



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name

Chapman Elementary School

Address	1071 E. 16th St. Chico, CA 95928
County-District-School (CDS) Code	04-61424-6002968
Principal	Mike Allen
District Name	Chico Unified School District
SPSA Revision Date	4/21/2022
Schoolsite Council (SSC) Approval Date	4/21/2022
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 immigrant Augustus Chapman) comprises nearly 138 acres and 1,300 residents who were fully annexed into the city of Chico in 2019. Chapman School is located in an older section of town. It is a working-class neighborhood, surrounded by a community center, a 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 nineteen teachers on staff, a full-time Counselor, and a full-time Principal. Included in the teacher count are three special education teachers serving students with disabilities, and a support teacher who supports the Chico Unified District with an Opportunity class (behavior modification). There is two part-time Title I Resource teachers. Including instructional aides, secretaries, custodians, cafeteria workers, campus supervisors, and teachers, the entire staff at Chapman School totals 54. Included in the faculty are a Music instructor and a Fine Arts teacher that insures all classes are served on a rotational basis (grades K-5). In addition, Chapman students receive special instruction from a Physical Education/Health Specialist who services each classroom. The school has a wide ethnic diversity in its student population and many students with special needs.

All classes contain students who have a dominant language other than English. Around forty percent 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 a Title I program that is implemented to provide a wide variety of supports for our students. Title 1 staff works with homeroom teachers to provide small group instruction utilizing a mix of instructional strategies. In addition, the school has added iReady and Core Lexia online interventions 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 school on a daily basis at 6:45 am. A school nurse and a Part-time health aide provide school nursing services. Either the nurse or the aide is on-site for coverage daily. One speech and language therapist spends three days each week on campus to provide speech and language services. In addition, a half-time targeted Case Manager is employed to support students and families. The targeted case Manager is bilingual and speaks both English and Spanish.

Chapman operates an ASES grant on our campus. The grant allows our campus to provide a before-school program from 6:45-8:30. The second part of the 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 80 students who participate in the after-school program daily. The initial hour of the program is academic-focused. The remaining two hours of the program are split between recreation and enrichment activities.

Chapman staff has been fortunate to be involved in the PBIS-positive behavior intervention and supports program for the past three years. This three-year training process will support the school environment with student behavior and discipline by utilizing positive incentives and direct instruction of expected behaviors. Since the rollout, Chapman Elementary has been recognized as a two-time Platinum PBIS School.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is overseen by the School Site Council (SSC). The School Site Council meets four times a year and is comprised of teachers, staff and parents. All members are elected by the school community. School site council discusses Student Achievement through data that has been collected each year. Each of the SSC members receives a copy of the SPSA for review and input. .

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	72	52
Grade 1	50	53	42
Grade 2	47	56	52
Grade3	66	46	50
Grade 4	39	64	40
Grade 5	50	38	56
Total Enrollment	330	329	292

Conclusions based on this data:

1. The pandemic has taken a toll on Chapman Elementary' s enrollment. The overall enrollment has decreased significantly during the 20/21 school year. Current enrollment is 290 students, roughly 40 students less than the same time last year.
2. The 20/21 fifth grade class was one of the largest classes we have had on campus. When they promoted to the 6th grade it affected enrollment numbers. We are anticipating lower enrollment number for the next few years.
3. In order to increase enrollment Chapman Elementary needs to focus on community outreach, and ensuring that the community is proud of their neighborhood school. There is also no housing growth going in the area. This will also affect Chapman's enrollment numbers.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	37	44	38	11.2%	13.4%	13.0%
Fluent English Proficient (FEP)	17	16	11	5.2%	4.9%	3.8%
Reclassified Fluent English Proficient (RFEP)	14	2	0	23.3%	5.4%	0.0%

Conclusions based on this data:

1. The percentage of students that are classified as English Learners has decreased slightly from 19/20 to 20/21.
2. The number of students that are classified as Reclassified Fluent English Proficient has declined to 0, due to the pandemic.
3. the 2021 school year has seen a decrease in the number of English learners enrolled at Chapman. The drop from 13.4 to 13.0 could be from the drop in enrollment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39	60	47	37	59	0	37	59	0	94.9	98.3	0.0
Grade 4	41	38	36	41	38	0	41	38	0	100	100	0.0
Grade 5	43	44	54	42	44	0	42	44	0	97.7	100	0.0
All Grades	123	142	137	120	141	0	120	141	0	97.6	99.3	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2379.	2354.		10.81	3.39		10.81	15.25		27.03	23.73		51.35	57.63	
Grade 4	2432.	2423.		9.76	13.16		19.51	15.79		19.51	21.05		51.22	50.00	
Grade 5	2410.	2461.		2.38	4.55		11.90	27.27		23.81	22.73		61.90	45.45	
All Grades	N/A	N/A	N/A	7.50	6.38		14.17	19.15		23.33	22.70		55.00	51.77	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.11	5.08		47.22	47.46		41.67	47.46	
Grade 4	17.07	15.79		36.59	42.11		46.34	42.11	
Grade 5	4.76	11.36		35.71	52.27		59.52	36.36	
All Grades	10.92	9.93		39.50	47.52		49.58	42.55	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.11	3.39		33.33	33.90		55.56	62.71	
Grade 4	2.44	0.00		63.41	60.53		34.15	39.47	
Grade 5	2.38	9.09		40.48	56.82		57.14	34.09	
All Grades	5.04	4.26		46.22	48.23		48.74	47.52	

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.33	5.08		63.89	66.10		27.78	28.81	
Grade 4	7.32	7.89		75.61	68.42		17.07	23.68	
Grade 5	2.38	9.09		50.00	61.36		47.62	29.55	
All Grades	5.88	7.09		63.03	65.25		31.09	27.66	

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.11	3.39		52.78	35.59		36.11	61.02	
Grade 4	9.76	13.16		51.22	39.47		39.02	47.37	
Grade 5	4.76	13.64		38.10	43.18		57.14	43.18	
All Grades	8.40	9.22		47.06	39.01		44.54	51.77	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The conclusion from this data is that Chapman Students are not consistently meeting or exceeding standards.
2. Due to the Pandemic there are no CAASPP results for the 21/21 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38	60	47	35	59	0	35	59	0	92.1	98.3	0.0
Grade 4	41	39	36	41	39	0	41	39	0	100	100	0.0
Grade 5	43	44	54	42	43	0	42	43	0	97.7	97.7	0.0
All Grades	122	143	137	118	141	0	118	141	0	96.7	98.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2388.	2350.		2.86	3.39		22.86	6.78		28.57	23.73		45.71	66.10	
Grade 4	2446.	2431.		4.88	2.56		29.27	23.08		34.15	35.90		31.71	38.46	
Grade 5	2441.	2457.		7.14	4.65		4.76	11.63		35.71	27.91		52.38	55.81	
All Grades	N/A	N/A	N/A	5.08	3.55		18.64	12.77		33.05	28.37		43.22	55.32	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.71	3.39		45.71	22.03		48.57	74.58	
Grade 4	12.20	7.69		39.02	30.77		48.78	61.54	
Grade 5	7.14	4.65		33.33	23.26		59.52	72.09	
All Grades	8.47	4.96		38.98	24.82		52.54	70.21	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.43	3.39		31.43	37.29		57.14	59.32	
Grade 4	9.76	15.38		53.66	35.90		36.59	48.72	
Grade 5	7.14	9.30		35.71	37.21		57.14	53.49	
All Grades	9.32	8.51		40.68	36.88		50.00	54.61	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.71	3.39		45.71	30.51		48.57	66.10	
Grade 4	7.32	5.13		48.78	56.41		43.90	38.46	
Grade 5	4.76	4.65		45.24	37.21		50.00	58.14	
All Grades	5.93	4.26		46.61	39.72		47.46	56.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Approximately 85% of students at Chapman are not meeting standards in mathematics during the 18/19 school year.
2. Due to the Pandemic there is no CAASPP results for the 20/21.

School and Student Performance Data

ELPAC Results 2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1408.2	*	*	1419.4	*	*	1382.1	*	*	12	7	8
1	*	*	*	*	*	*	*	*	*	*	6	4
2	1476.9	*	*	1479.5	*	*	1473.8	*	*	13	6	8
3	*	*	*	*	*	*	*	*	*	*	8	5
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	*	4	10
All Grades										53	36	38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	22.64	11.11	7.89	45.28	41.67	44.74	22.64	38.89	42.11	*	8.33	5.26	53	36	38

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.51	16.67	21.05	32.08	47.22	60.53	*	22.22	13.16	*	13.89	5.26	53	36	38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	13	*	*
3		*	*	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	2.78	0.00	35.85	41.67	31.58	37.74	44.44	52.63	*	11.11	15.79	53	36	38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	13	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	35.85	19.44	10.53	58.49	75.00	81.58	*	5.56	7.89	53	36	38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	13	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.83	25.00	47.37	28.30	58.33	47.37	*	16.67	5.26	53	36	38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	13	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	5.56	2.63	64.15	77.78	71.05	*	16.67	26.32	53	36	38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	92.31	*	*		*	*	13	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	28.30	36.11	23.68	62.26	55.56	63.16	*	8.33	13.16	53	36	38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The reading and writing domains contain the lowest scores and our students struggle with these areas the most. Chapman needs to continue to develop their reading and writing strategies.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
292	91.8	13.0	1.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	13.0
Foster Youth	4	1.4
Homeless	12	4.1
Socioeconomically Disadvantaged	268	91.8
Students with Disabilities	47	16.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	3.4
American Indian or Alaska Native	10	3.4
Asian	25	8.6
Filipino		
Hispanic	110	37.7
Two or More Races	21	7.2
Native Hawaiian or Pacific Islander	1	0.3
White	105	36.0

Conclusions based on this data:

1. Chapman Elementary has a diverse student population with many subgroups. Two of the largest subgroups represented at Chapman Elementary are Socioeconomically Disadvantaged and Hispanic. Chapman should insure that the culture and climate at the school is supportive of these two large subgroups.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="769 747 849 779">Orange</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1260 747 1317 779">Blue</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="293 947 373 978">Orange</p>		

Conclusions based on this data:

1. Chapman Elementary has a very good suspension rate.
2. Mathematics and Chronic Absenteeism are areas for growth for Chapman Elementary.

School and Student Performance Data

Academic Performance English Language Arts

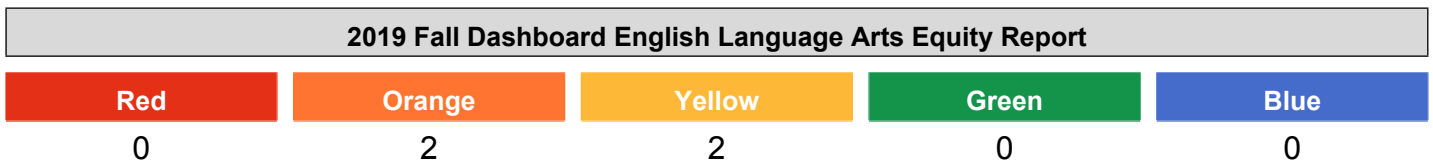
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 53.6 points below standard Increased ++6.7 points 139	<p>English Learners</p> No Performance Color 59.4 points below standard Increased Significantly ++20.8 points 28	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 77 points below standard 13	<p>Socioeconomically Disadvantaged</p> Yellow 55.2 points below standard Increased ++6.3 points 121	<p>Students with Disabilities</p> Orange 70.7 points below standard Increased Significantly ++22 points 37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 89.7 points below standard Declined Significantly -20.9 points 12	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.8 points below standard Increased Significantly ++25.2 points 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Orange 55.5 points below standard Declined -3.4 points 60

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92 points below standard Increased Significantly ++35.8 points 17	8.9 points below standard Increased ++3.2 points 11	53.8 points below standard Maintained -2.6 points 110

Conclusions based on this data:

- All students, Socioeconomically disadvantaged and Hispanic students increased over the 2017/2018 school year.
- Reclassified English Learners and English Only students either increased or maintained their current score levels. Current English Learners increased +35.8 points.
- Our White and Asian students were the two groups that declined from last year.

School and Student Performance Data

Academic Performance Mathematics

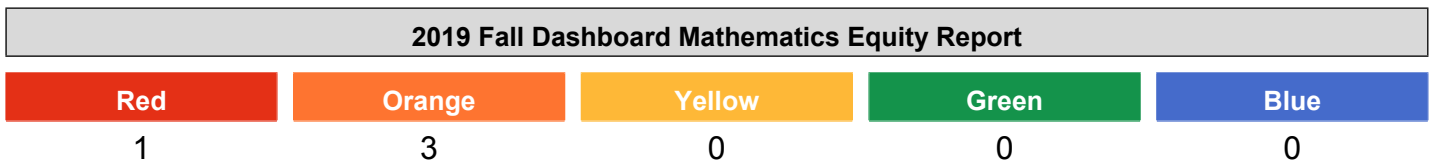
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 69 points below standard Declined -14.6 points 137	<p>English Learners</p> No Performance Color 63.7 points below standard Maintained ++2.7 points 28	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 101.3 points below standard 13	<p>Socioeconomically Disadvantaged</p> Orange 71.3 points below standard Declined Significantly -18.3 points 119	<p>Students with Disabilities</p> Red 99 points below standard Declined -14.7 points 36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 75.1 points below standard Declined -4.2 points 12	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.2 points below standard Declined -10.1 points 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Orange 73.3 points below standard Declined Significantly -25 points 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.3 points below standard Increased Significantly +25.9 points 17	27.2 points below standard Declined Significantly -24.3 points 11	72.1 points below standard Declined Significantly -23.1 points 108

Conclusions based on this data:

1. Chapman need to look at Mathematics data to identify where students are falling behind their grade level in order to find the weaknesses in our program.

School and Student Performance Data

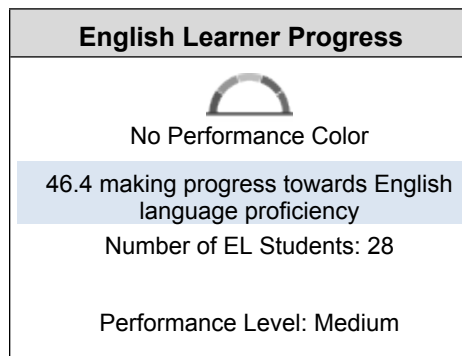
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
7.1	46.4		46.4

Conclusions based on this data:

1. Chapman Elementary has a significant percentage of students that are English Learners. The majority of the English Learners at Chapman either maintained or progressed at least one ELPI Level..

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 15.5 Increased +1.4 361	 Green 8.5 Declined -1.3 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 31.8 Increased +0.6 44	 Orange 15.9 Increased +1.8 314	 Orange 12.5 Increased +1 80

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.3 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 6.9 Declined -2.2 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.8 Declined -1.8 127	 Yellow 17.9 Declined -3.1 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 19 Increased +4 142

Conclusions based on this data:

1. Chapman is at 15.5 percent of all students being Chronically absent. This has increased by 1.4% from the previous year.
2. The Homeless subgroup has the largest percent of Chronically absent students at 31.8%. Absenteeism is a major growth area for Chapman Elementary.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

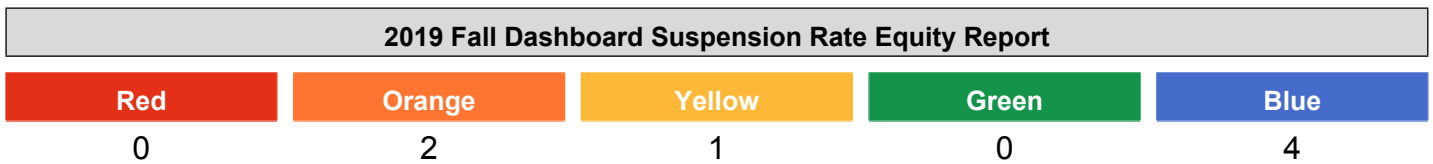
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.5</p> <p>Maintained +0.2</p> <p>376</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>47</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>
<p>Homeless</p> <p>Orange</p> <p>2.3</p> <p>Increased +2.3</p> <p>44</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.6</p> <p>Increased +0.3</p> <p>326</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>81</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> 16	 No Performance Color Less than 11 Students - Data 7	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 29	
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 130	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 40	 No Performance Color Less than 11 Students - Data 2	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.3</div> Increased +0.5 152

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.5

Conclusions based on this data:

1. Suspension Rate is a very positive area for Chapman Elementary.
2. Suspension Rates have increased slightly at Chapman over the past year. Our White, Homeless and Socioeconomically Disadvantaged students suspension rates increased slightly over the past year.
3. Even with the increase in suspension rate, Chapman still has a very good suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Instruction and Tiered Interventions

Goal Statement

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

LCAP Goal

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

Basis for this Goal

Academic assessment data from the past three years shows persistent achievement gaps for specific student groups, including foster, homeless, English learners, and economically disadvantaged. This gap was apparent before the pandemic: results from the most recent California State Dashboard (2019) shows that, while the groups "All Students" and "White" scored green (the second highest level) for English language arts, homeless students and economically disadvantaged students scored yellow in both areas; English learners scored orange in both areas; and foster youth scored red for both. Mathematics showed a similar pattern. The pandemic increased these gaps: while almost all our students experienced learning loss during the pandemic, as measured by benchmark assessments in English-language arts and mathematics at grades K-8, and by end-of-course grades at 9-12, we saw the greatest learning loss among our Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, American Indian or Alaska Native, African American, Two or More Races, and Native Hawaiian or Other Pacific Islander.

To address these inequities in academic achievement, the Chico Unified School District is committed to implementing the Multi-Tiered System of Support (MTSS). We will provide academic instruction and tiered interventions that meet the specific needs of each and every student, from remediation to academic enrichment. The specific actions to support this goal and the metrics to assess our progress are detailed below. In general, though, they include:

- a) Access to a rigorous core curriculum for all students through highly qualified teachers, facilities in good repair, access to instructional materials and technology, and use of a district-wide standards-aligned curriculum and assessments. An online educational option will also be available for all students.
- b) Opportunities for differentiated instruction to meet varying student abilities, both within the classroom and through intervention teachers, after-school programs, English language development (ELD) teachers, Response to Intervention (RTI), Reading Pals at the elementary level, Math Lab and Read 180 at secondary, Power Reading, and a designated .4 RSP certificated RTI support staff at TK-5 sites.

By providing varying tiers of intervention, including enrichment opportunities, we hope to provide the supports students need to meet and exceed grade level expectations, and close the achievement gaps between our different student groups.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	Maintain 100%

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of all CUSD students have 1:1 device access.	Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain 100%
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2021-2022 All Students: 35.34% English Learner: 14.29% (3) Foster Youth: N/A Homeless: 16.67% (2) Socioeconomically: 32.26% Students with Disabilities: 0.00% (0) African American: 33.33% (1) American Indian or Alaska Native: 25.00% (1) Asian: 40.00% (6) Hispanic: 27.27% Native Hawaiian or Other Pacific Islander: 100.00% (1) White: 45.24% Two or More Races: 30.77% (4)	Increase all student groups meeting or exceeding Benchmark by 3%
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2020-2021 All Students: 30.00% English Learner: 30.00% Foster Youth: N/A Homeless: N/A Socioeconomically: 30.77% Students with Disabilities: 14.29% (1) African American: N/A American Indian or Alaska Native: 0.00% (0) Asian: 33.33% (4)	Increase all student groups making progress toward English Proficiency measured by ELPAC by 3%

Metric/Indicator	Baseline	Expected Outcome
	Hispanic: 32.00% (8) Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: 0.00% (0)	
Priority 4: Pupil Achievement - Reclassification Rate	2020-2021 All Students: 0.00%	Increase Reclassification Rate by 3%
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	2021-2022 All Students: 53.90% English Learner: 50.00% (9) Foster Youth: 0.00% (0) Homeless: 38.46% (5) Socioeconomically: 52.34% Students with Disabilities: 36.67% African American: 20.00% (1) American Indian or Alaska Native: 60.00% (3) Asian: 87.50% (7) Hispanic: 47.06% Native Hawaiian or Other Pacific Islander: 100.00% (2) White: 64.00% Two or More Races: 26.67% (4)	Increase Pupil Outcomes Gr. K-2 by 3%

Planned Strategies/Activities

Strategy/Activity 1

Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	130,813
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,601,200
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	LCFF Funds: \$997,275 and Other State Funds: \$603,925

Strategy/Activity 3

Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 4

Facilities Maintenance - Regularly inspect and maintain facilities

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Amount** 2,354,088**Source** LCFF - District Supplemental**Budget Reference** 2000-2999: Classified Personnel Salaries**Strategy/Activity 5**

Implementation of District Wide Assessments - CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Amount** 0**Strategy/Activity 6**

Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Amount** 546,182**Source** LCFF - District Supplemental**Budget Reference** 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,232,658
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	LCFF Funds: 849,574 and Other State Funds: 383,084

Strategy/Activity 8

After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,008,719
Source	Grant Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Includes Chico Area Recreation District Contract

Strategy/Activity 9

District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 10

Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

621,110

Source

One Time District Funding

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Local Funds: 60,820 and Federal One Time Funds: 249,735

Strategy/Activity 11

District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:

- * Secondary Instructional Specialist TOSAs
- * Elementary Instructional Specialist TOSAs
- * Illuminate/Data TOSA (1.0 FTE)
- * Tech PD (CSEA) TOSA (1.0 FTE)
- * English Language Development (ELD) TOSA (1.0 FTE)
- * After School Program (ASP) Intervention TOSA (.80 FTE)

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	896,747
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCFF Funds: 447,310 and Federal Funds: 449,437

Strategy/Activity 12

Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,606,804
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 13

Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,070,823
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 14

Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	39,386
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 15

Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,552,857
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCFF Funds: 733,000 and Other State Funds: 305,214

Strategy/Activity 16

Academic Interventions - Title I Teachers - Three Part-time Title I teachers to provided small reading group instruction for students struggling with reading skills, and ELD instruction to EL Students.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	112026.65
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A .35, a .7 and a .3 Title I reading Intervention and ELD Teachers
Amount	1592.18
Source	Title I - Site
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Title I teacher supplies
Amount	35171.37
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part-Time ELD Teacher

Strategy/Activity 17

Academic Interventions - Instructional Aides in primary classrooms to support struggling young readers.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	47601.30
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Placing Instructional Aides in primary classrooms to minimize independent learning during small reading groups.
Amount	15375.19

Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Temporary Aide Time

Strategy/Activity 18

After school tutoring - Chapman will provide after school tutoring for students identified as at least one grade level behind in Mathematics.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	10000.00
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school tutoring taught by teachers, to help students learn basic math skills.
Amount	5000.00
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Math and Reading programs for tutoring and classroom use.
Amount	2000.00
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Math intervention materials and training.

Strategy/Activity 19

Chapman will continue to upgrade their library collection with high interest library books.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2500.00
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Purchasing high interest library books to students to read.
Amount	2000.00
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Diversifying classroom libraries
Amount	2000
Source	Title I - Site
Budget Reference	4000-4999: Books And Supplies
Description	High Interest Library Books

Strategy/Activity 20

Field Trip Costs - Chapman will provide field trip opportunities for all students.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	10000.00
Source	Title I - Site
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Chapman will cover the cost of field trips for those students that cannot afford to pay.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social-Emotional Learning, Supports, and Interventions

Goal Statement

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

LCAP Goal

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

Basis for this Goal

As the pandemic has continued to affect almost all aspects of life as we previously knew it, educators and parents across the country have become increasingly concerned with the impact on students' mental and social-emotional health needs. In Chico, unfortunately, this concern is not new: COVID-19 is only the latest in a series of traumatic events affecting our community. In 2013, a report on adverse childhood experiences (ACEs) found that Butte County held the dubious distinction of having the highest rate of ACEs in California, and among the highest in the country. 76.5% of Butte County adults reported one or more adverse childhood experience as a child (Butte County Coalition on ACEs, 2013). More recently, several natural disasters have impacted our area in quick succession, beginning with the February 2017 evacuation of 180,000 people after the failure of the Oroville Dam and Spillway. This was followed in November of 2018 by the Camp Fire, which destroyed Paradise and neighboring communities, claimed 87 lives, and displaced tens of thousands of residents. Among those displaced were over six hundred of our students and staff. In September of 2020, the North Complex Fire destroyed the nearby communities of Berry Creek and Feather Falls. Thick, toxic smoke blanketed Chico for weeks after each fire, at times making day look like night. The loss of routine and the uncertainty caused by the pandemic only intensified the effect of all these events, and sent many of our students into crisis mode. From 2019 to 2020, the number of children (elementary and high school) arriving in emergency rooms with suicidal thoughts and depression tripled, from 20 to 60. But as Enloe Hospital's CEO Mike Wiltermood pointed out in an April, 2021 interview with news station KRCR, "2019 isn't even a realistic baseline to show how bad things have gotten because that's right after the Camp Fire ... As resilient as we all are, we have to take into consideration that it's not just the pandemic. It's the fires, it goes back to the evacuation for the Oroville spillway."

In the wake of the Fire, we deployed additional counselors at all sites, and worked to implement a systematic and consistent practice of student wellness supports across our elementary and secondary schools. Yet students began asking for more even mental health support. This led to the establishment of Wellness Centers at the secondary sites. When COVID closed the Wellness Centers, students requested a confidential online way to communicate with their counselor that they needed to be seen immediately. A portal on our Chico Unified website was established to facilitate timely student access to counseling services on sites. Targeted Case Managers, counselors and teachers are crucial to these efforts, and will continue to be supported through our LCAP. In the 2020-21 school year, elementary students at all sites received social-emotional learning sessions in the classroom. A total of 6,898 classroom sessions were delivered by counselors (2,343 sessions) and counseling assistants (4,555 sessions). Before the COVID pandemic began, we also relied on instruments such as universal screeners, completed by teachers 3-4 times a year to give a snapshot of each student's social-emotional need. These screeners were not used in 2020-21, however: as students began that school year entirely online, and most moved to an AM/PM model on October 19, teachers did not have enough face-to-face time with their students to accurately complete the screeners. However, we were able to gather information to understand and support individual student needs through Kelvin, an online system that quickly measures student emotional "pulses". Data from the School Climate Survey in spring, 2021, given through a Kelvin "pulse", further revealed that our students feel safe on our sites, that people of different cultural backgrounds, race, or ethnicities get along well on sites, and students feel staff treats students respectfully.

The actions to support this goal are listed below. In summary, they include:

- 1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).
- 2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.
- 3) Continued monitoring of student mental wellness through School Climate Surveys, universal screeners (resuming in 2021-22), and Kelvin pulse surveys.

We expect that we will see an improvement in our students' social-emotional wellness as measured by these instruments, as well as by parent, student and teacher observation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2021-22 Targeted Case Manager Contacts by Percentage and (Contacts per Student) All Students: 37.69% (0.78) English Learner: 46.34% (1.29) Foster Youth: 50.00% (0.50) Homeless: 56.25% (2.66) Socioeconomically: 40.21% (0.84) Students with Disabilities: 33.33% (1.17) African American: 50.00% (0.88) American Indian or Alaska Native: 40.00% (0.40) Asian: 30.43% (0.35) Hispanic: 41.73% (1.18) Native Hawaiian or Other Pacific Islander: 100.00% (1.33) White: 34.26% (0.44) Two or More Races: 35.48% (0.81)	Will maintain or increase from the previous year.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2021-2022 Social-Emotional Contacts by Percentage and (Contacts Per Student) All Students: 64.29% (1.18) English Learner: 60.98% (0.68) Foster Youth: 50.00% (0.50) Homeless: 56.25% (1.16) Socioeconomically: 67.94% (1.23) Students with Disabilities: 62.12 (1.41) African American: 87.50% (2.38) American Indian or Alaska Native: 70.00% (0.70) Asian: 73.91% (0.96) Hispanic: 64.57% (1.06) Native Hawaiian or Other Pacific Islander: 33.33% (0.33) White: 58.72% (1.27) Two or More Races: 70.97% (1.29)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2021-2022 Percentage of Students with an Associated Parent Portal Account All Students: 91.93% English Learner: 97.56% Foster Youth: 50.00% (1) Homeless: 81.25% Socioeconomically: 91.99% Students with Disabilities: 93.94% African American: 100.00% (8) American Indian or Alaska Native: 90.00% (9) Asian: 100.00% Hispanic: 91.34% Native Hawaiian or Other Pacific Islander: 100.00% (3) White: 89.91% Two or More Races: 93.55%	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.
Priority 3: Parent Involvement	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	Parent/Guardian engagement with CUSD via social media will increase from the previous year.
Priority 6: School Climate	2020-2021 100% of CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2021-2022 All Students: 91.07% English Learner: 95.40% Foster Youth: 82.82% Homeless: 86.13% Socioeconomically: 91.06% Students with Disabilities: 89.02% African American: 94.63% American Indian or Alaska Native: 91.95% Asian: 96.42% Hispanic: 91.27% Native Hawaiian or Other Pacific Islander: 93.14% White: 90.08% Two or More Races: 88.48%	All student groups will have an attendance rate of 95.5%.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-2022 All Students: 30.31% English Learner: 7.32% (3) Foster Youth: 50.00% (1) Homeless: 53.33% Socioeconomically: 31.23% Students with Disabilities: 40.91% African American: 12.50% (1)	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.

Metric/Indicator	Baseline	Expected Outcome
	American Indian or Alaska Native: 40.00% (4) Asian: 4.35% (1) Hispanic: 27.56% Native Hawaiian or Other Pacific Islander: 0.00% (0) White: 35.51% Two or More Races: 41.94%	
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2021-2022 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 85.71% English Learner: 86.61% Foster Youth: N/A Homeless: 85.71% Socioeconomically: 85.85% Students with Disabilities: 77.02% African American: 91.43% American Indian or Alaska Native: 76.19% Asian: 92.86% Hispanic: 88.78% Native Hawaiian or Other Pacific Islander: N/A White: 82.31% Two or More Races: 78.57%	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principals

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,022,192
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	583,859
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 4

School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Amount**

0

Strategy/Activity 5

Full-time Elementary Counselor - Chapman will provided a full-time Elementary Counselor to lead the sites Social Emotional program.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Amount**

48455.49

Source

Title I - Site

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Chapman will provided a full-time Elementary Counselor to lead the sites Social Emotional and PBIS programs.

Strategy/Activity 6

Chapman will provide parenting classes, monthly meetings with the principal, to support parents.

Students to be Served by this Strategy/Activity

all Students

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Amount**

2300.00

Source

Site LCAP

Budget Reference

0001-0999: Unrestricted: Locally Defined

Description

Chapman will restart their Chapman Parent University classes.

Amount	500.00
Source	Site LCAP
Budget Reference	0000: Unrestricted
Description	Monthly Meeting with the Principal (Cat Chats)

Strategy/Activity 7

Chapman will provide adequate supervision on the playground and during schoolwide events.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	26986.82
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	3 Campus Supervisors to supervise students during recess and events.

Amount	1000.00
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Yard supervision for events

Strategy/Activity 8

Site improvements - Parent/Student Seating Areas

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	12738.00
Source	Site LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Outdoor seating for Parents and students
Amount	1000
Source	Site LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School to Home Communications

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Behavioral Instruction and Supports

Goal Statement

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

LCAP Goal

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

Basis for this Goal

Suspension and expulsion data from 2019-20 reveal that some student groups are consistently suspended at disproportionately high rates. These student groups include Homeless, Foster, Socioeconomically Disadvantaged, Students with Disabilities, African American and American Indian or Alaska Native. In addition, those groups are expelled at a higher rate as well. School Climate Survey data from 2020-21 show that a lower percentage of students from these same groups report that they feel safe and that they are being treated fairly at school. Specifically, the following groups show a lower rate of feeling safe at school:

Elementary: Students with Disabilities and African American
Secondary: American Indian or Alaska Native

To address this, and to support every student every day in our full return to school, site Positive Behavioral Interventions and Supports (PBIS) teams are integral. PBIS teams will work with the school site staff to provide universal behavior supports (Tier 1) for each student. Supplemental and intensified supports (Tiers 2 and 3) are also in place when the data informs the team that more supports are needed.

In addition, our LCAP includes funding for Alternative Education programs, including in-school suspension, opportunity programs, supplemental alternative education staffing, and additional counseling services in opportunity programs. We are also utilizing LCAP funds to support in-school athletic programs, as a means to help all students feel connected and promote a positive school culture. Campus supervisors are a third means of promoting a positive school culture; often these supervisors make connections with individual students.

CUSD will continue to improve school climate and implement positive behavioral strategies so students from all targeted student groups will feel safe, supported, engaged, and meaningfully challenged. Establishing a positive school culture includes setting up the school's social environment to reflect a shared vision of common values, beliefs, and behavior expectations. It is our goal to reduce suspensions in Chico Unified School District, particularly in the African-American, Foster Youth/Homeless, and Students with Disabilities student groups. The suspension numbers in these student groups are disproportionately higher than other student groups in CUSD.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate - Suspension Rate	2021-2022 All Students: 0.31% (1) English Learner: 0.00% Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.35% (1)	All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, will decline by a minimum of 2.6 percentage points.

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities: 1.52% (1) African American: 0.00% American Indian or Alaska Native: 0.00% Asian: 0.00% Hispanic: 0.00% Native Hawaiian or Other Pacific Islander: 0.00% White: 0.92% (1) Two or More Races: 0.00%	
Priority 6: School Climate - Expulsion Rate	2021-2022 All Students: 0.00% English Learner: 0.00% Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.00% Students with Disabilities: 0.00% African American: 0.00% American Indian or Alaska Native: 0.00% Asian: 0.00% Hispanic: 0.00% Native Hawaiian or Other Pacific Islander: 0.00% White: 0.00% Two or More Races: 0.00%	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2021-2022 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 56.30% English Learner: 56.25% (9) Foster Youth: N/A Homeless: 55.56% (5) Socioeconomically: 54.13% Students with Disabilities: 43.48% African American: 40.00% (2) American Indian or Alaska Native: 0.00% Asian: 66.67% (8) Hispanic: 54.76% Native Hawaiian or Other Pacific Islander: N/A White: 57.14% Two or More Races: 66.67% (8)	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

Planned Strategies/Activities

Strategy/Activity 1

Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways:

- * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman)
- * Elementary Out of School Suspension Alternatives (e.g. Reset program)
- * Alternative Education Supplemental Staffing

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	728,925
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	830,988
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,264,109
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Chapman will provide adequate supervision during recess and during community events.

Students to be Served by this Strategy/Activity

All students

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Safe Schools
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Chapman will provide adequate supervision during recesses.
Amount	1050.00
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Chapman will provide supervision for school events.

Strategy/Activity 5

Chapman will continue to develop PBIS and incentives for student behavior.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Program - Incentives, Class Bucks, extra staff hours,

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	Chapman maintained compliance with all Williams Act requirements.
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Facilities Inspection Tool (FIT) indicates "good".
State Priority 1: Basic Instructional Materials	Chapman classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	Chapman classrooms continued to have sufficient instructional materials as verified by the Williams Report
State Priority 1: Basic Instructional Materials	Chapman will maintain a 1:1 device to student ratio for their chromebooks. Chapman students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Chapman maintained a 1:1 device to student ratio for their chromebooks. Chapman students and teachers have regular access to the technology they need for curriculum, instruction, and assessment.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Chapman will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.	All teachers possess required credentials and are teaching in appropriate assignments.	0.00	
Chapman will prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning.		Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000
		Renaissance Place, iReady (Total District Cost) 5800:	Renaissance Place, iReady (Total District Cost) 5800:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Professional/Consulting Services And Operating Expenditures LCFF - District Supplemental 176,000	Professional/Consulting Services And Operating Expenditures LCFF - District Supplemental 121,000
		Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000
Chapman will facilitate communicate with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.		Maintenance and Operations 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000	Maintenance and Operations 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000
Chapman will facilitate the home and school usage of student Chromebooks including device management, and will ensure student access to emerging technologies.		0.00	
		IT Support Staff - total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 385,000	IT Support Staff - total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 296,692
Chapman will provide quality Library/Media services.		Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000
		High Interest Library Books 4000-4999: Books And Supplies LCFF - Site Supplemental 1,000	High Interest Library Books 4000-4999: Books And Supplies Site LCAP 2,500.00
Chapman will support BTSA professional development by providing a mentor teacher and providing release time for collaboration.		0.00	

Analysis

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

Chapman's goal was to maintain highly-qualified teachers, standards-aligned instructional materials, current technology, and facilities in good repair. In order to accomplish this goal, Chapman hired only highly qualified teachers, and complied with with all Williams Act requirements.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of this strategy was very effective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Chapman added more funds for high interest library book. The goal is to bring the average publication date into the 21 century.

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Chapman will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 will continue to administer refine assessment plans.	
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of Chapman teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District Leadership Council (DLC) will analyze overall district CCSS survey responses and recommend district-wide staff development.		District Leadership Council Instructional Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Instructional Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 395,495
		Illuminate/Data Teacher on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title I - District 116,000	Illuminate/Data Teacher on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title I - District 120,634
		DLC Instructional TOSAs 1000-1999: Certificated Personnel Salaries Title II - District 101,000	DLC Instructional TOSAs 1000-1999: Certificated Personnel Salaries Title II - District 101,000
		Teacher Professional Development 1000-1999: Certificated Personnel Salaries Title II - District 430,000	Teacher Professional Development 1000-1999: Certificated Personnel Salaries Title II - District 430,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Technology Professional Development 1000-1999: Certificated Personnel Salaries Title II - District 99,000	Technology Professional Development 1000-1999: Certificated Personnel Salaries Title II - District 99,000
		English Language Development (ELD) TOSAs 1000-1999: Certificated Personnel Salaries Title III 140,000	English Language Development (ELD) TOSAs 1000-1999: Certificated Personnel Salaries Title III 0
Chapman will continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	Chapman continued to provide professional development to implement a CCSS aligned curriculum in all classrooms.	Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 430,000	Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 430,000
		Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 99,000	Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 99,000
		PLC/grade level meetings every other week	
		Teacher Release Time (Teach-Lead) 1000-1999: Certificated Personnel Salaries Title II - Site 1,000	Teacher Release Time (Teach-Lead) 1000-1999: Certificated Personnel Salaries Title II - Site 1,000
Chapman will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.	Chapman administered common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, to ensure that all students have equitable access to the site, district, and state assessments.	0.00	
Chapman staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).	Chapman staff continued to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).	Peer observations 1000-1999: Certificated Personnel Salaries Title II - Site 1,000.00	Peer observations 1000-1999: Certificated Personnel Salaries Title II - Site 1000
		Teachers as Leaders 1000-1999: Certificated Personnel Salaries Title II - Site 1,000.00	Teachers as Leaders 1000-1999: Certificated Personnel Salaries Title II - Site 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4-5 Professional Development 1000-1999: Certificated Personnel Salaries Title II - Site 1,500.00	4-5 Professional Development 1000-1999: Certificated Personnel Salaries Title II - Site 1500
Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)	Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR and Lexia Core 5)	iReady and Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000	iReady and Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 121,000

Analysis

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

The overall implementation plan to achieve this goal is to continually develop the teaching and Aide staff in order to increase the overall effectiveness of instruction as measured by common assessments.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of this strategy was good. Students are showing more growth in reading as measured by the STAR reading and BPST assessments.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no real material differences between the proposed expenditures and established actual expenditures.

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

Changes that will be made to this goal will be the metrics of which we will use to determine effectiveness. Depending on new curriculum adopted by the district the new measures will be identified.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Chapman will maintain the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school's Data Dashboard.

80% of Chapman students will complete 100% of their asynchronous work weekly.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard change in ELA.	Maintain	No Dashboard data available
State Dashboard change in Math	Maintain	No Dashboard data available

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Chapman will provide intervention support, curriculum, and supplemental material to support instruction for both online and in-person instruction and interventions.	Chapman provided intervention support, curriculum, and supplemental material to support instruction for instruction and interventions.	Site Allocated Funds - Intervention/Instruction 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000	Site Allocated Funds - Intervention/Instruction 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000
		Title I (.70 FTE) and reading Intervention (.10 FTE) teachers. 1000-1999: Certificated Personnel Salaries Title I - Site 96,706.53	Title I (.70 FTE) and reading Intervention (.10 FTE) teachers. 1000-1999: Certificated Personnel Salaries Title I - Site 96,706.53
		Title I (.1 FTE) and reading Intervention and supplies 1000-1999: Certificated Personnel Salaries Site LCAP 7051.95	Title I (.1 FTE) and reading Intervention and supplies 1000-1999: Certificated Personnel Salaries Site LCAP 7051.95
		Instructional Paraprofessionals and parent Classroom Aides (x4) 2000-2999: Classified Personnel Salaries Title I - Site 47,953.50	Instructional Paraprofessionals and parent Classroom Aides (x4) 2000-2999: Classified Personnel Salaries Title I - Site 47,953.50
		Instructional Paraprofessionals and parent Classroom Aides	Instructional Paraprofessionals and parent Classroom Aides

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		(x2) 2000-2999: Classified Personnel Salaries Site LCAP 23,540.02	(x2) 2000-2999: Classified Personnel Salaries Site LCAP 223,540.02
		Reading Pals Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 32,000.00	Reading Pals Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 32,000.00
		Supplemental online Subscription...For Example Raz-Kids, Mystery Science 4000- 4999: Books And Supplies Site LCAP 6,000.00	Supplemental online Subscription...For Example Raz-Kids, Mystery Science 4000- 4999: Books And Supplies Site LCAP 6,000.00
		Reading Intervention Materials - Capstone small books and PM books for reading groups 4000-4999: Books And Supplies Title I - Site 3,905.39	Reading Intervention Materials - Capstone small books and PM books for reading groups 4000-4999: Books And Supplies Title I - Site 3,905.39
		Specialized Conferences (Reading Instruction) 2000-2999: Classified Personnel Salaries Title II - Site 3,408.00	Specialized Conferences (Reading Instruction) 2000-2999: Classified Personnel Salaries Title II - Site 3,408.00
		TK-3 Professional Development (Reading Instruction) 1000-1999: Certificated Personnel Salaries Title II - Site 1,500.00	TK-3 Professional Development (Reading Instruction) 1000-1999: Certificated Personnel Salaries Title II - Site 1,500.00
Chapman will use state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners.	Chapman used state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners.	ELD Coaches provide student curriculum and teacher professional development 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 140,000	ELD Coaches provide student curriculum and teacher professional development 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 0
Chapman will train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction.	Chapman did not train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction.	None Specified 0.00	
Chapman will provide before and after school	Chapman provided after school intervention	Provide before and after school	Provide before and after school

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
homework/intervention support	support for struggling students.	homework/intervention support - Certificated Staff 1000-1999: Certificated Personnel Salaries Title I - Site 10,000.00	homework/intervention support - Certificated Staff 1000-1999: Certificated Personnel Salaries Title I - Site 10,000.00
		Provide before and After school tutoring support 1000-1999: Certificated Personnel Salaries LCFF - Site Supplemental 6,000.00	Provide before and After school tutoring support 1000-1999: Certificated Personnel Salaries Site LCAP 0.00
		Supplemental Teacher Supplies 4000-4999: Books And Supplies Title I - Site 1,941.00	Supplemental Teacher Supplies 4000-4999: Books And Supplies Title I - Site 1,941.00
		Supplemental Instructional Supplies 4000-4999: Books And Supplies LCFF - Site Supplemental 2,213.50	Supplemental Instructional Supplies 4000-4999: Books And Supplies Site LCAP 2213.50

Analysis

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

The overall implementation strategy to maintain student achievement during the pandemic was to invest in training for the teaching and aide staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategy was hard to determine due to lack of data due to the pandemic. Chapman will continue to invest in teacher and aide training to help promote student achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only material differences between the proposed expenditures and the estimated actuals was that we did not use the \$6000 from LCAP for before and after school tutoring.

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.

Chapman will continue to develop teachers and aides through professional development to increase student achievement in ELA, Math and ELD.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Chapman will continuously seek ways to provide opportunities for meaningful parent involvement and input.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager</p>	<p>Continue Targeted Case Manger parent contact to support families to ensure academic, social, and emotional success. Maintain or increase the number of parent contacts.</p>	<p>2021-22 Targeted Case Manager Contacts by Percentage and (Contacts per Student) All Students: 37.69% (0.78) English Learner: 46.34% (1.29) Foster Youth: 50.00% (0.50) Homeless: 56.25% (2.66) Socioeconomically: 40.21% (0.84) Students with Disabilities: 33.33% (1.17) African American: 50.00% (0.88) American Indian or Alaska Native: 40.00% (0.40) Asian: 30.43% (0.35) Hispanic: 41.73% (1.18) Native Hawaiian or Other Pacific Islander: 100.00% (1.33) White: 34.26% (0.44) Two or More Races: 35.48% (0.81)</p>
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Chapman Social Media</p>	<p>Parent engagement with Chapman social media will increase from baseline level.</p>	
<p>Priority 3: Parent Involvement</p>	<p>Increase or maintain opportunities for parent involvement and stakeholder engagement.</p>	<p>2021-2022 Percentage of Students with an Associated Parent Portal Account All Students: 91.93% English Learner: 97.56% Foster Youth: 50.00% (1) Homeless: 81.25% Socioeconomically: 91..99% Students with Disabilities: 93.94% African American: 100.00% (8) American Indian or Alaska Native: 90.00% (9) Asian: 100.00% Hispanic: 91.34% Native Hawaiian or Other Pacific Islander: 100.00% (3) White: 89.91% Two or More Races: 93.55%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 6: Local Indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool	Continued analysis of yearly MTSS-FIA results	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Reminded staff of timely responses to parent inquiries in staff notes and at staff meetings.	None Specified 0.00	
Continue to employ Targeted Case Manager (TCM) at the site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed	Continue to employ .50 Targeted Case Manager (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 597,417
		Community Partner Outreach and recognitions and school to home communication 0000: Unrestricted Site LCAP 600.00	Community Partner Outreach and recognitions and school to home communication 0000: Unrestricted Site LCAP 600.00
		Additional Parent Support for Portal Registration - Re-Reg 0000: Unrestricted Site LCAP 1010.58	Additional Parent Support for Portal Registration - Re-Reg 2000-2999: Classified Personnel Salaries Site LCAP 1000.00
		Parenting Classes 0000: Unrestricted Site LCAP 2,000.00	Parenting Classes 0000: Unrestricted Site LCAP 0.00
		Principal/Parent monthly meetings (Cat Chats) 0000: Unrestricted Site LCAP 500.00	Principal/Parent monthly meetings (Cat Chats) 0000: Unrestricted Site LCAP 0.00
		DELAC/ELAC Meetings 0000: Unrestricted Site LCAP 489.11	DLAC/ELAC Meetings 0000: Unrestricted Site LCAP 489.11
		School Home Communication costs 0000: Unrestricted Site LCAP 1138.42	School Home Communication costs 0000: Unrestricted Site LCAP 1138.42
Advertise activities in multiple languages	Advertised activities in multiple languages	School Home Communication costs	School Home Communication costs 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			Expenditures Site LCAP 1000.00
Chapman will host a series of parent workshops focused on SEL and self-care		Additional personnel during events 2000-2999: Classified Personnel Salaries Safe Schools 1,000	Additional personnel during events 2000-2999: Classified Personnel Salaries Safe Schools 1,000
		Community Partner Thank you Cards 0000: Unrestricted Site LCAP 150.00	Community Partner Thank you Cards 0000: Unrestricted Site LCAP 0.00
		Online parenting workshops focused on SEL and Self Care 0000: Unrestricted Site LCAP 500.00	Online parenting workshops focused on SEL and Self Care 0000: Unrestricted Site LCAP 0.00

Analysis

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

Parent involvement is one of the aspects of the school that our community loves. Finding meaningful opportunities for parent involvement has been difficult due to the pandemic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This year parent involvement was extremely difficult with the limitations of visitors on campus due to COVID 19.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The material differences between the proposed expenditures and estimated actual expenditures was that we did not conduct our parenting classes, online SEL workshops or community events. There was no funds spent from these categories.

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.

Chapman will conduct parenting classes on campus next school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Maintain student attendance rate of 90% or higher.	2021-2022 All Students: 91.07% English Learner: 95.40% Foster Youth: 82.82% Homeless: 86.13% Socioeconomically: 91.06% Students with Disabilities: 89.02% African American: 94.63% American Indian or Alaska Native: 91.95% Asian: 96.42% Hispanic: 91.27% Native Hawaiian or Other Pacific Islander: 93.14% White: 90.08% Two or More Races: 88.48%
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Lower Chronic Absenteeism Rate	2021-2022 All Students: 30.31% English Learner: 7.32% (3) Foster Youth: 50.00% (1) Homeless: 53.33% Socioeconomically: 31.23% Students with Disabilities: 40.91% African American: 12.50% (1) American Indian or Alaska Native: 40.00% (4) Asian: 4.35% (1) Hispanic: 27.56% Native Hawaiian or Other Pacific Islander: 0.00% (0) White: 35.51% Two or More Races: 41.94%
Priority 6: School Climate Suspension Rate	Chapman will achieve a suspension/expulsion rate of 0% .	2021-2022 All Students: 0.31% (1) English Learner: 0.00% Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.35% (1) Students with Disabilities: 1.52% (1) African American: 0.00% American Indian or Alaska Native: 0.00% Asian: 0.00% Hispanic: 0.00%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Native Hawaiian or Other Pacific Islander: 0.00% White: 0.92% (1) Two or More Races: 0.00%
Priority 8: Other Pupil Outcomes Physical Fitness Test		
Priority 6: School Climate Parent Survey	Increase the amount of parents completing the annual Parents survey	
Priority 6: Local Indicator/Local tool for school climate PBIS	Achieving a Platinum or Gold state recognition for our PBIS program.	Chapman achieved Platinum state recognition for PBIS

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Chapman will continue to support students counseling needs, PBIS and MTSS on site.	Chapman continued to support students counseling needs, PBIS and MTSS on site.	PBIS Implementation and Trainings 1000-1999: Certificated Personnel Salaries Title I - District 4750.00	PBIS Implementation and Trainings 1000-1999: Certificated Personnel Salaries Title I - District 4750.00
		Multi Tiered System of Supports (MTSS) 1000-1999: Certificated Personnel Salaries Site LCAP 3,287.00	Multi Tiered System of Supports (MTSS) 1000-1999: Certificated Personnel Salaries Site LCAP 3,287.00
		Additional .5 Elementary Counselor 1000-1999: Certificated Personnel Salaries Title I - Site 46,000.00	Additional .5 Elementary Counselor 1000-1999: Certificated Personnel Salaries Title I - Site 46,000.00
		TCM Mileage for Home Visits 0000: Unrestricted Site LCAP 400.00	TCM Mileage for Home Visits 0000: Unrestricted Site LCAP 400.00
Educate the Chapman staff of benefits of ISS vs. Out-of-School Suspension	the principal educated the Chapman staff of benefits of ISS vs. Out-of-School suspension.	None Specified 0.00	
CUSD will support student needs by employing the following staff: <ul style="list-style-type: none"> Nurses 		Nurses, Health Aides, LVNs (Total District Cost) 1000-1999:	Nurses, Health Aides, LVNs (Total District Cost) 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Targeted Case Manager Counselor Assistant School Counselor Health Assistants Provide MNI Services as needed 		Certificated Personnel Salaries LCFF - District Supplemental 800,000	Certificated Personnel Salaries LCFF - District Supplemental 842,707
		MNI (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	MNI (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 125,906
		Extra needed supplies 4000-4999: Books And Supplies Safe Schools 700.00	Extra needed supplies 4000-4999: Books And Supplies Safe Schools 700.00
Employ campus supervisors to ensure adequate student supervision during unstructured times of the day (ie: recess)	Chapman employed campus supervisors to ensure adequate student supervision during unstructured times of the day (ie: recess)	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,720,000
		Extra before school Supervision 2000-2999: Classified Personnel Salaries Safe Schools 2879.23	Extra before school Supervision 2000-2999: Classified Personnel Salaries Safe Schools 2879.23
		Health Office Supplies 4000-4999: Books And Supplies Safe Schools 127.14	Health Office Supplies 4000-4999: Books And Supplies Safe Schools 127.14
		Radios and Batteries 4000-4999: Books And Supplies Safe Schools 500.00	Radios and Batteries 4000-4999: Books And Supplies Safe Schools 500.00
Site will insure that all students are able to attend educational field trips.	Chapman used title I funds to insure that all students were able to attend educational field trips	Field Trip Costs 0000: Unrestricted Title I - Site 5000.00	Field Trip Costs 0000: Unrestricted Title I - Site 5000.00
Support Fine Arts, Music, and PE programs		Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,720,000	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,790,554

Analysis

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

The overall implementation of the strategies has supported the goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies have been effective for our students and our campus community.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no unexpected differences in expenditures.

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.

Campus culture is always a priority and actions and expenditures will reflect that for next year.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	293,061.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	107,456,323

Allocations by Funding Source

Funding Source	Amount	Balance
Site LCAP	61,017	
Title I - Site	223,212	
Title II - Site	5,832	
Safe Schools	3,000	

Expenditures by Funding Source

Funding Source	Amount
Safe Schools	3,000
LCFF - Base	107,456,323
LCAP - District	12,566,794
LCAP - Site	61,017
Title I - District	158,664
Title I - Site	223,212
Title II - District	162,632
Title II - Site	5,832
Title III	83,889

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

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
- 4 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Mike Allen	Principal
Sonya Steadman	Other School Staff
Ashley Trezza	Other School Staff
Laura Manning	Classroom Teacher
Shelby Hill	Classroom Teacher
Julie Matthews	Classroom Teacher
Kyle Williams	Parent or Community Member
Teresa James	Parent or Community Member
Megan Wailing	Parent or Community Member
James Coulter	Parent or Community Member
Mariela Ramos	Other School Staff
Maurice James	Parent or Community Member
Amy Wallace	Classroom Teacher
Jason White	Parent or Community Member
Karen Danesi	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



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 4/21/22.

Attested:



Principal, Mike Allen on 5/6/22



SSC Chairperson, Teresa James on 5/6/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program