

# The Single Plan for Student Achievement

**School:** Chapman Elementary School  
**CDS Code:** 04-61424-6002968  
**District:** Chico Unified School District  
**Principal:** Erica Sheridan  
**Revision Date:** January 16, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Erica Sheridan  
**Position:** Principal  
**Phone Number:** (530) 891-3100  
**Address:** 1071 E. 16th St.  
Chico, CA 95928  
**E-mail Address:** [esherida@chicousd.org](mailto:esherida@chicousd.org)

**The District Governing Board approved this revision of the SPSA on April 20, 2016.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	6
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results.....	10
CELDT (All Assessment) Results.....	11
Title III Accountability (School Data) .....	12
Title III Accountability (District Data).....	13
School Site Council Membership.....	14
Recommendations and Assurances.....	15

## **School Vision and Mission**

### **Chapman Elementary School's Vision and Mission Statements**

Chapman Elementary school's mission is to ensure the academic, emotional, and social success for every student in a safe, responsible, respectful, and scholarly learning environment. Adults and children of all ages, cultures, and life experiences are welcomed, respected,involved, and valued on the campus. Chapman's goal is to create students who are self-directed, life-long learners working to achieve their highest academic potential while taking responsibility for their role in an ever-changing world. Our school community will foster these attributes by utilizing a wide variety of resources, instructional practices and strategies.

## **School Profile**

Chapman Elementary school serves families in the southeast of Chico, CA. Chapman Town (named after emigrant Augustus Chapman) comprises nearly 138 acres and 1,300 residents who will be fully annexed into the city of Chico by 2019. Chapman School is located in an older section of town. It is a working class neighborhood, surrounded by a community center, large city park, and shopping nearby. The attendance area includes families from as far west as Park Avenue, and to the east it extends to Highway 99. There are currently twenty-five teachers on staff and a full time Principal. Included in the teacher count are three special education teachers serving students with autism, one support teacher who supports the Chico Unified district with an Opportunity class (behavior modification), and one Special Day class teacher. There are five part time Title I Resource teachers. Including instructional aides, secretaries, custodians, cooks, campus supervisors, and teachers, the staff at Chapman School totals 78. Included in the faculty is a Music instructor and three Fine Arts teachers who share and make sure all classes are served on a rotational basis (grades 1-6). In addition, Chapman students receive special instruction from a Physical Education/Health Specialist who services each 1st through 6th grade class. The school has a wide ethnic variety in its student population and many students with special needs.

All classes contain students who have a dominant language other than English. Nearly two thirds of the students are second language learners. Chapman utilizes the Language Star approach to support our English Language learners.

**Title I Program-** Chapman School has an extensive Title I program that is implemented to provide a wide variety of supports for our students. Title 1 staff work with homeroom teachers to provide small group instruction utilizing a mix of instructional strategies. In addition, the school has added iReady online intervention to support students in their classrooms and in the after school program.

**Other Student Support Services-** Chapman School has a library that is operated by a library aide. Classes are scheduled on a weekly basis to visit and check out books. The library is open before and after school on a daily basis. A school nurse and a health aide provide school nursing services. Either the nurse or the aide is on site for coverage daily. Two speech and language therapists who spend five days each week on campus provide speech and language services. In addition, two targeted Case Managers are employed to support students and families. Both mangers are bilingual: one in Spanish and one in Hmong.

Chapman operates an ASES grant on our campus. The grant allows our campus to provide a before school program from 7:00-8:30. Chapman also runs a before school tutoring program from 7:40-8:20 A second part of ASES program is an extensive after school program. The after school program runs for three hours and thirty-five minutes per day. Students are served a supper snack and a snack during the program. There are approximately 100 students who participate in the after school program daily. The initial hour of the program is academic. The remaining two hours of the program are split between recreation and enrichment activities.

Chapman staff has been fortunate to be involved in pbis-positive behavior intervention and supports program this year. This three year training process will support the school environment with student behavior and discipline utilizing positive incentives and direct instruction of expected behaviors. The roll out of the new expectations is planned for January 2016.

Chapman also implements a Professional Learning Communities model within our campus. Grade level teams have been established and teachers are released weekly to collaborate with a focus on student academic achievement.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

The Chapman parents, students and staff are provided input opportunities via a yearly survey. The information is reviewed and shared and each year our program is modified with the input taken into account.

### **Classroom Observations**

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

Classroom observations happen as per CUSD/CUTA contract. The school principal visits each classroom on a weekly basis.

### **Analysis of Current Instructional Program**

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

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

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

### Standards, Assessment, and Accountability

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

Chapman utilizes a variety of instruments to measure students academic growth and adjust instruction. These assessments include STAR reading, CUSD benchmark assessments and site level assessments such as BAS, CBM's, RESULTS assessments, writing rubrics, language star assessments, iReady diagnostic, grade level team common assessments, etc.

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

Chapman has implemented a weekly grade level team collaboration time for staff to monitor student progress on the various regularly administered assessments. Information garnered from these team meetings is used to place students who need additional support into our extended learning opportunities as appropriate.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Chapman staff is 100% highly qualified.

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

Teachers are all appropriately credentialed.

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

Staff development is aligned to PLC pattern of business for the school. Under the PLC umbrella, staff reviews state standards, assesses student growth regularly and works in collaborative groups. These collaborative groups match up key state standards with CUSD essential standards and develop pacing guides, common formative assessments, review student scores on assessments and adjust instructional practices accordingly.

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

Chapman has made a significant push that last two years to get staff to participate in AB 466 trainings as well as attending PLC institutes. Currently about 75% of staff have attended both trainings.

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

Chapman has created specific PLC time for each grade level team on a weekly basis. In addition, every other staff meeting is earmarked as a grade level meeting.

### Teaching and Learning

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

CUSD has created pacing guides and benchmark assessments to help with alignment of curriculum, instruction and materials to state standards. Chapman makes every effort to adhere to the CUSD developed pacing guides and benchmark assessments.

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

Chapman makes considerable effort to adhere to the recommended instructional minutes for reading/language arts and mathematics.

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

Chapman staff utilize the CUSD developed pacing guides. Chapman also refines the CUSD pacing guides by creating shorter term pacing guides with specific intervention foci linked to this schedule.

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

All classes have appropriate instructional materials as per Williams Act expectations.

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

All classes utilize standards aligned instructional materials.

### Opportunity and Equal Educational Access

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

Many additional staff are hired to expand and extend learning opportunities for students. These learning opportunities are matched to state standards.

#### 14. Research-based educational practices to raise student achievement

Chapman provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, developed pacing guides, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

#### Parental Involvement

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

School district offers support with the coordination of our program.

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

Chapman is an elementary school.

#### Funding

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

Chapman provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, developed pacing guides, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

#### 18. Fiscal support (EPC)

CUSD provides categorical fund support to Chapman.

### **Description of Barriers and Related School Goals**

Chapman students face numerous challenges when it comes to successful academics. These include:

- Behavioral, emotional, and social issues which impact student engagement or student achievement
- Absenteeism and tardiness
- Parent levels of education and/or language spoken in the homes limit parental support with homework
- Second language learners-Hmong and Spanish primarily
- Poverty

To address the needs of Chapman students, we have employed numerous strategies and goals to improve student success in all areas. These include:

- Trauma informed practices including staff development and curriculum to assist teachers
- Attendance awards weekly/monthly/annually to reward students. ADA recovery days offered on Saturdays to provide additional school time to students with chronic absenteeism.
- Parental support with PTA, English Language Advisory group, Targeted Case managers who reach out to families, Reading Pals-local community volunteers that read with 2nd-4th graders
- Language Star professional development, coaches, and intervention time is provided for students with limited English proficiency
- Local partnerships with community organizations for financial and materials support of students' needs



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	53	50	94.3	50	<b>2377.4</b>	6	16	38	40
Grade 4	39	38	97.4	38	<b>2377.9</b>	0	13	18	68
Grade 5	42	37	88.1	37	<b>2484.7</b>	11	30	35	24
Grade 6	46	45	97.8	45	<b>2505.0</b>	0	38	42	20
All Grades	180	170	94.4	170		4	24	34	38

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	8	42	50	8	44	48	6	66	28	6	58	36
Grade 4	0	39	61	8	32	61	5	55	39	3	37	61
Grade 5	16	51	32	19	46	35	5	76	19	22	62	16
Grade 6	9	53	38	4	64	31	7	84	9	11	82	7
All Grades	8	46	45	9	47	44	6	71	24	10	61	29

#### Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	53	50	94.3	50	2391.7	2	22	38	38
Grade 4	39	38	97.4	38	2405.6	0	13	34	53
Grade 5	42	37	88.1	37	2491.4	5	30	30	35
Grade 6	46	45	97.8	45	2472.3	2	16	44	38
All Grades	180	170	94.4	170		2	20	37	41

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	10	40	50	8	52	40	6	56	38
Grade 4	8	16	76	0	34	66	0	32	68
Grade 5	16	49	35	5	49	46	3	59	38
Grade 6	4	44	51	0	53	47	4	58	38
All Grades	9	38	53	4	48	49	4	52	45

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>							***** *	***	***** **	***	*****
<b>1</b>	1	7	2	14	3	21	4	29	4	29	14
<b>2</b>			2	10	6	30	9	45	3	15	20
<b>3</b>	3	14	3	14	11	52	1	5	3	14	21
<b>4</b>			4	33	5	42	3	25			12
<b>5</b>	2	14	6	43	6	43					14
<b>6</b>			4	36	5	45	1	9	1	9	11
<b>Total</b>	6	6	21	22	36	38	19	20	12	13	94

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					2	17	5	42	5	42	12
<b>1</b>	1	7	2	13	3	20	5	33	4	27	15
<b>2</b>			2	9	6	27	10	45	4	18	22
<b>3</b>	3	13	3	13	12	52	2	9	3	13	23
<b>4</b>			4	33	5	42	3	25			12
<b>5</b>	2	13	6	40	7	47					15
<b>6</b>			4	33	5	42	2	17	1	8	12
<b>Total</b>	6	5	21	19	40	36	27	24	17	15	111

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	102	90	94
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	102	90	94
Number Met	66	44	45
Percent Met	64.7%	48.9%	47.9%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	101	30	103	17	92	18
Number Met	20	17	16	--	19	7
Percent Met	19.8%	56.7%	15.5%	--	20.7%	38.9%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	--	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1.

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Holly Brandt			X		
Kathy Naas		X			
Patty Markey		X			
Erica Sheridan	X				
Frances Stallman			X		
Kathy Hill			X		
Maricela Campanero				X	
Teresa Gutierrez-James				X	
Yazmin Jimenez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Instructional Leadership team

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 1-22-2016.

Attested:

Erica Sheridan

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Holly Brandt-Vice Chairperson

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

<p><b>LCAP Goal 1: Quality Teachers, Materials, and Facilities</b>                  All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> <li>1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.</li> <li>1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.</li> </ul>						
<p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>Chapman will adhere to Williams Act requirements.</li> <li>Chapman will reduce the ratio of students to device ratio from 4:1 to 1.1:1.</li> </ul>						
<b>CUSD Actions</b>	<b>Site Actions and Timeline</b>	<b>Metrics</b>	<b>Applicable Subgroups</b>	<b>Proposed Expenditures</b>		
				<b>Description</b>	<b>Funding Source</b>	<b>Amount</b>
Review credentials and assignments.	<ul style="list-style-type: none"> <li>Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> </ul>	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area  - Williams Act Report	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> <li>Textbooks and supplemental materials</li> <li>Educational software: Illuminate and</li> </ul>	<ul style="list-style-type: none"> <li>Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> </ul>	Williams Act Report	All	Instructional Materials  Renaissance Place (Total District Cost)	LCFF Base  LCFF-District Supplemental	\$84,000



**Chapman Elementary LCAP/SPSA Goals**

**Year: 2015-16**

Renaissance				Illuminate (Total District Cost)	LCFF-Base	\$64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> <li>Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> </ul>	Williams Act Report	All	M&O	LCFF-Base	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	<ul style="list-style-type: none"> <li>Site will ensure that Chromebook carts and iPad minis are maintained in good working order.</li> <li>Chapman will add 6 additional Chromebook carts which will allow all students in grades 2-6 to have their own Chromebook.</li> <li>20 iPad minis will be purchased for K-1</li> <li>Purchase overhead projectors to support classroom instruction</li> <li>Purchase e-beam technology</li> </ul>	<p>Ratio of students to devices in grades 2-6</p> <p>K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab</p>	All	<p>IT Dept</p> <p>Chromebook Carts-6</p> <p>iPad Minis-MS Voucher Program</p> <p>Projectors</p> <p>e-beam tech</p>	<p>LCFF-Base</p> <p>Title 1- Site Carryover</p> <p>Grant Funded</p> <p>LCFF Supplemental Site</p>	<p>\$76,681</p> <p>\$6,455</p> <p>\$3,000</p> <p>\$1,500</p>
<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> <li>Librarians and Library Media Assistants</li> <li>Instructional Technology Aides</li> </ul>	<ul style="list-style-type: none"> <li>Libraries will be maintained and available for student use.</li> <li>Purchase replacement books and new titles of high interest non-fiction and fiction books</li> </ul>	Chapman Library staffed with Library Media Assistant 12 hours per week	All	<p>Librarians &amp; Library Media Assistants (Total District Cost)</p> <p>Books</p> <p>Tech Aides (Total District Cost)</p>	<p>LCFF- District Supplemental</p> <p>Title 1 Site</p> <p>LCFF-District LCAP</p>	<p>\$794,091</p> <p>\$2,500</p> <p>\$184,764</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> <li>Computers for Classrooms</li> <li>Comcast Internet Access</li> </ul>	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		

<p><b>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</b></p> <ul style="list-style-type: none"> <li>2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan.</li> <li>2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.</li> </ul>						
<p><b>Site Goals:</b>                  -All certificated personnel will move to stage 2 or higher on the CSCS implementation plan.                  -All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.                  -All certificated personnel will meet a minimum of 10 times to analyze student achievement data.</p>						
<b>CUSD Actions</b>	<b>Site Actions and Timeline</b>	<b>Metrics</b>	<b>Applicable Subgroups</b>	<b>Proposed Expenditures</b>		
				<b>Description</b>	<b>Funding Source</b>	<b>Amount</b>
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<ul style="list-style-type: none"> <li>The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with ILT/Leadership team and modify</li> </ul>	CSCS Survey	All	No Funding Needed		

**Chapman Elementary LCAP/SPSA Goals**

**Year: 2015-16**

	<p>site PD opportunities. Timeline: Fall and Spring surveys</p> <ul style="list-style-type: none"> <li>District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development</li> </ul>			DLC Funding	Title II District	
<p>Provide professional development in:</p> <ul style="list-style-type: none"> <li>California State Content Standards</li> <li>Before school and school-year PD in English Language Development</li> <li>Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).</li> </ul>	<ul style="list-style-type: none"> <li>Our staff will attend district-wide professional development.</li> <li>Teachers will meet to analyze data and design rigorous CSCS instruction.</li> <li>PLC's analyzing benchmark results together</li> <li>GLT/SBIT progress monitoring high concern students</li> <li>Planning CSCS lessons together</li> <li>District-wide Skype/Video meetings supporting data discussion</li> <li>Provide after school professional development sessions focusing on technology integration in classrooms</li> <li>Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff</li> </ul>	<p>District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5</p> <p>Planned Common Staff Meetings via Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD</p> <p>PD Sign In Sheets</p>	All	<p>Presenter Costs</p> <p>Presenter Costs</p> <p>PLC Release Time</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p>	<p>Title II District</p> <p>Title II District</p> <p>Title I Site</p> <p>Title II District</p> <p>Title II Site</p>	<p>\$6000</p> <p>\$1000</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	<p>- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9</p> <p>- DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6</p>	All	<p>TOSAs (Total District Cost) See Goal 3</p>	<p>LCFF Supplemental District</p>	
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> <li>Interested teachers will participate in long-term professional development opportunities</li> </ul>	<p>ABEO Participation Rate</p> <p>Math Time</p>	All	<p>ABEO</p> <p>3 year Grant</p>	<p>District Title II</p> <p>Grant Funded</p>	



<p><b>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</b></p> <ul style="list-style-type: none"> <li>3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.</li> <li>3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.</li> <li>3.3: Increase the number of students entering high school at grade level in ELA and mathematics.</li> <li>3.4: Increase student achievement for English learners.</li> <li>3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.</li> </ul>						
<p><b>Site Goal:</b></p> <ul style="list-style-type: none"> <li>Chapman will lower the number of students on the High Concern list by 20% by May 2016.</li> <li>Chapman will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard.</li> </ul>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.</p>	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>					
<p>Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, iReady, Read 180, Power Reading) using site allocations to provide TK-12 students with the</p>	<ul style="list-style-type: none"> <li>Staff will ensure all students are on track for achieving proficiency on CUSD and</li> </ul>	<p>- K-6 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-6th Grade CSCS Assessment Data</p>	<p>All</p>	<p>Support Teachers</p>	<p>Title 1- Site  Remainder of QEIA grant</p>	<p>\$84,134  \$85,000</p>

**Chapman Elementary LCAP/SPSA Goals**

**Year: 2015-16**

<p>academic support to achieve at grade level as funding allows.</p>	<p>state assessments.</p> <ul style="list-style-type: none"> <li>• Students will take baseline assessments as well as Tri 1, 2, and 3 assessments.</li> <li>• Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data.</li> <li>• High Concern lists of students will be looked at frequently and discussed among teachers</li> <li>• Employ supplementary support teachers (certificated)</li> <li>• Reading Pals program will continue and data analyzed throughout the year</li> <li>• Site will use SBIT process to monitor placement of students in interventions</li> <li>• All English Learners will be given ELD using Language Star curriculum and assessment</li> <li>• ELD teachers will participate in on-going after school training</li> <li>• All English Learners will take CUSD interim ELD Assessments and CELDT</li> </ul>	<p>- 3-6 SBAC Data</p> <p>-PLC agendas/notes</p> <p>CELDT Data</p> <p>EL Reclassification Rate</p> <p>Language Star PD Bi-weekly</p> <p>Language Star Assessment Data</p>		<p>Language Star Coaches</p>	<p>Title 1 Carryover</p> <p>LCFF Supplemental Site</p> <p>LCFF District Supplemental</p> <p>Title II- District</p>	<p>\$11,485</p> <p>\$19,026</p> <p>\$83,500</p>
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> <li>• Targeted Case Managers (TCMs)</li> <li>• Elementary Instructional Specialists (2.6 FTE)</li> </ul>	<ul style="list-style-type: none"> <li>• See Goal 4</li> </ul>		<p>All</p>	<p>TCMs (Total District Cost)</p>	<p>LCFF-District Supplemental</p>	<p>\$357,353</p>

**Chapman Elementary LCAP/SPSA Goals**

**Year: 2015-16**

<ul style="list-style-type: none"> <li>• Guidance Aides</li> <li>• Bilingual Aides</li> <li>• TK Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>• Chapman will employ a .2 TOSA</li> <li>• Chapman will employ a 25 hr/week Guidance Aide</li> <li>• 2015-16- 20 hr/week Guidance Aide</li> <li>• Employ school Counselor- .5FTE</li> <li>• Employ 3 Instructional Aides</li> <li>• Bilingual Aide- plan for bilingual aid</li> <li>• Chapman will have 1 TK Aide at 3.5 hrs/day</li> </ul>			<p>Elem TOSAs</p> <p>Guidance Aide Add'l Guid. Aide</p> <p>Counselor</p> <p>Instructional Aides (x2)</p> <p>Bilingual Aides (Total District Cost)</p> <p>TK Aides</p>	<p>Grant Funded</p> <p>Title 1- District</p> <p>District Title 1</p> <p>LCFF Supplemental Site</p> <p>LCFF Supplemental District</p> <p>LCFF Supplemental District</p>	<p>\$10,000</p> <p>\$45,000</p> <p>\$7,975</p> <p>\$452,158</p> <p>\$24,000</p>
<p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> <li>• Site Kindergarten teachers will attend planning meetings at the district office.</li> <li>• Chapman will implement extended Kindergarten day with 1 aide.</li> </ul>	<p>Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30</p>	<p>All</p>	<p>No Funding Needed</p> <p>Extended Day K Aide</p>	<p>LCFF Supplemental Site</p>	<p>\$4,721</p>
<p>Provide after school homework support at Elementary and Secondary as per site's needs.</p>	<ul style="list-style-type: none"> <li>• Site will provide tutoring groups before and after school in Math (utilizing iReady online program) to students identified as needing more support.</li> </ul>	<p>Tutoring Data</p> <p>High Concern Lists</p>	<p>All</p>	<p>Certificated Staff Costs</p>	<p>Title 1 (Total District Cost)</p>	<p>\$100,000</p>

<p><b>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</b></p> <ul style="list-style-type: none"> <li>4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.</li> <li>4.2: At all levels, increase parent input and involvement in school activities.</li> <li>4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student</li> </ul>						
<p><b>Site Goal: Chapman will move from 0% to 50% of parents registered on Remind text messaging.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> <li>using Parent Portal in Illuminate for 4<sup>th</sup>-6<sup>th</sup> grade teachers</li> <li>expectations for timely response (3 day maximum) to parent inquiries</li> </ul>	<ul style="list-style-type: none"> <li>Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings</li> </ul>	<p>PD Sign-in Sheets</p> <p>Parent feedback regarding timely responses</p> <p>Spring Parent Survey Responses</p>	<p>All</p>	<p>After School PD Opportunity</p> <p>Education for the Future Survey (Total District Cost)</p>	<p>Title II-District</p> <p>LCFF Base</p>	<p>\$10,000</p>
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> <li>Parent Portal feature in Aeries and Illuminate</li> <li>Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>Chapman will offer a minimum of 2 parent/family informational opportunities</li> </ul>	<p>Event Sign-in Sheets</p>	<p>All</p>		<p>LCFF Supplemental Site</p>	<p>\$500</p>



## Chapman Elementary LCAP/SPSA Goals

Year: 2015-16

learning at home, Rosetta Stone, etc.						
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> <li>• increasing parent participation</li> <li>• District English Learner Advisory Committee (DELAC)</li> </ul>	<ul style="list-style-type: none"> <li>• District will provide a .5 TCM</li> <li>• Chapman will employ a .5 TCM</li> </ul>	Sign in Sheets at site ELAC meetings	All	TCM Costs <b>Add'l TCM</b>	See Goal 3 <b>LCFF Supplemental Site</b>	<b>\$30,676</b>
Establish baseline for parent involvement in: <ul style="list-style-type: none"> <li>• Parent Information/BTSN</li> <li>• SSC</li> <li>• Site ELAC/DELAC</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a minimum of 4 family activities</li> </ul>	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All			



**Chapman Elementary LCAP/SPSA Goals**

**Year: 2015-16**

<p><b>Goal 5: Improve School Climate</b></p> <ul style="list-style-type: none"> <li>5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.</li> </ul>						
<p><b>Site Goal: Chapman will reduce the number of chronically truant students by 2% annually.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> <li>becoming a trauma-informed district</li> <li>behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>Make teachers aware of PD opportunities through weekly bulletins and staff meetings</li> <li>Chapman will participate in CUSD PBIS Grant</li> </ul>	<p>Session Sign-in Sheets</p> <p>Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS</p>	<p>All</p>	<p>PBIS Training</p>	<p>Grant Funded</p>	
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> <li>Provide a minimum of 4 family events</li> <li>Early identification of students with attendance issues</li> <li>Communicate chronically absent/tardy names to teachers</li> <li>Parent/Principal meetings to see if student absences and tardies improve</li> <li>Use attendance rewards at school assemblies</li> </ul>	<p>Event Sign-in Sheets</p> <p>Aeries Reports</p>	<p>All</p>		<p>LCFF Supplemental Site</p>	<p>\$500</p>
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> <li>Opportunity Programs (CAL and Chapman)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain Opportunity Class</li> </ul>	<p>Number of Referrals to Opportunity Class</p>	<p>All</p>	<p>Opportunity Class</p>	<p>LCFF District Supplemental</p>	<p>\$160,000</p>

## Chapman Elementary LCAP/SPSA Goals

Year: 2015-16

<ul style="list-style-type: none"> <li>● Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>● Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>● Institute the Reset Classroom as an alternative to suspensions</li> </ul>	Number of Referrals to Reset  ISS, OSS Rates		Reset	LCFF District Supplemental	\$107,000
Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> <li>● EMHI/PIP</li> <li>● Guidance Aides</li> <li>● Nurses</li> <li>● Health Assistants</li> <li>● Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Employ EMHI, PIP, Guidance Aides- See Goal 3</li> <li>● Employ Nurses</li> <li>● Employ Health Assistants</li> <li>● Provide MNI Services as needed</li> </ul>	Site Attendance Rate	All	Nurses (Total District Cost)  Health Assistants (Total District Cost)  MNI (Total District Cost)	LCFF District Supplemental  LCFF District Supplemental  LCFF District Supplemental	\$107,044  \$496,363  \$336,250
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> <li>● Employ School Aides (noon supervisor, yard duty) as needed</li> </ul>	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCFF Supplemental District	\$616,831
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> <li>● Students receive Fine Arts and PE in 1st-6th grades</li> </ul>	Site Attendance Rate	All	Certificated teacher providing prep time release	LCFF Supplemental District	
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> <li>● Not Applicable</li> </ul>					
Safety Goals	<ul style="list-style-type: none"> <li>● Employ extra yard supervision for kinder/rainy days</li> <li>● Signage for front of school</li> <li>● Further implement pbis schoolwide behavior plan</li> <li>● Purchase blinds for admin office and shades for hallway doors for Code Red preparations</li> </ul>		All  All  pbis coach & support staff	Yard duties  safety signs  certificated & classified extra assignment	Safe Schools - Site  Safe Schools - Site  Safe Schools - Site	\$500  \$500  \$1,500  \$1,500

**Chapman Elementary LCAP/SPSA Goals**

**Year: 2015-16**

						Safe Schools - Site	
--	--	--	--	--	--	------------------------	--

**Chapman Elementary LCAP/SPSA Goals**

**Year: 2015-16**

<b>Categorical Expenditures Approved by School Site Council</b>		
<b>Funding Source</b>	<b>Funding Allocation</b>	<b>Cost</b>
<b>Title I -\$123,214</b> <b>Title 1 Carryover-\$147,224</b>  <p style="text-align: right;"><b>Total= \$270,438</b></p>	Title I Support Teachers PLC Release (co) Chromebook carts (co) iReady contract High Interest books	\$84,134 \$6,000 \$76,681 \$11,485 \$2,500  <p style="text-align: right;">Total \$ 180,800</p>
<b>Title II-\$7,274</b> <b>Title II Carryover-\$469</b>  <p style="text-align: right;"><b>Total=\$7743</b></p>	Site PD Opportunities	\$1000  <p style="text-align: right;">Total \$ 1000</p>
<b>Safe Schools- \$3,000</b> <b>Safe Schools Carryover- \$5,343</b>  <p style="text-align: right;"><b>Total=\$8,343</b></p>	Supervision Signage PBIS Blinds/Shades	\$500 \$500 \$1500 \$1500  <p style="text-align: right;">Total = \$4,000</p>

<b>LCAP Budget Developed with School and Community Input</b>		
<b>Funding Source</b>	<b>Funding Allocation</b>	<b>Cost</b>
<b>15-16 Total- \$71,936</b> <b>LCAP Carryover- \$5,242</b>	Projectors e-beam technology Instructional aides (2) Extended Day K aide	\$3,000 \$1,500 \$7,975 \$4,721

**Chapman Elementary LCAP/SPSA Goals**

**Year: 2015-16**

	Parent Info Opportunities (2) Family Activities (4) Language Star Support Teacher TCM .5 School Aide	\$500 \$500 \$19,026 \$30,676 \$5,430
<b>Total= \$77,178</b>		<b>Total= \$73,328</b>