School Plan Overview	
VISION AND MISSION	At Chaparral, our vision is to create an environment in which children can grow into well-rounded individuals who are imaginative, self-disciplined, self-confident, flexible thinkers who are ready for college and career success in a twenty-first century world. Our daily mission statement is: Believe and achieve, every child, every chance, every day! We are a hard-working, friendly team of learners who help each other get ready for college and careers. As a computer science immersion school, we are dedicated to ensuring that all students additionally have access to high-quality foundational learning in the areas of coding, robotics, and basic computing.
SPSA HIGHLIGHTS (bullet points)	• Our ultimate goal is to ensure that all students become the best readers, writers, and mathematicians they can be. • We are further dedicated to ensuring that English Language learners gain not only success in mastering English, but also receive the scaffolded instruction they need to succeed in all subject areas, especially math. • As a technology-focused school, we are also committed to providing students with lessons in coding and robotics in all grade levels.
INCREASED OR IMPROVED SERVICES (bullet points)	• All students in grades K-5 will have their own laptops and will continue weekly lessons in coding and robotics as part of our affiliation with RoboBlockly. • Our K-5 students will have access to online learning programs to further develop their skills in the areas of math, language arts, and English language acquisition. • Our K-5 students will have access to supplemental instructional materials to support whole group and small group intervention lessons in the areas of math, language arts, and English language acquisition. • Our teachers will receive professional development in the areas of student engagement, best practices, technology, subject matter pedagogy, numeracy strategies, English language acquisition, and strategies to support English Language Learners in order to continually improve their delivery of lessons. • Our teachers will engage in regular Professional Learning Community collaboration. • Our students will have access to high interest, low reading level library books. • Our parents will have access to our new Parent Library, in order to check out books to support learning and recreation at home. • Our students and their families will participate in themed daytime and evening events, such as Tacos and Technology, during which students explain their robotics/coding projects to their families and educational partners.

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**
263	**84.8**	**34.2**	**0.8**
Total Number of Students enrolled in Chaparral Academy of Technology.	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.	

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	236	89.7
Two or More Races	7	2.7
White	8	3

School and Student Performance Data

Overall Performance

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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

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

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American
Less than 11 Students
4 Students

American Indian

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 compl a 2 (to)-1( )T1(cipatur( )-81(a)1(r)1f81(a)-1(ol)w)-81(acho)-11(logy-81(al)-1(c

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 by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	No Performance Color
4 Students	0 Students	2 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
66.9 points below standard	2 Students	0 Students	3 Students
Increased Significantly +31.5 points			
120 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	Reclassified English Learners	English Only
88.9 points below standard	Less than 11 Students	54.9 points below standard
Increased Significantly +35.4 points		Increased Significantly +33.5 points
49 Students	3 Students	71 Students

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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
46.6% making progress towards English language proficiency
Number of EL Students: 73 Students
Performance Level: 3

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**
12	27	0	34

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 College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
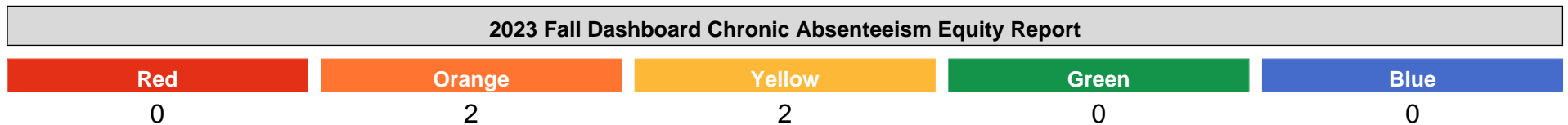## Chronic Absenteeism

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

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

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Yellow

40.1% Chronically Absent

Declined Significantly -13.9

African American

School and Student Performance Data

Academic Engagement

Graduation Rate

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

8 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 0.8% suspended at least one day Increased 0.6 258 Students	Less than 11 Students 7 Students	No Performance Color 0 Students	Less than 11 Students 8 Students

Student Climate Survey

Areas where growth was evident from previous year:	There was evidence of growth in 1 out of 11 topics. The growth was made in the area of School Safety with a 5 point increase.
Areas of strength identified:	Rigorous Expectations and Student Interactions are both at a 72% favorable response rate.
Areas where growth is needed:	Student Voice, Facilities, and Emotional Well-Being are three areas where growth is needed. All three topic areas had a favorable response rate below 56% and saw the most significant declines from the prior year.

Family Climate Survey

Strategies or challenges that contributed to participation rate:	We struggle to get online participation; we get higher rates if we send it home on paper. Survey fatigue may also contribute to challenges in completion rates.
Areas where growth was evident from previous year:	Six out of twelve topic areas had growth. The greatest growth was in Family Engagement and Parent Support, with a 7 point increase in favorable responses.
Areas of strength identified:	Student Interaction and Facilities are areas of strength, with scores of 89% and 93%, respectively.
Areas where growth is needed:	Informing Parents and Family Engagement are areas where growth is needed, with favorable response rates of 43% and under.

Site-Based Surveys

Describe formal and informal methods for gathering input about stakeholder needs (teachers/staff, families, students).	Teachers/staff can provide input through staff, ILT, and PLC meetings. Students can provide input through class discussions and conversations with the Counselor. Families provide input through SSC, ELAC, Coffee with the Principal, evening events such as Tacos & Technologies, and "parking lot conferences".
Describe the key areas of need identified through your formal and informal feedback methods with teachers/staff, families, and students.	Parent feedback at events and in everyday interactions has been focused on improving their child(ren)'s academic achievement, especially reading skills, as well as social-emotional wellness. They have also expressed interest in more family events, such as our Tacos and Technology and Family Literacy events. Based on feedback at staff, PLC, and ILT meetings, teachers have similar concerns about reading and social-emotional wellness, with additional concerns in the areas of math and writing skills. Teachers would also like to have updated technology for projecting lessons, since many of our SmartBoards have stopped working, and more professional development in the area of writing.

Analysis of Qualitative Data

Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	The principal engages in weekly classroom visits and has observed the following trends during the 2023-2024 school year. Based on her feedback data, teachers consistently (in over 80% of classroom visits): * use strategies to support English Language Learners, to include graphic organizers, visual supports such as picture vocabulary cards, scaffolding during instruction, and hands-on manipulatives to support math word problems

* use cooperative learning and student engagement strategies inspired by previous Kagan conference attendance and schoolwide PD, such as Round Robin, Quiz Quiz Trade, and Jot Thoughts
* post and refer to Learning Targets and Success Criteria, which are Visible Learning strategies
*teach using the core district-adopted curriculum as well as judicious use of supplemental materials, such as Thinking Maps
*use of technology to enhance instruction
*teach RoboBlocky, a C-STEM robotics/coding/math curriculum developed by U.C. Davis (coding/robotics/math word problems)
*provide students with whole group direct instruction as well as small group differentiated instruction in math and language arts

Additionally, this year the principal began to note the DOK (Depth of Knowledge) level of teachers' instruction and the data showed that there was wide variation with DOK 1, 2, 4, and occasionally 4 in classrooms. As a result, this became an area of professional development during staff1( )pr1(str)1(Ds(on)-1(as we)1(l)-1asall)-1(g) Tre) levelSP1(L)Cafflevet usi

Use of state and local EL academic performance and language development data to determine EL student and program needs.	English Language Learners take the ELPAC annually. Because SY 23-24 is a pilot year for i-Ready, their MAP (and CAASPP) scores also play a role in reclassification, as well as in our schoolwide assessment of needs. Students who are English Language Learners receive weekly supplemental instruction from our bilingual aide. Our teachers teach English Language Development lessons daily for English Language Learner students during designated ELD times. Additionally, teacher design lessons for all subject areas that integrate strategies and scaffolds to assist ELL students (known as integrated ELD strategies). For example, teachers teach key vocabulary prior to reading a story, provide students with sentence frames to help them write complete sentences, and help students learn to use a variety of graphic organizers (Thinking Maps) to plan their paragraphs/essays. Teachers meet monthly in Professional Learning Communities to plan lessons that include these elements, as well as to discuss students' progress and plan interventions, reteaching, and remediation.
Process for monitoring implementation of the School Plan and annually evaluating progress toward accomplishing the goals.	We keep our stakeholders involved in the evaluation process. Our School Site Council and ELAC discuss data and conduct progress monitoring regularly at our meetings. SSC evaluates the SPSA in December and March. The principal meets with the School Site Council monthly to review progress towards implementation of the SPSA's actions and services and assess student progress. At our SSC meetings, we share our ELAC's recommendations. In our monthly administratively directed staff meetings with teachers, we begin each year with an analysis of our MAP and ELPAC data from the prior year to refine our professional development plans and to assist teachers in creating small groups/interventions. We spend time in grade level teams to design lessons and units of study that focus on our core areas of improvement, such as reading comprehension, ELL strategies, and math word problems. Once a month, we also analyze the on-going data (i.e., chapter/ unit tests or writing samples) in smaller grade level teams. After students take their fall and winter MAP and i-Ready tests, we discuss our growth data in grade level PLC as well as schoolwide PLC meetings and SSC meetings. The Instructional Leadership Team (ILT) meets twice a month to plan our professional development, analyze data, and contribute ideas for school improvement. We plan our professional development to address our areas of concern. The principal conducts walkthroughs multiple times a week to monitor the implementation of instruction.
Process for monitoring implementation and annually evaluating progress toward accomplishing EL program goals for addressing the needs of at-promise ELs.	At our administratively directed staff meetings, once a year we share our data regarding ELPAC reclassification and work together in grade level Professional Learning Communities to discuss ways to help specific students as well as to plan English Language Development lessons and ways to integrate English Language Development skills into all lessons. We also look at our

Staffing and Professional Development

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

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

Teacher collaboration by grade level (kindergarten through grade eight) and

Opportunity and Equal Educational Access

	area of literacy. Some students receive additional support in the area of numeracy from our numeracy coach instructional aide.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	Our SPSA actions and services partially met the needs of all students. Based on our Fall to Winter i-Ready data, Accelerated Reader data, Read 180 data, and principal observations, students are making some progress in all subject areas as a result of implementing small group differentiated instruction, teacher use of cooperative learning and ELL strategies, reading comprehension and writing strategies, and math word problem strategies. Our ELL students made some progress in academic areas. Our at-promise students made progress in math problem solving and reading comprehension skills, but they did not meet grade level standards as measured by i-Ready. We still need a more targeted focus for Hispanic, ELL, SWD, and SED student groups as measured by our 2023 CAASPP scores.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of .5 8vvquiss in

ELD Evaluation

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

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section. Our integrated ELD has been implemented effectively, as measured by i-Ready data, ELPAC data, our ELPI level on the California Dashboard, and principal observations. To be specific, the principal observations noted that teachers utilized strategies to enhance ELL students' learning/comprehension in over 90% of classroom visits. These strategies included front-loading vocabulary, scaffolding math word problems, providing students with graphic organizers to assist notetaking and the pre-writing process, and providing manipulatives for math problems. On the 2023 California Dashboard, Chaparral was "green" in the English Learner Progress Indicator section. We made "medium" progress (46.6%) and increased the number of students who made progress by 5.7%. Our i-Ready data was mixed. We tested 89 students during SY 2023-24. Some ELL students made significant progress from fall to winter by reaching more than expected progress within only one semester. Other ELL students made more limited progress. This brings up the fact that students who currently are at a lower ELPI level have more room to grow academically than students who are already at a higher ELPI level. We have redesignated four students this year as RFEP.
Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section. During principal observations, the principal consistently noticed that teachers implemented designated ELD blocks daily. By collaborating with colleagues, the grade level teams shared their students during these time blocks, with English-Only students going to one teacher and ELL students going to another, in order to maximize differentiation during this time of day. The principal noted that teachers provided students with designated ELD instruction by using the Wonders ELD and other supplemental curriculum during this time block. The data listed in the section above speaks to our success in this area. Again, we noted that students at lower ELPI level still have more room to grow linguistically relative to students who are already at higher levels of their English language development.
What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc. There is always room for improvement, and we would benefit from targeted professional development opportunities in the areas of improving ELL students' success in all domains of reading fluency/comprehension, writing skills, and math word problem skills. We would also benefit from additional PLC time to plan both designated and integrated ELD.

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	• Chaparral teachers will provide students with high quality first instruction as well as small group differentiated instruction. To support differentiation, teachers will have access to high quality supplemental materials for enrichment, on-level, and remediation instruction. • Teachers will meet in Professional Learning Communities to collaborate on lessons and interventions for all students, as well as to meet the specific needs of English Language Learners.	• Daily from August to May. • Weekly from August to May. • Teacher PLCs monthly to collaborate.
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	• Teachers will select and purchase supplemental instructional materials for students who would benefit from enrichment. • We have a wide variety of library books to enhance students' access to high quality reading materials and increase/improve literacy. • Teachers will provide students in all grade levels (K-5) with lessons in coding and robotics (RoboBlocky, a UC Davis C-STEM online program for elementary students with affiliated robots). RoboBlocky includes math word problems in every coding/robotics challenge, so it is also an additional math lesson. • In order to further strengthen our academic program, we will provide teachers with on-site professional development as well as opportunities for outside professional development. • Teachers will engage in Professional Learning Communities to plan RoboBlocky, numeracy, and literacy lessons, as well as embed cooperative learning and ELL strategies into lesson plans.	• Weekly use of supplemental instructional materials for differentiated instruction from August to May • Weekly access to the library • Monthly on-site professional development and Professional Learning Community collaboration time • Annual opportunities to attend outside professional development events, either online or in person

		• Weekly RoboBlocky lessons from August to May
Address the needs of students at risk of not meeting the challenging State academic standards.	• Our students who are most at risk for not meeting our challenging state standards need increased access to learning materials and differentiated small group supprial to learning ma	

Planned Improvements in Student Performance

CAASPP Data Analysis – ALL Students
In ELA, we have the most potential to improve in the area of writing. In Math, we have the most potential to improve in the area of concepts and procedures.
List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):
Compared to our all-student group, the following student groups demonstrated the most need for targeted support: SWD and ELL student groups.

MAP Data Analysis – ALL Students
Achievement Trends:
School: We administered MAP in the Fall of 2023. *16% of students scored above average in Mathematics. *Nearly one-fourth of students are projected to score standard met or exceeded on CAASPP in Mathematics. However, 77% of students are not projected to score standard met or exceeded based on MAP. * 20% of students scored above average in Reading. *Over a fourth of students are projected to score standard met or exceeded on CAASPP in Reading. However, 73% of students are not projected to score standard met or exceeded based on MAP. Grade Levels: *Compared to our schoolwide average in Mathematics, students in second, third, and fourth grade had the highest percentage of students scoring in the lowest achievement group. *Compared to our schoolwide average in Reading, students in first, second, and third grade had the highest percentage of students scoring in the lowest achievement group. Student Groups: *Compared to our schoolwide average in Mathematics, students who are English Language Learners or have disabilities had a greater percentage of students scoring in the low and low average achievement bands. *Compared to our schoolwide average in Reading, students who are English Language Learners or have disabilities also had a greater percentage of students scoring in the low and low average achievement bands.
Growth Trends:

School:

Site Measures for Evaluating Actions/Services

Identified Needs (Areas for Growth):
One area of growth is parent checkout rate. Although our students checked out over four thousand books during first semester alone, our parents did not utilize the Parent Library options, which include literacy kits and games. Regarding our i-Ready data, although students made Fall to Winter growth, it varied greatly in different grade levels. There were pockets of tremendous growth but also areas of less than expected growth. Our teacher survey indicated that teachers would prefer updated technology to deliver instruction. Currently our SmartBoards are being phased out and many teachers also need new projectors or document cameras.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	Our students need to improve in reading comprehension, reading fluency, math automaticity, and math word problem solving. In order to address this need, we will focus on whole group instruction, small group differentiated learning opportunities, and online learning opportunities. We need to provide parents with enhanced opportunities for family engagement, involvement, and interaction. In order to address this need, we are planning two events a month. Teachers need additional PD and PLC planning time in order to collaborate on lessons to enhance student achievement and learn additional techniques in the areas of teaching strategies for the core subjects as well as robotics/coding. To address this need, we are planning two opportunities a month for teachers to meet in PLC groups.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	2024-25 Estimated Cost

Planned Improvements in Student Performance

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

CAASPP Data Analysis – EL Students

EL students have the greatest potential for growth in the area of writing in ELA.
EL students have the greatest potential for growth in the area of concepts and procedures in math.

MAP Data Analysis – EL Students

How does the EL Student Group achievement compare to the ALL-Student Group?

Compared to the All-Student Group, our EL Student Group underperforms in math and reading. Compared to our schoolwide average of 62% of students scoring in the low or low average range, 81% of EL students scored in the low and low average range in reading. In math, 64% of students schoolwide scored in the low and low average range, whereas 76% of EL students scored in the low and low average range.

How does the EL Student Group growth compare to the ALL-Student Group?

EL students' growth was slightly less than the schoolwide average in reading, thus maintaining the achievement gap. In math, EL students' growth was slightly higher than the schoolwide average, which still maintains the achievement gap.

Identified Areas of Strength:

In K/1 reading, Literary and Informational Text is an area of relative strength. In grades 2-5, Vocabulary is an area of relative strength for EL students. In K-5 math, Operations and Algebraic Thinking is an area of relative strength.

Identified Needs (Areas for Growth):

In K/1 reading, our greatest area of growth is Vocabulary Use and Functions. In grades 2-5, our greatest area of growth for reading is Informational Text. In math, our greatest area of growth is Numbers and Operations.

CA Dashboard Analysis (Academic Indicator) – EL Students

How does the EL Student Group achievement compare to the All-Student Group?

English Language Arts
English Learner performance on the Dashboard is orange, compared to yellow for the All-Student group. Both the English Learners and the All-Student group increased their scores significantly, with gains of 18.4 for English Learners and 16.6 for the All-Student group.
Math
English Learner performance on the Dashboard is yellow, and the All-Student group is also yellow. Both the English Learners and the All-Student group increased their scores significantly, with gains of 29.6 for English Learners and 30.8 for the All-Student group.

How does the EL Student Group growth compare to the All-Student Group?

CA Dashboard Analysis (Academic Indicator) – EL Students

English Language Arts
English Learner achievement improved by 18.4 points compared to an improvement of 16.6 points for the All-Student group, therefore narrowing the achievement gap.
Math
English Learner achievement improved by 29.6 points compared to an improvement of 30.8 points for the All-Student group, therefore slightly widening the achievement gap.

Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

We collected the following site-specific data for progress monitoring:
*Fall to Winter i-Ready data

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	2024-25 Estimated Cost

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of English Language Learner Students:
English Language Learners will demonstrate English proficiency growth in their reading skills by developing their listening skills, reading fluency skills, academic vocabulary skills, speaking, and reading comprehension skills.

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes

LEA/School GOAL 1b Language Needs of English Language Learner Students: English Language Learners will demonstrate English proficiency growth in their reading skills by developing their listening skills, reading fluency skills, academic vocabulary skills, speaking, and reading comprehension skills.			
	52% - Somewhat/Moderately Developed 42% - Beginning Development	60% - Somewhat/Moderately Developed 31% - Beginning Development	performance, but rather are measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	10% - Well Developed 58% - Somewhat/Moderately Developed 31% - Beginning Development	13% - Well Developed 55% - Somewhat/Moderately Developed 31% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels

Site Measures for Evaluating Actions/Services
Identified Needs (Areas for Growth):
Although it was not listed as an area of data, reclassification is a clear area of growth. The biggest area of improvement is to increase the number of students who reclassify as fluent English proficient before exiting 5th grade and going on to middle school.

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.			
School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	25.5% (2021-2022)	28.3%	31.3%
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	• 59.9 (2021-2022)	-46.1	-43.1
MAP Growth Reading: Average Fall-to-Fall Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: -0.78 Fall 1st to Fall 2nd: -0.64 Fall 2nd to Fall 3rd: 0.45 Fall 3rd to Fall 4th: 0.28	Fall Kinder to Fall 1st: -0.54 Fall 1st to Fall 2nd: 0.18 Fall 2nd to Fall 3rd: 0.52 Fall 3rd to Fall 4th: -0.05	>= 0 for each grade level
Fall MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort (22-23 4th Gr): 38%		

CAASPP Data Analysis – 3rd Grade ELA
Whereas 25.5% of students met/exceeded standards in 2022, 28.3% met/exceeded in 2023, a net increase of 2.8%. In 2022, the Distance from Standard for 3rd grade students in ELA was -59.9. For 2023, the Distance from Standard was -46.1 for an increase of 13.8 points. This represents a greater improvement than our 5th grade students, who improved their DFS by 7.6 points. Our 4th grade students improved their DFS by 21.6 points.
Identified Areas of Strength:
Third grade students have a relative strength in the area of listening.
Identified Needs (Areas for Growth):
Third grade students have the most potential for growth in the area of writing.

MAP Data Analysis – Kinder through 3rd Grade Reading
Achievement Trends:
Kindergarten and Third Grade are the highest performing grades, while First and Second Grades are performing at lower levels of proficiency. Compared to our K-5 schoolwide average, First and Second Grades are underperforming. Nearly one-third of Third Grade students are projected to meet or exceed standards on CAASPP.
Growth Trends:
Kindergarten made significantly less than expected growth. First Grade made expected growth. Second Grade made accelerated growth. Third Grade made slightly less than expected growth.
Identified Areas of Strength:
For Kindergarten, Literature and Informational Text is an area of relative strength. For First Grade, Vocabulary is an area of relative strength. For Second and Third Grade, Literary Text is an area of relative strength.
Identified Needs (Areas for Growth):
For Kindergarten, Language and Writing as well as Vocabulary are the areas of greatest need. For First Grade, Language and Writing is the area of greatest need. For Second Grade, Informational Text is the area of greatest need. For Third Grade, Informational Text is the area of greatest need.

Site Measures for Evaluating Actions/Services
Description of Data Collected for Progress-Monitoring
We used the following site-specific data for progress monitoring: *Fall to Winter i-Ready scores

Site Measures for Evaluating Actions/Services
*Classroom walkthroughs (principal observations) *PLC documentation
Identified Areas of Strength:
Classroom walkthroughs (principal observations) were an area of strength. Observations reflected that K-3 teachers consistently engaged in strong literacy practices during ELA lessons over 90% of the time, to include: direct explicit instruction, small group interventions, scaffolding vocabulary, graphic organizers, activating prior knowledge, and phonics/phonemic awareness activities. PLC documents also indicate a focus on literacy, with a special emphasis on student writing.
Identified Needs (Areas for Growth):
Our Fall to Winter i-Ready scores indicate some good growth and pockets of high achievement, but there is room for improvement and consistency in all grade levels K-3.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	Based on our MAP scores, our K-3 students need to improve their early literacy skills. Teachers need additional time to plan early literacy whole group lessons and interventions.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to b rvid	2024-25 Estimated Cost

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1, Action 1A: Provide whole group, small group, and differentiated instruction • Instructional materials for student use in class and/or at after-school tutoring. • Library books at all reading levels • Additional LinkBots, grid mats, LinkBot-related materials, 3-D printers, and related 3-D printer materials • Subscription-based online digital learning opportunities, to include Accelerated Reader, BrainPop, or other educational online platforms • Teacher hourly expenses for PLC time • Substitute teacher expenses for PLC time for teachers • TV, Vivi, and installation costs	K-5th	$50,000	Principal, teachers, librarian
Goal 1, Action 1B: Provide professional development and conference opportunities to promote best practices, leadership, ELL strategies, student engagement, and technology • Conference fees, mileage reimbursement, travel/hotel/food expenses, substitute teacher expenses, teacher earned hourly • Consultant fees and materials	K-5th	$10,000	Principal and teachers
Goal 1, Action 1C: Provide opportunities for family events such as after-school literacy, math, or technology events • Instructional materials • Teacher and classified hourly rate • Books/resources for the event	K-5th	$10,000	Principal and teachers
Goal 1a, Action 1A: Provide whole and small group instruction in the areas of math academic vocabulary, math word problem reading	K-5th	$10,000	Principal and teachers

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

comprehension, math fact fluency, and math word problem solving skills
- Supplemental instructional materials

Goal 2, Action 2A: Provide students with whole group and small group differentiated reading instruction during the sc4T05] TJ Idalogy
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Programs Included in this Plan

Federal Programs	Allocation
X Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	$43,566

RECOMMENDATIONS AND ASSURANCES

R CO   DATIO S A D ASSURA CES

Name of School: Chaparral Academy of Technology

The School Site Council (SSC) recommends this school plan and proposed expenditures to the