and ELAC discussed the data regularly at our regular meetings. The principal meets with the School Site Council monthly to review progress towards implementation of the SPSA's actions and services and assess student progress. The principal conducts walkthroughs multiple times a week to monitor the implementation of instruction.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	At our administratively directed staff meetings, once a year we share our data regarding ELPAC reclassification and work together in grade level Professional Learning Communities to discuss ways to help specific students as well as plan English Language Development lessons and ways to integrate English Language Development skills into all lessons. We also look at our CAASPP data in terms of student group performance for EL learners and collaborate on units of study/lessons to provide students with support for their needs as new English learners. Additionally, we share our data with our ELAC and discuss it. The principal meets with the School Site Council monthly and the ELAC quarterly to review progress towards implementation of the SPSA's actions and services and assess EL student progress. The principal conducts walkthroughs multiple times a week

Standards, Assessment, and Accountability

to monitor the implementation of instruction. Our ELPAC coordinator is a regular guest speaker at ELAC meetings and shares updates about ELPAC testing and our reclassification process/outcomes.

Identified Needs based on Findings:

Based on our MAP and ELPAC results, it is clear that a significant number of students are not reading, writing, or performing math at grade level standards. Additionally, we see that a significant number of English Language Learner students are not making adequate progress toward becoming reclassified as fluent English proficient. Based on these needs, we are focusing our efforts on improving these core skills. Staff needs time and training on implementing strategies and PLCs.

Staffing and Professional Development

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

Our needs are in the core areas of reading, writing, math, student engagement, and English Language Development. As a computer science immersion school, technology is also an important need as part of our moonshot. During our staff meetings during SY 2021-22, we provided teachers with professional development in the areas of student engagement (Kagan Cooperative Learning), writing (Write from the Beginning), technology (RoboBlockly), strategies to assist English Language Learners, and Performance Matters (data/assessment).

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

Our Teachers on Assignment contact teachers weekly to set up opportunities for model lessons, coaching, and access to professional development on topics that include technology, student engagement, literacy, math, and language development. The principal, Instructional Leadership Team, IST, and outside coach (Code to the Future) provided teachers with monthly or bimonthly professional development on the the topics listed above.

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)

Teachers collaborate in Professional Learning Communities on a monthly basis. These meetings are either an opportunity to analyze test scores and plan remediation/enrichment lessons, or an opportunity to plan units of study together that integrate ELD scaffolding, Kagan Cooperative Learning, and strategies to enhance math and language arts standards.

Identified Needs based on Findings:

Based on our findings, we need to provide new English Learners with greater support and enhanced lessons, to ensure their overall academic achievement and improve reclassification. We also need to provide all students with greater support and enhanced lessons, in the core subject areas of English Language Arts and Math, to ensure their overall academic achievement.

Teaching and Learning

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

Teachers at all grade levels use the California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:
 TK-5th grade My Math, McGraw Hill
 TK-5th grade Wonders, McGraw Hill
 TK-5th Social Studies Alive! TCI
 *Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.

Teaching and Learning

	Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Systems 44, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans. We have also purchased supplemental instructional materials for math, language arts, and English Language Development that teachers use during small group intervention time.
<p>Identified Needs based on Findings:</p> <p>We need to provide teachers with ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.</p> <p>We need to continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.</p> <p>We need to continue to build expertise in creating learning targets and success criteria as well as student engagement.</p> <p>We need to continue to provide students with access to judiciously selected supplemental materials for small group instruction and tiered intervention times.</p>	

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	As grade level and schoolwide Professional Learning Communities, the teachers and principal analyze standardized and local test data to determine which students are not meeting grade level standards in language arts and math. Teachers provide small group differentiated instruction daily in order to address students' needs in the core subject areas. They also integrate best practices, such as Visible Learning and cooperative learning strategies, into their lessons in order to provide high quality first instruction.
Student groups for whom there exist disparities in achievement and summary of the root causes.	English Language Learners, students with disabilities, and socioeconomically disadvantaged students at Chaparral perform below grade level standards. There is an achievement gap between these student groups and our overall student group scores. The root causes are basic reading comprehension skills, English language acquisition skills, and math skills (both in terms of number sense and the ability to comprehend and solve math word problems).
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	Based on our Fall to Winter MAP data and principal observations, students are making progress in all subject areas as a result of implementing small group differentiated instruction, teacher use of cooperative learning and ELL strategies, reading comprehension and writing strategies, and math word problem strategies. We still need a more targeted focus for ELL and at-risk students.
<p>Identified Needs based on Findings:</p>	

Opportunity and Equal Educational Access

We need to provide all students with high quality first instruction and targeted small group differentiated interventions/remediation to ensure that all students become proficient at reading, writing, and mathematics. We further need to provide English Language Learners with instruction that supports them specifically in the areas of listening, speaking, reading, and writing in English during designated ELD times, as well as scaffolding their instruction throughout all lessons. We need to ensure that students with disabilities and socio-economically disadvantaged students are included in remediation and intervention groups to help them make greater progress in the core subject areas. Teachers need additional time to plan for these interventions.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

We have planned family literacy events for April and May, 2022. We have hosted one Coffee with the Principal event and have more planned for the spring of 2022. We also promote instructional opportunities, such as the use of district-adopted online resources, through various media, to include mass emails, flyers, phone dialers, website, and Parent Square. We have a parent library and parents can check out books on topics that include helping children learn at home as well as learning games. Parent engagement is an area of improvement. Our highest engagement has historically occurred during technology showcase events and student awards events. Due to ongoing COVID safety concerns and protocols, we are not hosting in person events on campus this year. Increasing committee and volunteer engagement is, however, a need at our school.

Identified Needs based on Findings:

Based on our anecdotal data, we need to find ways to promote diverse ways to reach out to parents and encourage committee involvement. We need to record virtual workshops so that parents can access the information at any time. We are transitioning Coffee with the Principal to a podcast, for more open access, and need to train parents to access online options.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

Our overall funding includes SUPC and general funds. The district provides an RSP teacher out of general funds who works with students with learning disabilities. We also utilized our own SUPC and general funds to provide underperforming students with instructional materials to meet their needs in the areas of language arts and math during differentiated instruction. We provided small differentiated instruction (including special materials and copies) to students at promise.

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

We used our Title 1 funds to provide underperforming students with small group differentiated instruction as well as first instruction that included specific strategies for English Language Learners. The funds were used to purchase additional instructional materials to meet their needs in the areas of language arts and math during differentiated instruction. TOAs and the principal provided teachers with additional professional development and professional learning community collaboration time to work on improving instructional practices for English Language Learners. The district provides Chaparral with an instructional support teacher who teaches Read 180 and early literacy interventions.

Identified Needs based on Findings:

Our need is to continue to implement the resources that have already been purchased during small group, differentiated instruction and high quality first instruction. We plan to use these resources for underperforming students during interventions, as well as with all students during first instruction in the areas of language arts and math. We also need to give teachers extra time to plan and implement the strategies that will help all learners, especially English Language Learners and students who are underperforming.

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

The School Site Council performed progress monitoring of the SPSA actions and services in March 2022 and the ELAC did so on April 18th, 2022. We analyzed each goal area and looked at the actions and services and to what extent they have been implemented.

On April 20th, our SSC with input from ELAC determined which actions to continue, modify, or discontinue based on progress monitoring and the anticipated needs of students.

In May, our SSC and ELAC representative will review and approve the 2022-2023 SPSA.

Identified Needs based on Findings:

The SSC and ELAC will continue to meet virtually to accommodate the needs of the attendees. The power points with relevant data, screenshots of the goals/actions/services, and other key information will be shared in advance as a Power Point, in addition to being shared virtually over Teams during the meeting.

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Our Chaparral teachers provide our students with high quality first instruction as well as small group differentiated instruction throughout the day. To support differentiation, teachers will have access to high quality supplemental materials for enrichment, on-level, and remediation instruction. Teachers will also meet in Professional Learning Communities to collaborate on lessons and interventions for all students, as well as to meet the specific needs of English Language Learners.	Teachers will provide students with high quality first instruction daily from August to May. Teachers will provide differentiated instruction at least weekly from August to May. PLCs will meet once a month from August to May.
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	Teachers will be able to select and purchase supplemental instructional materials for students who would benefit from enrichment, on-level, or remediation materials. These would be used during small group differentiation times and would enhance our standards-driven instruction. Furthermore, adding more flexible seating options to our classrooms would enhance students' engagement and focus. Additionally, we would purchase a wide variety of library books to enhance students' access to high quality reading materials and increase/improve literacy. In order to further strengthen our academic program, we will provide teachers with on-site professional development as well as opportunities for outside professional development. At Chaparral, we spend considerable time in Professional Learning Communities to plan our RoboBlockly curriculum, review and embed Kagan cooperative learning strategies into lesson plans, and monitor student progress. Our Instructional Leadership Team (ILT) will RoboBlockly, Kagan, and Write from the Beginning for this year's administratively directed professional development. Additionally, as a school-wide community, we decided to continue attending Kagan conferences to ensure that all teachers are trained on these valuable methods. As a RoboBlockly-affiliated Computer Science Immersion School, we also regularly engage in professional development related to coding and robotics. This is provided by our RoboBlockly coach and our in house expertise.	Teachers will utilize supplemental instructional materials at least weekly from August to May in order to provide students with enrichment or remediation. Students will utilize flexible seating as preferred. Students will have at least weekly access to the library. TOAs and the principal will provide teachers with on-site professional development and Professional Learning Community collaboration time weekly/monthly. Teachers will also have opportunities to attend outside professional development events, either online or in person. Teachers will have the opportunity to collaborate on RoboBlockly at least monthly. Students will participate in RoboBlockly at least once a week throughout the school year.
Address the needs of all children in the school, but particularly the	Our students who are at the most risk of not meeting our challenging state standards need increased access to learning materials that will help them gain necessary skills, such as reading comprehension	Teachers will provide daily differentiated instruction and

needs of those at risk of not meeting the challenging State academic standards	and math problem solving skills, as well as daily differentiated instruction. Our teachers meet with small groups 3 to 4 times a week in both language arts and math. Additionally, many students receive additional support from our IST (reading support teacher).	weekly interventions to students at the greatest risk from August to May. Selected students will go to the IST specialist at least 4 times a week throughout the school year.
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Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-18.6	>= -3.6
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-34.7	>= -19.7
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.64 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.06	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.18 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	7%	>= 25%

Identified Need(s):	<p>Based on our MAP scores, our students need to improve in reading comprehension, reading fluency, math automaticity, and math word problem solving.</p> <p>Based on our parent survey, we need to provide parents with enhanced opportunities for family engagement, involvement, and interaction.</p> <p>Based on teacher feedback, teachers need additional PD and PLC planning time in order to collaborate on lessons to enhance student achievement and learn additional techniques in the areas of teaching strategies for the core subjects as well as robotics/coding.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1A: Provide effective and engaging whole group, small group, and differentiated	Fall/Winter MAP, Principal	All students in K-5th grade	Teachers, principal, librarian	6,805	11,600

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>instruction in literacy, math, and other core subjects to include coding</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Library books for a wide range of interests, reading level abilities, grade levels, and topics • Classroom supplemental instructional materials for math, language arts and other core subjects • Quick Print (teachers will be able to print supplemental instructional materials, such as the black line masters available online for our district-adopted materials) • Online subscription-based digital learning programs for school and home use • Additional student technology tools, to include extra student laptops and headphones • Additional classroom technology to enhance students' access to projected lessons, to include SmartBoards or other similar technology such as TVs for projection purposes, projectors, and speakers • RoboBlockly annual classroom licenses (program that integrates coding and math) • LinkBots (brand of robots), grid mats, and related materials • 3-D printer and related materials 	<p>Observation, library book checkout statistics</p>				

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1B: Provide professional development and PLC planning time on RoboBlockly, Visible Learning, best practices to include student learning and engagement strategies, school leadership/coaching, technology, student writing, and other subject area strategies</p> <ul style="list-style-type: none"> • Conference and travel related fees • Substitute teacher costs • Certificated/classified hourly costs • Adult learning materials costs • Consultant fees and materials • Teacher library for access to professional tools including Kagan Cooperative Learning books as well as online access to educational tools/software • Teacher Professional Learning Community collaboration time, to include teacher additional hourly rate 	Fall/winter MAP results, Teacher Survey, Principal Observation	All students in K-5th grade	Teachers, principal, TOAs	9,000	
<p>1C: Provide parents with resources to support their children's learning</p> <ul style="list-style-type: none"> • Expenses related to online or in-person afterschool events (literacy, science, computer science, and/or math night events) to include books and academic games/materials for home use 	Number of parent participants (as demonstrated on sign-in sheets); parent check out rates	All students in K-5th grade	Principal, teachers, classified staff, library/media specialist	1,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Teacher and classified additional hourly rates Parent library that includes both books and home learning resources, such as academic games/materials/manipulatives, in order to promote greater parent participation in student learning 					
Total Estimated Cost for This Goal:				16,805	11,600

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of EIs: English Language Learners will demonstrate improved academic growth and achievement in math word problem solving skills through the use of differentiated instruction and small group instruction.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-29.8	>= -14.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-46.1	>= -31.1
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.67 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.28	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.52 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	Based on our MAP and ELPAC scores, our English Language Learners perform below grade level standards in math, reading, and writing. Over 64% of our EL Learners made less than one year of growth as measured by the ELPAC and are at risk of becoming long term English language learners. Students need literacy and math support.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1aA: Provide whole and small group instruction in the areas of math academic vocabulary, math word problem reading comprehension, math fact fluency, and math word problem solving skills Expenditures: additional supplemental instructional materials, teacher additional	Fall/Winter MAP, classroom walkthrough data	EL learners from K-5th grade	Principal, teachers, classified staff providing instruction	1,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
hourly for Professional Learning Community collaboration time					
1aB: Provide digital instructional tools to enhance blended learning Expenditures: online subscriptions	Fall/Winter MAP, classroom walkthrough data	EL learners from K-5th grade	Principal, teachers		100
Total Estimated Cost for This Goal:				1,000	100

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of EIs: English Language Learners will demonstrate English proficiency growth in their reading skills by developing their listening skills, reading fluency skills, academic vocabulary skills, speaking, and reading comprehension skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	35.6%	>= 38.6%

Identified Need(s):	Based on our ELPAC scores, our English Language Learners make less than expected language development, in particular in the domains of listening and reading. Over 64% of our EL Learners made less than one year of growth as measured by the ELPAC and are at risk of becoming long term English language learners. Students need support in all domains of literacy.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1bA: Provide professional development on effective ELL instructional strategies in order to improve instruction in listening and reading development Expenditures: Teacher additional hourly rate, conference and travel fees, TOA time (no additional cost), consultant and related fees	Principal observation, lesson plans Curriculum-Embedded ELD Assessments	K-5th ELL students at all levels (emerging, expanding, bridging)	Teachers, principal, EL and CC TOAs	500	
1bB: Provide additional teacher PLC time to plan designated and integrated ELD instruction Expenditures: Teacher additional hourly rate	Principal observation, lesson plans	K-5th ELL students (emerging, expanding, bridging)	Teachers, principal, EL TOA	500	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1bC. Provide additional supports for language acquisition to include supplemental instructional materials/manipulatives as well as access to high interest, lower level reading books to increase English proficiency	Library book checkout statistics	K-5th ELL students at all levels (emerging, expanding, bridging)	Teachers, Principal, Librarian	3,000	
Total Estimated Cost for This Goal:				4,000	

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	47.8%	>= 50.8%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-17.9	>= -2.9
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -0.71 Fall 3rd to Fall 4th: -1.37	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 45% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 44% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 30% 24-25 3rd Gr. Cohort (21-22 Kinder): 31%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 35% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 34% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 20% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 21%

Identified Need(s):	Based on our MAP scores, our K-3 students need to improve their early literacy skills. Teachers need additional time to plan early literacy lessons.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A: Provide students with whole group and small group differentiated reading instruction during the school day <ul style="list-style-type: none"> Additional supplemental instructional materials Flexible seating and organizational materials for small groups 	MAP scores (Fall-Winter-Spring), Principal Observation	All students K-3	Principal and teachers		853

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2B: Provide teachers with PLC collaboration time for planning purposes <ul style="list-style-type: none"> • Additional certificated hourly rate • Substitute release time • Contracted services 	PLC documentation (agendas and/or lesson plans)	All students K-3	Principal and teachers	400	
Total Estimated Cost for This Goal:				400	853

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1, Action 1A: Provide whole group, small group, and differentiated instruction <ul style="list-style-type: none"> • Supplemental instructional materials for student use in class and/or at afterschool tutoring 	K-5th	\$10,000	Principal/teachers
Goal 1, Action 1A: Provide whole group, small group, and differentiated instruction <ul style="list-style-type: none"> • Library books at all reading levels 	K-5th	\$10,000	Principal/teachers/librarian
Goal 1, Action 1A: Purchase additional LinkBots, grid mats, LinkBot related materials, a 3-D printer, and related 3-D printer materials.	K-5th	\$10,000	Principal/teachers
Goal 1, Action 1B: Provide professional development and conference opportunities to promote best practices, school leadership, student engagement, and technology. <ul style="list-style-type: none"> • Conference fees, mileage reimbursement, travel/hotel/food expenses, substitute teacher costs, teacher earned hourly rate. 	K-5th	\$10,000	Principal/teachers
Goal 1, Action 1A: Provide effective and engaging instruction and differentiation: <ul style="list-style-type: none"> • Subscription-based online digital learning tools for students 	K-5th	\$10,000	Principal/teachers
Goal 1, Action 1C: Provide daytime or afterschool events such as math, STEM, computer science, and literacy nights <ul style="list-style-type: none"> • Additional teacher and classified hourly rate for after hours tutoring or parent events, substitute costs 	K-5th	\$10,000	Principal/teachers
Goal 1, Action 1C: Provide parents with parent library of additional resources <ul style="list-style-type: none"> • Books and other resources such as games and manipulatives for the parents to use at home with their students 	K-5th	\$10,000	Librarian/principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	22,205
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	976
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	12,553
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		34,758
Total amount of state funds spent (SUPC)		12,553
Total amount of federal funds spent (Title I)		22,205
Total amount of state and federal funds spent		34,758
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Dr. Andrea McClain	Principal	Not Applicable	Not Applicable	1
Ms. Alexandra Cruz	Classroom Teacher	2 years	May 2022	1
Mr. Eric Francis	Classroom Teacher	2 years	May 2023	1
Ms. Rosario Lopez	Other Staff: Instructional Aide	2 years	May 2023	1
Mr. Lance Skelton	Classroom Teacher	2 years	May 2022	1
Mrs. Paty Alvarado	Parent/Community Member	2 years	May 2023	1
Mrs. Liliana Munoz	Parent/Community Member	2 years	May 2023	1
Mrs. Kati Phong	Parent/Community Member	2 years	May 2023	1
Mrs. Sonia Ramirez	Parent/Community Member	2 years	May 2023	1
Mrs. Rebecca Balajadia	Parent/Community Member	2 years	May 2023	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on Nov. 16th, 2020.

Attested:

Principal, Dr. Andrea McClain on Nov. 16th, 2020

SSC Chairperson, Ms. Alexandra Cruz on Nov. 16th, 2020

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This SPSA was adopted by the SSC at a public meeting on ~~November 2, 2021~~

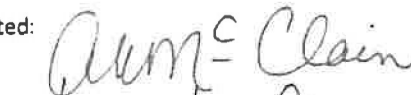

May 11th, 2022

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May 11th, 2022

Attested:

Principal, Dr. Andrea McClain on ~~November 2, 2021~~

SSC Chairperson, Ms. Alexandra Cruz on ~~November 2, 2021~~

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May 11th, 2022

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