

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chaparral Elementary School	37682966097216	October 3, 2019	November 14, 2019

School Vision and Mission

Chaparral is committed to empowering students to achieve their highest potential; Chaparral is dedicated to instilling in each and every student a love of learning, the willingness to take risks, and to be problem solvers. The school and the community is committed to developing students who are confident, innovative, equipped with the knowledge, skills, and productivity to continue their education and become respectful, responsible, and inspired adults.

We believe ALL students can learn each and every day, whatever it takes!

School Profile

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

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

Chaparral Elementary School is proud of its tradition of excellence. Parents, staff, community, and children have worked together to earn the California Distinguished School Award and the National Blue Ribbon Award. Teachers provide an optimal learning environment, while volunteers actively assist the staff in the classrooms and throughout the school. The PTA plays an active role in providing this support and offers an array of opportunities for parents to be involved in their child's education. The Chaparral Education Foundation provides funding and support in the area of

technology, which prepares our children for the 21st century. On any given day, one will see parents, teachers, and students implementing the common vision of “All Students Learning – Whatever It Takes.”

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Annually, teachers review programs, data, and the budget to ensure that decisions are made based on student needs.

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

- participating in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS)
- completing other parent surveys
- attending Back to School night in August
- as a member of our School Site Council
- joining our Site Safety Committee
- attending Parent events (e.g. meetings focusing on areas such as technology, social media safety, math)
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings

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

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

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

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	0.12%	0.12%	1	1	1
African American	1.3%	1.42%	1.43%	10	12	12
Asian	13.0%	13.76%	15.05%	104	116	126
Filipino	3.9%	3.56%	3.35%	31	30	28
Hispanic/Latino	11.7%	12.22%	11.23%	94	103	94
Pacific Islander	0.3%	0.24%	0.24%	2	2	2
White	58.8%	57.77%	56.75%	471	487	475
Multiple/No Response	0.3%	0.95%	0.84%	2	8	7
Total Enrollment				801	843	837

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	154	183	176
Grade 1	116	131	131
Grade 2	131	125	133
Grade3	130	133	124
Grade 4	135	136	136
Grade 5	135	135	137
Total Enrollment	801	843	837

Conclusions based on this data:

1. Over the past three years, our enrollment has increased from 801 to 837. Enrollment has remained steady between school year 2017-18 to 2018-19.
2. Over the past three years, the student enrollment in each demographic group has remained constant.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	90	104	111	11.2%	12.3%	13.3%
Fluent English Proficient (FEP)	37	45	43	4.6%	5.3%	5.1%
Reclassified Fluent English Proficient (RFEP)	16	11	12	17.6%	12.2%	11.5%

Conclusions based on this data:

1. Over the past three years, our English Learner demographic group has increased each year from 90 in 2016-17 to 111 in 2018-19.
2. Over the past three years, our number of reclassified fluent English Proficient students has decreased from 16 in 2016-17 to 11 in 2018-19.
3. Over the past three years, our number of Fluent English Proficient students has increased from 37 in 2016-17 to 43 in 2018-19.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	127	129	123	125	127	121	125	127	121	98.4	98.4	98.4
Grade 4	128	132	132	127	129	121	127	129	121	99.2	97.7	91.7
Grade 5	131	132	132	129	132	128	129	132	128	98.5	100	97
All	386	393	387	381	388	370	381	388	370	98.7	98.7	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2490.	2476.	40.80	56.69	42.98	32.00	22.83	32.23	18.40	14.17	20.66	8.80	6.30	4.13
Grade 4	2519.	2503.	2544.	49.61	37.98	57.85	26.77	26.36	23.14	9.45	17.05	11.57	14.17	18.60	7.44
Grade 5	2564.	2554.	2546.	42.64	40.91	34.38	37.21	34.09	37.50	15.50	12.12	16.41	4.65	12.88	11.72
All Grades	N/A	N/A	N/A	44.36	45.10	44.86	32.02	27.84	31.08	14.44	14.43	16.22	9.19	12.63	7.84

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	40.80	51.18	44.63	45.60	38.58	49.59	13.60	10.24	5.79	
Grade 4	43.31	34.88	52.07	40.16	48.84	41.32	16.54	16.28	6.61	
Grade 5	41.86	42.42	45.31	52.71	41.67	41.41	5.43	15.91	13.28	
All Grades	41.99	42.78	47.30	46.19	43.04	44.05	11.81	14.18	8.65	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.60	48.82	34.71	41.60	41.73	57.02	12.80	9.45	8.26
Grade 4	51.97	37.21	47.93	34.65	44.19	44.63	13.39	18.60	7.44
Grade 5	54.26	46.97	39.84	39.53	43.94	46.09	6.20	9.09	14.06
All Grades	50.66	44.33	40.81	38.58	43.30	49.19	10.76	12.37	10.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.80	41.73	37.19	60.80	52.76	59.50	6.40	5.51	3.31
Grade 4	37.01	33.33	33.88	55.91	56.59	60.33	7.09	10.08	5.79
Grade 5	35.66	25.76	30.47	62.02	68.18	60.94	2.33	6.06	8.59
All Grades	35.17	33.51	33.78	59.58	59.28	60.27	5.25	7.22	5.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.60	53.54	32.23	50.40	40.16	57.85	8.00	6.30	9.92
Grade 4	47.24	39.53	47.11	39.37	47.29	46.28	13.39	13.18	6.61
Grade 5	44.96	50.76	41.41	48.06	34.85	46.88	6.98	14.39	11.72
All Grades	44.62	47.94	40.27	45.93	40.72	50.27	9.45	11.34	9.46

Conclusions based on this data:

- Over the past three years, in grade 3-4 we have decreased in the percentage of students performing in "standard not met"
- Over the past three years, all grades have increased from 71 to 75 percent at or above standard.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	127	129	123	124	126	121	124	126	121	97.6	97.7	98.4
Grade 4	128	131	132	127	129	118	127	129	118	99.2	98.5	89.4
Grade 5	131	132	132	130	132	130	130	132	130	99.2	100	98.5
All	386	392	387	381	387	369	381	387	369	98.7	98.7	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2478.	2491.	2481.	36.29	42.86	35.54	36.29	36.51	40.50	22.58	15.87	19.83	4.84	4.76	4.13
Grade 4	2531.	2516.	2546.	45.67	35.66	48.31	28.35	31.78	33.90	18.11	21.71	13.56	7.87	10.85	4.24
Grade 5	2578.	2560.	2557.	50.00	46.21	42.31	27.69	20.45	26.15	15.38	19.70	16.92	6.92	13.64	14.62
All Grades	N/A	N/A	N/A	44.09	41.60	42.01	30.71	29.46	33.33	18.64	19.12	16.80	6.56	9.82	7.86

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	45.97	56.35	54.55	43.55	30.95	35.54	10.48	12.70	9.92	
Grade 4	55.91	53.49	64.41	28.35	30.23	27.12	15.75	16.28	8.47	
Grade 5	59.23	55.30	52.31	26.92	25.76	27.69	13.85	18.94	20.00	
All Grades	53.81	55.04	56.91	32.81	28.94	30.08	13.39	16.02	13.01	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.16	57.14	52.07	46.77	37.30	40.50	8.06	5.56	7.44
Grade 4	50.39	33.33	55.93	37.80	51.94	37.29	11.81	14.73	6.78
Grade 5	47.69	42.42	41.54	43.85	41.67	38.46	8.46	15.91	20.00
All Grades	47.77	44.19	49.59	42.78	43.67	38.75	9.45	12.14	11.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.77	57.14	42.15	50.81	36.51	48.76	2.42	6.35	9.09
Grade 4	52.76	39.53	61.86	33.86	43.41	30.51	13.39	17.05	7.63
Grade 5	50.00	37.88	37.69	40.00	44.70	45.38	10.00	17.42	16.92
All Grades	49.87	44.70	46.88	41.47	41.60	41.73	8.66	13.70	11.38

Conclusions based on this data:

1. Over the past three years, slight increase of 1 % of the number of students at or above standard.
2. Chaparral students displayed more proficiently in concepts and procedures when compared to problem solving & modeling/data analysis.

Student Performance Data

ELPAC Results

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

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.26	*	*	46.67	*	*	*	*	27	30
1	75.00	*	*	55	*	*	*	*	24	20
2	95.00	50	*	*	*	*			20	24
4	*	*	*	*	*	*	*	*	*	*
All Grades	67.35		18.37		*		*		98	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	36.67	*	36.67	*	*	*	*	27	30
1	70.83	*	*	60	*	*	*	*	24	20
2	100	62.5		*		*			20	24
4	*	*	*	*	*	*	*	*	*	*
All Grades	73.47		12.24		*		*		98	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.85	*	*	40	*		*		27	30
1	66.67	*	*	55	*		*		24	20
2	90.00	*	*	45.83	*				20	24
4	*	*	*	*	*		*		*	*
All Grades	57.14		21.43		12.24		*		98	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	77.78	40	*	53.33	*	*	27	30	
1	87.50	65	*	*	*	*	24	20	
2	95.00	66.67	*	*		*	20	24	
All Grades	75.51		16.33		*		98		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	62.96	*	*	56.67	*	*	27	30	
1	58.33	*	*	80	*	*	24	20	
2	95.00	50	*	50			20	24	
4	*	*	*	*	*	*	*	*	
All Grades	70.41		20.41		*		98		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	44.44	*	40.74	80	*	*	27	30	
1	83.33	*	*	*	*	*	24	20	
2	90.00	*	*	54.17		*	20	24	
4	*	*	*	*	*	*	*	*	
All Grades	60.20		27.55		12.24		98		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	73.33	*	*	*	*	27	30
1	45.83	*	50.00	*	*	*	24	20
2	80.00	45.83	*	54.17			20	24
All Grades	60.20		31.63		*		98	

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

Conclusions based on this data:

1. The majority of our students score in the well-developed range in listening, speaking, reading, and writing.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	13	12	13	2	0	1	15.4	0.0	8
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	106	123	126	1	4	5	0.9	3.3	4
Filipino	31	31	24	3	1	4	9.7	3.2	14
Hispanic or Latino	100	106	95	6	7	7	6.0	6.6	7
Did not Report	*	*	*	1	1	*	*	*	*
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	90	87	98	1	3	10	1.1	3.5	10
White	486	499	478	20	14	26	4.1	2.8	5
Male	428	453		18	15		4.2	3.3	
Female	403	416		15	14		3.7	3.4	
English Learners	95	112	111	6	11	9	6.3	9.9	9
Students with Disabilities	117	113		10	6	18	8.5	5.3	16
Socioeconomically	94	130	111	6	9	16	6.4	7.0	13
Migrant									
Foster									
Homeless									
Kindergarten	161	189		12	8		7.5	4.3	
Grades 1-3	391	403		13	14		3.3	3.5	
Grades 4-6	279	277		8	7		2.9	2.5	
Grades 7-8									
Grades K-8	831	869		33	29		4.0	3.3	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	831	869	845	33	29	53	4.0	3.3	6

Conclusions based on this data:

- Over the past two years, the number of students with chronic absenteeism has decreased from 33 to 29.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.7	1.0	0.7

Conclusions based on this data:

1. Over the past three years, our suspension rate has been 1% or lower.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Chaparral Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 1: Mathematics

By June 2020, as measured by Spring CAASPP report, 80% of students in grades 3-5 will be at standard met/standard exceeded in the overall area of mathematics.

Identified Need

This need was identified by analysis of Chaparral's data from the CAASPP, which shows that there are currently 25% of Chaparral's 3rd-5th grade learners are below CAASPP proficiency levels as measured by the mathematics section of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Spring 2020 CAASPP.	75% of 3rd-5th grade students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of all students who scored standard met/standard exceeded with show growth from 75% to 80%.
English Learner Data from the Spring 2020 CAASPP.	76% of 3rd-5th grade ELL students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of ELL students who scored standard met/standard exceeded with show growth from 76% to 80%
EDY/Title I Data from the Spring 2020 CAASPP.	67% of 3rd-5th grade EDY students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of EDY students who scored standard met/standard exceeded with show growth from 67% to 70%
Student with Disabilities Data from the Spring 2020 CAASPP.	35% of 3rd-5th grade students with disabilities were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of students with disabilities who scored standard met/standard exceeded with show growth from 35% to 40%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Learners who are below proficiency in the area of mathematics (K-5). Data analysis has shown areas of growth in targeted math skills.

Strategy/Activity

Research-based curriculum will be used with our learners, such as Math Central Resources, Math Expressions Intervention, Touch Math, and Moby Max.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 2: English Language Arts

By June 2020, as measured by Spring CAASPP report, 80% will be at standard met/standard exceeded in the overall area of ELA.

Identified Need

This need was identified by analysis of Chaparral's data from the CAASPP, which shows that there are currently 24% of Chaparral's 3rd-5th grade learners are below CAASPP proficiency levels as measured by the ELA section of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from Spring 2020 CAASPP.	76% of 3rd-5th grade students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of all students who scored standard met/standard exceeded with show growth from 76% to 80%.
English Learner Data from Spring 2020 CAASPP.	68% of 3rd-5th grade ELL students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of ELL students who scored standard met/standard exceeded with show growth from 68% to 70%.
EDY/Title I Data from Spring 2020 CAASPP.	67% of 3rd-5th grade EDY students were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of EDY students who scored standard met/standard exceeded with show growth from 67% to 70%.
Student with Disabilities Data from Spring 2020 CAASPP.	29% of 3rd-5th grade students with disabilities were at standard met/standard exceeded on the 2019 CAASPP.	The percentage of all students with disabilities who scored standard met/standard exceeded with show growth from 29% to 35%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Using our district curriculum, Benchmark Advanced, instruction will be delivered in both whole group and small group on a daily basis. Instruction will be flexible, and data is monitored on an ongoing basis. Grade levels will use flexible grouping to address specific student needs. Online research-based programs will be used for intervention instruction (Lexia).

Specific to all students:

- *Whole group/small group Benchmark
- *Benchmark Universe
- *Guided reading groups
- *Daily 5
- *Student playlists with targeted instruction
- *CAASPP Interim assessments
- *Fluency practice - 6 Minutes Solution
- *Online Intervention/Enrichment program - Lexia
- *Use of parent volunteers, small group support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,280	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
8,500	English Learners 1000-1999: Certificated Personnel Salaries
380.00	English Learners 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Using our district curriculum, Benchmark Advanced, instruction will be delivered in both whole group and small group on a daily basis. Instruction will be flexible, and data is monitored on an ongoing basis. Grade levels will use flexible grouping to address specific student needs. Online research-based programs will be used for intervention instruction (Reading Plus).

Specific to all students:

- *Whole group/small group Benchmark
- *Benchmark Universe
- *Guided reading groups
- *Student playlists with targeted instruction
- *CAASPP Interim assessments
- *Fluency practice - 6 Minutes Solution
- *Online Intervention/Enrichment program -Reading Plus
- *Use of parent volunteers, small group support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 3: Socio-Emotional/Behavior

All staff will participate in professional learning around MTSS (tiered systems of support) for the first 18 days at least two times per year to clearly communicate behavior and learning expectations. All staff and students will learn about the three expectations matrix of what positive behavior looks like in different locations on our campus. Staff will also participate in six trainings from the behavior support team addressing the social and emotional needs of our students. San Diego Office of Education will be doing a one-day training on Trauma Informed Practices for Schools (TIPS).

Identified Need

This need is identified by the analysis of Chaparral 's data from parent and staff surveys. Identified needs were consistent behavior expectations throughout the year and a need to decrease students anxiety levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Date from school climate survey Fall 2019	95% of the students at Chaparral feel safe at school. 94% feel like the adults at Chaparral care about them. 94% know that there is someone on campus who they can talk to.	100% of students to feel safe at school 100% feel like the adults at Chaparral care about them. 100% know that there is someone on campus who they can talk to.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Each and every learner will be served by this social emotional goal

Strategy/Activity

- Direct and collaborative learning around MindUp Curriculum
- Direct and collaborative learning around expected/unexpected behaviors
- Direct and collaborative learning around size of the problem (Michelle Garcia Winner-Social Thinking)
- Direct and collaborative learning around Discovering the 5 Love Languages at school
- 2 principal lead behavior assemblies annually.
- Principal will read character building books to each class, at least 2 times per year
- Training from Behavior Support Team (Avoiding Power Struggles, Working with Students with ADHD)
- Training from San Diego County Office of Education on Trauma Informed Practices for Schools (TIPS)
- Mindful Moment, daily
- No Place for Hate School
- SSA to facilitate playground games

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

--

--

Source(s)

Educationally Disadvantaged Youth

English Learners

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$16,160.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$7,280.00
English Learners	\$8,880.00

Subtotal of state or local funds included for this school: \$16,160.00

Total of federal, state, and/or local funds for this school: \$16,160.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	7,280.00
English Learners	8,880.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,780.00
5000-5999: Services And Other Operating Expenditures	380.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	7,280.00
1000-1999: Certificated Personnel Salaries	English Learners	8,500.00
5000-5999: Services And Other Operating Expenditures	English Learners	380.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	16,160.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role	Date	Signature
Rhiannon Sharp Buhr	Principal		
Yoenda Dornan	Other School Staff		
Janet Engebretsen	Classroom Teacher		
Brielle DeClercq	Classroom Teacher		
Courtney Evans	Classroom Teacher		
Bernadette Smith	Parent or Community		
Aubrey Tran	Parent or Community		
Brandi Foise	Parent or Community		
Kristen Prasad	Parent or Community		
Burcin Ergun	Parent or Community		

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

Recommendations and Assurances

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

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

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

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

Signature	Date	Committee or Advisory Group Name
	Oct. 3, 2019	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 October 3rd, 2019.

Attested:

Principal, Rhiannon Sharp Buhr on Oct. 3, 2019

SSC Chairperson, Bernadette Smith on Oct. 3, 2019

Instructions

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019