

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	36676780110726	April 24, 2024	June 20,2024

Purpose and Description

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

Schoolwide Program
Our school (Chaparral Elementary) serves as a Title 1 Schoolwide Program. Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes.

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

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:
#1 - All students are provided a high-quality teaching and learning environment (Priorities 1,2,and 7);
#2 - Students, parents, families, and staff are connected and engaged at their school to ensure student success (Priorities 3,5, and 6);
#3 - All students are prepared for college and career beyond graduation (Priorities 4 and 8).
Our school plan will continue to focus on seeking educational partner input on identifying the academic and socio-emotional needs of our students in order to continue to participate and progress academically.

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our school also implements the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During these meetings, we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with data analysis at the end of each data point. Our needs are then listed on our SPSA Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs. The 2023-24 School Quality Survey for parents, students and staff was administered during in winter of 2024. At our school, we had the following numbers of participants for each participating groups:

Parents -- 84

Staff – 16

Students- 75

In the K12 parent survey, we learned the following about our engagement groups:

1. 95% of the parents feel families are encouraged to attend school-sponsored activities, such as back-to-school night, parent-teacher conferences, or college nights.
2. 94% of the staff feel that this school has high learning standards for all students.
3. 87% of the students that took the K12 Survey feel that the Principal/Assistant Principal are visible at school events.

Here are three data points that we can celebrate:

1. 89% of parents said that they feel that the school provides opportunities for the parents to volunteer.
2. 94% of staff said that the Principal/Assistant Principal are visible throughout the school day and during activities.
3. 85% of the students that took the K12 Survey feel that the Principal/Assistant Principal are visible throughout the school day.

Here are three data points that show our opportunities:

1. 48% of parents said that they disagree that this school offers students a variety of extracurricular activities.
2. 63% of the staff feel that the referral process for referring social, emotional, and behavior support is effectively implemented to secure services.
3. 54% of the students that took the K12 Survey feel that teachers provide lessons that actually apply to the real world.

In the 2022-23 Healthy Kids Survey, 83% of 5th graders shared that they feel safe at school most/all of the time. 74% of the 5th-grade students reported that they feel connected to school.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 4/25/23, an External TFI completed at Chaparral reflected 90% implementation for school-wide PBIS implementation of Tier I; and 100% for Tier II. The PBIS team has the following area(s) of focus for the 23-24 school year:

Tier I: 1) 1.1 - Team Composition with 80% attendance and 2) 1.3 - Behavioral Expectations observed during instructional lessons

Tier II: 1) 2.9 - Professional Development with teachers being regularly trained on PBIS language and MDR/ODR process

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- Our site utilized the Professional Learning Communities (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regard to instruction and support up until mid-May 2023. Our site administration met with District administration on October of 2023 to review spring 2023 SBAC and 2023 ESA data and progress on our site's 2023-2024 SMART Goals. Through this collaborative process, school-wide SMART Goals were developed in the areas of ELA, Mathematics, and PBIS. Site administration met with the Teaching Staff and Grade Level Chairs to determine action steps in the areas of Curriculum and Instruction, Assessment, and Professional Development that will support achieving the SMART Goals. The SMART Goals: ELA - For the 2023-2024 school year, 65% of the K - 6th-grade students will perform at the Met/Exceeded Level on the Essential Standards Assessment in the area of English Language Arts. MATH - For the 2023-2024 school year, 48% of the K - 6th grade students will perform at the Met/Exceeded Level on the Essential Standards Assessment in the area of Mathematics. The PBIS SMART Goal will address the needs of our 7% of the student population that has been identified through SAEBSR needing socio-emotional support. The Collaborative Team Actions in a PLC at Work, which is the key focus for the 2023-2024 school year. Classroom monitoring via walkthroughs will look for teacher clarity through evidence of "I CAN STATEMENTS, VISIBLE OBJECTIVES, AND THE FOCUS ON ESSENTIAL STANDARDS BY GRADE LEVEL." The PLC Process focused on process step 1. Identify and calibrate the team's understanding of the essential standards that correspond with the upcoming unit What students must know and be able to do to be proficient with the essential standards (success criteria).
- The student-friendly, "I can" statements for the essential standards and process step 5. Clarify for students the essential standards; have students reflect on their learning. Our school also participates in several types of classroom observations conducted during the school year. Types and frequency are as follows:

A District Collaborative Learning Round (CLR) made up of a team of District Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor.

Administrators did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence-based on the District's Yellow Sheet. Administration will closely observe the engagement of the EL students in the class in future visits. Specifically, our feeder group collected evidence of: direct engagement with the Essential Standards and connection to the use of "I can" statements. Our feeder group did not have the opportunity to walk classrooms at the sites this year. However, the CHHS Feeder Group will continue to plan on doing site visits in the fall of 2024.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school (Chaparral Elementary) utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regard to instruction and support. Our site administration met with district administration during Leadership Charge in July 2024 to review CVUSD Essential Standards Assessment (ESA) Data and to review progress on our site 22-23 SMART Goals. Through this collaborative process, School-wide SMART Goals were developed in the areas of ELA, Math, and PBIS for the 22-23 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1, Academic Goal - School Level SMART Goal: On the 2023 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 59.5% to 63%, and in Math will increase from 45.5% to 48%.

SMART Goal 2, PBIS Goal - School Level SMART Goal: By May 1, 2023, Chaparral Elementary will score a 2 out of 2 on Tier 1 TFI feature 1.5 and 1.3 dealing with Problem Behavior Definitions and Behavioral Expectations.

Chaparral's SBAC data is utilized along with formative and summative assessments, including the CVUSD Essential Standard Assessments (ESA) and grade level Common Formative Assessments (CFA) to ensure mastery of learning for all. ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and extentension. Chaparral will continue to use data from the 23-24 dashboard to measure progress towards state indicators of success for all students including unduplicated student groups. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, data from the 2023-2024 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ESA Data for August 2023:

Essential Standards Baseline Data Math /August 2023

Grade/ Percent Exceeded or Met standard

K - 48.6%

1st - 65.3%

2nd - 62.9%

3rd - 46.9%

4th - 58.8%

5th - 39.0%

6th - 37.8%

Essential Standards Baseline Data ELA /August 2023

Grade/ Percent Exceeded or Met standard

K - 48.6%

1st - 52.0%

2nd - 73.4%

3rd - 37.5%

4th - 63.1%

5th - 66.6%

6th - 55.0%

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site (Chaparral Elementary) will continue to use Common Formative Assessments created by teacher teams in collaboration with District Instructional Coaches to monitor students' progress towards mastery of Essential Standards. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

Essential Standards Final Benchmark Data Math /Spring 2024

Grade/ Percent Exceeded or Met standard

K - 36.9%

1st - 44.9%

2nd - 42.4%

3rd - 51.4%

4th - 53.8%

5th - 48.8%

6th - 42.1%

Essential Standards Final Benchmark Data ELA /Spring 2024

Grade/ Percent Exceeded or Met standard

K - 54.4%

1st - 35.1%

2nd - 58.0%

3rd - 58.3%

4th - 51.3%

5th - 54.0%

6th - 64.5%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements to in the field that they are assigned (fully credentialed and intern). We have successfully hired and filled every class with highly qualified teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.

The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

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

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process and Student Engagement through Collaborative Communication. Focused staff development will be provided to support mastery of essential learning in all core content and Positive Behavior Intervention and Support. Our site (Chaparral Elementary) will hold PD annually to support the instruction of our English Learners.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

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

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student group(s) was/were identified in needing support to become proficient: English Language Learners.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our site (Chaparral Elementary) adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:

K	36,000
1–3	50,400
4–8	54,000
9–12	64,800

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of the "in-class" interventions provided by teachers during small group/individual instruction while other students are doing independent review during those times of small group/individual instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of our students have available to them standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

100% of our students have access to standards-aligned core courses and instructional materials AND TECHNOLOGY.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided by our regular program that enable under-performing students to meet standards: Small Group Breakout Virtual Classroom Instruction for Tier 1 and 2 students, Virtual "pull-out" intervention on Multi-Tiered Systems of Support for Multi-Tiered Systems of Support for Behavior (MTSS-B). Academic Interventions are provided during the school hours (7:50 am to 2:30 pm) by the teacher via individual or small group breakout virtual classroom sessions.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. To raise student achievement, the following educational practices are in place: Small Group Instruction, First Best Instruction (FBI), Thinking Maps, Kagan Collaboration Strategies, the 4 C's, The PLC Process, Wonders, Pearson (K-5), Big Ideas (6th), NGSS, DELD, and Number Talks.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. We (Chaparral Elementary) also have multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student. The SSC meets 4 times throughout the year (meeting dates: 10/19/23, 1/31/24, 3/13/24, and 4/24/24). The Action Team for Partnership meets three times per year as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs. DELAC meets 4 times per year (meeting dates: 10/3/23, 1/9/24, 2/20/24, and 4/16/24) and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found on our school website and in the lobby of our school office. The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities. The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parent on PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

1. Chaparral Elementary is committed to meaningful educational partner involvement in developing and gaining input on the development of the SPSA plan. Students, parents/guardians, staff, and the community were involved in the process. All educational partners reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from educational partner surveys was included as part of the data review during 2019-2020. An analysis of progress toward goals, current data, and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. These standing committees also inform our parents about the school mandates, state initiatives, school funding, and school accountability. Dates of SSC meetings for 2023-2024 school year were: October 19, 2023; January 31, 2024; March 13, 2024; and April 24, 2024.

For the 2023-2024 school year, the SPSA was reviewed and shared at the following meetings: October 2023; February 2024; March 2024; and April 2024.

- a. School Site Council - (Last) Evaluated and Approved April 24, 2024 and October, 2024
- b. ELAC - (Last) Evaluated and Approved October 13, 2023 and May 2, 2024
- c. Staff Meeting - (Last) Evaluated and Approved May 9, 2024
- d. Coffee with the Administrators
- e. PTO

Training for the initial SSC Meeting for the 2023-2024 school year will take place on TBD via Zoom or in the Parent Engagement Center.

Resource Inequities

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

Previously, when looking at the data in Data Quest, CBEDS, Dashboard, and master schedule, the inequities evidenced are the services provided to the intervention students since they were not having access to a viable and rigorous curriculum. Also, previously, through the plan of fidelity to the PLC Process, the students receiving intervention will gain access to a viable and rigorous curriculum through the implementation and instruction of the District's Essential Standards. Students will also gain access to the viable curriculum through the focus of the Essential Standards, which has been established as the district's viable curriculum via the PLC Process. Interventions now focus on the Essential Standards.

Curing our comprehensive needs assessment the School Site Council as well as the entire staff closely analyze student achievement data to evaluate the needs of our students, school, and programs. Through a close study of our data, we recognized the inequities of student achievement and underperformance in the Students with Disabilities group. As a result, this year, greater

resources will be allocated this year to Students with Disabilities and students not meeting the standards. ESSER III funds have been utilized to provide extra support with intervention; focusing on the Essential Standards.

An area of concern that resulted from the spring 2023 CAASPP student performance data Dashboard is chronic absenteeism. Per the Student Performance Dashboard, 21.8% of all students are chronically absent which puts Chaparral in need of ATSI (Additional Targeted Support & Improvement) monitoring. The Chaparral SPSA has specific goals to address this area of need; which are included in Goal 2 where funds are allocated to Parent Engagement, Positive Behavior Awards, and Socio-Emotional supports that will address the chronic absenteeism. The goal is to reach 18% or less of the student population to be chronically absent.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	137	148	149
Grade 1	122	90	76
Grade 2	72	107	77
Grade3	96	80	104
Grade 4	76	90	82
Grade 5	92	75	90
Grade 6	94	98	76
Total Enrollment	689	688	654

Conclusions based on this data:

1. Kindergarten enrollment has increased from 2021 to 2023
2. There has been a decline in whole school enrollment over the past three years.
3. Due to decline in enrollment, student-teacher ratio is smaller; allowing for more frequent small-group instruction.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	45	76	86	6.50%	11.0%	13.1%
Fluent English Proficient (FEP)	140	120	110	20.30%	17.4%	16.8%
Reclassified Fluent English Proficient (RFEP)	27	74	70	60.0%	97.0%	81.0%

Conclusions based on this data:

1. Chaparral Staff continues to in help EL students achieve English Language Proficiency.
2. 81% of EL students are reclassified in 2023
3. 100% of our EL students continue to make positive growth in English Language Development.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	97	81	107	0	80	104	0	80	104	0.0	98.8	97.2
Grade 4	73	94	80	0	94	80	0	94	80	0.0	100.0	100.0
Grade 5	89	76	92	0	75	91	0	75	91	0.0	98.7	98.9
Grade 6	94	96	77	0	95	77	0	95	77	0.0	99.0	100.0
All Grades	353	347	356	0	344	352	0	344	352	0.0	99.1	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2448.	2469.		37.50	40.38		20.00	29.81		22.50	17.31		20.00	12.50
Grade 4		2484.	2486.		36.17	33.75		21.28	30.00		17.02	16.25		25.53	20.00
Grade 5		2557.	2527.		48.00	29.67		25.33	30.77		13.33	16.48		13.33	23.08
Grade 6		2542.	2572.		22.11	32.47		27.37	38.96		34.74	16.88		15.79	11.69
All Grades	N/A	N/A	N/A		35.17	34.38		23.55	32.10		22.38	16.76		18.90	16.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75	26.92		72.50	63.46		8.75	9.62
Grade 4		29.79	20.00		50.00	71.25		20.21	8.75
Grade 5		29.33	24.18		64.00	60.44		6.67	15.38
Grade 6		24.21	32.47		55.79	55.84		20.00	11.69
All Grades		25.58	25.85		59.88	62.78		14.53	11.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.25	35.58		50.00	49.04		23.75	15.38
Grade 4		24.47	18.75		57.45	63.75		18.09	17.50
Grade 5		42.67	30.77		49.33	48.35		8.00	20.88
Grade 6		17.89	36.36		64.21	55.84		17.89	7.79
All Grades		27.03	30.68		55.81	53.69		17.15	15.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.25	16.35		73.75	74.04		10.00	9.62
Grade 4		8.51	15.00		85.11	73.75		6.38	11.25
Grade 5		21.33	23.08		70.67	64.84		8.00	12.09
Grade 6		17.89	18.18		72.63	75.32		9.47	6.49
All Grades		15.70	18.18		75.87	71.88		8.43	9.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.75	30.77		66.25	60.58		10.00	8.65
Grade 4		19.15	17.50		65.96	67.50		14.89	15.00
Grade 5		33.33	18.68		56.00	63.74		10.67	17.58
Grade 6		14.74	23.38		67.37	62.34		17.89	14.29
All Grades		22.09	23.01		64.24	63.35		13.66	13.64

Conclusions based on this data:

1. Baseline SBAC data showed 66.48% of students in grades 3-6 scored at the Standard Exceeded or Standard Met level.
2. Students performed the highest in the Listening portion of the ELA CAASPP (94% near-above standard) and Reading (86% near-above standard) subsections.
3. 15% of students performed below standards in Writing on the 22-23 CAASPP. 14% of students performed below standard level in Research/Inquiry on the 22-23 CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	97	81	107	0	79	107	0	79	107	0.0	97.5	100.0
Grade 4	73	94	81	0	93	80	0	93	80	0.0	98.9	98.8
Grade 5	89	76	92	0	75	92	0	75	92	0.0	98.7	100.0
Grade 6	94	96	77	0	95	77	0	95	77	0.0	99.0	100.0
All Grades	353	347	357	0	342	356	0	342	356	0.0	98.6	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2427.	2462.		15.19	28.04		36.71	41.12		21.52	17.76		26.58	13.08
Grade 4		2475.	2488.		21.51	27.50		29.03	26.25		23.66	26.25		25.81	20.00
Grade 5		2530.	2496.		32.00	23.91		14.67	17.39		33.33	21.74		20.00	36.96
Grade 6		2515.	2544.		13.68	29.87		17.89	15.58		37.89	28.57		30.53	25.97
All Grades	N/A	N/A	N/A		20.18	27.25		24.56	26.12		29.24	23.03		26.02	23.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.78	33.64		50.63	51.40		26.58	14.95
Grade 4		27.96	32.50		43.01	38.75		29.03	28.75
Grade 5		30.67	26.09		44.00	35.87		25.33	38.04
Grade 6		17.89	25.97		49.47	58.44		32.63	15.58
All Grades		24.56	29.78		46.78	46.07		28.65	24.16

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.25	24.30		58.23	62.62		21.52	13.08
Grade 4		24.73	30.00		49.46	50.00		25.81	20.00
Grade 5		28.00	18.48		53.33	50.00		18.67	31.52
Grade 6		11.58	19.48		56.84	48.05		31.58	32.47
All Grades		20.76	23.03		54.39	53.37		24.85	23.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.99	30.84		63.29	62.62		17.72	6.54
Grade 4		23.66	28.75		50.54	46.25		25.81	25.00
Grade 5		21.33	13.04		62.67	63.04		16.00	23.91
Grade 6		11.58	23.38		64.21	49.35		24.21	27.27
All Grades		18.71	24.16		59.94	56.18		21.35	19.66

Conclusions based on this data:

1. Baseline SBAC data showed 53.37% of students in grades 3-6 scored at the Standard exceeded or Standard Met level.
2. Communicating Reasoning Demonstrating ability to support mathematical conclusions indicates that 84% of the students Met or Nearly Met Standard. Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems indicates that 77% of the students Met or Nearly Met Standard.
3. 24% of the students scored below standard level in the area of Concepts & Procedures Applying mathematical concepts and procedures on the CAASPP. 24% of the students also scored below standard level in the area of Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems.

School and 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1461.4	1433.9	1414.0	1450.6	1446.2	1424.8	1486.9	1405.0	1388.8	23	33	32
1	*	1420.0	1418.7	*	1420.4	1409.7	*	1419.1	1427.3	9	12	15
2	*	*	*	*	*	*	*	*	*	4	9	10
3	*	*	1455.2	*	*	1443.5	*	*	1466.5	6	9	13
4	*	*	*	*	*	*	*	*	*	6	7	7
5	*	*	*	*	*	*	*	*	*	*	*	9
6	*	*	*	*	*	*	*	*	*	8	*	4
All Grades										59	76	90

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	43.48	21.21	9.38	4.35	33.33	31.25	30.43	30.30	40.63	21.74	15.15	18.75	23	33	32
1	*	0.00	6.67	*	33.33	26.67	*	25.00	33.33	*	41.67	33.33	*	12	15
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	15.38	*	*	23.08	*	*	23.08	*	*	38.46	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.81	14.47	7.78	28.81	36.84	27.78	28.81	27.63	38.89	13.56	21.05	25.56	59	76	90

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.13	36.36	12.50	4.35	24.24	40.63	34.78	24.24	25.00	21.74	15.15	21.88	23	33	32
1	*	8.33	6.67	*	41.67	26.67	*	25.00	33.33	*	25.00	33.33	*	12	15
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	15.38	*	*	30.77	*	*	15.38	*	*	38.46	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.76	28.95	11.11	18.64	34.21	33.33	23.73	23.68	31.11	11.86	13.16	24.44	59	76	90

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	9.09	6.25	13.04	30.30	21.88	26.09	27.27	56.25	26.09	33.33	15.63	23	33	32
1	*	8.33	6.67	*	8.33	40.00	*	33.33	13.33	*	50.00	40.00	*	12	15
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	15.38	*	*	15.38	*	*	46.15	*	*	23.08	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.64	6.58	6.67	20.34	27.63	21.11	33.90	31.58	43.33	27.12	34.21	28.89	59	76	90

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	30.30	15.63	52.17	60.61	59.38	13.04	9.09	25.00	23	33	32
1	*	16.67	26.67	*	75.00	53.33	*	8.33	20.00	*	12	15
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	15.38	*	*	61.54	*	*	23.08	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.98	30.26	14.44	49.15	61.84	60.00	11.86	7.89	25.56	59	76	90

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.74	33.33	18.75	30.43	45.45	43.75	47.83	21.21	37.50	23	33	32
1	*	0.00	0.00	*	58.33	53.33	*	41.67	46.67	*	12	15
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	30.77	*	*	30.77	*	*	38.46	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.76	31.58	16.67	28.81	46.05	47.78	25.42	22.37	35.56	59	76	90

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.13	9.09	6.25	43.48	75.76	75.00	17.39	15.15	18.75	23	33	32
1	*	8.33	20.00	*	33.33	33.33	*	58.33	46.67	*	12	15
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	15.38	*	*	53.85	*	*	30.77	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.42	10.53	8.89	49.15	57.89	55.56	25.42	31.58	35.56	59	76	90

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.83	27.27	34.38	30.43	33.33	37.50	21.74	39.39	28.13	23	33	32
1	*	8.33	20.00	*	58.33	46.67	*	33.33	33.33	*	12	15
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	15.38	*	*	53.85	*	*	30.77	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.81	18.42	20.00	52.54	55.26	50.00	18.64	26.32	30.00	59	76	90

Conclusions based on this data:

- 1. 15% of EL students are at the Well-Developed, Level 4, stage.
- 2. 37% of EL students are at the Well-Developed, Level 3, stage.
- 3. 52% of EL students (in Levels 1 and 2) are in need of daily DELD to move them to Levels 3 and 4.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
654	39.1	13.1	0.6
Total Number of Students enrolled in Chaparral Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	13.1
Foster Youth	4	0.6
Homeless	19	2.9
Socioeconomically Disadvantaged	256	39.1
Students with Disabilities	89	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	3.4
Asian	139	21.3
Filipino	36	5.5
Hispanic	363	55.5
Two or More Races	29	4.4
Pacific Islander	1	0.2
White	52	8

Conclusions based on this data:

1. The primary numerically significant subgroups at Chaparral are: Hispanic 56.8%, Asian 20.2%, Socioeconomically disadvantaged 42.73%, White 8.7%, and English Learners 11.04%

2. Socioeconomically Disadvantaged and Hispanic are the largest subgroups that are targeted to receive more structured instructional support for English Language Arts.
3. Socioeconomically Disadvantaged and Hispanic are the largest subgroups that are targeted to receive more structured instructional support for Mathematics.

School and Student Performance Data






Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  Red		

Conclusions based on this data:

1. Chronic Absenteeism is VERY LOW
2. English Language Arts shows in the Dashboard that reading foundations, skills, and comprehension are provided through solid instruction.
3. Suspension Rate is VERY HIGH

School and Student Performance Data

Academic Performance English Language Arts

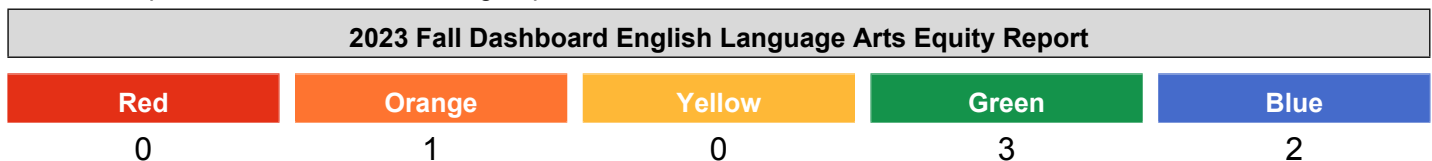
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 33.1 points above standard Increased +10.4 points 337 Students	English Learners Blue 18.6 points above standard Increased Significantly +18.1 points 62 Students	Foster Youth Less than 11 Students 1 Student
Homeless 5.4 points above standard Maintained +2.2 points 16 Students	Socioeconomically Disadvantaged Green 15 points above standard Increased +4.9 points 132 Students	Students with Disabilities Orange 54.2 points below standard Maintained -1.8 points 39 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American 27 points above standard Increased Significantly +18.4 points 11 Students	American Indian  No Performance Color 0 Students	Asian  Blue 78.1 points above standard Increased +11.8 points 71 Students	Filipino 43 points above standard Decreased -5.1 points 18 Students
Hispanic  Green 11.7 points above standard Increased +11.5 points 189 Students	Two or More Races 64 points above standard Maintained +0.9 points 11 Students	Pacific Islander Less than 11 Students 1 Student	White  Green 41 points above standard Decreased -7.5 points 32 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 96.3 points below standard Decreased -6.7 points 22 Students	Reclassified English Learners 81.8 points above standard Increased Significantly +23.9 points 40 Students	English Only 30.6 points above standard Increased +7.3 points 233 Students
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Conclusions based on this data:

1. Data currently being reviewed by school site instructional team through the PLC Process.
2. 331 students at Chaparral met or exceeded standards in English Language Arts for the 2021-2022 school year; which shows 22.7 points above the standard.
3. ESSER III continues to help address the reading deficits through the addition of two instructional aides providing reading support where needed.

School and Student Performance Data

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 0.7 points above standard Increased +14.1 points 337 Students	English Learners Blue 7.3 points above standard Increased Significantly +28.8 points 62 Students	Foster Youth Less than 11 Students 1 Student
Homeless 36.7 points below standard Maintained -0.2 points 16 Students	Socioeconomically Disadvantaged Green 13.5 points below standard Increased +11.3 points 132 Students	Students with Disabilities Orange 75.1 points below standard Maintained +0.8 points 39 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American 23 points below standard Maintained +2.6 points 11 Students	American Indian  No Performance Color 0 Students	Asian  Blue 69.8 points above standard Increased Significantly +19.3 points 71 Students	Filipino 24.9 points above standard Increased +12.7 points 18 Students
Hispanic  Yellow 26.5 points below standard Increased +13 points 189 Students	Two or More Races 9.5 points above standard Decreased Significantly - 16.7 points 11 Students	Pacific Islander Less than 11 Students 1 Student	White  Yellow 0.9 points below standard Maintained +0.9 points 32 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 72.8 points below standard Increased Significantly +22.6 points 22 Students	Reclassified English Learners 51.4 points above standard Increased Significantly +25.8 points 40 Students	English Only 10.4 points below standard Increased +4.7 points 233 Students
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Conclusions based on this data:

1. Data currently being reviewed by school site instructional team through the PLC Process.
2. 330 students at Chaparral was below standards in Mathematics for the 2021-2022 school year; which shows 13.4 points below the standard.
3. ESSER III will help address the math deficits through the addition of two instructional aides providing math support where needed.

School and Student Performance Data

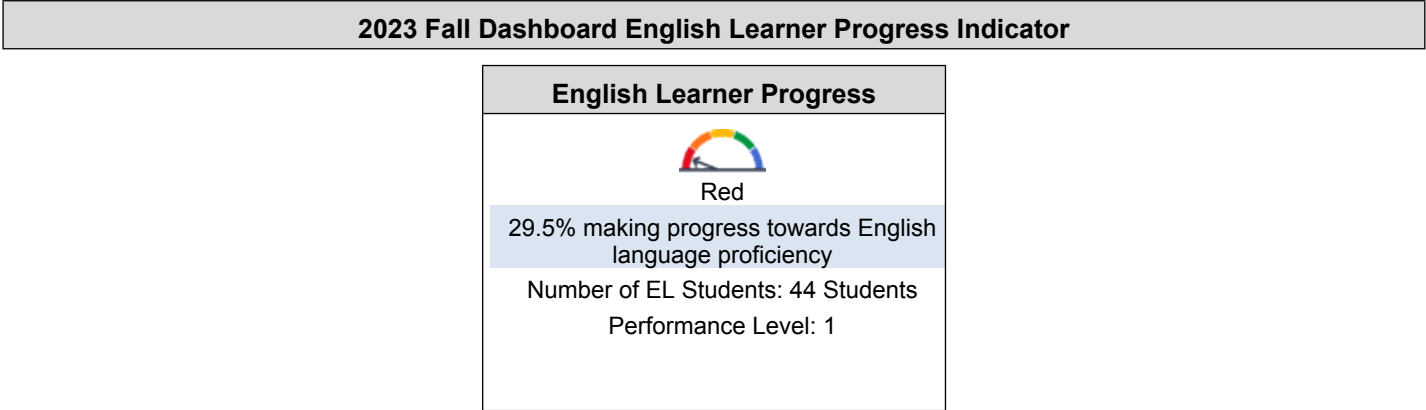
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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.

2023 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	13	0	13

Conclusions based on this data:

1. EL Coordinator collaborates with teachers and instructional aide for training and monitoring.
2. EL Coordinator collaborates with teachers and instructional aide for assessment of students ready for reclassification.
3. 43.6% of the 39 EL students are making progress towards proficiency and reclassification.

School and Student Performance Data

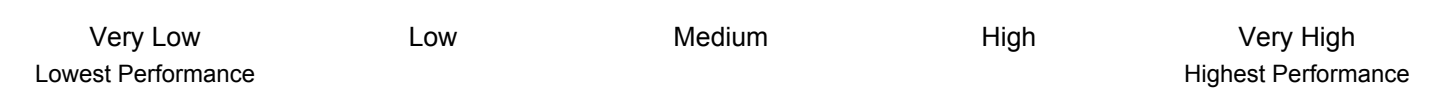
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

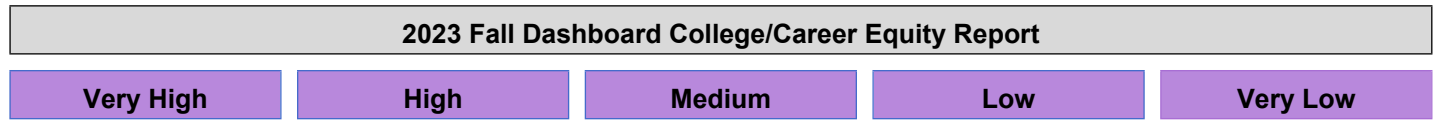
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

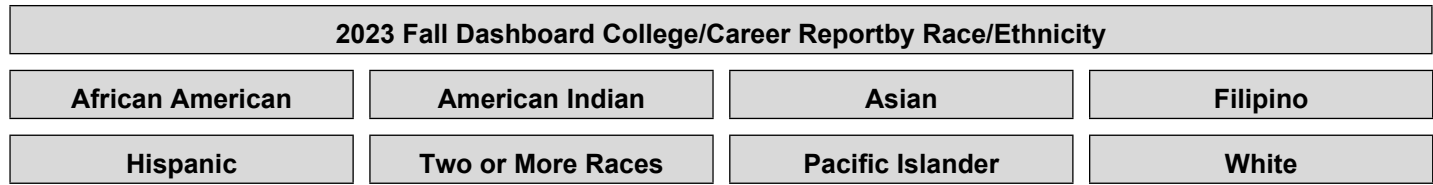
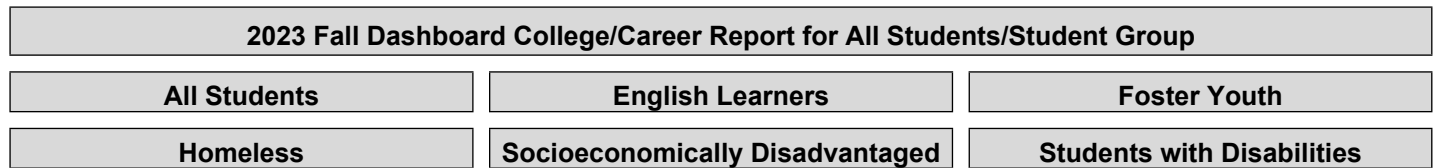
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Academic Engagement Chronic Absenteeism

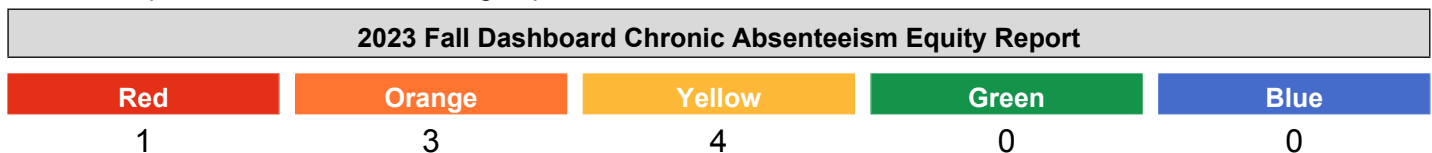
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Yellow</p> <p>21.8% Chronically Absent</p> <p>Declined Significantly -4.9</p> <p>688 Students</p>	English Learners  <p>Red</p> <p>22.4% Chronically Absent</p> <p>Maintained 0.2</p> <p>107 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>4 Students</p>
Homeless <p>29.6% Chronically Absent</p> <p>Declined -1.1</p> <p>27 Students</p>	Socioeconomically Disadvantaged  <p>Orange</p> <p>30.1% Chronically Absent</p> <p>Declined -2.3</p> <p>286 Students</p>	Students with Disabilities  <p>Orange</p> <p>32.4% Chronically Absent</p> <p>Declined -10.6</p> <p>111 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 41.4% Chronically Absent Increased 13.8 29 Students	American Indian  No Performance Color 0 Students	Asian  Orange 6.8% Chronically Absent Increased 1.3 146 Students	Filipino  Yellow 16.7% Chronically Absent Declined -3.3 36 Students
Hispanic  Yellow 28.4% Chronically Absent Declined Significantly -6.9 380 Students	Two or More Races  Yellow 14.3% Chronically Absent Declined -10 42 Students	Pacific Islander Less than 11 Students 1 Student	White  Yellow 14.8% Chronically Absent Declined -9.8 54 Students

Conclusions based on this data:

1. Data currently being reviewed by school site PBIS Team. 26.7% of the 715 students are chronically absent.
2. Daily monitoring in place between the site administration and attendance clerk to notify families of chronic absentees with the goal of making improvements. Absenteeism in 2021-2022 was impacted by mandatory quarantines related to COVID as well as an overabundance of caution by many parents.
3. PBIS rewards system in place to help increase student daily attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

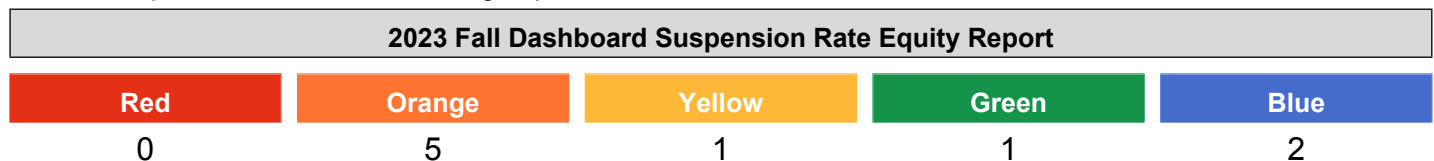
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 0.9% suspended at least one day Increased 0.3 704 Students	English Learners Yellow 0.9% suspended at least one day Increased 0.9 113 Students	Foster Youth Less than 11 Students 4 Students
Homeless 0% suspended at least one day Maintained 0 27 Students	Socioeconomically Disadvantaged Orange 1.4% suspended at least one day Increased 0.5 294 Students	Students with Disabilities Orange 1.8% suspended at least one day Increased 0.9 114 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 3.2% suspended at least one day Increased 3.2 31 Students	American Indian Less than 11 Students 1 Student	Asian  Blue 0% suspended at least one day Declined -0.7 153 Students	Filipino  Blue 0% suspended at least one day Maintained 0 36 Students
Hispanic  Green 0.8% suspended at least one day Maintained 0.1 384 Students	Two or More Races  Orange 2.3% suspended at least one day Increased 2.3 44 Students	Pacific Islander Less than 11 Students 1 Student	White  Orange 1.9% suspended at least one day Increased 1.9 54 Students

Conclusions based on this data:

1. Data currently being reviewed by school site PBIS Team.
2. PBIS Rewards system in place to help maintain positive school climate.
3. Daily monitoring between site administration and teachers to ensure students continue to be respectful, responsible, and safe.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priorities 1, 2, and 7]
Priority 1: Credentials, Instructional Materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

Within the CHHS Feeder Group, all teachers will be provided professional development in order to support effective data-driven instructional strategies, including re-engagement and extension in ELA/Math Essential Standards, with a focus on teacher clarity (Hattie effect size 0.7). By May 2025, there will be an increase (over last year) in classroom lessons that include visible learning intentions ("I can" statements), success criteria, relevance statements, and student reflection as measured by classroom walkthrough data and District Essential Standards Assessments (ESAs).

At the end of 2023-2024, Trimester 3 ESA for English Language Arts showed that 53% of the 3rd – 6th grade students performed at the Met/Exceeded Level. Trimester 3 ESA for Mathematics displays that 46% of the 3rd – 6th grade students performed at the Met/Exceeded Level.

To support an anticipated increase, the focus will be on collaborative team action #1, #5, and #10 (Yellow Sheet): Identify and calibrate the team's understanding of the essential standards from the PLC Process Yellow Sheet. Specifically, teachers making the student friendly "I can" statements visible, interacting with them, and increasing student engagement during lessons.as measured by the walkthrough form. Through the support of teacher clarity and CFU, students will self-reflect, and goal set to measure their understanding of the Essential Standards.

Identified Need

Trimester 3 ESA for English Language Arts showed that 54% of the 3rd – 6th grade students performed at the Met/Exceeded Level. Trimester 3 ESA for Mathematics displays that 45.6% of the 3rd – 6th grade students performed at the Met/Exceeded Level.

Walkthroughs for the CHHS Feeder commitments demonstrated 100% for visible "I can" statements with 70% for student interaction with the "I can" statements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Essential Standards Assessment Mathematics	46% of students in grades 3-6 Met or Exceeded Standards in the area of Mathematics	By the third trimester of the 2024-2025 school year, at least 51% of the students in each

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		grade level K-6 will perform at the Met/Exceeded Level on the District Essential Standards Assessments for Mathematics
Essential Standards Assessment English Language Arts	53% of students in grades 3-6 Met or Exceeded Standards in the area of English Language Arts	By the third trimester of the 2024-2025 school year, at least 58% of the students in each grade level K-6 will perform at the Met/Exceeded Level on the District Essential Standards Assessments for ELA
Walkthrough Data Collection Form - Engagement with "I can" statements	70% of the classrooms had students observed interacting with the "I can" statements	2024-2025 school year will have an increase of 90% for classrooms having students being observed interacting with the "I can" statements.
Walkthrough Data Collection Form - Student Self-Reflection	40% of the classrooms had students observed self-reflecting with the Essential Standards	2024-2025 school year will have an increase of 65% for classrooms with students being observed doing self-reflection activities with the Essential Standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Students need access to the most current CA Academic Standards-aligned materials and assessment for all core subject areas: Refine current instructional practices through professional development and collaboration.

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)

3,100

Source(s)

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures

	1.1A Contract with a third-party provider for professional development
6,800.37	Title I Part A: Allocation 4000-4999: Books And Supplies 1.1 B Provide materials, resources, technology instruction , and technology to support common core instruction focused on the Essential Standards
2,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.1 C Teachers will provide direct and differentiated instruction by using Common Core State Standards-aligned resources as a model for other teachers to observe
32,054	General Fund 0000: Unrestricted 1.1D Provide school-wide materials and technology to support common core instruction
1,156	Lottery: Instructional Materials 0000: Unrestricted 1.1E Provide school-wide materials and technology to support common core instruction
2,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.1F PLC release time and extra time will be provided to teachers to have access to Grade level chair or instructional coach to support Professional Development
3,000	LCFF - Supplemental 0000: Unrestricted 1.1G Provide school-wide materials and technology to support common core instruction
2,000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 1.1H Teachers will be provided release time and extra time to collaborate during Professional Development
5,000	AMIM / 0000 4000-4999: Books And Supplies 1.1I Materials and supplies will be purchased to support intervention and/or enrichment for the standards and Essential Standards provided by Teachers and Instructional Aides

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Refine current instructional practices through professional development and collaboration with support the support of an instructional coach.

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)
29,050.60	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards.
11,364.80	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Teachers are in process of planning the end of the year PLC time to do their year-long planning. Teachers were also provided with release time throughout the year. This strategy will be fully implemented. Through release time and consistent PLC implementation, student engagement has increased due to teachers' focus on "I can statements" and student engagement with the Essential Standards learning targets.

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

Providing teachers time to PLC is effective and will continue and be extended into planning days outside of contracted hours.

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

For the 24-25 SPSA, Strategy 1 and 2 have been combined into one overarching strategy related to common core implementation through PD, PLC, and Instructional Coach support.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connections to and Engagement at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, and 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

Parent Involvement::
* In 2024-2025 school year, there will be a 30% increase in the number of extracurricular activities for the students as evidenced by feedback on the K12 Survey.
* Parent satisfaction level with parent/teacher/admin interaction will be at least 87% as evidenced in a parent survey.
* Chaparral will offer 3 to 4 Partnerships for Learning Network workshops per year for parents to support their child’s learning, based on parental interest/need as evidenced in meeting agendas.
* Parent representatives for DELAC, GATE, Partnership for Learning Network shall attend at least one meeting of the district parent committee and attend school parent meetings to share with committee members.
*School Site Council (SSC) will monitor and evaluate the goals in the School Plan in order to evaluate student success rates based on overall percentages resulted from FAST, Formative/Summative Assessments, SBAC, and Student/Parent Surveys. Attendance improvement will be a focus for the 2024-2025.
*Administration will increase parent and family involvement by more explicitly communicating to the families and parents about workshops and student learning opportunities that can be supported at home (i.e., via Aeries Communication, Marquee Announcements, Flyers).

MTSS B:
Mental Health Support
By the spring of the 2023-2024 school year, Chaparral Elementary will meet the criteria for PBIS fidelity at the minimal rate of 90% in Tier 2 in order to pursue Platinum Recognition in the PBIS Coalition. This will be done by moving from the rubric score of 1 to 2 in the rating categories of 1.5, 1.10, and 1.13 in the TFI.

Chronic Absenteeism:
Chaparral will have less than 20% students who are the chronically absent in order to get out of ATSI status.

Identified Need

Based on feedback from the spring External TFI for the 2023-2024 school year, Chaparral followed PBIS with fidelity at the rate of 100%. With this level of fidelity, Chaparral is eligible to move forward and pursue and move to Tier 3 of PBIS and seek Platinum Recognition status.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement results from K12 Insight electronic and paper survey	Based on feedback from parent surveys for the 2023-2024 school year, 48% of parents felt that the school offers a variety of extracurricular activities.	At the end of the 2024-2025 school year, 80% of parents felt that the school offers a variety of extracurricular activities.
Mutli-Tiered System of Support for Behavior as measuered by SAEBRS	Based on results from the 2023-2024 SAEBRS screening, 7% of the students population (47 students) was identified as "At-Risk".	7% or less of the students will need MTSS-B counseling support based on SAEBRS results given in the fall and winter of the 2024-2025 school year.
Chronic Absenteeism as measured by Aeries	Based on results from the 2023-2024 Aeries Attendance monitoring, 10% of the student population (65 students) were identified as being chronically absent.	At the end of the 2024-2025 school year, the spring 2025 Aeries Report will identify up to 8% of the student population as being chronically absent - a decrease of 2%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Parent Involvement: Increase parent participation and communication about programs/trainings and solicit family input regarding the student learning process. Educate parents on CCSS, Homework Help, Assessments, NGSS, Technology, Character Developemnt, and Parents as Partners through Curriculum Training Nights, ELAC, SSC, Title I, PTO, Informal Administration, and Parent Engagement meetings. Saturday School will be offered each trimester to support the District goal of 97.5% attendance rate.

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)

1,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.1A Staff member(s) to provide oral translation and/or academic support at family engagement school events when needed in order to positively impact student success as measured by SBAC, Formative/Summative Assessments, and Parent Surveys.
20,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.1B Community liaison will connect with parents and increase family engagement
500	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries 2.1C Teachers (with Administrator support) will conduct classroom and/or grade level Common Core workshops, meetings, and/or tutoring to support and strengthen student learning and to improve home-school connection as measured by SBAC/CASSPP, ELPAC, Formative/Summative Assessments, and Parent Surveys.
447.81	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures 2.1D Teachers and Administrators will conduct community workshops (i.e..Family Math Night and STEAM/Science Family Night) to support student academic learning and progress.
1,000	Title I Part A: Allocation 4000-4999: Books And Supplies 2.1E Administration will provide refreshments for parent engagement workshops and community events.
2,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.1F Staff member(s) to support at family engagement school events when needed in order to positively impact student success as measured by SBAC, Formative/Summative Assessments, and Parent Surveys.
1,000	Title I Part A: Allocation 4000-4999: Books And Supplies 2.1G Administration will provide monthly/weekly/daily communicate with academic support guidelines to solicit home-school connection (i.e. Monthly Newsletter/Home-School Connection, Electronic

	Marquee) in order to positively impact student success as measured by SBAC, FAST, Formative/Summative Assessments, and Parent Surveys.
1,000	Title I Part A: Allocation 4000-4999: Books And Supplies 2.1H Administration will provide positive recognition for student achievement to involve parent participation throughout the academic school year as measured by SBAC,Formative/Summative Assessments, and Teacher assessment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

2.2 Identification of learning needs of all students and implementation of appropriate social-emotional supports and interventions and/or enrichment:

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)
500	Title I Part A: Allocation 4000-4999: Books And Supplies 2.2A Materials to support the implementation of PBIS
1,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2.2B Release time and extra time to support release time and extra time to support the implementation of PBIS.
500	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.2C Release time and extra time to support release time and extra time to support the implementation of PBIS.
700	Title I Part A: Allocation 4000-4999: Books And Supplies 2.2DAwards and recognitions for students with perfect attendance

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
2.2E Administrators will meet with the STEP Team to monitor student progress for students receiving extra support for MTSS-A/B; as well as monitoring attendance daily and provide opportunities for Saturday School; cost of release time for certificated and classified staff.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Parent Involvement strategies were implemented due to the introduction of Coffee, Chat, and Culture facilitated by the Community Liaison. Strategies were also fully implemented for PBIS since Chaparral is moving from Gold Recognition to Platinum per the positive TFI scores. The overall effectiveness of the strategies/activities for parent engagement and PBIS is reflected in the increased participation and recognition that show progress.

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

Material differences between the proposed expenditures and estimated actual expenditures is resulted from not having teachers and staff available to support evening/after school parent information nights.

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

Strategy 1 will be extended for the 24-25 school year as a focus on parent involvement with the support of the Community Liaison.

Strategy 2 will have a clear focus on the implementation of PBIS to attain Platinum status and maintain at that level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priorities 4 and 8]

Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC

Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

For the 2023-2024 school year, 68% of the 3rd - 6th grade students will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of English Language Arts.
For the 2023-2024 school year, 55% of the 3rd - 6th grade students will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of Mathematics.

Identified Need

During the 2022-2023 school year, 66% of 3rd - 6th grade students performed at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of English Language Arts. For the 2022-2023 school year 52%, of 3rd - 6th grade students performed at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - All Students	2022-2023 School Year, 52% of students in grades 3-6 Met or Exceeded Standards in the area of Mathematics	2023-2024 school year, 55% of the 3rd - 6th grade students will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of Mathematics
CAASPP - All Students	2022-2023 School Year, 66% of students in grades 3-6 Met or Exceeded Standards in the area of English Language Arts	2023-2024 school year, 68% of the 3rd - 6th grade students will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of English Language Arts
CAASPP - English Learners	2022-2023 School Year, 27% of English Learners students in grades 3-6 Met or Exceeded Standards in the area of Mathematics	2023-2024 School Year, 30% of English Learners students in grades 3-6 will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of Mathematics

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - English Learners	2022-2023 School Year, 21% of English Learners students in grades 3-6 Met or Exceeded Standards in the area of English Language Arts	2023-2024 School Year, 30% of English Learners students in grades 3-6 will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of English Language Arts
CAASPP - Socioeconomically Disadvantaged	2022-2023 School Year, 42% of Socioeconomically Disadvantaged students in grades 3-6 Met or Exceeded Standards in the area of Mathematics	2023-2024 School Year, 50% of Socioeconomically Disadvantaged students in grades 3-6 will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of Mathematics
CAASPP - Socioeconomically Disadvantaged	2022-2023 School Year, 56% of Socioeconomically Disadvantaged students in grades 3-6 Met or Exceeded Standards in the area of English Language Arts	2023-2024 School Year, 60% of Socioeconomically Disadvantaged students in grades 3-6 will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of English Language Arts
CAASPP - Students with Disabilities	2022-2023 School Year, 27% of Students with Disabilities students in grades 3-6 Met or Exceeded Standards in the area of Mathematics	2023-2024 School Year, 35% of Students with Disabilities students in grades 3-6 will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of Mathematics
CAASPP - Students with Disabilities	2022-2023 School Year, 30% of Students with Disabilities students in grades 3-6 Met or Exceeded Standards in the area of English Language Arts	2023-2024 School Year, 35% of Students with Disabilities students in grades 3-6 will perform at the Met/Exceeded Level on the Smarter Balanced Assessment in the area of English Language Arts

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Access to advanced courses: All students will have access to CCSS Instruction in the classroom; as well as opportunities for enrichment. Enrichment opportunity examples: Identifying similarities and differences, summarizing and note taking, non-linguistic representations, Cooperative Learning, setting objectives and providing feedback, generating and testing hypotheses and cues, questions, advance organizers, research, and extended thinking.

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)
12832.82	Title I Part A: Allocation 4000-4999: Books And Supplies 3.1A Students will have access to technology in order to support 21st century learning and instruction.
10,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 3.1B Home-school tutoring will be provided with the technology, materials, and resources needed to advance student achievement in meeting the Essential Standards.
10,000	Title I Part A: Allocation 4000-4999: Books And Supplies 3.1C Supplemental software, programs, activities, and resources to support instruction and enrichment such as Fast Forward, Accelerated Math, Flocabulary, Scholastic magazine, Chess Masters, Young Rembrandts, etc.
61,000	AMIM / 0000 2000-2999: Classified Personnel Salaries 3.1D Academic Intervention Instructional Aides will be provided to support instruction of the Essential Standards for ELA and Math - per the original plan.
29,000	General Fund 0000: Unrestricted 3.1E Materials, supplies, and technology provided to students as needed to receive teacher instruction and support through research-based instructional practices for Project Based Learning and other activities related to 21st Century Education and STEM/STEAM (school-wide through ELA, Math, and NGSS)

1,000	<p>Title I Part A: Allocation</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3.1F Instructional Aide/ Library Aide and/or Computer Lab Aide to provide additional time for strategic, intensive, EL, and at-risk students needing extra intervention and/or instructional support inside and/or outside of the instructional school day which will have a positive impact on student success; as measured by progress monitoring, Formative/Summative Assessments, and SBAC.</p>
1,000	<p>Title I Part A: Allocation</p> <p>4000-4999: Books And Supplies</p> <p>3.1G Site Administration will allot funds for Common Core State Standards supplemental enrichment resources, technology, supplies (i.e., construction paper, colored pencils, markers, watercolors. etc.), and training necessary to support research-based instruction, Project-Based Learning, and Differentiated Instruction; along with STEM/STEAM lessons enrichment, and activities as needed to positively impact student success as measured by SBAC, district assessments, and Formative/Summative Assessments.</p>
2,000	<p>Title I Part A: Allocation</p> <p>4000-4999: Books And Supplies</p> <p>3.1H Teachers and students will be provided with supplementary materials, trips/experiences, and/or technology that support the CCSS to maximize student achievement in Language Arts, Mathematics, and NGSS; to be used to support skill development through the practices and real-life application of Critical Thinking, Collaboration, Standards of Mathematical Practice, ELA Shifts, STEM, and PBIS. Impact will be measured by CVUSD assessments, SBAC, Formative/Summative Assessments, and SAEBRS</p>
8,000	<p>Title I Part A: Allocation</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3.1I Library Aide will provide weekly supplementary academic/intervention support to at-risk students in all classes to promote positive growth in reading. Impact will be measured by CVUSD assessments, SBAC, Formative/Summative Assessments, and SAEBRS</p>
82,564	AMIM / 0000

5000-5999: Services And Other Operating Expenditures
 3.1J Materials, supplies, enrichment, and technology provided to students as needed to receive Tier 1 and 2 intervention instruction and support through research-based instructional practices for Project Based Learning and other activities related to 21st Century Education to promote mastery of the Essential Standards (and California State Standards).

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

GATE

Strategy/Activity

3.2 AP course enrollment: Enrichment - GATE screening assessment identifies students who qualify for Gifted and Talented Education support. Activities and meetings will be implemented to provide enrichment to the CCSS for ELA and Math; along with NGSS and Technology.

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)

1,718

Source(s)

GATE
 4000-4999: Books And Supplies
 3.2A Site Administrators will ensure that Common Core State Standards-aligned resources and the dimensions of differentiation (Acceleration, Depth, Complexity, Novelty) will be accounted for at the site; and that each GATE student and GATE teacher will receive materials needed for instruction and learning.

3,000

Title I Part A: Allocation
 1000-1999: Certificated Personnel Salaries
 3.2B Staff will provide enrichment support and/or intervention before and after school with clubs etc.

1,372

GATE
 4000-4999: Books And Supplies
 3.2C GATE-Identified students and teachers shall participate in the extracurricular enrichment activities provided by the school

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.3 English Learners will have academic success as they improve their English Proficiency:

Reclassification

Targeted Tutoring

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)

5,000.00

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
3.3A Intervention will be provided for English learners during and before or after school.

2,500

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
3.3B Teachers to receive PD and provide instructional technology opportunities to students for 21st Century Learning in support of English Language Development

5,000

Title I Part A: Allocation
4000-4999: Books And Supplies
3.3C Site Administration will purchase Common Core State Standards supplemental resources and technology necessary to support research-based instruction, Project-Based Learning; along with STEM/STEAM lessons and activities as needed in support of English Language Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The overall implementation of the strategies/activities to achieve the articulated goal have been supported by the PLC collaboration and district training that have been brought back to the school site to increase teacher understanding and student engagement with the Essential Standards. The overall effectiveness of the strategies/activities to achieve the articulated goal have shown overall student academic growth; showing that the focus on the Essential Standards allow for teacher instruction to be more effective for student achievement.

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

Material differences between the proposed expenditures and estimated actual expenditures are not apparent since all monies in this goal will be spent.

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

Changes that will be made to this goal as a result of this analysis will be more support and training for teachers to assist the English Learner population. Also, a Bilingual-Biliterate Instructional Aide will be hired to support the EL population.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 12

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 13

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 14

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$94,781.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$363,660.40

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 (\$)
Title I Part A: Allocation	\$93,833.19
Title I Part A: Parent Involvement	\$947.81
Title II Part A: Improving Teacher Quality	\$11,600.00

Subtotal of additional federal funds included for this school: \$106,381.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
AMIM / 0000	\$148,564.00
District Funded	\$40,415.40
GATE	\$3,090.00
General Fund	\$61,054.00
LCFF - Supplemental	\$3,000.00
Lottery: Instructional Materials	\$1,156.00

Subtotal of state or local funds included for this school: \$257,279.40

Total of federal, state, and/or local funds for this school: \$363,660.40

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
Title I Part A: Allocation	93,833.19	0.00
General Fund	61,054.00	0.00
Title II Part A: Improving Teacher Quality	\$11,600.00	0.00
GATE	\$3,090.00	0.00
Title I Part A: Parent Involvement	947.81	0.00
Lottery: Instructional Materials	\$1,156.00	0.00
LCFF - Supplemental	3000	0.00
AMIM / 0000	148,564.00	0.00

Expenditures by Funding Source

Funding Source	Amount
AMIM / 0000	148,564.00
District Funded	40,415.40
GATE	3,090.00
General Fund	61,054.00
LCFF - Supplemental	3,000.00
Lottery: Instructional Materials	1,156.00
Title I Part A: Allocation	93,833.19
Title I Part A: Parent Involvement	947.81
Title II Part A: Improving Teacher Quality	11,600.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	65,210.00
1000-1999: Certificated Personnel Salaries	53,915.40
2000-2999: Classified Personnel Salaries	94,000.00

4000-4999: Books And Supplies	49,923.19
5000-5999: Services And Other Operating Expenditures	93,011.81
5800: Professional/Consulting Services And Operating Expenditures	7,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	AMIM / 0000	61,000.00
4000-4999: Books And Supplies	AMIM / 0000	5,000.00
5000-5999: Services And Other Operating Expenditures	AMIM / 0000	82,564.00
1000-1999: Certificated Personnel Salaries	District Funded	40,415.40
4000-4999: Books And Supplies	GATE	3,090.00
0000: Unrestricted	General Fund	61,054.00
0000: Unrestricted	LCFF - Supplemental	3,000.00
0000: Unrestricted	Lottery: Instructional Materials	1,156.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	33,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	41,833.19
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	447.81
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	7,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,525.77

Goal 2
Goal 3

30,147.81
235,986.82

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
- 0 Secondary Students

Name of Members	Role
Monica Ochoa	Classroom Teacher
Scott Milian	Parent or Community Member
MsKindness Ramirez	Parent or Community Member
Brandon Davis	Principal
Dalene Pettengill	Other School Staff
Ruth Milian	Parent or Community Member
Jason Davis	Classroom Teacher
Michaela Estrada	Classroom Teacher
Robyn Hernandez	Parent or Community Member
Yvette Morales	Parent or Community Member
Vacant	

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	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2024.

Attested:

	Principal, Brandon Davis on May 15, 2024
	SSC Chairperson, Robyn Hernandez on May 15, 2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner 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/guidanceusesinvestment.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 (Educational Partner 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/guidanceusesinvestment.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

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
<https://www.chino.k12.ca.us/Page/51946>
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Meet Your Teacher/Kinder Orientation
- Back to School Night /Open House
- Art Pals/VIP
- School Site Council
- Partnership For Learning Network Team
- Family Math Night/STEAM Night
- Coffee with Administrators
- Parent Meetings
- -ELAC/ Title I/ LCAP/ G.A.T.E.
- G.A.T.E Club
- Field Day
- PTO
- Chess Meters/Mad Science/Young Rembrandts

Social-Emotional Development and Growth

- Family Movie Night
- Family Dances
- Family Fun Night
- PBIS Parent Meetings/Parent Representative
- Running Club/OC Marathon

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - newsletters
 - school website
 - school marquee
 - progress reports
 - report cards
 -
- **Home to School**
 - Class DoJo
 - email
 - parent-teacher meetings
 - Remind

<https://www.chino.k12.ca.us/Chaparral>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2024-2025



Third Grade

*Always walk through life as if you have
something new to learn and you will.*

Vernon Howard

Chaparral Elementary

4849 Bird Farm Rd

Chino Hills, CA 91709

(909) 606-4871

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

GOAL 1

Academic Goals: Math & ELA: Students in grades 3-6 will show an increase of 5% each trimester in the area of Number Sense and Explaining Mathematical Thinking. Students in grades 3-6 will show an increase of 5% each trimester in the area of Writing. K-2 will support these goals through collaboration to ensure instruction adheres to the goal.

GOAL 2

Parent/Teacher Collaboration: Teachers and staff will increase collaboration with parents by setting up messages on Chaparral website, DOJO, Aeries Communication, Remind 101, and classroom newsletters informing parents of meetings, workshops and school events.

GOAL 3

English Learner Goal: English Learners (EL's) will score at minimum a Rubric 3 (adequate) on the district writing assessment, through the use of Thinking Maps and Step Up to Writing

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

As a Third-Grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

GOAL 1

- Academic Goal

- ✓ Students make inferences to think more deeply about both narrative and expository texts.
- ✓ Students identify important ideas in texts that help support their thinking with evidence from the text
- ✓ Focus on writing and academic vocabulary
- ✓ Students will explain & justify their answers and persevere in Math
- ✓ Students reflect on the Essential Standards and Common Core Standards during and after direct instruction

GOAL 2

- Parent/Teacher Collaboration

- ✓ Communication via class agendas, email, DOJO, Remind 101 and Classroom newsletters
- ✓ Encourage volunteers/help in the classroom

GOAL 3

- ✓ 30 minutes of daily ELD instruction based on ELPAC level and monitoring of instruction
- ✓ Utilize Thinking Maps to increase English Language writing skills
- ✓ Provide ample opportunities to dialogue with peers, work in cooperative groups and present oral reports
- ✓ Provide enrichment opportunities for GATE, EL, and Students with Disabilities

At Home

Here are some ideas of how families can support students' success:

- Read to your child
- Read with your child
- Have your child read aloud to you daily for 10 to 20 minutes
- When ready, encourage chapter books for your child to read daily
- Monitor your child's daily homework and homework assignments
- Minimize television, cell phone, and computer use
- Ask your child each day what they learned
- Volunteer, volunteer, volunteer
- When possible, take your child on educational and cultural excursions
- Demonstrate to your child how math is used daily in the real world (i.e. grocery shopping, cooking, scheduling, planning a party, etc.)
- Make sure your child memorizes their addition and subtraction facts to 20
- Make sure your child memorizes their multiplication and division facts to 5s
- Make sure your child can count to 1,000
- Play board games with your child
- Ask your child questions about family TV shows that you watch (Who? When? How? Why? Where?)
- Constantly reinforce the 3 Be's: Be Safe, Be Respectful, Be Responsible for school and home
- Ensure your child is in school everyday and arrives on time!

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- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
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Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

GOAL 1

Academic Goals: Math & ELA: Students in grades 3-6 will show an increase of 5% each trimester in the area of Number Sense and Explaining Mathematical Thinking. Students in grades 3-6 will show an increase of 5% each trimester in the area of Writing. K-2 will support these goals through collaboration to ensure instruction adheres to the goal.

GOAL 2

Parent/Teacher Collaboration: Teachers and staff will increase collaboration with parents by setting up messages on Chaparral website, DOJO, Aeries Communication, Remind 101, and classroom newsletters informing parents of meetings, workshops and school events.

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English Learner Goal: English Learners (EL's) will score at minimum a Rubric 3 (adequate) on the district writing assessment, through the use of Thinking Maps and Step Up to Writing

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

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GOAL 2

- Parent/Teacher Collaboration

- ✓ Communication via class agendas, email, DOJO, Remind 101 and Classroom newsletters
- ✓ Encourage volunteers/help in the classroom

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- ✓ 30 minutes of daily ELD instruction based on ELPAC level and monitoring of instruction
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At Home

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- Ask your child each day what they learned
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- When possible, take your child on educational and cultural excursions
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- Make sure your child memorizes their addition and subtraction facts to 20
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PARTNERSHIPS

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12970 Third St. Chino, CA 91710

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909 628-1201 ext. 5601

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT 2024-2025



FIRST GRADE

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something new to learn and you will.*

Vernon Howard

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT 2024-2025



Fourth Grade

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Academic Goals: Math & ELA: Students in grades 3-6 will show an increase of 5% each trimester in the area of Number Sense and Explaining Mathematical Thinking. Students in grades 3-6 will show an increase of 5% each trimester in the area of Writing. K-2 will support these goals through collaboration to ensure instruction adheres to the goal.

GOAL 2

Parent/Teacher Collaboration: Teachers and staff will increase collaboration with parents by setting up messages on Chaparral website, DOJO, Aeries Communication, Remind 101, and classroom newsletters informing parents of meetings, workshops and school events.

GOAL 3

English Learner Goal: English Learners (EL's) will score at minimum a Rubric 3 (adequate) on the district writing assessment, through the use of Thinking Maps and Step Up to Writing.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

As a Kinder teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

GOAL 1

- Academic Goal

- ✓ Students make inferences to think more deeply about both narrative and expository texts.
- ✓ Students identify important ideas in texts that help support their thinking with evidence from the text
- ✓ Focus on writing and academic vocabulary
- ✓ Students will explain & justify their answers and persevere in Math
- ✓ Students reflect on the Essential Standards and Common Core Standards during and after direct instruction

GOAL 2

- Parent/Teacher Collaboration

- ✓ Communication via class agendas, email, DOJO, Remind 101 and Classroom newsletters
- ✓ Encourage volunteers/help in the classroom

GOAL 3

- ✓ 30 minutes of daily ELD instruction based on ELPAC level and monitoring of instruction
- ✓ Utilize Thinking Maps to increase English Language writing skills
- ✓ Provide ample opportunities to dialogue with peers, work in cooperative groups and present oral reports
- ✓ Provide enrichment opportunities for GATE, EL, and Students with Disabilities

At Home

Here are some ideas of how families can support students' success:

- Read to your child
- Read with your child
- Have your child read aloud to you daily for 10 to 20 minutes
- When ready, encourage chapter books for your child to read daily
- Monitor your child's daily homework and homework assignments
- Minimize television, cell phone, and computer use
- Ask your child each day what they learned
- Volunteer, volunteer, volunteer
- When possible, take your child on educational and cultural excursions
- Demonstrate to your child how math is used daily in the real world (i.e. grocery shopping, cooking, scheduling, planning a party, etc.)
- Make sure your child memorizes their addition and subtraction facts to 5
- Make sure your child can count to 20
- Play board games with your child
- Ask your child questions about family TV shows that you watch (Who? When? How? Why? Where?)
- Constantly reinforce the 3 Be's: Be Safe, Be Respectful, Be Responsible for school and home
- Ensure that your child is in school everyday and arrives on time!

Chaparral Elementary School-Level Parental Engagement Policy

2024-2025 - Partnerships for Learning Network

Policy Engagement:

Chaparral Elementary recognizes that **parents/guardians are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. A parent engagement policy for Title I (*Federal*) and Non-Title I schools shall be an integral component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community. Chaparral Elementary will involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement process of the school's programs, parental engagement policy and school-parent compact. Title I schools will convene an **annual meeting to inform parents** of the requirements of Title I and their right to be involved in the parental engagement policy, and school-parent compact of strategies to increase parental engagement. Chaparral Elementary will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. The parental engagement policy and school-parent compact will be posted at www.chino.k12.ca.us/chaparral and available for all parents through regular means of communication (i.e. student handbook, newsletters, parent center, parent corner in office). Annually the policy will be reviewed and revised as needed by staff and parents.

Shared Responsibilities for High Student Academic Achievement:

The staff at Chaparral Elementary, in consensus with research-based practices, know that the education of the students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of helping their children succeed in school. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers/administrators, and students will share the responsibility for improved student academic and behavioral achievement. This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards. The school-parent compact will list district and school goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement.

Building Capacity for Parent Engagement

The Chaparral Elementary staff are committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students

Chaparral Elementary will support these home-school partnerships by using the following **six types of engagement**:

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging children's learning at each age and grade level, and all staff members will work effectively with our diverse families. Chaparral Elementary will support different parenting workshops. Chaparral Elementary can also provide referrals to other agencies to support parenting.
2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges. Chaparral Elementary will maintain the parent community updated of the school's events through the website, monthly newsletters, phone blasts, and through display cases around campus. Since

over 20% of our parent community is Spanish speaking, all documents will be translated to Spanish, and a Spanish-speaking community liaison will also be available in the school's office.

3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Chaparral Elementary's policy allows for parents to volunteer in the classrooms. The parents are to contact their teacher to set up the volunteering hours. Chaparral Elementary also has a Parent Teacher Organization (PTO) so that all parents can volunteer through other means.
4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Coffee with the Administrators, Family Engagement Meetings, and PBIS workshops will be offered for parents to connect academic activities with home activities. Chaparral Elementary will provide Parent Compacts designed by grade level to provide ideas on how to support their students' learning at home. The school's website will also be updated, and it will include programs the family can use at home to support the students' learning.
5. **Decision-making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Chaparral Elementary will regularly have School Site Council (SSC) and English Language Acquisition Committee (ELAC) meetings to include the parent community in decision-making. All parents will be invited to these meetings.
6. **Collaborating with Community.** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Chaparral Elementary will collaborate with the District's Parent Center to provide resources for our community.

Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed above (*Epstein's Six Types of Parental Involvement*). **These promising practices will be linked to specific school improvement goals and the school-parent compacts will be added to the annual SPSA.** The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. **Chaparral Elementary's goals shall include strategies to engage parents of English Learners, support academic and non-academic goals through parental or community partnerships, and develop a climate of partnership with ALL parents.** The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. The annual actions and services for families from the district Local Control Accountability Plan (LCAP) will be included in the compacts. Annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's partnership activities, compacts, and policies and celebrate successes for the year.

Accessibility

Chaparral Elementary, to the extent practical, will provide parents with limited English proficiency opportunities to fully participate in school-sponsored activities by **using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent possible) that parents understand.**

Escuela Elemental Chaparral
Póliza de Participación de los Padres a Nivel Escolar
2024-2025 Red de Alianzas para el Aprendizaje

Compromiso de la Póliza:

Escuela Elemental Chaparral reconoce que **los padres de familia/Tutores son los primeros y más influyentes maestros de sus hijos** y que la **participación continua de los padres en la educación de los niños contribuye en gran medida al rendimiento y la conducta de los estudiantes**. Una póliza de participación de los padres para las escuelas Título I (Federa) y No Título I será un componente integral del Plan Escolar para el Logro Estudiantil (SPSA) que promueve una asociación significativa entre la escuela, el hogar y la comunidad. Escuela Elemental Chaparral involucrará a los padres de familia de manera organizada, continua y oportuna, en el proceso de planificación, revisión y mejora de los programas de la escuela, la póliza de participación de los padres y el acuerdo entre la escuela y los padres. Las escuelas de Título I convocarán **una reunión anual para informar a los padres** sobre los requisitos del Título I y su derecho a participar en la póliza de participación de los padres, y un pacto de estrategias entre la escuela y los padres de familia para aumentar la participación de los padres. Escuela Elemental Chaparral proporcionará a los padres una explicación del plan de estudios, la evaluación académica y los niveles de competencia que se espera que los estudiantes alcancen. La póliza de participación de los padres y el acuerdo entre la escuela y los padres de publicarán en www.chino.k12.ca.us/chaparral y estarán disponibles para todos los padres de familia a través de medios de comunicación regulares (es decir, manual del estudiante, boletines informativos, centro para padres de familia, un lugar en la oficina para los padres de familia). Anualmente, el personal y los padres de familia revisarán la póliza según sea necesario.

Responsabilidades compartidas para el alto rendimiento académico del estudiante:

El personal de Escuela Elemental Chaparral, en consenso con las prácticas basadas en la investigación, sabe que la educación de sus estudiantes es una **responsabilidad compartida entre la escuela y los padres de familia**. La responsabilidad principal de la escuela será tener un ambiente de aprendizaje efectivo que permita a todos los estudiantes cumplir con las expectativas académicas establecidas en los estándares estatales de California Common Core. Los padres tendrán la responsabilidad y la oportunidad de trabajar con la escuela en una **asociación respetuosa y de apoyo mutuo** con el objetivo de ayudar a sus hijos a tener éxito en la escuela. El pacto de estrategias entre la escuela y los padres para aumentar la participación de los padres describe como los padres, los maestros/administradores y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico y de comportamiento de los estudiantes. Esta **responsabilidad compartida** ayudará a la escuela y a los padres a construir y desarrollar una sociedad para ayudar a los niños a alcanzar o superar los estándares de nivel de grado. El pacto escuela-padre enumerará las metas del distrito y la escuela y describirá las estrategias “en el aula” y “en el hogar” para que los maestros, padres y estudiantes implementen.

Creación de capacidad para la participación de los Padres

El personal de Escuela Elemental Chaparral se compromete a asociarse con los padres de familia de las siguientes maneras:

- Ayudar a los padres a comprender el contenido académico y las normas y evaluaciones de rendimiento.
- Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos.
- Educar al personal, con la asistencia de los padres de familia, sobre el valor de las contribuciones de los padres y como trabajar con los padres como socios iguales.
- Coordinar e integrar la participación de los padres con otros programas y actividades en nuestra escuela
- Distribuir información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres de los estudiantes participantes

Escuela Elemental Chaparral apoyara estas asociaciones entre el hogar y la escuela mediante el uso de los siguientes **seis tipos de compromiso:**

7. ***Crianza de los hijos.*** Promoveremos y apoyaremos las habilidades de los padres y el papel principal de la familia para alentar el aprendizaje de los niños en cada edad y nivel de grado, y todos los miembros del personal trabajaran de manera efectiva con nuestras diversas familias. Escuela Elemental Chaparral apoyara diferentes talleres para los padres de familia. Escuela Elemental Chaparral también puede proporcionar referencias a otras agencias para apoyar la crianza de los hijos.
8. ***Comunicación.*** Nos comunicaremos sobre el plan de estudios, la instrucción, la evaluación, el desarrollo del personal, los programas escolares y el progreso de los estudiantes a través de métodos oportunos y efectivos de escuela a casa, de casa a la escuela y de la escuela a la comunidad. Se hará énfasis en comunicarse de manera efectiva con aquellos padres que tienen un dominio limitado en inglés o desafíos de alfabetización. Escuela Elemental Chaparral mantendrá a la comunidad de padres actualizada de los eventos de la escuela a través del sitio web, boletines mensuales, llamada telefónicas y a través de vitrinas en todo el plantel escolar. Dado que mas del 20% de nuestra comunidad de padres es hispano-parlante, todos los documentos serán traducidos al español, y un enlace comunitario de habla hispana también estará disponible en la oficina de la escuela.
9. ***Voluntariado.*** Ampliaremos el reclutamiento, capacitación y reconocimiento de voluntarios familiares y comunitarios; brindaremos oportunidades para que las familias y los miembros de la comunidad contribuyan desde el hogar, el lugar de trabajo y otros sitios comunitarios. La póliza de Escuela Elemental Chaparral permite que los padres sean voluntarios en las aulas. Los padres deben contactar a su maestro para establecer las horas de voluntariado. Escuela Elemental Chaparral también tiene una organización de padre y maestros (PTO) para que todos los padres puedan ser voluntarios a través de otros medios.
10. ***Aprendizaje en casa.*** Promoveremos la participación de la familia en las actividades de aprendizaje en el hogar, incluida la tarea y otras actividades relacionadas con el plan de estudios apropiadas para el grado y el desarrollo del estudiante. Se ofrecerán talleres Café con los Administradores, Noche de compromiso familiar, y PBIS para que los padres conecten las actividades académicas con las actividades en el hogar. Escuela Elemental Chaparral proporcionara pactos para padres diseñados por nivel de grado para proporcionar ideas sobre como apoyar el aprendizaje de sus estudiantes en el hogar. El sitio web de la escuela también se actualizará e incluirá programas que la familia puede usar en casa para apoyar el aprendizaje de los estudiantes.
11. ***Toma de decisiones.*** Incluiremos a estudiantes, padres y miembros de la comunidad como socios en la planificación y la toma de decisiones. Alentaremos la participación de los padres de familia/tutores en las decisiones que afectan las experiencias educativas de sus hijos y cumplen con las leyes y regulaciones estatales y federales pertinentes a la participación familiar. Escuela Elemental Chaparral regularmente tendrá reuniones del Consejo Escolar (SSC) y del Comité de Adquisición del Idioma Inglés (ELAC) para incluir a la comunidad de padres en la toma de decisiones. Todos los padres serán invitados a estas reuniones.
12. ***Colaborando con la comunidad.*** Coordinaremos recursos y servicios para estudiantes y familias con empresas, agencias, organizaciones de servicios y otros grupos y brindaremos servicios a la comunidad a través de nuestros esfuerzos de voluntariado y proyectos de mejora comunitaria. Escuela Elemental Chaparral colaborara con el Centro de Padres del Distrito para proporcionar recursos para nuestra comunidad.

A través de un proceso de una *Asociación de Equipo de Acción*, el personal escolar, los padres de familia y los miembros de la comunidad revisaran, planificaran y desarrollaran conjuntamente un pacto escolar de un año por grado o departamento de practicas prometedoras para aumentar la participación de los padres para incluir los seis tipos de participación enumerados arriba (seis tipos de participación de los padres de Epstein). **Estas practicas prometedoras estarán vinculadas a objetivos específicos de mejor escolar y los pactos entre padres y escuela de agregarán al SPSA anual.** Los pactos anuales entre la escuela y los padres especificaran actividades de asociación para tantos de los seis tipos de participación como sea posible. **Los objetivos de Escuela Elemental Chaparral incluirán estrategias para involucrar a los padres de los estudiantes de aprendices de inglés, apoyar los**

objetivos académicos y no académicos a través de asociaciones con los padres o la comunidad, y desarrollar un clima de asociación con TODOS los padres de familia. El compacto enumerará como la escuela proporciona comunicación bidireccional entre el hogar y la escuela. También describirá oportunidades para que los padres sean voluntarios, observen y participen en el salón de clases. Las acciones y servicios anuales para familias del Plan de Responsabilidad de Control Local (LCAP) del distrito se incluirán en los convenios. Anualmente, el Equipo de Acción para Alianzas evaluará la efectividad de las actividades, del convenio y las pólizas de asociación de la escuela y celebrará los éxitos del año escolar.

Accesibilidad

Escuela Elemental Chaparral, en la medida posible, brindará a los padres limitadas del dominio del Inglés oportunidades para participar plenamente en las actividades patrocinadas por la escuela mediante el uso de la traducción en todas las reuniones, talleres y enviando avisos e informes escritos en el idioma (en la medida posible) que los padres entiendan.