

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chaparral Middle School	56739406102230	June 9, 2025	August 5, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Chaparral Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement
Title I Targeted Assistance School (TAS)

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 6
- Comprehensive Needs Assessment Components 7
 - California School Dashboard (Dashboard) Indicators 7
 - Other Needs 8
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - CAASPP Results..... 12
 - ELPAC Results 18
 - Student Population 21
 - Overall Performance 23
 - Academic Performance 25
 - Academic Engagement 33
 - Conditions & Climate..... 36
- Goals, Strategies, & Proposed Expenditures..... 38
 - Goal 1 38
 - Goal 2..... 46
 - Goal 3..... 50
 - Goal 4..... 53
 - Goal 5..... 54
- Budget Summary 55
 - Budget Summary 55
 - Other Federal, State, and Local Funds 55
- Budgeted Funds and Expenditures in this Plan 56
 - Funds Budgeted to the School by Funding Source..... 56
 - Expenditures by Funding Source 56
 - Expenditures by Budget Reference 56
 - Expenditures by Budget Reference and Funding Source 56
 - Expenditures by Goal..... 56
- School Site Council Membership 57
- Recommendations and Assurances 58
- Instructions..... 59
- Appendix A: Plan Requirements 66

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements69
Appendix C: Select State and Federal Programs72

Plan Description

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

This plan is being used by Chaparral Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement

Title I Targeted Assistance School (TAS)

Moorpark Unified School District's Mission and Vision

Ensuring academic excellence through highly effective teaching and leadership, innovative 21st Century learning environments and connecting with every student every day.

Chaparral Middle School's Mission

Chaparral Middle School is committed to equipping all students with the academic and social competencies needed for them to be productive members of the world in which they live.

Chaparral provides a variety of engaging and challenging learning opportunities for students. CMS has a dedicated and experienced staff that cares deeply about providing a world-class learning opportunity for every student. Additionally, rich elective offerings, including band, strings, robotics, STEM and others offer students additional opportunities to experience success. Our primary responsibility is to develop our students academically, socially, and emotionally, and we take this responsibility seriously. Extracurricular activities, clubs, intramurals and a robust ASB program allow students to become further involved in school-wide activities and to focus on their social-emotional well-being. This also allows students to learn more about important topics like internet safety, bullying prevention programs, etc.

The academic emphasis in the areas of Language Arts, Science, Social Studies, and Math are a priority and are complimented by our instruction in Physical Education, Performing Arts and Technology. Providing each student with the opportunity to develop skills in these areas is essential as we prepare students to compete globally. Our elective courses are implemented to feed into the award-winning Career and Technical Education programs at Moorpark High School. I am proud to be the principal at a student-centered, rich learning environment for students.

Chaparral Middle School is one of two comprehensive middle schools in Moorpark serving students in grades 6, 7, and 8. CMS has a diverse student population of approximately 550 students. The Chaparral staff is comprised of 29 teachers, a principal, an assistant principal, 1 full-time counselor, 1 part-time counselor, a part-time At-Risk Youth technician, and 1 library assistant. Chaparral offers after school homework help and lunchtime academic support. Instructional assistants help in various classrooms to serve special needs students in the resource specialist, special day class, and English Language Development program. Our certificated and classified staff provides a variety of services including campus supervision, library, clerical, custodial, transportation, and food services.

In May 2013, Chaparral was named as a California Distinguished School for the third time. In May 2002, Chaparral was recognized as a National Blue Ribbon School. Our school slogan is: "Be safe, be respectful, be prepared. Become your best, the Chaparral Way." Chaparral Middle School is committed to equipping ALL students with the academic and social competencies needed for them to be productive members of the world in which they live. We believe that students must be taught responsibility, how to make decisions, and the communication skills that will be needed for them to function in a global society. Learning must occur in an environment free from prejudice and harassment, and rich in mutual respect.

Educational Partner Involvement

How, when, and with whom did Chaparral Middle 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

English Learner Advisory Committee (ELAC):

This committee will meet two times in the fall and one in the spring and participants will be invited to attend by email, personal phone call, weekly Parent Square communications, website postings, school calendar, and postings on campus. This meetings will discuss the School Plan for Student Achievement (SPSA) in-depth and receive input from the parents in attendance. Input received from the ELAC meetings will be shared with the School Site Council (SSC) during

two meetings held in the fall and one meeting in the spring. Meetings will be held to gather input on progress toward the goals.

School Site Council (SSC):

This committee meets two times in the fall and again in the spring to review input from numerous stakeholders including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents are invited to attend by email, personal phone call, Monday Message, website postings, school calendar, and postings on campus. These meetings discuss the SPSA in-depth and receive input from the parents in attendance. SSC will conduct an annual review of the SPSA and participate in analysis of the data at these meetings. The SSC will meet to continue to monitor, update and evaluate the plan.

Parent Teacher Association General Membership:

The Parent Teacher Student Association (PTSA) General Association meets monthly. Parents are invited to attend by email, personal phone call, Monday Message, website postings, school calendar, and postings on social media. These meetings discuss the SPSA in-depth and received input from the parents in attendance each meeting. Input received during fall meetings is provided to the SSC in the fall. Future meetings are to be determined to gather input on progress toward goals.

Parent Teacher Association Executive Board:

The PTA Executive Board meets in September. Parents are invited to attend by email and personal phone call. At these meetings the SPSA is discussed in-depth and input is received from the parents in attendance each meeting. Input received during the September meeting is provided to SSC on during both fall meetings. Future meetings to be determined to gather input on progress toward goals. Future meetings TBD.

Faculty Leadership Team:

The Site Leadership Team meets monthly throughout the school year. An analysis of data is conducted to drive goals for each year's plan. Input received during the fall meeting is provided to the SSC during the September meeting. During monthly site leadership team meetings input on progress toward goals is gathered for monitoring.

Faculty at Large:

Faculty meetings are held the first Friday of each month throughout the school year. An analysis of data is conducted to drive goals for the year's plan. Input received during the September meeting is brought to the SSC meeting in September. Future meetings are scheduled the first Friday of each month to gather input on progress toward goals for monitoring.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The following resource inequities for students with disabilities have been identified:

Academic Indicator: ELA

- grading practices not aligned with standardized testing scores
- gaps in basic skills
- reading comprehension skills are not at grade-level expectation
- lack of student self-confidence
- challenges with student engagement
- struggles with enlisting parent participation and student learning

Academic Indicator: Math

- grading practices not aligned with standardized testing scores
- gaps in basic skills and number sense
- outdated math curriculum
- lack of student self-confidence
- challenges with student engagement
- struggles with enlisting parent participation and student learning

Suspension Rate
not enough student connections
systemic response to behaviors and support needs to be expanded
lack of student social skills and self-regulation
conflict resolution skills need to be improved
attention seeking behaviors
student accountability

Chronic Absenteeism:
not enough student connections
high levels of anxiety
increased reports of peer conflicts
insufficient parent follow-through
lack of communication between home and school

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The 23-24 CA Dashboard indicates that the suspension rate for all students is in the red indicator. The indicator demonstrates that 10.2% of the all student group was suspended at least one day. This is an increase of 7.2% when compared to the 22-23 school year.

The 22-23 CA Dashboard indicates that student outcomes for all students in English Language Arts is in the orange indicator. The indicator demonstrates that the all student group are 20 points below standards. In 22-23 they declined 23.6 points.

The 2024 CAASPP School Detailed Report indicates that the 6th grade student group, in the area of ELA, is 22.9 points below standards. This student group improved by 21.5 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 7th grade student group, in the area of ELA, is 28.4 points below standards. This student group decline by 20.6 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 8th grade student group, in the area of ELA, is 10 points below standards. This student group declined by 4.5 points from the 22-23 school year.

The 22-23 CA Dashboard indicates that student outcomes for all students in math is in the orange indicator. The indicator demonstrates that the all student group are 64.1 points below standards. In 22-23 the declined 7.1 points.

The 2024 CAASPP School Detailed Report indicates that in the area of math the 6th grade student group is 55.6 points below standard. This student group improved by 22 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that in the area of math the 7th grade student group is 65.7 points below standard. This student group declined by 17 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that in the area of math the 8th grade student group is 55.4 points below standard. This student group improved by 14 points from the 22-23 school year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The 23-24 CA Dashboard indicates that students with disabilities are in the red indicator for the following areas;

Student outcomes in ELA indicate that students with disabilities are 130 points below standards. They declined 48.4 points from 21-22.

The 2024 CAASPP School Detailed Report indicates that 5.75% of students with disabilities in English Language Arts met or exceeded the standard.

The 2024 CAASPP School Detailed Report indicates that the 6th grade student group with disabilities, in the area of ELA, is 145.8 points below standards. This student group improved by 8 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 7th grade student group with disabilities, in the area of ELA, is 149.1 points below standards. This student group decline by 54 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 8th grade student group with disabilities, in the area of ELA, is 111.9 points below standards. This student group improved by 36.6 points from the 22-23 school year.

Student outcomes in math indicate that students with disabilities are 159 points below standards. They declined 29.1 points from 21-22.

The 2024 CAASPP School Detailed Report indicates that in the area of math the 6th grade student group with disabilities is 205.7 points below standard. This student group declined by 28 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that in the area of math the 7th grade student group with disabilities is 182.0 points below standard. This student group declined by 59 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that in the area of math the 8th grade student group with disabilities is 132.9 points below standard. This student group improved by 74 points from the 22-23 school year.

15.1% of student with disabilities were suspended at least one day in the 22-23 school year. This is an increase of 10.1% when compared to the 21-22 school year.

24.8% of students with disabilities were chronically absent. This is a decline of 3.1% when compared to the 21-22 school year.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To Address the Academic Performance Indicator in red on the California Dashboard in ELA and Best Support Students with Disabilities:

Expand training and use of Interim Assessment Blocks (IABs) with general education and special education staff

Ensure timely access to IAB results and benchmark data

Provide targeted professional development in standards-based instruction, effective feedback, and maximizing instructional time

Increase collaboration between general education teachers and case managers regarding IEP goals and classroom supports

Strengthen home-school communication about student progress and expectations

Expand co-teaching sections in ELA

Encourage SWD participation in academic interventions, including before, during, and after-school tutoring

Implement goal-setting and progress monitoring systems led by case managers

Provide teachers with specialized instructional materials and resources aligned to student needs

Utilize peer mentors to support student learning for students with disabilities

These initiatives aim to drive measurable academic growth and ensure consistent, effective evaluation of student performance.

To Address the Academic Performance Indicator in red on the California Dashboard in Math and Best Support Students with Disabilities:

To improve mathematics achievement and ensure inclusive practices for students with disabilities, the following actions will be prioritized:

Expand IAB training and math data cycles with general and special education staff
Implement progress monitoring systems specific to math skill development
Provide professional development focused on conceptual math instruction, scaffolding strategies, and UDL principles
Increase use of updated curriculum resources and calibrate grading practices
Strengthen mindset work for both students and staff, shifting from deficit to asset-based thinking
Increase communication and alignment between case managers and math instructors
Implement math-specific goal-setting supports
Encourage participation in math interventions and tutoring
Utilize peer mentors to support student learning for students with disabilities

To Address the High Suspension Rate for Students with Disabilities as indicated in red on the California Dashboard:

To reduce suspension rates and create a supportive learning environment, the following strategies will be implemented:

Provide ongoing professional development in Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed care
Equip staff with tools and training to effectively manage and de-escalate challenging behaviors
Strengthen the social-emotional learning (SEL) curriculum with an emphasis on conflict resolution, coping skills, and resilience-building. Curriculum will include School Connect curriculum and Lighthouse program
Expand opportunities for positive student recognition
Consistently implement a 5:1 ratio of positive to corrective interactions between staff and students

To Address Chronic Absenteeism Among Students with Disabilities as indicated in red on the California Dashboard:

To improve attendance and foster stronger school connections, the following efforts will be made:

Continue professional development in PBIS, restorative practices, and trauma-informed care
Support staff in applying strategies to manage attendance-related challenges
Enhance SEL curriculum with targeted lessons on engagement and self-regulation
Increase recognition and incentives for consistent attendance
Reinforce implementation of the School Attend program with fidelity
Develop strategies to increase student engagement and connection during and after absences
Maintain the 5:1 ratio of positive to corrective staff interactions

To Foster a Positive School Climate Through Common Language and Practices:

Partner with the SEL Lighthouse Project to support consistent implementation of SEL practices
Address the social-emotional needs of all students through integrated supports
Equip educators with practical tools and strategies to build strong, trusting connections with students
Provide professional development on restorative practices and consistent discipline procedures
Increase use of positive behavior reinforcement systems (e.g., Panther Praise tickets, Panther Reward Events, R.O.A.R. Character Achievement Awards)
Continue to develop school-wide expectations and common language for behavior
Increase case manager check-ins and relationship-building activities with students with disabilities
Continue to use alternatives to suspension, including behavior agreements, reteaching opportunities, check-in activities with support staff, peer mediation, and referrals to counseling
Provide social-emotional learning opportunities through advisory or push-in support
Continue to implement structured student leadership, mentoring, and connection-building opportunities for students with disabilities including Wellness Peers, Student Government leaders, and WEB leaders

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Chaparral Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	1.57%	1.91%	2.03%	9	10	11
Asian	4.2%	4.59%	4.43%	24	24	24
Filipino	0.35%	0.76%	1.29%	2	4	7
Hispanic/Latino	60.31%	60.42%	58.67%	345	316	318
Pacific Islander	0%	0.19%	%	0	1	
White	29.37%	29.83%	30.07%	168	156	163
Two or More Races	4.2%	2.29%	3.51%	24	12	19
Not Reported	0%	%	%	0		
Total Enrollment				572	523	542

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	203	157	188
Grade 7	166	197	160
Grade 8	203	169	194
Total Enrollment	572	523	542

Conclusions based on this data:

1. Chaparral experienced an increase in enrollment from the 23-24 school year to the 24-25 school year of approximately 20 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	53	53	43	9.3%	10.1%	7.9%
Fluent English Proficient (FEP)	159	123	134	27.8%	23.5%	24.7%

Conclusions based on this data:

1. Chaparral has experience an increase in enrollment from the 23-24 school year to the 24-25 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	201	157	186	194	151	184	194	151	184	96.5	96.2	98.9
Grade 7	164	191	160	160	188	152	160	188	151	97.6	98.4	95
Grade 8	197	167	190	194	165	185	193	165	185	98.5	98.8	97.4
All Grades	562	515	536	548	504	521	547	504	520	97.5	97.9	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2486.	2508.	2543.	14.43	15.89	26.63	20.62	24.50	34.78	22.68	29.14	11.41	42.27	30.46	27.17
Grade 7	2544.	2523.	2545.	16.88	14.36	17.22	33.13	27.66	33.11	26.25	25.53	19.21	23.75	32.45	30.46
Grade 8	2561.	2557.	2558.	13.99	18.18	16.22	38.34	32.12	32.97	23.32	22.42	24.86	24.35	27.27	25.95
All Grades	N/A	N/A	N/A	14.99	16.07	20.19	30.53	28.17	33.65	23.95	25.60	18.46	30.53	30.16	27.69

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 6	13.40	16.56	23.91	45.36	49.67	51.63	41.24	33.77	24.46	
Grade 7	22.50	15.96	18.54	56.25	57.98	61.59	21.25	26.06	19.87	
Grade 8	18.13	20.00	20.00	53.89	54.55	51.89	27.98	25.45	28.11	
All Grades	17.73	17.46	20.96	51.55	54.37	54.62	30.71	28.17	24.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.82	17.22	20.65	46.39	47.02	54.89	42.78	35.76	24.46
Grade 7	18.13	18.09	25.17	56.88	47.87	44.37	25.00	34.04	30.46
Grade 8	21.24	13.94	18.38	53.37	57.58	49.19	25.39	28.48	32.43
All Grades	16.64	16.47	21.15	51.92	50.79	49.81	31.44	32.74	29.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.37	10.60	19.02	72.16	75.50	65.76	15.46	13.91	15.22
Grade 7	11.88	5.32	10.60	74.38	72.87	72.85	13.75	21.81	16.56
Grade 8	11.92	21.82	15.68	75.13	65.45	69.19	12.95	12.73	15.14
All Grades	12.07	12.30	15.38	73.86	71.23	69.04	14.08	16.47	15.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.43	13.91	22.28	61.86	66.23	63.04	23.71	19.87	14.67
Grade 7	16.88	15.96	22.52	65.00	63.83	63.58	18.13	20.21	13.91
Grade 8	22.28	22.42	21.08	63.73	61.21	63.78	13.99	16.36	15.14
All Grades	17.92	17.46	21.92	63.44	63.69	63.46	18.65	18.85	14.62

Conclusions based on this data:

- The 22-23 CA Dashboard indicates that in the area of ELA all students are 20 points away from standard. The 2024 CAASPP School Detailed Report indicates that the 6th grade student group, in the area of ELA, is 22.9 points below standards. This student group improved by 21.5 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade student group, in the area of ELA, is 28.4 points below standards. This student group declined by 20.6 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 8th grade student group, in the area of ELA, is 10 points below standards. This student group declined by 4.5 points from the 22-23 school year.
- The 22-23 CA Dashboard indicates students with disabilities are 130.5 points below standard. The 2024 CAASPP School Detailed Report indicates that the 6th grade student group with disabilities, in the area of ELA, is 145.8 points below standards. This student group improved by 8 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade student group with disabilities, in the area of ELA, is 149.1 points below standards. This student group declined by 54 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 8th grade student group with disabilities, in the area of ELA, is 111.9 points below standards. This student group improved by 36.6 points from the 22-23 school year.
- The 22-23 CA Dashboard indicates that English Learners in the area of ELA are 77.1 points below standard. The 2024 CAASPP School Detailed Report indicates that the 6th grade English Learner student group, in the area of ELA, is 98.9 points below standards. This student group improved by 9 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade English Learner student group, in the area of ELA, is 113.2 points below standards. This student group declined by 12 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 8th grade English Learner student group, in the area of ELA, is 138.8 points below standards. This student group declined by 24 points from the 22-23 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	201	158	186	195	152	184	195	152	184	97.0	96.2	98.9
Grade 7	164	191	160	163	189	154	163	189	154	99.4	99	96.3
Grade 8	197	167	190	194	165	185	194	165	185	98.5	98.8	97.4
All Grades	562	516	536	552	506	523	552	506	523	98.2	98.1	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2474.	2496.	2528.	11.28	17.11	25.00	15.38	19.74	15.22	22.56	26.97	32.61	50.77	36.18	27.17
Grade 7	2518.	2501.	2513.	16.56	10.05	18.83	17.79	22.75	15.58	27.61	25.40	25.97	38.04	41.80	39.61
Grade 8	2516.	2530.	2517.	11.34	19.39	15.68	21.13	14.55	13.51	20.10	19.39	22.16	47.42	46.67	48.65
Grade 11															
All Grades	N/A	N/A	N/A	12.86	15.22	19.89	18.12	19.17	14.72	23.19	23.91	26.96	45.83	41.70	38.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.26	13.16	24.46	37.95	46.71	39.13	51.79	40.13	36.41
Grade 7	19.63	12.70	17.53	40.49	41.80	40.91	39.88	45.50	41.56
Grade 8	12.89	18.18	14.05	43.81	41.21	41.62	43.30	40.61	44.32
Grade 11									
All Grades	13.95	14.62	18.74	40.76	43.08	40.54	45.29	42.29	40.73

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.79	12.50	20.65	42.05	53.29	52.72	46.15	34.21	26.63
Grade 7	16.56	10.58	17.53	49.69	53.44	45.45	33.74	35.98	37.01
Grade 8	15.46	14.55	13.51	50.52	52.73	50.27	34.02	32.73	36.22
All Grades	14.49	12.45	17.21	47.28	53.16	49.71	38.22	34.39	33.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.74	17.11	19.57	60.51	55.26	59.78	29.74	27.63	20.65
Grade 7	14.11	8.47	14.29	62.58	63.49	60.39	23.31	28.04	25.32
Grade 8	7.73	13.94	11.89	62.37	58.18	57.30	29.90	27.88	30.81
All Grades	10.33	12.85	15.30	61.78	59.29	59.08	27.90	27.87	25.62

Conclusions based on this data:

1. The 22-23 CA Dashboard indicates that in the area of math all students are 64.1 points away from standard. The 2024 CAASPP School Detailed Report indicates that in the area of math the 6th grade student group is 55.6 points below standard. This student group improved by 22 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that in the area of math the 7th grade student group is 65.7 points below standard. This student group declined by 17 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that in the area of math the 8th grade student group is 55.4 points below standard. This student group improved by 14 points from the 22-23 school year.
2. The 22-23 CA Dashboard indicates that in the area of math students with disabilities are 159 points below standard. The 2024 CAASPP School Detailed Report indicates that in the area of math the 6th grade student group with disabilities is 205.7 points below standard. This student group declined by 28 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that in the area of math the 7th grade student group with disabilities is 182.0 points below standard. This student group declined by 59 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that in the area of math the 8th grade student group with disabilities is 132.9 points below standard. This student group improved by 74 points from the 22-23 school year.
3. The 22-23 CA Dashboard indicates that in the area of math, English Learners are 118.6 points below the standard. The 2024 CAASPP School Detailed Report indicates that the 6th grade English Learner student group, in the area of Math, is 152.8 points below standards. This student group declined by 10 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 7th grade English Learner student group, in the area of Math, is 122.6 points below standards. This student group improved by 37 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 8th grade English Learner student group, in the area of Math, is 179.5 points below standards. This student group improved by 7 points from the 22-23 school year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1544.0	1511.3	*	1559.8	1508.7	*	1527.6	1513.6	*	20	15	9
7	1546.9	1541.6	1516.0	1558.2	1536.6	1500.0	1535.2	1546.1	1531.5	20	21	15
8	1573.3	1545.0	1546.2	1582.4	1545.8	1543.8	1563.8	1543.8	1548.3	14	16	19
All Grades										54	52	43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.00	33.33	*	65.00	46.67	*	15.00	6.67	*	0.00	13.33	*	20	15	*
7	35.00	14.29	13.33	30.00	61.90	53.33	15.00	19.05	6.67	20.00	4.76	26.67	20	21	15
8	42.86	31.25	10.53	35.71	37.50	52.63	14.29	12.50	26.32	7.14	18.75	10.53	14	16	19
All Grades	31.48	25.00	11.63	44.44	50.00	46.51	14.81	13.46	16.28	9.26	11.54	25.58	54	52	43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	75.00	53.33	*	25.00	33.33	*	0.00	0.00	*	0.00	13.33	*	20	15	*
7	55.00	52.38	46.67	20.00	38.10	26.67	10.00	4.76	0.00	15.00	4.76	26.67	20	21	15
8	57.14	43.75	36.84	28.57	25.00	47.37	7.14	12.50	10.53	7.14	18.75	5.26	14	16	19
All Grades	62.96	50.00	34.88	24.07	32.69	37.21	5.56	5.77	6.98	7.41	11.54	20.93	54	52	43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.00	6.67	*	10.00	40.00	*	70.00	33.33	*	15.00	20.00	*	20	15	*
7	5.00	4.76	13.33	35.00	47.62	33.33	35.00	28.57	20.00	25.00	19.05	33.33	20	21	15
8	7.14	6.25	5.26	50.00	50.00	47.37	35.71	25.00	21.05	7.14	18.75	26.32	14	16	19
All Grades	5.56	5.77	6.98	29.63	46.15	34.88	48.15	28.85	25.58	16.67	19.23	32.56	54	52	43

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	15.00	26.67	*	85.00	53.33	*	0.00	20.00	*	20	15	*
7	10.00	14.29	13.33	70.00	76.19	60.00	20.00	9.52	26.67	20	21	15
8	21.43	37.50	26.32	64.29	43.75	57.89	14.29	18.75	15.79	14	16	19
All Grades	14.81	25.00	16.28	74.07	59.62	55.81	11.11	15.38	27.91	54	52	43

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	95.00	66.67	*	5.00	20.00	*	0.00	13.33	*	20	15	*
7	75.00	71.43	66.67	10.00	23.81	6.67	15.00	4.76	26.67	20	21	15
8	92.86	62.50	63.16	0.00	12.50	31.58	7.14	25.00	5.26	14	16	19
All Grades	87.04	67.31	58.14	5.56	19.23	20.93	7.41	13.46	20.93	54	52	43

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	0.00	0.00	*	50.00	66.67	*	50.00	33.33	*	20	15	*
7	5.00	4.76	20.00	50.00	61.90	40.00	45.00	33.33	40.00	20	21	15
8	21.43	6.25	26.32	50.00	62.50	36.84	28.57	31.25	36.84	14	16	19
All Grades	7.41	3.85	18.60	50.00	63.46	39.53	42.59	32.69	41.86	54	52	43

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	15.00	33.33	*	85.00	53.33	*	0.00	13.33	*	20	15	*
7	30.00	14.29	20.00	50.00	80.95	53.33	20.00	4.76	26.67	20	21	15
8	21.43	6.25	5.26	71.43	75.00	84.21	7.14	18.75	10.53	14	16	19
All Grades	22.22	17.31	9.30	68.52	71.15	69.77	9.26	11.54	20.93	54	52	43

Conclusions based on this data:

1. According to the Fall 2023 CA Dashboard, 64% of English Learners are making progress toward English Language proficiency. This was a decline of 5.2%.
According to the 2024 ELPAC School Detailed Report, 75% of English Learners are at the moderately developed to the well developed level. During the 22-23 school year 76% of English Learners were at the moderately developed to the well developed level.
According to the 2024 ELPAC School Detailed Report, 80% of 6th grade English Learners are at the moderately developed to the well developed level.
According to the 2024 ELPAC School Detailed Report, 76% of 7th grade English Learners are at the moderately developed to the well developed level.
According to the 2024 ELPAC School Detailed Report, 69% of 8th grade English Learners are at the moderately developed to the well developed level.
2. According to the Fall 2023 CA Dashboard, 24% of English Learners maintained their status in levels 1, 2, or 3.
According to the Fall 2024 CA Dashboard, 42% of English Learners maintained their status in levels 1, 2, or 3.
3. English Learners who progressed at least one ELPI level declined from 69% to 64% from 22-23 to 23-24.
English Learners who progressed at least one ELPI level declined from 64% to 40% from 23-24 to 24-25.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
542	43%	7.9%	0.0%
Total Number of Students enrolled in Chaparral Middle 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	7.9%
Foster Youth	0	0.0%
Homeless	9	1.7%
Socioeconomically Disadvantaged	233	43%
Students with Disabilities	124	22.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2%
American Indian	0	0.0%
Asian	24	4.4%
Filipino	7	1.3%
Hispanic	318	58.7%
Two or More Races	19	3.5%
Pacific Islander	0	0.0%
White	163	30.1%

Conclusions based on this data:

- Chaparral has had an increase in enrollment in the recent years, however, during the 24-25 school year there was a slight decrease in English Learner designation at 8% in comparison to 10% during the 23-24 school year.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Red	Suspension Rate Green
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

1. The 22-23 CA ELA Dashboard indicates that all students are 20 points below standard. The 2024 CAASPP School Detailed Report indicates that the 6th grade student group, in the area of ELA, is 22.9 points below standards. This student group improved by 21.5 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade student group, in the area of ELA, is 28.4 points below standards. This student group declined by 20.6 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 8th grade student group, in the area of ELA, is 10 points below standards. This student group declined by 4.5 points from the 22-23 school year.

2. The 22-23 CA Math Dashboard indicates that all students are 64.1 points below standard.
The 2024 CAASPP School Detailed Report indicates that in the area of math the 6th grade student group is 55.6 points below standard. This student group improved by 22 points from the 22-23 school year.
The 2024 CAASPP School Detailed Report indicates that in the area of math the 7th grade student group is 65.7 points below standard. This student group declined by 17 points from the 22-23 school year.
The 2024 CAASPP School Detailed Report indicates that in the area of math the 8th grade student group is 55.4 points below standard. This student group improved by 14 points from the 22-23 school year.

School and Student Performance Data

Academic Performance English Language Arts

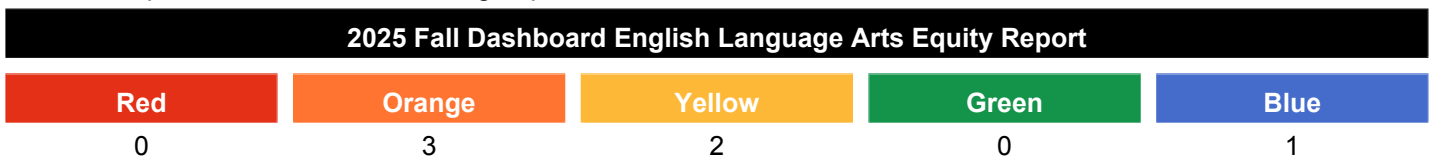
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.8 points below standard</p> <p>Increased 19.7 points</p> <p>519 Students</p>	<p>English Learners</p> <p>Orange</p> <p>84.2 points below standard</p> <p>Increased 7.7 points</p> <p>123 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>85.9 points below standard</p> <p>Increased 14.7 points</p> <p>32 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>69.3 points below standard</p> <p>Declined 22 points</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>48 points below standard</p> <p>Increased 12.6 points</p> <p>231 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>108 points below standard</p> <p>Increased 18.1 points</p> <p>117 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>96.5 points above standard</p> <p>Increased 75.5 points</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>34.8 points below standard</p> <p>Increased 15.2 points</p> <p>306 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>48.5 points above standard</p> <p>Increased 42.2 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>42.2 points above standard</p> <p>Increased 18.3 points</p> <p>156 Students</p>

Conclusions based on this data:

1. According to CA Dashboard for the 2022-23 school year, all students were 20 points below standard in the area of ELA, English Learners are 77.1 points below standard, RFEP students are 65 points below standards, economically disadvantaged students are 61 points below standards, Hispanic students are 56 points below standards, and White students are 37.1 points above standards.
2. The 2024 CAASPP School Detailed Report indicates that the 6th grade Hispanic students, in the area of ELA, is 53.3 points below standards. This student group improved by 25 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade Hispanic students, in the area of ELA, is 60.7 points below standards. This student group declined by 20 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 8th grade Hispanic students, in the area of ELA, is 35.9 points below standards. This student group improved by 8 points from the 22-23 school year.
3. The 2024 CAASPP School Detailed Report indicates that the 6th grade students in the socioeconomically disadvantaged group, in the area of ELA, is 56.4 points below standards. This student group improved by 20 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade students in the socioeconomically disadvantaged group, in the area of ELA, is 52.4 points below standards. This student group improved by 6 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 8th grade students in the socioeconomically disadvantaged group, in the area of ELA, is 32.9 points below standards. This student group improved by 21 points from the 22-23 school year.

School and Student Performance Data

Academic Performance Mathematics

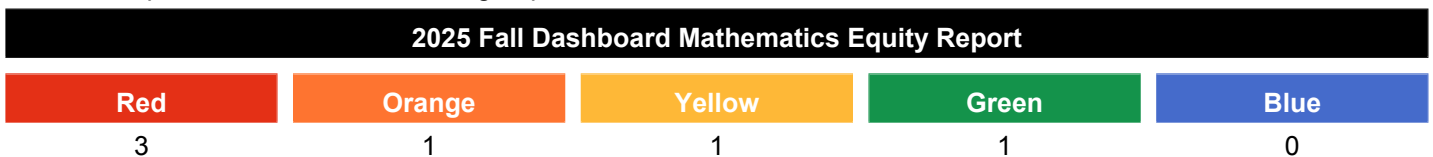
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>47.7 points below standard</p> <p>Increased 10 points</p> <p>521 Students</p>	<p>English Learners</p> <p>Red</p> <p>142.7 points below standard</p> <p>Declined 20 points</p> <p>125 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>154.6 points below standard</p> <p>Declined 25.1 points</p> <p>32 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>127.4 points below standard</p> <p>Declined 40.6 points</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>97.7 points below standard</p> <p>Maintained 0.3 points</p> <p>233 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>157.2 points below standard</p> <p>Increased 9.5 points</p> <p>117 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>40.9 points above standard</p> <p>Increased 54 points</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>87.1 points below standard</p> <p>Increased 6.3 points</p> <p>308 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>16.2 points above standard</p> <p>Increased 33.6 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>3.8 points above standard</p> <p>Increased 8.5 points</p> <p>156 Students</p>

Conclusions based on this data:

1. According to CA Dashboard for the 2022-23 school year, all students were 64.1 points below standard in the area of Math, English Learners are 118.6 points below standard, RFEP students are 104.2 points below standards, economically disadvantaged students are 110.9 points below standards, Hispanic students are 103.6 points below standards, and White students are 0.5 points above standards.
2. The 2024 CAASPP School Detailed Report indicates that the 6th grade Hispanic students, in the area of math, is 95.3 points below standards. This student group improved by 16 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade Hispanic students, in the area of math, is 99.6 points below standards. This student group declined by 16 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 8th grade Hispanic students, in the area of math, is 93.2 points below standards. This student group improved by 25 points from the 22-23 school year.
3. The 2024 CAASPP School Detailed Report indicates that the 6th grade students in the socioeconomically disadvantaged group, in the area of math, is 97.7 points below standards. This student group improved by 13 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade students in the socioeconomically disadvantaged group, in the area of math, is 81.7 points below standards. This student group improved by 16 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 8th grade students in the socioeconomically disadvantaged group, in the area of math, is 82.0 points below standards. This student group improved by 46 points from the 22-23 school year.

School and Student Performance Data

Academic Performance Science

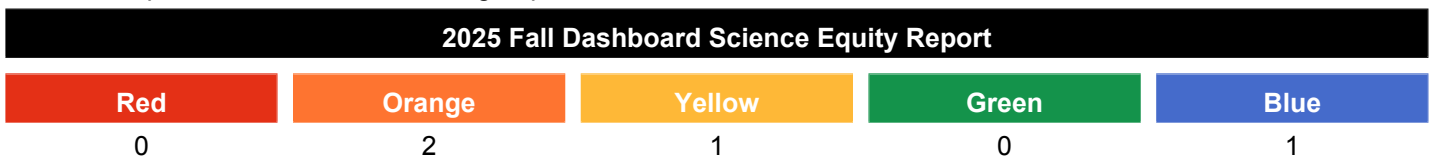
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>52.4 science points</p> <p>Declined 2.7 points</p> <p>186 Students</p>	<p>English Learners</p> <p> Orange</p> <p>38.5 science points</p> <p>Maintained -0.8 points</p> <p>54 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>36.4 science points</p> <p>Increased 3 points</p> <p>19 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>43 science points</p> <p>Declined 3.7 points</p> <p>92 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>38.1 science points</p> <p>Declined 2.3 points</p> <p>38 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>45 science points</p> <p>Declined 3.7 points</p> <p>117 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> Blue</p> <p>65.8 science points</p> <p>Maintained 0 points</p> <p>55 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 24.4 making progress. Number Students: 41 Students	Long-Term English Learner Progress  Red 29 making progress. Number Students: 31 Students

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.

2025 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
34.1%	41.5%	4.9%	19.5%

Conclusions based on this data:

1. The 2023 Fall Dashboard English Learner Progress Indicator reflects 118 points below standard. The 2024 Fall Dashboard English Learner Progress Indicator reflects 91 points below standard.
2. During the 22-23 school year 64% of EL students increased one ELPI level. 24% maintained ELPI levels. During the 23-24 school year 40% of EL students increased one ELPI level. 42% maintained ELPI levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>20.5% Chronically Absent</p> <p>Increased 5.2</p> <p>550 Students</p>	<p>English Learners</p>  <p>Red</p> <p>33.3% Chronically Absent</p> <p>Increased 18.6</p> <p>48 Students</p>	<p>Long-Term English Learners</p>  <p>Red</p> <p>38.2% Chronically Absent</p> <p>Increased 23.6</p> <p>34 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>50% Chronically Absent</p> <p>Increased 14.3</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>27.8% Chronically Absent</p> <p>Increased 6.1</p> <p>248 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>32% Chronically Absent</p> <p>Increased 5.2</p> <p>128 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>45.5% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>12% Chronically Absent</p> <p>Increased 7.8</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>24.4% Chronically Absent</p> <p>Increased 6.2</p> <p>324 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.3% Chronically Absent</p> <p>Declined 3.1</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Red</p> <p>15.3% Chronically Absent</p> <p>Increased 4</p> <p>163 Students</p>

Conclusions based on this data:

1. The 2023 CA Chronic Absenteeism Dashboard indicates that all students' attendance declined by 0.9%. 16% of all students were chronically absent. The 2024 CA Chronic Absenteeism Dashboard indicates that all students' attendance declined by 1.3%. 15% of all students were chronically absent.
2. The 2023 CA Chronic Absenteeism Dashboard indicates that students with disabilities attendance declined by 3.1%. 24% of students with disabilities were chronically absent. The 2024 CA Chronic Absenteeism Dashboard indicates that students with disabilities attendance increased by 2.1%. 26% of students with disabilities were chronically absent.
3. Attendance continues to be an area of focus.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

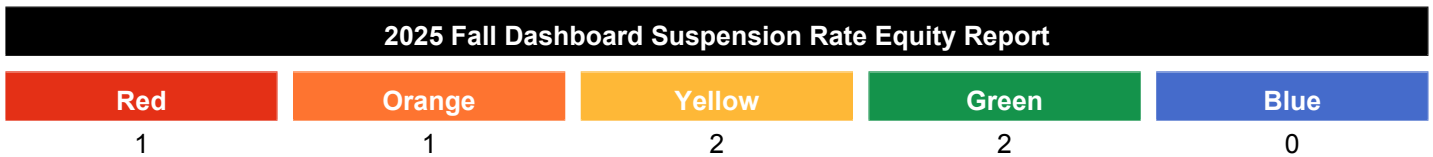
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>6% suspended at least one day</p> <p>Declined 2.1%</p> <p>554 Students</p>	<p>English Learners</p> <p>Orange</p> <p>18.4% suspended at least one day</p> <p>Declined 0.7%</p> <p>49 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>20% suspended at least one day</p> <p>Increased 5.7%</p> <p>35 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Declined 18.3%</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>9.5% suspended at least one day</p> <p>Declined 1.2%</p> <p>252 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>7.7% suspended at least one day</p> <p>Declined 1.2%</p> <p>130 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>4% suspended at least one day</p> <p>Maintained -0.2%</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>8.6% suspended at least one day</p> <p>Declined 1.7%</p> <p>327 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 2.6%</p> <p>164 Students</p>

Conclusions based on this data:

1. The 2023 CA Conditions and Climate Dashboard indicates that all students suspension rate increased by 7.2%. The 2024 CA Conditions and Climate Dashboard indicates that all students suspension rate decreased by 2.1%.
2. The 2023 CA Conditions and Climate Dashboard indicates that Students with Disabilities suspension rate increased by 10.1%. The 2024 CA Conditions and Climate Dashboard indicates that Students with Disabilities suspension rate decreased by 6.2%.
3. Suspension rates continue to be an area of focus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Increase academic achievement so that all students are career/college ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase academic achievement for all students so they are career/college ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students with Disabilities are performing significantly below standard when compared to all students in the areas of ELA and math.

Because students with disabilities show a significant gap in academic achievement, the school site will focus on improving their outcomes.

40% of English Learners scored at levels 3 and 4's on the ELPAC, and continue to show significant academic gaps. These students will be the focus of our ELA, Math and language proficiency actions as well as students identified at-risk. At-risk students include students scoring a 2 or lower on the CAASPP in the areas of ELA and math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts California Assessment of Student Performance & Progress (CAASPP)	Year: 2024-2025 Data Source: CA School Dashboard All Students: 2024-2025 CA School Dashboard All students: 0.8 points below standard English Learners: 84 points below standard LTEL 85.9 points below standard RFEP students: 72 points below standards Economically disadvantaged students: 48 points below standards Hispanic students: 35 points below standards White students: 42 points above standards. Students with Disabilities: 108 points below standard	Year: 2025-2026 Data Source: CA School Dashboard All Students: 2024-2025 CA School Dashboard All students: 3 points above standard English Learners: 80 points below standard LTEL: 82 points below standard RFEP students: 69 points below standards Economically disadvantaged students: 45 points below standards Hispanic students: 32 points below standards White students: 45 points above standards. Students with Disabilities: 105 points below standard
Mathematics California Assessment of Student Performance & Progress (CAASPP)	Year: 2024-2025 Data Source: CA School Dashboard All students: 48 points below standard English Learners: 143 points below standard LTEL: 154 points below standard RFEP students: 40 points below standards Economically disadvantaged students: 98 points below standards Hispanic students: 87 points below standards White students: 4 points above standards	Year: 2025-2026 Data Source: CA School Dashboard All students: 45 points below standard English Learners: 140 points below standard LTEL: 151 points below RFEP students: 37 points below standards Economically disadvantaged students: 95 points below standards Hispanic students: 84 points below standards White students: 7 points above standards
ELA Trimester 2 Report Card Data - Overall English Percentage Proficient or Higher	Year: 2024-25 Data Source: Tri 2 Report Cards All Students: 85% English Learners: 53% Low-Income Students: 72% Students with Disabilities: 79% R-FEP Students: 76% Hispanic Students: 78% White Students: 96% 6th Grade: 91% 7th Grade: 78% 8th Grade: 86%	Year: 2025-26 Data Source: Tri 2 Report Cards All Students: 88% English Learners: 56% Low-Income Students: 75% Students with Disabilities: 82% R-FEP Students: 79% Hispanic Students: 81% White Students: 99% 6th Grade: 94% 7th Grade: 81% 8th Grade: 89%

Math Trimester 2 Report Card Data- Overall Math Percentage Proficient or Higher	Year: 2024-25 Data Source: Tri 2 Report Cards All Students: 82% English Learners: 57% Low-Income Students: 72% Students with Disabilities: 75% R-FEP Students: 79% Hispanic Students: 79% White Students: 93% 6th Grade: 92% 7th Grade: 85% 8th Grade: 76%	Year: 2025-26 Data Source: Tri 2 Report Cards All Students: 85% English Learners: 60% Low-Income Students: 75% Students with Disabilities: 78% R-FEP Students: 82% Hispanic Students: 82% White Students: 95% 6th Grade: 95% 7th Grade: 88% 8th Grade: 79%
English Language Students Making Progress Toward English Proficiency (ELPI)	Year: 2024-25 Data Source: CA Dashboard ALL: 24% progressed one ELPI level EL: 24% making progress LTEL: 29% making progress	Year: 2025-26 Data Source: CA Dashboard ALL: 27% making progress EL: 27% making progress LTEL: 32% making progress
Reclassification Rate	Year: 204-25 19.9% ELs reclassified Data Source: Data Quest	Year: 2025-26 22% ELs reclassified Data Source: Data Quest
Percentage of Students that Find Classes Challenging and Interesting	Year: 2024-25 Data Source: Student Survey Maintain 90% or higher	Year: 2025-26 Data Source: Student Survey Maintain 90% or higher

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Academic Intervention (LCAP 1.1) Targeted academic interventions are offered during lunchtime as well as within designated ELA and math support periods to assist at-risk students. At-risk students are identified as those who score a Level 2 or below on the CAASPP assessment in English Language Arts and/or Mathematics. These interventions are designed to provide timely, focused support that addresses learning gaps, reinforces foundational skills, and promotes academic growth.	At Risk Students	15000 LCFF - Supplemental
1.2	Academic Intervention (LCAP 1.2) Provide EL, Low-income, and Foster Youth students with access to college readiness programs, that will ensure students are meeting A-G requirements, with a focus on first generation college bound students. Unduplicated Students	English Learners & Low-Income students	2720 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	College readiness Support - Provide IDEAS programming and field trip		
1.3	<p>Student Academic Monitoring (LCAP 1.5) The Student Success Team (SST) meets monthly to review data and monitor the progress of at-risk students. The team collaboratively develops individualized intervention plans and provides teachers with the tools and support needed to implement effective strategies in the classroom. Research-based intervention programs have been carefully selected and implemented across all levels to ensure consistency and effectiveness.</p> <p>The District Assessment Team plays a key role in supporting the monitoring and evaluation of site-level plans, focusing on both program effectiveness and student academic growth. At-risk students are defined as those scoring at Level 2 or below on the CAASPP in English Language Arts and Mathematics.</p> <p>This initiative is supported through centralized district funding to ensure equitable access to intervention resources and continuous improvement efforts.</p>	At Risk Students	0 Title I
1.4	<p>Academic & Social Emotional Support Intervention (LCAP 1.4) An hourly counselor is employed to provide targeted academic, social, and emotional support to at-risk students. This dedicated support helps address barriers to learning, strengthen student well-being, and promote academic success. At-risk students are identified as those scoring a Level 2 or below on the CAASPP assessment in English Language Arts and Mathematics.</p>	At Risk Students	40,000 Title I
1.5	<p>Academic Intervention (LCAP 1.10) A district-level Bilingual Teacher on Special Assignment (TOSA) is provided to enhance instructional support for English Learners. The TOSA offers coaching and modeling of effective Tier 1 and Tier 2 instructional strategies for teachers, ensuring high-quality, differentiated instruction in the classroom. Additionally, the TOSA supports meaningful engagement with parents and families, helping to build strong school-home partnerships that contribute to student success.</p> <p>This position is funded through centralized district resources.</p>	English Learners and At Risk Students	0 Title I
1.6	<p>Academic Intervention (LCAP 1.9) An At-Risk Youth Technician is provided to offer targeted monitoring and support for individual students identified as being at risk of academic failure. This role includes working with students in</p>	At Risk Students	75000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>one-on-one and small group settings, as well as collaborating with families to strengthen home-school connections and provide wraparound support.</p> <p>At-risk students are defined as those scoring a Level 2 or below on the CAASPP assessments in English Language Arts and Mathematics. The technician plays a critical role in promoting academic progress, increasing student engagement, and removing barriers to success.</p>		
1.7	<p>Ongoing professional development is provided to equip teachers with research-based strategies designed to motivate and support the learning of at-risk student groups. This includes focused training on effective instructional practices that address diverse learning needs, particularly for English Learners, students with disabilities and students who score a Level 1 or 2 on the CAASPP assessments in English Language Arts and Mathematics.</p> <p>In addition, structured release time is provided to facilitate both cross-departmental and interdepartmental collaboration. These meetings allow educators to analyze data, share best practices, and develop cohesive support plans to improve academic outcomes for all students, with a targeted focus on those most at risk.</p>	English Learners, at-risk students, students scoring a 1 & 2 on the CAASPP	2000 Title I
1.8	<p>Professional learning data teams are established to regularly analyze student achievement data and monitor academic progress in both English Language Arts and Mathematics. These teams focus specifically on at-risk student groups, including English Learners, students receiving special education services, and students who score at Levels 1 and 2 on the CAASPP assessments.</p> <p>Through collaborative data analysis, teachers identify learning gaps, adjust instruction, and implement targeted interventions. This ongoing, data-driven approach ensures that instructional decisions are responsive to student needs and aligned with strategies that promote equitable academic growth for all learners.</p>	At Risk Students	2000 Title I
1.9	<p>Educational technology is utilized to enhance English language development and increase access to core academic content for at-risk student groups, including English Language Learners. Resources include iPads with protective cases, Rosetta Stone language software, and necessary charging equipment. These tools are used during designated English Language Development (ELD) time and integrated into core subject areas to</p>	English Learners	2000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>support language acquisition and academic engagement.</p> <p>Additionally, translation devices are provided for use during Title I and English Learner parent engagement events and meetings, ensuring clear communication and fostering inclusive family participation in the school community.</p>		
1.10	<p>A dedicated Positive Behavioral Interventions and Supports (PBIS) Committee works to improve student outcomes by increasing attendance and reducing suspension rates across all student groups, with a focused emphasis on English Language Learners and students with special education needs.</p> <p>The committee includes a designated PBIS teacher leader who guides implementation efforts, facilitates staff training, and promotes schoolwide consistency in behavioral expectations. Additionally, funding is allocated for supplies and materials to support student engagement activities that reinforce positive behavior, build school connectedness, and recognize attendance milestones and behavioral improvements.</p>	All students, English Learners and Students with Disabilities	3000 Title I
1.11	<p>A dedicated teacher mentor is assigned to support educators working with at-risk student populations. This role includes providing targeted guidance, sharing best practices, and fostering effective instructional strategies tailored to the needs of English Language Learners, students with disabilities and students who score Levels 1 and 2 on the CAASPP assessments.</p> <p>Scheduled collaboration time between the mentor and new teachers facilitates focused professional dialogue, reflection, and skill-building. This partnership ensures that teachers are equipped with evidence-based approaches to improve student engagement, academic achievement, and overall success.</p>	English Learners, Students with Disabilities, and students scoring a 1 & 2 on the CAASPP	3000 Title I
1.12	<p>To address the red indicators on the California School Dashboard in the area of English Language Arts (ELA) for students with disabilities co-teaching in ELA will continue to be implemented and expanded. In the co-teaching model for ELA, the general education teacher and the special education teacher collaborate closely to plan, deliver, and support instruction. Utilizing a team-teaching approach, both educators share responsibility for designing lessons, differentiating instruction, and monitoring student progress to meet the diverse learning needs of students with disabilities. This partnership fosters an inclusive classroom environment that promotes equitable</p>	Students with Disabilities	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	access to the curriculum and maximizes student success.		
1.13	To address the red indicators on the California School Dashboard in the area of math for students with disabilities co-teaching in Math will continue to be implemented and expanded. In the co-teaching model for MATH, the general education teacher and the special education teacher collaborate closely to plan, deliver, and support instruction. Utilizing a team-teaching approach, both educators share responsibility for designing lessons, differentiating instruction, and monitoring student progress to meet the diverse learning needs of students with disabilities. This partnership fosters an inclusive classroom environment that promotes equitable access to the curriculum and maximizes student success.	Students with Disabilities	
1.14	Teachers will administer Interim Assessment Blocks (IABs) in both Mathematics and English Language Arts to provide students with targeted exposure to priority standards. Following the assessments, educators will participate in collaborative data team meetings to analyze student performance, identify learning gaps, and design responsive instructional plans tailored to student needs. This process serves multiple purposes: it familiarizes all students with the CAASPP testing platform, reduces test-related anxiety, and specifically offers students with disabilities the opportunity to practice utilizing their designated accommodations in a supportive environment.	All Students & Students with Disabilities	
1.15	To address the red indicators on the California School Dashboard in the area of English Language Arts (ELA) and math for students with disabilities, we continue to implement targeted intervention programs will be offered before, during, and after school to ensure consistent access to academic support. These interventions are designed to meet the unique needs of each student and include small-group instruction, evidence-based literacy strategies, and progress monitoring tools to track growth and adjust instruction in real time. By strengthening instructional quality and access to tailored interventions, we aim to improve literacy outcomes and ensure equitable opportunities for all students with disabilities.	Students with Disabilities	
1.16	To address the red indicators on the California School Dashboard in the area of English Language Arts (ELA) for students with disabilities, No Red Ink, an online ELA support program will be implemented in all ELA classes to support all students, English Learners, and students with disabilities.	All Students, Students with Disabilities	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The planned strategies will be implemented with fidelity and accompanied by measurable outcomes to ensure continuous progress. These activities align closely with previous initiatives, which have demonstrated positive result. Most notably the reduction in suspension rates and significant gains in English Learner achievement. The co-teaching model in English Language Arts and Math has proven effective and is now being expanded to provide greater instructional support. While Interim Assessment Blocks (IABs) were successfully introduced, their impact will be further enhanced through deeper collaboration within data teams to analyze results and inform targeted instruction.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goals.

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.

Following this year's comprehensive analysis, several key refinements will be made to goal one to more effectively support academic achievement for all students, with a targeted focus on students with disabilities and English learners. To provide more consistent, inclusive, and targeted instruction in foundational content areas, the number of co-taught English Language Arts and math sections will be strategically expanded. This increase is designed to strengthen access to rigorous, standards-aligned curriculum while fostering collaborative teaching practices that address diverse learning needs.

In addition, new strategies will be implemented to improve outcomes specifically for students with disabilities. These include actively involving students in the IEP goal-setting process to enhance self-advocacy, ownership, and engagement in their academic journey. To support this shift, professional development will be expanded to include focused training on Universal Design for Learning (UDL) and restorative practices, equipping educators with the tools to deliver inclusive, student-centered instruction and proactive behavior supports.

Moreover, the existing use of Interim Assessment Blocks (IABs) will be refined. While IABs have proven effective in providing exposure to grade-level standards, next year's emphasis will center on leveraging collaborative data team meetings to analyze results, identify student learning needs, and drive responsive, differentiated instruction. These strategic adjustments reflect the school's ongoing commitment to equity, continuous improvement, and ensuring all students have the support and opportunity to thrive academically.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Chaparral's School Climate Survey of 2022-2023, all of the parents scores increased significantly to 90% or greater. However, 99% of students reported feeling connected to their school and teachers and 71% of students participated in activities at school. This is an engagement goal to ensure that students and families continue to feel engaged and that the environment is conducive to learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students Chronically Absent	Year: 2024-2025 Data Source: CA Dashboard Chronically absent: 20%	Year: 2025-2026 Data Source: CA Dashboard Chronically absent: 17%
Percentage of Students Suspended or Expelled One or More Times	Year: 2025-26 Data Source: CA Dashboard 6% suspended at least one day	Year: 2025-26 Data Source: CA Dashboard 3% suspended at least one day
Percentage of Parents that Feel Well Informed and Communicated With about Their Child's Progress	Year: 2024-2025 Data Source: Parent Survey 91% Agree or Strongly Agree	Year: 2025-2026 Data Source: Parent Survey 95% or Greater Agree or Strongly Agree
Percentage of Students that Feel Well Informed about their Grades and Progress	Year: 2024-2025 Data Source: Student Survey 93% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 92% or Greater Agree or Strongly Agree
Percentage of Parents that Feel Listened to and Welcomed when Calling or Visiting School	Year: 2024-25 Data Source: Parent Survey 98% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 100% or Greater Agree or Strongly Agree

Percentage of Students that Feel Connected to School and Teachers	Year: 2024-25 Data Source: Student Survey 86% Agree or Strongly Agree	Year: 2023-24 Data Source: Student Survey 88% or Greater Agree or Strongly Agree
---	---	--

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase opportunities especially for English Learners, Low-Income students, and Students with Disabilities to participate in ACT, clubs and intramurals (LCAP 2.2).	All Students, Students with Disabilities, and English Learners	8000 LCFF - Supplemental
2.2	Building Positive Relationships (LCAP 2.3) Staff will teach, reinforce, and practice behavioral expectations to reduce disciplinary actions. All new teachers will be trained on CHAMPS.	All Students	0 District Funded
2.3	Parent and Family Engagement (LCAP 2.4) Offer informal (Principal Chats) and formal opportunities for parent and family engagement.	All Students	165 LCFF - Supplemental
2.4	Provide district Foster Youth Liaison and Homeless Liaison (LCAP 2.6) to support student needs (centralized district cost).	Foster Youth and Homeless Students	0 Title I
2.5	Comprehensive Approach to Health and Wellness (LCAP 2.7) Additional counselor hours at the site and the implementation of Tier 1 social emotional learning program including School Connect curriculum for all middle school students, a social emotional program for all 6th grade students.	All Students, Students with disabilities	0 District Funded
2.6	To address the red indicators on the California School Dashboard related to suspension rates and chronic absenteeism for students with disabilities, we are implementing the Lighthouse Program as a comprehensive, school-wide social-emotional learning (SEL) initiative. This evidence-based program will support the development of a positive and inclusive school climate through multiple key components. Staff will receive targeted professional development focused on trauma-informed practices, restorative approaches, and strategies for building strong student-teacher relationships. School-wide SEL goals will be clearly established, communicated, and embedded into daily routines and instruction. A consistent and inclusive common language for SEL will be developed and adopted across classrooms, support staff, and administrative settings to promote shared expectations and a cohesive, supportive environment. Through these efforts, the Lighthouse Program aims to proactively reduce behavior incidents, increase student engagement, and foster a sense of belonging, ultimately improving both attendance and behavior outcomes for students with disabilities.	All students, Students with Disabilities	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.7	To address the red indicators on the California School Dashboard related to suspension rates and chronic absenteeism for students with disabilities, the school will continue to strengthen and refine its Positive Behavioral Interventions and Supports (PBIS) framework, intentionally aligned with the school's ROAR values: Respect, Opportunity, Academics, and Responsibility. The focus will remain on cultivating a campus culture that promotes respectful, responsible, and safe behaviors through clearly defined expectations and consistent reinforcement. The PBIS committee will lead the ongoing development and implementation of proactive strategies and student recognition initiatives, including ROAR Award events, ROAR Character Achievement Awards, and a variety of positive reinforcement activities designed to celebrate student growth and success. Incentives such as Panther Praise tickets and prizes will be consistently leveraged to acknowledge and encourage positive behavior, strengthen student-staff relationships, and foster a greater sense of belonging. These efforts are designed to proactively reduce disciplinary incidents and improve student attendance by promoting engagement, accountability, and a positive school climate for all students, particularly those with disabilities.	All Students, Student with Disabilities	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the implemented strategies and activities demonstrated significant effectiveness. The at-risk youth technician provided targeted support by meeting with individual students and small groups to enhance their learning experiences. Credentialed teachers actively engaged in professional development opportunities, including CHAMPS and School Connect, strengthening their instructional practices. Intramural sports programs successfully fostered a sense of school connectedness and boosted school spirit among students. The Wellness Center played a vital role in addressing students' social-emotional needs, while small group counseling services were expanded throughout the year, facilitated by both school counselors and counseling interns.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goals. All actions will continue throughout the 25-26 school year.

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.

Professional development in CHAMPS, classroom management, and fostering a positive school environment has proven highly effective. Ongoing support in these areas will be provided to staff on a continuous basis to ensure sustained growth. Monthly leadership and weekly staff meetings will maintain a focus on cultivating a positive school climate while actively working to reduce suspension rates and chronic absenteeism. Additionally, the PBIS committee successfully

developed and implemented student recognition activities and plans to further expand these initiatives in the 2025-26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Maintain 21st Century Learning Environments

Maintain 21st Century Learning Environments in which all students feel safe and have access to high quality instruction and academic settings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This is a maintenance goal to ensure that students and families continue to feel safe and that the environment is conducive to learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2024-2025 Data Source: Parent Survey 57% Agree or Strongly Agree	Year: 2025-2026 Data Source: Parent Survey 90% or Greater Agree or Strongly Agree
Percentage of Students Reporting that They Feel Safe at School	Year: 2024-2025 Data Source: Student Survey 80% Agree or Strongly Agree	Year: 2025-2026 Data Source: Student Survey 96% or Greater Agree or Strongly Agree
Percentage of Parents Reporting that School is Clean and Inviting	Year: 2024-2025 Data Source: Parent Survey 96% Agree or Strongly Agree	Year: 2025-2026 Data Source: Parent Survey 90% or Greater Agree or Strongly Agree

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Safety Plans and Training (LCAP 3.2) Develop and implement site safety plans which outline the frequency and content of safety drills and trainings.	All Students	0 District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Access to Materials (LCAP 3.3) Maintain standards-aligned, MUSD board adopted curriculum, to ensure each student has appropriate access to instructional materials.	All Students	0 District Funded
3.3	Appropriately Assigned Teachers (LCAP 3.4) Review teacher assignments each trimester to ensure that teachers are appropriately assigned, to the greatest extent possible.	All Students	0 District Funded
3.4	Facilities in Good Repair (LCAP 3.5) Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	All Students	0 District Funded
3.5	Co-teaching model in English Language Arts (ELA). Pair a general education teacher with a special education teacher in a collaborative partnership to plan, deliver, and support high-quality instruction. Through a team-teaching approach, both educators share equal responsibility for designing engaging lessons, differentiating instruction, and monitoring student progress. This model ensures that students with disabilities receive targeted support within the general education setting, promoting full access to grade-level curriculum. The collaborative nature of co-teaching fosters an inclusive, student-centered learning environment that values diverse learning needs and maximizes academic growth and success for all learners.	Students with Disabilities	
3.6	Co-teaching model for Mathematics. The general education teacher and the special education teacher work in close collaboration to plan, deliver, and support high-quality instruction. Through a shared teaching approach, both educators assume joint responsibility for lesson design, instructional delivery, differentiation, and ongoing progress monitoring. This model is intentionally structured to address the diverse academic needs of students with disabilities, ensuring they have equitable access to grade-level math content. By fostering a supportive and inclusive classroom environment, the co-teaching partnership enhances student engagement, confidence, and overall achievement in mathematics.	Students with Disabilities	
3.7	Comprehensive Approach to Health and Wellness. The Wellness Counselor will continue the implementation of Tier 1 social emotional learning programs including School Connect curriculum for all middle school students, a social emotional program for all 6th grade students. In addition, the Lighthouse project, a school-wide SEL program will be implemented during the 25-26 school year to support all students, including Students with Disabilities and English Learners.	All students, Students with Disabilities, English Learners	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the strategies and activities proved highly effective. The at-risk youth technician provided targeted support by meeting with individual students and small groups to enhance their learning. Credentialed teachers actively participated in professional development opportunities, including CHAMPS and School Connect, strengthening their instructional skills. Counselors consistently supported students individually and in groups across social-emotional, academic, and career readiness domains.

These support initiatives will continue during the 2025–26 school year.

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

The history department is currently going through a textbook adoption.

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.

Professional development in CHAMPS, classroom management, and fostering a positive school environment has proven to be effective in supporting staff and improving campus culture. Continued, ongoing support in these areas will be provided to ensure consistent implementation and growth. Monthly leadership and weekly staff meetings will remain focused on strategies to strengthen a positive school climate and promote student well-being and engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$152,885.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$127,000.00

Subtotal of additional federal funds included for this school: \$127,000.00

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 (\$)
District Funded	\$0.00
LCFF - Supplemental	\$25,885.00

Subtotal of state or local funds included for this school: \$25,885.00

Total of federal, state, and/or local funds for this school: \$152,885.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	123832	-3,168.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	25,885.00
Title I	127,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF - Supplemental	25,885.00
	Title I	127,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	144,720.00
Goal 2	8,165.00
Goal 3	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Tisha Glassman	Principal
Robert Galletly	Classroom Teacher
Ashley Cooper	Parent or Community Member
Hunter Yuro	Parent or Community Member
Jamie Clericuzio	Other School Staff
Kirstin Falsey	Parent or Community Member
Ashley Soto	Parent or Community Member
Michele Soto	Secondary Student
Karem Lopez	Classroom Teacher
Kate Russell	Classroom Teacher

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



State Compensatory Education Advisory Committee

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 6/9/25.

Attested:



Principal, Tisha Glassman on 6/9/25



SSC Chairperson, Ashley Cooper on 6/9/25

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023