

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Chaparral Academy of Technology 36 67710 6106702		SSC Approval Date: May 5th, 2021
School Address	14000 Shadow Drive, Fontana, CA 92337-0640		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Dr. Andrea McClain	Phone # and Email	(909) 357-5450, Andrea.McClain@fusd.net
Name of SSC Chairperson	Ms. Laura Wood	Phone # and Email	(909) 357-5450, WoodLJ@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p>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.</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>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 2020, Chaparral’s enrollment included 310 students in grades K-5th and in an Early Childhood Special Day Class. Chaparral is a Title I school. Over 38% of our students are new English learners, and over 90% are of Hispanic/Latino descent. During SY 2018-2019, 80% 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).</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • 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.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • All students in grades K-5 will have their own laptops and will continue weekly lessons in coding, robotics, and gaming through our Code to the Future affiliation. • 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 English Language Learner student leaves 5th grade as Redesignated Fluent English Proficient (RFEP) and that all students can read and perform math at or above grade level standards.

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.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
322	96.0	38.8	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	38.8
Homeless	5	1.6
Socioeconomically Disadvantaged	309	96.0
Students with Disabilities	47	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.4
American Indian	1	0.3
Asian	1	0.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	1	0.3
Hispanic	294	91.3
Two or More Races	1	0.3
White	13	4.0

These data points indicate:

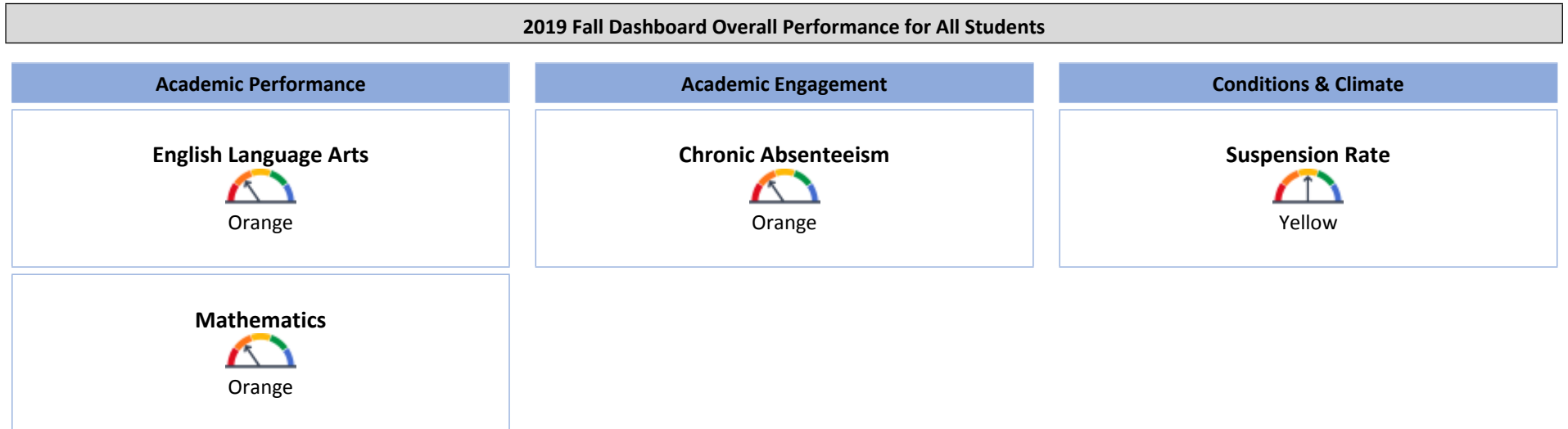
1. We have a significant population of new English learners and students who are socio-economically disadvantaged.

School and Student Performance Data

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

Overall Performance



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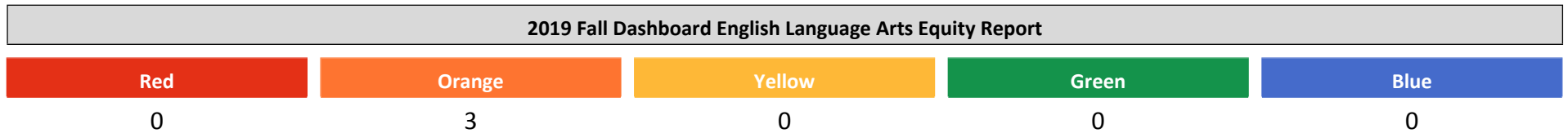
A review of the following data informs the comprehensive needs assessment.

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	38.7 points above standard	8.8 points below standard
Maintained -2.5 points	Increased Significantly ++19.3 points	Declined Significantly -17.8 points
51	30	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

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)]

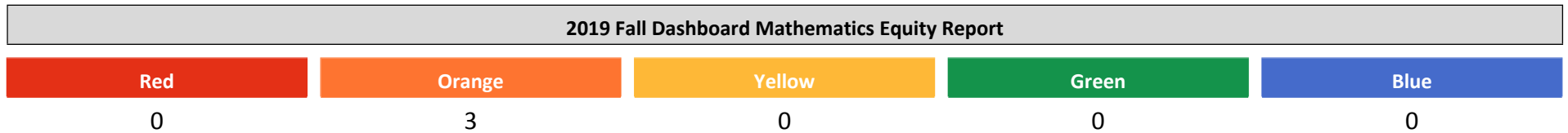
A review of the following data informs the comprehensive needs assessment.

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	English Learners	Foster Youth
 Orange 34.7 points below standard Maintained ++0.2 points 162	 Orange 46.1 points below standard Maintained -1.2 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 40 points below standard Maintained ++2.7 points 130	 No Performance Color 108.4 points below standard Declined -4 points 28

2019 Fall Dashboard Mathematics 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 Less than 11 Students - Data Not Displayed for Privacy 2	 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 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.5 points below standard Maintained ++1 points 146	 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 9	 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 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

Current English Learner	Reclassified English Learners	English Only
70.1 points below standard Increased ++5.2 points 51	5.2 points below standard Increased ++14 points 30	24.4 points below standard Maintained ++1.5 points 77

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

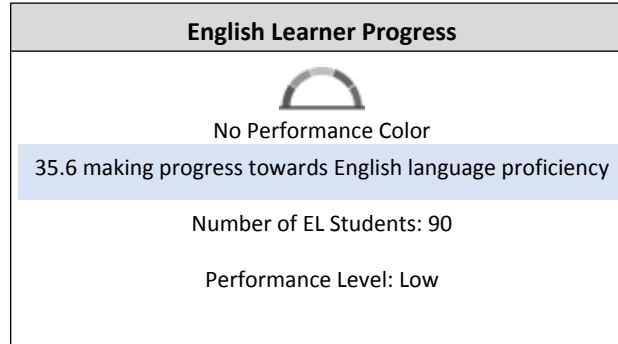
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A review of the following data informs the comprehensive needs assessment.

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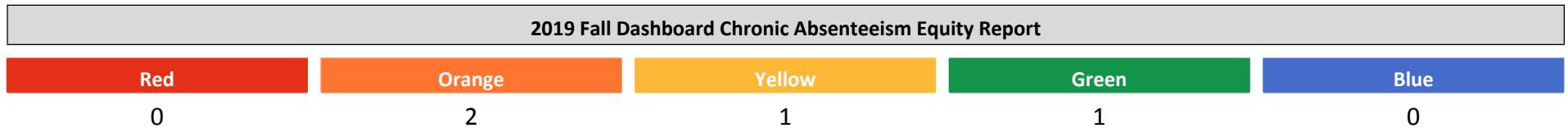
A review of the following data informs the comprehensive needs assessment.

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

These data points indicate:

1. Because over 8% of all students missed 10% or more days of school, our front office, teachers, and principal engaged in significant outreach efforts, including the SART/LAMP process, to assist and encourage these families. This data indicates that we need to further incentivize attendance and increase our outreach to families.

School and Student Performance Data

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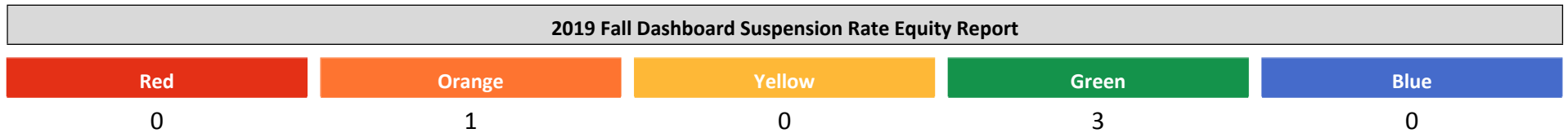
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

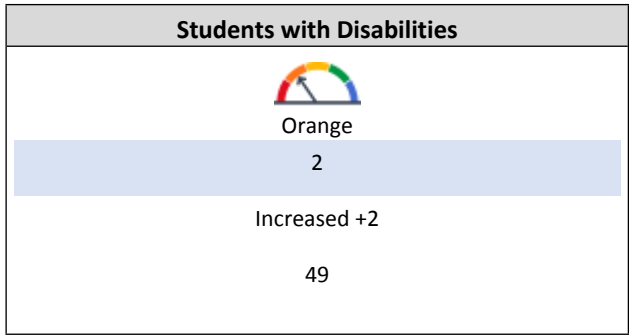
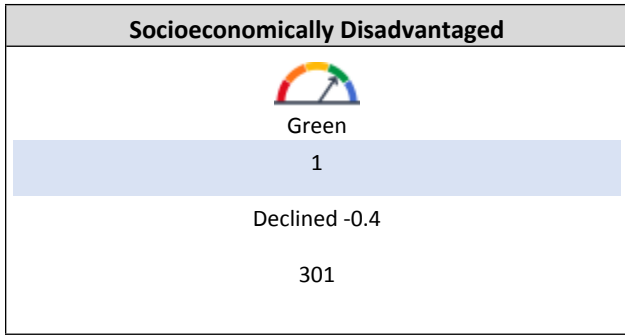
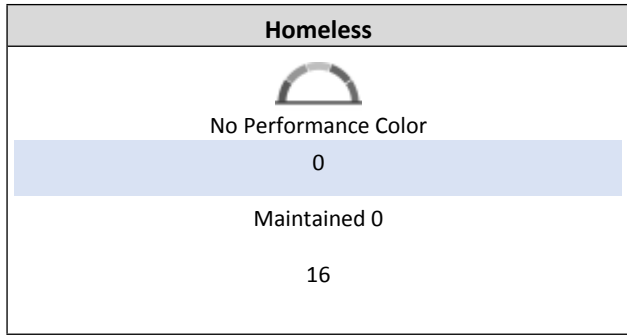
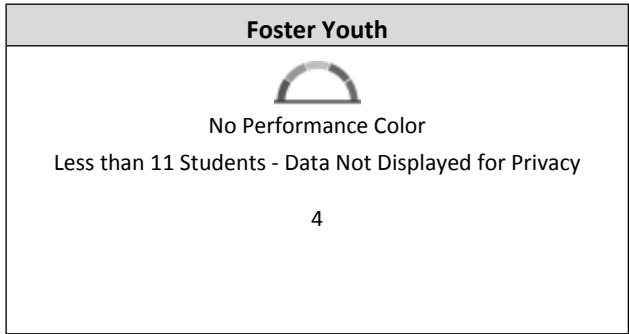
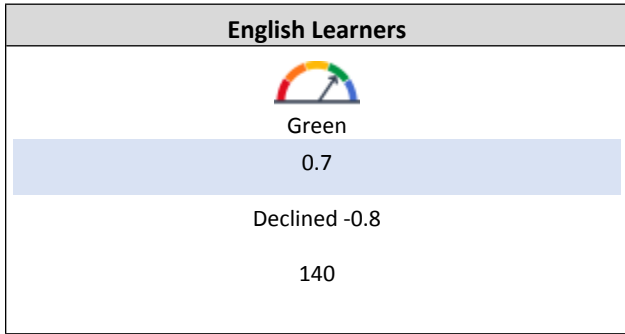
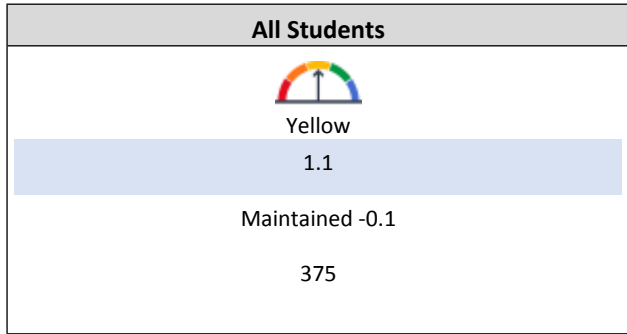


This section provides number of student groups in each color.









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 align="center">African American</p>  <p align="center">No Performance Color</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">19</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">Asian</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>
<p align="center">Hispanic</p>  <p align="center">Green</p> <p align="center">0.9</p> <p align="center">Declined -0.4</p> <p align="center">331</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">4</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">No Performance Color</p> <p align="center">5.3</p> <p align="center">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 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.03 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.43
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.18 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Although our students demonstrated typical growth in the area of reading, overall they are scoring below grade level expectations in reading, language, and math. They are making less than typical growth in the areas of language and math. We need to focus on actions and services for students in the areas of reading, language, and math.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.12 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.54
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.03 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Our EL learners performed higher than our schoolwide average on the math test, but still performed below grade level norms. We need to focus on actions and services for EL students in these areas. There is an achievement gap between EL learners and non-EL learners in the area of reading. Although math was

an area of relative strength for EL learners, math increasingly involves reading and language skills for word problems at all grade levels. We need to focus on actions and services for EL students in the areas of reading and math as well.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 10.57% Level 3: 46.34% Level 2: 33.33% Level 1: 9.76%
2018-2019 ELPAC Listening Domain: % by Performance Level	25.20% - Well Developed 66.67% - Somewhat/Moderately Developed 8.13% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	29.27% - Well Developed 59.35% - Somewhat/Moderately Developed 11.38% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	8.13% - Well Developed 72.36% - Somewhat/Moderately Developed 19.51% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	20.33% - Well Developed 65.85% - Somewhat/Moderately Developed 13.82% - Beginning Development
Site Specific Measures: Students who decreased one ELPI level	18.8%
Site Specific Measures: Students who remained at the same ELPI level	45.5%

These data points indicate:

The data indicates that over 64% of Chaparral students are not making at least one level of growth, as measured by the ELPAC, annually, despite the fact that we hold daily ELD designated lessons as well as embed ELD strategies in an integrated way throughout the day. We are using this data to inform our decisions and to dive deeper into root causes. For example, during Professional Learning Community meetings in October 2020, we discussed that we spend our

designated ELD time utilizing the Wonders ELD workbooks. These ELD workbooks do provide students with strategies to access the current Wonders curriculum. However, they do not assist students in adding foundational linguistic/literacy skills. We plan to reexamine our ELD practices and still use district-adopted materials, but also add strategies and resources to focus on foundational skills. The ELPAC data indicates that 45.5% of students remained at the same level as the year prior. The phenomenon of long term language learners has led us to examine more specifically how to teach designated and integrated ELD to address reading, listening, speaking, and writing skills. Our ELPAC rates clearly indicate that we need to work on all four domains of language (reading, listening, speaking, and writing) in order to help students reclassify.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	20%
Site Specific Measures: Number of Coffee with the Principal events	4 virtual events
Site Specific Measures: Epic Build Participation Rates and Number of Events	One Epic Build event planned for May 2021

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 have 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.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: -0.18 Fall 2nd to Fall 3rd: 0.44 Fall 3rd to Fall 4th: -0.27
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 20% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 48% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 20% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020

Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The data points indicate that students in 1st and 3rd grade are making significantly less than one year's growth in one year's time. One fifth of our Kindergarten students are entering school at risk, but as they progress into first and second grades, nearly half of them become at risk due to the slow rate of growth in Kindergarten. The data points indicate that we need to focus on literacy skills and we plan to do so during whole group instruction, small group instruction, and interventions. Literacy skills can also carry over into students' math performance, since both local and standardized assessments are typically comprised of at least half word problems. We especially need to focus on our Kindergarten students' reading skills and help them build stronger foundations since they are at risk of not becoming proficient readers.

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 the recent 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 current distance learning situation, the majority of teachers are 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.</p> <p>Our parents took the annual Parent Family Climate survey and many of our results were higher than the district average. We had 20% participation on our parent survey, and one of our needs is to increase overall participation in the survey. We will continue to keep parents well informed by using phone dialers, our website, mass emails, PeachJar, and other forms of parent communication media. We will also continue to increase parent participation by combining student performances with events such as Coffee with the Principal or PTA meetings, as soon as it is safe to do so once again. Chaparral scored in the 90th percentile for our inclusion efforts, and in the 86th percentile for both our environment and parent support. We have room to grow in the area of family engagement, where we scored in the 9th percentile. We will continue to promote opportunities to participate in volunteer opportunities, committees, and visit campus virtually or in person.</p>

Analysis of Qualitative Data	
	<p>A very low number of students took the annual Student Climate survey, and we were unable to get published results. Based on conversations since students' return to in-person learning, students missed school profoundly, are delighted to be back, and encountered many significant challenges during distance learning, to include family deaths related to the global pandemic, loss of parent income, changes in their home life, and struggles with internet connectivity.</p> <p>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 went from sending paper flyers to utilizing online methods, and we believe that paper flyers were very helpful for busy families who may not always check email, phone dialer messages, or our website updates. We further discussed that our greatest goal is to ensure the success of all students in literacy, math, and socio-emotional wellness.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<p>The principal engaged in weekly online 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 managed to build strong rapport and a sense of community despite the many challenges of distance learning.</p>

Analysis of Instructional Program	
<p>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:</p> <ul style="list-style-type: none"> • Not meeting performance goals • Meeting performance goals • Exceeding performance goals <p>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.</p>	

Standards, Assessment, and Accountability	
<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>Students in grades K-5 take MAP tests two or three times annually. Students in grades 3-5 also take the state standardized test, CAASPP. 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. They then plan enrichment or remediation lessons accordingly. They also look at which questions most students missed on tests, even the students who scored well overall, and reteach those standards.</p>

Standards, Assessment, and Accountability

<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>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.</p>
<p>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.</p>	<p>In our administratively directed staff meetings, we begin each year with an analysis of our CAASSP and MAP 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 and math word problems. We also analyze the data 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 MAP tests, we discuss our fall MAP 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, we provided professional development on reading comprehension, math word problems, writing skills, and ways to increase student engagement in order to promote oral language production and the practice of basic skills (Kagan Cooperative Learning). We also keep our stakeholders involved; our School Site Council discussed the data regularly at our fall and spring 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.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>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 to monitor the implementation of instruction.</p>

Identified Needs based on Findings:

Based on our CAASSP, 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.

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Our needs are in the core areas of reading, writing, math, student engagement, and English Language Development. As a Code to the Future computer science immersion school, technology is also an important need as part of our moonshot. During our staff meetings last year, we provided teachers with professional development in the areas of student engagement (Kagan</p>
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Staffing and Professional Development

	Cooperative Learning), writing (Write from the Beginning), teacher clarity (Visible Learning), technology (Code to the Future), math word problem solving skills, and English Language Learner techniques.
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 topics of engagement, Visible Learning, math problem solving, reading and writing skills, technology, and promoting English Language Development.
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 or bimonthly 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)	<p>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:</p> <p>TK-5th grade My Math, McGraw Hill TK-5th grade Wonders, McGraw Hill TK-5th Social Studies Alive! TCI</p> <p>*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.</p> <p>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.</p> <p>Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. The instructional support teacher (IST) provides targeted literacy supports through programs such as Read 180, System 44, WonderWorks, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p> <p>Teachers utilize judiciously selected supplemental instructional materials during small group intervention time. These standards-aligned supplements are key to ensuring that students are interested in and engaged in meaningful work at different ability levels.</p> <p>We purchase new library books annually and devote half of the library budget to purchasing books that are high interest but lower reading level.</p> <p>Students receive weekly lessons in coding, gaming, and robotics as part of our affiliation with Code to the Future. We utilize online software as well as LEGO robotics equipment for these lessons.</p>
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Teaching and Learning

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.

Identified Needs based on Findings:

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.

We need to continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.

We need to continue to build expertise in creating learning targets and success criteria as well as student engagement.

We need to continue to provide students with access to judiciously selected supplemental materials for small group instruction and tiered intervention times.

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. Additionally, some students attend IST services, such as Read180, or special education services as needed.
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). Our Reclassified Fluent English Proficient student group outperforms all other groups. Students who have passed the ELPAC and reclassified have extremely high levels of reading, listening, and writing skills, which helps them perform well on other standardized tests.
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.	We have made some progress in this area but ultimately, our data indicate that not all students are meeting grade level expectations in math/ELA, nor are all students making expected progress in their English language acquisition skills. We will continue to plan and implement strategies to meet the needs of all students.

Identified Needs based on Findings:

Opportunity and Equal Educational Access

We need to provide all students with high quality first instruction and targeted interventions/remediation to ensure that all students become proficient at reading, writing, and mathematics. We further need to provide new 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.

Parental Engagement

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

We host regular evening events to promote literacy, math, and STEM. We also promote instructional opportunities, such as the use of district-adopted online resources, through various media. We have a parent library and parents can check out books on topics that include helping children learn at home. Parent engagement is an area of improvement. Our highest engagement occurs during our Code to the Future showcase events, where we host over 100 parents who have come to see their children's robots or coding projects. Increasing committee and volunteer engagement is, however, a need at our school.

Identified Needs based on Findings:

During our last parent survey, our parent engagement was in the 9th percentile (district average was 12th). We need to find ways to promote greater volunteerism and committee involvement.

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.

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 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. We plan to use these for underperforming students during intervention in the areas of language arts and math. Additionally, we plan to focus many of this year's actions and services on more Professional Learning Community collaboration time and more professional development time.

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.

In March, School Site Council and ELAC performed progress monitoring of the SPSA actions and services. Due to distance learning, many actions and services were not able to be implemented this year. For example, we purchased supplemental instructional materials for small group, differentiated instruction and flexible furniture. Due to the school engaging in distance learning, those items arrived but were not yet utilized. Teachers did engage students in daily online intervention groups with a

Stakeholder Involvement

wide variety of online resources, and look forward to finally utilizing the supplemental materials that arrived last year during the school closure.

In April, our SSC with input from ELAC determined which actions to continue, modify, or discontinue based on progress monitoring and the anticipated needs of students. Because we now have sufficient supplemental instructional supplies, we are modifying how we provide actions and services in many goal areas. For example, we are placing more funding into teacher collaboration and professional development next year, especially with regard to planning instruction for the needs of English Language Learner students.

In May, our SSC and ELAC representative reviewed and approved the 2021-2022 SPSA.

Identified Needs based on Findings:

Our needs at this time are to ensure that teachers have more time to plan collaboratively and develop professionally in order to best support our students' diverse linguistic and academic needs. We need to continue to keep parents well-informed about all resources available to them. The SSC will continue to meet virtually and/or in person to accommodate the needs of the attendees.

Resource Inequities

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

We did not determine any resource inequities through the comprehensive needs assessment process.

SWP Requirements

<p>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:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Our Chaparral teachers provide our students with high quality first instruction as well as small group differentiated instruction throughout the day. 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 and math problem solving skills. 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.</p>	<p>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 two times a month from August to May.</p>
<p>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</p>	<p>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.</p> <p>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 Code to the Future curriculum, review and embed Kagan cooperative learning strategies into lesson plans, and monitor student progress. Our Instructional Leadership Team (ILT) will continue to focus on Code to the Future, 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 Code to the Future Computer Science Immersion School, we also regularly engage in professional development related to coding and robotics. This is provided by our Code to the Future (CTTF) coach, and is fully paid for by the district as part of our affiliation/membership with CTTF. When the school board approved our CTTF affiliation, they also paid for a five year long membership. This membership includes access to the online curriculum, regular professional development, and weekly in-class coaching.</p>	<p>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 receive collaboration and co-teaching opportunities with our Code to the Future coach 16 times between August and May.</p>

<p>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</p>	<p>Our Chaparral teachers provide our students with high quality first instruction as well as small group differentiated instruction throughout the day. 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 and math problem solving skills, as well as daily differentiated instruction.</p>	<p>Teachers will provide daily differentiated instruction and weekly interventions to students at the greatest risk from August to May.</p>
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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 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.03 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.43	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.18 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	20%	>= 25%

Identified Need(s):	<p>Based on our CAASPP and 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 to promote learning at home.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1A: Provide effective and engaging whole group, small group, and differentiated instruction in literacy and math Expenditures:	Fall/Winter MAP, Principal Observation, library book checkout statistics	All students in K-5th grade	Teachers, principal, librarian	\$11,290	\$12,500

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<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 and language arts • 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 • 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 • 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 					

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1B: Provide professional development on best practices to include student learning strategies, school leadership, technology, student engagement/cooperative learning, student writing, and other subject area strategies</p> <ul style="list-style-type: none"> • Conference fees • Transportation/hotel/meals • Substitute teacher costs • Adult learning materials costs • Consultant fees and materials 	Fall/winter MAP results, Teacher Survey, Principal Observation	All students in K-5th grade	Teachers, principal, TOAs	\$14,000	
<p>1C: Provide parents with online or in person afterschool events (such as literacy, science, computer science, and/or math night events) in order to promote greater parent participation in student learning</p> <ul style="list-style-type: none"> • Books and academic games/materials for home use • Teacher and classified additional hourly rates 	Number of parent participants (as demonstrated on sign-in sheets)	All students in K-5th grade	Principal, teachers, classified staff	\$500	
<p>1D: Provide parents with a parent library that includes both books and home learning resources in order to promote greater parent participation in student learning</p> <ul style="list-style-type: none"> • Books and academic games/materials/manipulatives for home use 	Parent check-out rates	All students in K-5th grade	Principal, library media specialist	\$500	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:				26,290	12,500

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 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.12 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.54	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.03 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	Based on our CAASPP, 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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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 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	MAP scores, pre- and post-assessments	EL learners from K-5th grade	Principal, teachers, classified staff providing instruction	\$3,500	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
hourly for Professional Learning Community collaboration time					
1aB: Provide digital instructional tools to enhance blended learning Expenditures: online subscriptions	MAP scores, pre- and post-assessments	EL learners from K-5th grade	Principal, teachers	\$0	\$260
Total Estimated Cost for This Goal:				3,500	260

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, 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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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 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)	Principal observation, lesson plans	K-5th ELL students at all levels (emerging, expanding, bridging)	Teachers, principal, EL and CC TOAs	\$0	\$200
1bB: Provide additional teacher PLC time to plan designated ELD instruction Expenditures: Teacher additional hourly rate, supplemental instructional materials	Principal observation, lesson plans	K-5th ELL students (emerging, expanding, bridging)	Teachers, principal, EL TOA	\$3,500	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1bC. Provide 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:				6,500	200

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 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: -0.18 Fall 2nd to Fall 3rd: 0.44 Fall 3rd to Fall 4th: -0.27	>= 0 for each grade level
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 20% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 48% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 20% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 10% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 38% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 10% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	Based on our CAASPP and MAP scores, our K-3 students need to improve their early literacy skills.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 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 Professional Learning Community collaboration 	MAP scores, Principal Observation	All students K-3	Principal and teachers	\$3,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:				3,000	

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 New Action: Purchase additional LEGO robotics or LEGO manipulatives for our coding/robotics curriculum (the original items were purchased over three years ago through a district grant)	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 1D: 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 Goal 2, Action 1A: Provide differentiated reading instruction <ul style="list-style-type: none"> • Additional teacher and classified hourly rate for after hours tutoring 	K-5th	\$10,000	Principal/teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1, Action 1D: Provide parents with parent library of additional resources <ul style="list-style-type: none"> • Books and other resources for the parents to use at home with their students 	K-5th	\$10,000	Librarian/principal

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.	\$22,036
X	Title I, Part A: Carryover	\$17,254
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).	\$983
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)	\$12,960
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		52,250
Total amount of state funds spent (SUPC)		12,960
Total amount of federal funds spent (Title I)		39,290
Total amount of state and federal funds spent		52,250
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. Laura Wood	Chairperson/Classroom Teacher	2 years	May 2022	1
Mr. Lance Skelton	Secretary/Classroom Teacher	2 years	May 2022	1
Ms. Lindsey Powers	Classified Member	2 years	May 2021	1
Ms. Alexandra Cruz	Vice-Chairperson/Classroom Teacher	2 years	May 2022	1
Mrs. Shantay Thompson	Parent/Community Member	2 years	May 2021	1
Mrs. Alejandra Collazo	Parent/Community Member	2 years	May 2021	1
Mrs. Frances Gourdin	Parent/Community Member	2 years	May 2021	1
Mrs. Claudia Barajas	Parent/Community Member	2 years	May 2021	1
Mrs. Litza Reilly	Parent/Community Member	2 years	May 2021	1

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Chaparral Academy of Technology

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):


Electronic Signature

English Learner Advisory Committee Mr. Rex Ringwood

- Other committees established by the school or district (specify)

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: 5/5/2021

Attested:

Dr. Andrea K. McClain



Signature of School Principal

5/5/2021



5/5/2021

Ms. Laura Wood SSC Chairperson