School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chapman Elementary School	04-61424-6002968	May 24, 2024	

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

Chapman Elementary School's mission is to create a safe, inclusive, and inspiring learning environment where diversity is celebrated and every student is valued and empowered to thrive academically, socially, and emotionally. Chapman students will emerge as empathetic leaders and critical thinkers, who are prepared to make a positive impact in their community and beyond. Our school community will foster these attributes by utilizing a wide variety of resources, instructional practices and strategies.

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 25 teachers on staff, a full-time Counselor, and a full-time Principal. Included in the teacher count are four special education teachers serving students with disabilities, two part-time Title I Intervention teachers and one full time Reading teacher. There are two Music teachers and two Fine Arts teachers that insure all classes are served on a rotational basis (grades TK- 5). In addition, Chapman students receive special instruction from a Physical Education/Health Specialist who services each classroom. Including instructional paraprofessionals, secretaries, custodians, cafeteria workers, school aides, and teachers, the entire staff at Chapman School totals 65. 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 17% of the students are English Language Learners. Chapman utilizes the Wonders ELD curriculum, a bilingual liaison, and a part-time Title I teacher to support our multilingual students.

Chapman Elementary 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. Our 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 full-time health aide provide school nursing services. Either the nurse or the aide is on-site for coverage daily. One full-time speech and language therapist is on campus to provide speech and language services. In addition, a full-time Targeted Case Manager is employed to support students and families. The Targeted Case Manager is bilingual and speaks both English and Spanish.

We also have an after-school program funded by the ASES grant on the Chapman Elementary school campus. The grant allows our campus to provide a before-school program from 7:00-8:30 am. 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 100 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 four years. The PBIS program supports 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 three-time Platinum PBIS School.

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

Table of Contents

Plan Description

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

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Educational Partner Involvement

How, when, and with whom did Chapman Elementary 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 five times a year and is compromised 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. .

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chapman Students are not consistently meeting or exceeding standards in ELA and Math. In English Language Arts the majority of student subgroups decreased more than 20 points, with all students scoring at 79.1 points below standard. In Mathematics the majority of student subgroups decreased 10 or more points, with all students scoring at 78.5 points below standard. Improving academic achievement across all student groups in ELA and Math was a priority for the 23-24 school year. Strategies implemented to support these areas included: the creation of an Instructional Leadership Team (ILT), implementation of student data chats and an academic incentive program in grades 3-5, Math tutoring after school, PLC time and coaching focused on Science of Reading implementation. Additionally, 3rd-5th grade team data chats with the principal were implemented to review student outcomes on interim assessments and discuss strategies to support student achievement on state assessments.

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

With all student subgroups except for the White student subgroup in the lowest performance group in ELA, the implementation of Science of Reading instruction was the primary focus of teacher professional development and collaboration.

Other Needs

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

Local benchmark data shows that 19% of all students met or exceeded standards on the STAR Reading Benchmarks in grades 2-5, while 49.3% met or exceeded standards in Gr. K-2 on the Basic Phonics Skills Test (BPST). Science of Reading implementation and targeted reading intervention will continue to be a focus of Chapman staff for the 2024-25 school year. While the attendance rate for all students is at 92.7%, the Homeless subgroup had the lowest attendance rate at 89.7%. An increase in the Targeted Case Manager position from part-time to full-time has been instrumental in extending resources and support with families. Staff will continue to work with homeless students and families to provide additional resources and support to promote positive attendance.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	3.4%	2.10%	4.33%	10	6	13
African American	3.4%	2.80%	3.33%	10	8	10
Asian	8.6%	7.69%	7%	25	22	21
Filipino	%	%	0%			0
Hispanic/Latino	37.7%	41.26%	40.33%	110	118	121
Pacific Islander	0.3%	1.05%	1.33%	1	3	4
White	36.0%	31.82%	30.33%	105	91	91
Multiple/No Response	7.2%	10.14%	11%	21	29	33
			Total Enrollment	292	286	300

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	52	63	69
Grade 1	42	42	51
Grade 2	52	43	40
Grade3	50	52	45
Grade 4	40	44	49
Grade 5	56	42	46
Total Enrollment	292	286	300

Conclusions based on this data:

1. The overall enrollment has increased significantly during the 22/23 school year.

2. Enrollment was above 300 in the 23/24 school year. If this trend continues Chapman will be in a pattern of increased enrollment.

3. Chapman Elementary will continue to focus on community outreach, and ensuring that the community is proud of their neighborhood school. There is currently no housing growth in the area, which can affect Chapman's enrollment numbers.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	38	42	51	13.00%	14.7%	17.0%
Fluent English Proficient (FEP)	11	9	10	3.80%	3.1%	3.3%
Reclassified Fluent English Proficient (RFEP)	8	4	3	2.7%	1.4%	1.0%

Conclusions based on this data:

1. The percentage of students that are classified as Fluent English Proficient rose slightly from 21/22 to 22/23

2. Chapman had an increase in enrollment of English learners from 14.7% of the student population to 17.0% in the 22-23 school year.

3. There has been a decrease each year in the number of students who have reclassified since the 2020-21 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	50	48	0	50	48	0	50	48	0.0	100.0	100.0
Grade 4	36	43	49	0	42	49	0	42	49	0.0	97.7	100.0
Grade 5	54	43	48	0	41	47	0	41	47	0.0	95.3	97.9
All Grades	137	136	145	0	133	144	0	133	144	0.0	97.8	99.3

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.	2349.		10.00	10.42		18.00	8.33		32.00	22.92		40.00	58.33
Grade 4		2426.	2410.		16.67	8.16		11.90	14.29		21.43	22.45		50.00	55.10
Grade 5		2450.	2399.		9.76	6.38		17.07	8.51		19.51	17.02		53.66	68.09
All Grades	N/A	N/A	N/A		12.03	8.33		15.79	10.42		24.81	20.83		47.37	60.42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		10.00	6.25		52.00	58.33		38.00	35.42
Grade 4		16.67	8.16		59.52	55.10		23.81	36.73
Grade 5		14.63	10.64		51.22	36.17		34.15	53.19
All Grades		13.53	8.33		54.14	50.00		32.33	41.67

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		6.00	4.17		46.00	39.58		48.00	56.25
Grade 4		11.90	4.08		47.62	46.94		40.48	48.98
Grade 5		7.32	4.26		43.90	31.91		48.78	63.83
All Grades		8.27	4.17		45.86	39.58		45.86	56.25

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		6.00	2.08		78.00	70.83		16.00	27.08
Grade 4		9.52	2.04		64.29	71.43		26.19	26.53
Grade 5		4.88	4.26		80.49	51.06		14.63	44.68
All Grades		6.77	2.78		74.44	64.58		18.80	32.64

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.00	6.25		76.00	52.08		20.00	41.67
Grade 4		11.90	0.00		66.67	69.39		21.43	30.61
Grade 5		12.20	2.13		63.41	51.06		24.39	46.81
All Grades		9.02	2.78		69.17	57.64		21.80	39.58

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Conclusions based on this data:

1. Chapman Students are not consistently meeting or exceeding standards in ELA. The number of students who "met or exceeded" standards overall in 22-23 decreased by 9% from the 21/22 school year.

2. The number of students who "nearly met" standards overall in 22-23 decreased by 4% from the 21/22 school year. The number of students who did "not meet" standards in 22-23 increased by 13% from the 21/22 school year.

3. Due to the Pandemic there is no CAASPP results for the 20/21 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	50	48	0	50	48	0	50	48	0.0	100.0	100.0
Grade 4	36	43	49	0	43	48	0	43	48	0.0	100.0	98.0
Grade 5	54	43	48	0	42	48	0	42	48	0.0	97.7	100.0
All Grades	137	136	145	0	135	144	0	135	144	0.0	99.3	99.3

Table title: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2387.	2359.		10.00	2.08		16.00	12.50		30.00	22.92		44.00	62.50
Grade 4		2423.	2416.		9.30	6.25		16.28	18.75		30.23	22.92		44.19	52.08
Grade 5		2429.	2430.		7.14	4.17		4.76	10.42		21.43	20.83		66.67	64.58
All Grades	N/A	N/A	N/A		8.89	4.17		12.59	13.89		27.41	22.22		51.11	59.72

Table title: Overall Achievement for All Students

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.00	6.25		44.00	41.67		48.00	52.08
Grade 4		18.60	10.42		27.91	27.08		53.49	62.50
Grade 5		4.76	2.08		23.81	41.67		71.43	56.25
All Grades		10.37	6.25		32.59	36.81		57.04	56.94

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00	2.08		52.00	27.08		38.00	70.83
Grade 4		13.95	10.42		30.23	33.33		55.81	56.25
Grade 5		7.14	6.25		47.62	39.58		45.24	54.17
All Grades		10.37	6.25		43.70	33.33		45.93	60.42

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.00	2.08		60.00	58.33		32.00	39.58
Grade 4		11.63	8.33		55.81	52.08		32.56	39.58
Grade 5		4.76	4.17		52.38	43.75		42.86	52.08
All Grades		8.15	4.86		56.30	51.39		35.56	43.75

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Conclusions based on this data:

1. The number of students who "met or exceeded" standards overall in 22-23 decreased by 3.4% from the 21/22 school year.

2. The number of students who "nearly met" standards overall in 22-23 decreased by 5% from the 21/22 school year. The number of students who did "not meet" standards in 22-23 increased by 8% from the 21/22 school year.

3. Due to the Pandemic there is no CAASPP results for the 20/21 school year.

School and Student Performance Data

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

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

ELPAC Results

<table>
<tr><td colspan="13">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Overall</td><td colspan="3">Oral Language</td><td colspan="3">Written Language</td><td colspan="3">Number of Students Tested</td></tr>
<tr><td>20-21</td><td>21-22</td><td>22-23</td><td>20-21</td><td>21-22</td><td>22-23</td><td>20-21</td><td>21-22</td><td>22-23</td><td>20-21</td><td>21-22</td><td>22-23</td></tr>
<tr><td>K</td><td>*</td><td>1388.5</td><td>*</td><td>*</td><td>1392.1</td><td>*</td><td>*</td><td>1379.8</td><td>*</td><td>8</td><td>11</td><td>10</td></tr>
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<table>
<tr><td colspan="13">Overall Language
Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Level 4</td><td colspan="3">Level 3</td><td colspan="3">Level 2</td><td colspan="3">Level 1</td><td colspan="3">Total Number of Students</td></tr>
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<tr><td>K</td><td>*</td><td>0.00</td><td>*</td><td>*</td><td>36.36</td><td>*</td><td>*</td><td>45.45</td><td>*</td><td>*</td><td>18.18</td><td>*</td><td>*</td><td>11</td><td>*</td></tr>
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<tr><td>All Grades</td><td>7.89</td><td>9.76</td><td>13.73</td><td>44.74</td><td>39.02</td><td>29.41</td><td>42.11</td><td>29.27</td><td>33.33</td><td>5.26</td><td>21.95</td><td>23.53</td><td>38</td><td>41</td><td>51</td></tr>
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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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.05	12.20	25.49	60.53	51.22	27.45	13.16	14.63	23.53	5.26	21.95	23.53	38	41	51

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	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	2.44	1.96	31.58	21.95	21.57	52.63	51.22	43.14	15.79	24.39	33.33	38	41	51

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	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	29.27	31.37	81.58	48.78	54.90	7.89	21.95	13.73	38	41	51

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| Speaking Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.37	17.07	27.45	47.37	56.10	43.14	5.26	26.83	29.41	38	41	51

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| Reading Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.63	2.44	6.12	71.05	60.98	53.06	26.32	36.59	40.82	38	41	49

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Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.68	24.39	19.61	63.16	53.66	54.90	13.16	21.95	25.49	38	41	51

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Conclusions based on this data:

1. Overall, students scoring at a Level 4 increased by 4% in 22/23 as compared to the 21/22 school year.

2. Overall students scoring at a Level 3 on the ELPAC declined by 10% in 22/23 as compared to the 21/22 school year.

3. Students scored highest in the speaking domain and oral language components of the assessment.

School and Student Performance Data

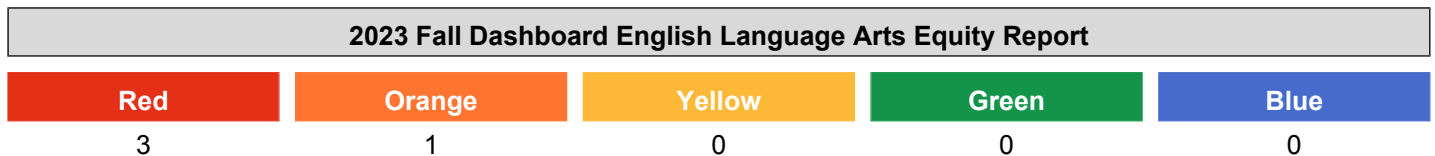## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
300	**89.7**	**17**	**0.3**
Total Number of Students enrolled in Chapman Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	51	17
Foster Youth	1	0.3
Homeless	35	11.7
Socioeconomically Disadvantaged	269	89.7
Students with Disabilities	61	20.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	3.3
American Indian	13	4.3
Asian	21	7
Hispanic	121	40.3
Two or More Races	33	11
Pacific Islander	4	1.3
White	91	30.3

Conclusions based on this data:

1. Chapman Elementary has a diverse student population with many subgroups.

2. Two of the largest subgroups represented at Chapman Elementary are Socioeconomically Disadvantaged and Hispanic students. 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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chapman Elementary has a low suspension rate. The rate of suspension has decreased post pandemic.

2. Academic achievement in ELA and Math are areas for growth for Chapman Elementary.

3. Chronic Absenteeism continues to be an area of growth for Chapman Elementary.

School and Student Performance Data

Academic Performance
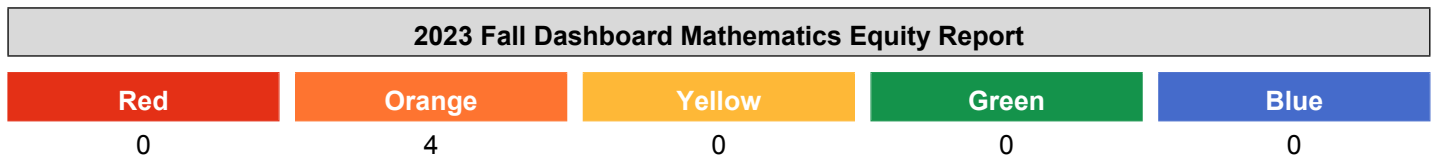**English Language Arts**

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Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red 79.1 points below standard Decreased Significantly -32.6 points 135 Students	118.9 points below standard Decreased Significantly -42.4 points 24 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
118.5 points below standard Decreased Significantly -18.9 points 18 Students	Red 88.1 points below standard Decreased Significantly -31.1 points 117 Students	Red 123.3 points below standard Decreased Significantly -30.7 points 42 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 5 Students	85.1 points below standard Decreased Significantly - 33.4 points 11 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 95.5 points below standard Decreased Significantly - 44.5 points 61 Students	57.4 points below standard Decreased -7.7 points 16 Students	Less than 11 Students 1 Student	Orange 61.9 points below standard Decreased Significantly - 21.6 points 35 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
123.6 points below standard Decreased Significantly -29.1 points 21 Students	Less than 11 Students 3 Students	71 points below standard Decreased Significantly -29.4 points 104 Students

Conclusions based on this data:

1. The majority of student subgroups decreased more than 20 points, with all students scoring at 79.1 points below standard.

2. Socioeconomically Disadvantaged students make up the majority of students tested (117 out of 135) and scored at 88.1 points below standard.

3. Students with disabilities is a growing population at Chapman and they are performing at the lowest level at 123.3 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	100.7 points below standard	Less than 11 Students
78.5 points below standard	Decreased -10.4 points	
Decreased -12.4 points		1 Student
134 Students	24 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
118.4 points below standard	Orange	Orange
Decreased Significantly -16 points	84.1 points below standard	119.8 points below standard
	Decreased -10.1 points	Increased +11.6 points
17 Students	116 Students	42 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	71.5 points below standard	No Performance Color
4 Students	5 Students	Decreased Significantly -21.5 points	0 Students
		11 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	52.6 points below standard	Less than 11 Students	Orange
91.9 points below standard	Increased +10.5 points	1 Student	67 points below standard
Decreased -6.3 points	16 Students		Decreased -12.8 points
61 Students			34 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**
107.7 points below standard	Less than 11 Students	76.2 points below standard
Decreased -4.7 points	3 Students	Decreased -12.7 points
21 Students		104 Students

Conclusions based on this data:

1. The majority of student subgroups decreased 10 or more points, with all students scoring at 78.5 points below standard.

2. Socioeconomically Disadvantaged students make up the majority of students tested (116 out of 134) and scored at 84.1 points below standard.

3. Students with disabilities is a growing population at Chapman and they are performing at the lowest level at 119.8 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
51.3 points above standard making progress towards English language proficiency
Number of EL Students: 39 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	14	0	20

Conclusions based on this data:

1. English Learners make up 17% of the student population. The majority of the English Learners at Chapman maintained or progressed at least one ELPI Level..

2. Overall, English Learners scored 51.3 points above standard on the ELPAC.

School and Student Performance Data

Academic Engagement
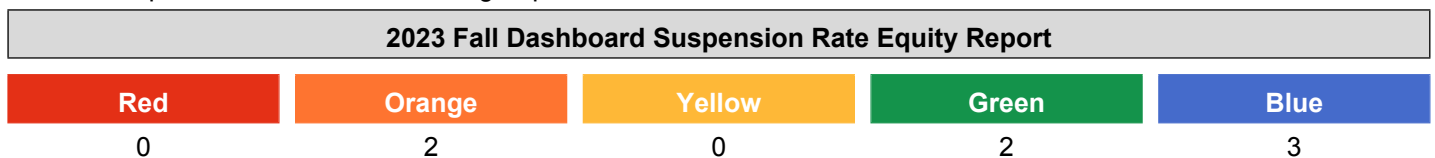### Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
23.1% Chronically Absent	18.5% Chronically Absent	4 Students
Declined Significantly -4.7	Increased 9.2	
329 Students	54 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Orange
37% Chronically Absent	24.6% Chronically Absent	22.7% Chronically Absent
Declined -3	Declined Significantly -3.3	Declined -7.6
46 Students	293 Students	75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
18.2% Chronically Absent	30.8% Chronically Absent	9.5% Chronically Absent	No Performance Color
0	0	Increased 5.2	0 Students
11 Students	13 Students	21 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	Less than 11 Students	Orange
21% Chronically Absent	19.1% Chronically Absent	4 Students	31.6% Chronically Absent
Declined -4	Declined -22.7		Declined -2.7
138 Students	47 Students		95 Students

Conclusions based on this data:

1. Chapman is at 23.1 percent of all students being Chronically absent. This is a 4.7% decrease from the 21/22 school year.

2. All but two subgroups declined, with the largest student subgroup Socioeconomically Disadvantaged declining by 3.3%.

3. English Learner and Asian subgroups are the student groups whose percentage of chronic absenteeism increased.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	2	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	Less than 11 Students
0.9% suspended at least one day	0% suspended at least one day	4 Students
Declined -0.3	Maintained 0	
333 Students	55 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Blue
2.2% suspended at least one day	1% suspended at least one day	0% suspended at least one day
Declined -1.2	Declined -0.3	Declined -2.6
46 Students	297 Students	76 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day	No Performance Color
11 Students	13 Students	Maintained 0	0 Students
		21 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	Less than 11 Students	Blue
1.4% suspended at least one day	2.1% suspended at least one day	4 Students	0% suspended at least one day
Increased 1.4	Increased 2.1		Declined -3.7
139 Students	48 Students		97 Students

Conclusions based on this data:

1. Suspension Rates have decreased since the 21/22 school year.

2. Suspension rates for our Hispanic students and students of Two or More Races have increased slightly over the past year.

3. Overall, Chapman has a low suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Chapman Students are not consistently meeting or exceeding standards in ELA. The number of students who "met or exceeded" standards overall in 22-23 decreased by 9% from the 21/22 school year. The majority of student subgroups decreased more than 20 points, with all students scoring at 79.1 points below standard. There were similar results in Mathematics, where the number of students who "met or exceeded" standards overall in 22-23 decreased by 3.4% from the 21/22 school year. The majority of student subgroups decreased 10 or more points, with all students scoring at 78.5 points below standard. Improving academic achievement across all student groups was a priority for the 23-24 school year. Strategies implemented to support these areas included: the creation of an Instructional Leadership Team (ILT), implementation of student data chats and an academic incentive program in grades 3-5, PLC time focused on Science of Reading implementation and coaching, along with 3rd-5th grade team data chats with the principal to review student outcomes on FIAB assessments and strategies to support student achievement on state testing.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%
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	2022-2023 All Students -79.1 (135) English Learner -118.9 (24) Homeless -118.5 (18) Socioeconomically Disadvantaged -88.1 (117) Students with Disabilities -123.3 (42) Asian -85.1 (11) Hispanic -95.5 (61) White -61.9 (35) Two or More Races -57.4 (16)	Increase by 2%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2022-2023 All Students -78.5 (134) English Learner -100.7 (24) Homeless -118.4 (17) Socioeconomically Disadvantaged -84.1 (116) Students with Disabilities -119.8 (42) Asian -71.5 (11) Hispanic -91.9 (61) White -67 (34) Two or More Races -52.6 (16)	Increase by 2%
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	2022-2023 All Students 12.5% (6 / 48) Socioeconomically Disadvantaged 2.5% (1 / 40) Students with Disabilities 0.0% (0 / 12) Hispanic 8.3% (2 / 24) White 26.7% (4 / 15)	N/A
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2023-2024 All Students 19.0% (31 / 163) English Learner 0.0% (0 / 24) Homeless 11.1% (4 / 36) Socioeconomically Disadvantaged 16.2% (24 / 148) Students with Disabilities 12.5% (5 / 40) Hispanic 17.2% (11 / 64) White 31.9% (15 / 47) Two or More Races 15.8% (3 / 19)	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	ELPI 2022-2023 English Learner 51.3% (20 / 39)	Increase all student groups making progress toward English Proficiency measured by ELPAC by 3%
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	2023-2024 All Students 49.3% (75 / 152) English Learner 47.8% (11 / 23) Homeless 40.7% (11 / 27) Socioeconomically Disadvantaged 48.6% (69 / 142)	Increase Pupil Outcomes Gr. K-2 by 3%

	Students with Disabilities 34.4% (11 / 32) Asian 54.5% (6 / 11) Hispanic 49.3% (35 / 71) White 50.0% (20 / 40) Two or More Races 46.2% (6 / 13)		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	All	128,262 LCFF - Base 1000-1999: Certificated Personnel Salaries W. Stewart Sal & Bene
1.2	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.	All	770,990 LCFF - Base 4000-4999: Books And Supplies Resource 0063 Only
1.3	Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	All	961,687 LCFF - District Supplemental 4000-4999: Books And Supplies LCAP - Chromebooks & Educational Software
1.4	Facilities Maintenance - Regularly inspect and maintain facilities	All	3,514,222 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries RRMA Staffing Only
1.5	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.	All	0
1.6			
1.7	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.	All Students	1,510,255 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries LCAP Funds: IA-Com/Bilingual & All Day K
1.8	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.	All Students	1,569,470 Grant Funding 1000-1999: Certificated Personnel Salaries

				Includes Chico Area Recreation District Contract (Res 4124/6010 only)
1.9	Secondary Counselors	All Students		2,169,653 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.10	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.	All Students		510,372 One Time District Funding 1000-1999: Certificated Personnel Salaries Local Funds: 48,548 and Federal One Time Funds: 461,824
1.11	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)	All Students		520,787 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries LCAP Funds Only - DLC
1.12	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.	All Students		2,026,977 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.13	Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	All Students		1,288,926 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries
1.14	Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.	All Students		164,347 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.15	Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.	All Students		1,286,019 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries LCFF Funds: Viking & Panther Academies, Oak Bridge LCFF only
1.16	Academic Interventions - Title I Teachers - Two Part-time Title I teachers to provided small group instruction, in Reading for Tier II and Tier III students performing below grade level.	All Students		163,000 Title I - Site 1000-1999: Certificated Personnel Salaries One .35 and one .8 Title I Intervention Teachers 1,100

			Title I - Site 5000-5999: Services And Other Operating Expenditures Title I teacher supplies
1.17	Academic Interventions - Instructional Aides TK - 2 classrooms to support struggling young readers during reading groups.	All Students	48500 Title I - Site 2000-2999: Classified Personnel Salaries Instructional Aides K -2 classrooms to minimize independent learning during small reading groups.
1.18	After school tutoring - Chapman will provide after school tutoring for students identified as at least one grade level behind in Mathematics.	All Students	10000.00 Grant Funding 1000-1999: Certificated Personnel Salaries After school tutoring taught by teachers, to help students learn basic math skills. 2,500 Site LCAP 4000-4999: Books And Supplies Supplemental Math and Reading programs for tutoring and classroom use.
1.19	Chapman will continue to upgrade their library collection with high interest and culturally diverse library books.	All Students	2,500.00 Site LCAP 4000-4999: Books And Supplies Chapman will continue to purchase high interest and culturally diverse library books.
1.20	Field Trip Costs - Chapman will provide field trip opportunities for all students.	All Students	16,000 Title I - Site 5000-5999: Services And Other Operating Expenditures Chapman will cover the cost of students that cannot afford to pay for field trips.
1.21	Elementary Reading Specialists	All Students	1,439,367 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.22	Teacher professional development and collaboration	All Students	3,588 Title II - Site 1000-1999: Certificated Personnel Salaries Funding will be provided for staff to provide/attend professional development and additional collaboration focused on Reading or Math instruction 3,000 Title I - Site 1000-1999: Certificated Personnel Salaries

				Subs will be provided for lesson observation, collaboration, and data chat meetings with teachers

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 23-24 school year, the Chapman learning community utilized site Title 1 funding, as well as LCAP funding to increase academic intervention (RTI) in classrooms. Two part-time Title I teachers and our Reading Specialist have been integral to organizing and monitoring a high-level reading intervention program for our students. Student intervention groups for Tier II and Tier III are identified using data and interventions are targeted to meet specific learning goals. The funding of instructional paraprofessionals and school aides, also allowed for extended classroom support. We shifted staff meeting time to allow more time for grade level PLC teams to meet. PLC time was focused on the the implementation of data chats in grades 3-5 and Science of Reading in grades K-5. LCAP funding allowed for the purchase of high-interest and culturally diverse books to be purchased for the school library. Title I funding allocated for field trips allowed students at many grade levels to have a wide range of educational experiences off campus, including the attendance of our 5th grade students at a three-day environmental camp. Although we did not meet our goals for student achievement in ELA or Math on CAASPP, Chapman PLCs will continue to expand and focus on data driven decisions to guide instructional practices, identify student needs and implement targeted interventions as we move into the next school year.

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

Only nominal differences in expenditures between Proposed and Actual.

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.

There will be a .1 increase allocated to Title I teacher salaries to provide additional academic intervention support (1.16).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning, Supports, and Interventions
Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Chapman is at 23.1 percent of all students being Chronically absent. This is a 4.7% decrease from the 21/22 school year. The English Learner and Asian subgroups are the student groups whose percentage of chronic absenteeism increased. Suspension Rates have decreased since the 21/22 school year, though suspension rates for our Hispanic students and students of Two or More Races did increase slightly in the 22-23 school year. Chapman staff continued implementation of PBIS and Equity Alliance activities to promote student and family engagement in our school community. Additionally, support staff such as the Targeted Case Manager, School counselor, counseling assistant, registered nurse, and school health aide were utilized to provide supports to students and families that promote overall student health and well being, along with school to home connectedness.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3: Parental Involvement	2023-2024 All Students 22.5% (80 / 356) English Learner 26.4% (14 / 53) Homeless 87.7% (64 / 73) Socioeconomically Disadvantaged 24.2% (79 / 327) Students with Disabilities 25.9% (22 / 85) American Indian or Alaska Native 38.5% (5 / 13) Asian 0.0% (0 / 21) Hispanic 24.3% (37 / 152) White 23.0% (23 / 100) African American 37.5% (6 / 16) Two or More Races 15.8% (6 / 38)	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	2023-2024 All Students 69.7% (248 / 356) English Learner 58.5% (31 / 53) Homeless 71.2% (52 / 73) Socioeconomically Disadvantaged 70.3% (230 / 327) Students with Disabilities 60.0% (51 / 85) American Indian or Alaska Native 76.9% (10 / 13) Asian 66.7% (14 / 21) Hispanic 68.4% (104 / 152) White 69.0% (69 / 100) African American 62.5% (10 / 16) Two or More Races 73.7% (28 / 38)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.
Priority 3: Parental Involvement	2023-2024. All Students 96.7% (323 / 334) English Learner 96.1% (49 / 51) Homeless 90.6% (48 / 53) Socioeconomically Disadvantaged 96.7% (297 / 307) Students with Disabilities 94.4% (67 / 71) American Indian or Alaska Native 100.0% (12 / 12) Asian 95.2% (20 / 21) Hispanic 96.5% (136 / 141) White 95.7% (89 / 93) African American 100.0% (12 / 12) Two or More Races 97.4% (37 / 38)	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 form 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	2023-2024 All Students 92.7% English Learner 94.4%) Foster 96.4% Homeless 89.7% Socioeconomically Disadvantaged 92.5% American Indian or Alaska Native 94.7% Asian 96.3% Hispanic 92.7% Native Hawaiian or Other Pacific Islander 97.7% White 92.1% African American 90.2%	All student groups will have an attendance rate of 95.5%.

	Two or More Races 91.6%	
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2022-2023 All Students 23.1% (76 / 329) English Learner 18.5% (10 / 54) Homeless 37.0% (17 / 46) Socioeconomically Disadvantaged 24.6% (72 / 293) Students with Disabilities 22.7% (17 / 75) American Indian or Alaska Native 30.8% (4 / 13) Asian 9.5% (2 / 21) Hispanic 21.0% (29 / 138) White 31.6% (30 / 95) African American 18.2% (2 / 11) Two or More Races 19.1% (9 / 47)	All students will decline by a minimum of 1.5 percentage points in grades K-8.
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2023-2024 All Students 96.7% (117 / 121) English Learner 88.2% (15 / 17) Foster 100.0% (4 / 4) Homeless 95.8% (23 / 24) Socioeconomically Disadvantaged 97.3% (109 / 112) Students with Disabilities 88.0% (22 / 25) American Indian or Alaska Native 100.0% (6 / 6) Asian 87.5% (7 / 8) Hispanic 95.7% (44 / 46) Native Hawaiian or Other Pacific Islander 100.0% (1 / 1) White 100.0% (31 / 31) African American 88.9% (8 / 9) Two or More Races 100.0% (14 / 14)	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.	All Students	0
2.2	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.	All	2,362,377 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries

2.3	Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.	All Students	596,630 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries
2.4	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.	All Students	0
2.5	The Equity Alliance team will continue to develop classroom lessons and parent engagement opportunities to support the Chapman community values of diversity, identity, justice, and action on our campus	All students	6000 Title I - Site 5800: Professional/Consulting Services And Operating Expenditures Staff will continue to receive training and attend professional development for developing lessons and facilitating parent engagement meetings.
2.6	Chapman will provide monthly meetings with parents and school staff for input and feedback from parents.	All Students	1,000 Site LCAP 0000: Unrestricted Monthly Meeting with the Principal (Cat Chats), Equity Alliance and ELAC
2.7	Chapman will provide adequate supervision on campus and during schoolwide events.	All Students	55,200 Site LCAP 2000-2999: Classified Personnel Salaries 4 aides to supervise students during recess and events.
2.8	Chapman will establish a wellness center on campus.	All students	2,994 Site LCAP 4000-4999: Books And Supplies Materials and Supplies will be purchased to set up a wellness center on campus.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Chapman educators are fully committed to providing social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others. Within the school community staff participate in a variety of teams such as the PBIS team, Wellness team, and Equity Alliance with this goal in mind. The PBIS team meets monthly to review program implementation, incident data, and refine current practices. Four teachers and the Principal attended the PBIS conference. All staff have been trained on PBIS and we worked with our lunch supervisors and support staff to review recess expected/unexpected behaviors and refine our systems for reinforcement and positive recognition. Chapman's school counselor contributes to supporting a positive and safe culture and climate in several capacities. She

supports students with student based counseling, is a member of the PBIS team, and leads weekly Wellness team meetings to insure students receive the appropriate Tier II and Tier supports. The school counselor and counseling assistant provide SEL lessons weekly in every classroom and offer a multitude of student activities such as POP, PALS, Lunch Bunch, and small groups. The school counselor also provides family assistance in supporting students on 504 plan. The Equity Alliance team meets monthly to develop classroom lessons and parent engagement opportunities to support the Chapman community values of diversity, equity, justice, and action on our campus. Lessons were created for implementation in classrooms for the months of February, March, April, and May. Additionally, two parent equity nights were held to engage parents in one of the equity lessons and to assist in the development of a multicultural night to be held in the 2024-25 school year.

The increase in employment from a part-time to full-time Targeted Case Manager (TCM) allowed for extended outreach to Chapman families and further support for students. The Chapman TCM assists with home visits, coordinates family supports, provides translation at parent events, and serves as a liaison at community meetings. Chapman has worked in collaboration with the PTA to increase PTA participation and coordinate outreach and opportunities for families to engage. Additional parent outreach included monthly Cat Chats with the principal, Parent Equity Nights, a weekly dialer and email, and updates to the school's website. Chapman parents were able to participate in the district Parent All Star program, thus Chapman Parent University classes were not restarted. Chapman had four families participate.

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

Only nominal differences in expenditures between Proposed and Actual.

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.

Title I funding has been allocated for training and professional development for the Equity Alliance team (2.5). Aide support was increased using site LCAP allocations (2.7). Additionally, site LCAP funds will be utilized to establish a wellness center on campus (2.8).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Behavioral Instruction and Supports**
> Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

> Suspension Rates have decreased since the 21/22 school year, though suspension rates for our Hispanic students and students of Two or More Races did increase slightly in the 22-23 school year. Chapman staff continued implementation of PBIS. The PBIS team met monthly and staff attended the PBIS conference to improve and expand PBIS strategies on campus. Additional support staff was also hired to provide adequate supervision on campus. All support staff participated in PBIS trainings with the principal and school counselor that focused on behavior strategies for supporting students at recess and other unstructured times on campus. Additionally, the Equity Alliance team met monthly and developed activities to promote student and family engagement in our school community.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6: School Climate - Suspension Rate	2022-2023 All Students 0.9% (3 / 333) Homeless 2.2% (1 / 46) Socioeconomically Disadvantaged 1.0% (3 / 297) Students with Disabilities 0.0% (0 / 76) American Indian or Alaska Native 0.0% (0 / 13) Asian 0.0% (0 / 21) Hispanic 1.4% (2 / 139) White 0.0% (0 / 97) African American 0.0% (0 / 11) Two or More Races 2.1% (1 / 48)	All student groups will decline by a minimum of .9 percentage points.
Priority 6: School Climate - Expulsion Rate	2022-2023 All Students 0.0% (0 / 333) English Learner 0.0% (0 / 55) Homeless 0.0% (0 / 46) Socioeconomically Disadvantaged 0.0% (0 / 297)	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.

	Students with Disabilities 0.0% (0 / 76) American Indian or Alaska Native 0.0% (0 / 13) Asian 0.0% (0 / 21) Hispanic 0.0% (0 / 139) White 0.0% (0 / 97) African American 0.0% (0 / 11) Two or More Races 0.0% (0 / 36)	
Priority 6: Local Indicator/Local tool for school climate: School Safety	2023-2024 All Students 94.9% (112 / 118) English Learner 87.5% (14 / 16) Homeless 90.9% (20 / 22) Socioeconomically Disadvantaged 95.4% (104 / 109) Students with Disabilities 87.5% (21 / 24) Hispanic 93.5% (43 / 46) White 96.6% (28 / 29) African American 88.9% (8 / 9) Two or More Races 100.0% (14 / 14)	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.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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	All Students	1,013,891 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
3.2	Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	All Students	911,931 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries
3.3	Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.	All Students	1,523,385 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries
3.4	Chapman will provide adequate supervision during recess and during community events.	All students	3,000 Safe Schools 2000-2999: Classified Personnel Salaries Chapman will provide adequate supervision during recesses and school events.

3.5	Chapman will continue to develop PBIS and incentives for student behavior and achievements.	All Students	5,000 Title I - Site 4000-4999: Books And Supplies PBIS Program - Incentives, Class Bucks
3.6	Chapman staff will continue to receive training in PBIS and behavior support strategies.	All Students	6,000 Title I - Site 1000-1999: Certificated Personnel Salaries Staff to attend the PBIS conference 3,000 Title I - Site 2000-2999: Classified Personnel Salaries PBIS training will be provided for classified staff.
3.7	Elementary and Secondary Project Specialists	All	148,881 LCFF - Site Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

PBIS is the foundation of the Chapman philosophy. We use PBIS to support students in all aspects of the school day. Expectations are posted, taught and rewarded throughout the student day. Students are given super bucks and can use them to purchase items or experiences from the superstore. The school expectations are taught two times a year during an all school PBIS station event. The PBIS team meets monthly to review program implementation, incident data, and refine current practices. Four teachers and the Principal attended the PBIS conference. All staff have been trained on PBIS and training was provided for Instructional paraprofessionals and support staff to review recess expected/unexpected behaviors and refine our systems for reinforcement and positive recognition. Additionally, we have implemented a weekly morning message with a PBIS Focus for our students to showcase expected behaviors. Our Wellness Team meets weekly and monitors students and strategies to support students who are in need of additional support. These students continue to access the Tier I supports, and our team works to create Tier II goals and supports to help them further. Our team also looks at attendance and discipline data to plan interventions for struggling students. The effectiveness in these strategies is proven in Chapman's low suspension rate and low chronic absenteeism rate.

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

Only nominal differences in expenditures between Proposed and Actual.

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.

No changes planned for Goal 2 for the 2024-25 school year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$251,600
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$24,750,811.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
Grant Funding	$1,579,470.00
LCFF - Base	$899,252.00
LCFF - District Supplemental	$21,290,454.00
LCFF - Site Supplemental	$148,881.00
One Time District Funding	$510,372.00
Safe Schools	$3,000.00
Site LCAP	$64,194.00
Title I - Site	$251,600.00
Title II - Site	$3,588.00

Subtotal of state or local funds included for this school: $24,750,811.00

Total of federal, state, and/or local funds for this school: $24,750,811.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site LCAP	53,864	-10,330.00
Title I - Site	237,114	-14,486.00
Title II - Site	12,838	9,250.00
Safe Schools	4,315	1,315.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Grant Funding	1,579,470.00
LCFF - Base	899,252.00
LCFF - District Supplemental	21,290,454.00
LCFF - Site Supplemental	148,881.00
One Time District Funding	510,372.00
Safe Schools	3,000.00
Site LCAP	64,194.00
Title I - Site	251,600.00
Title II - Site	3,588.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	13,525,991.00
2000-2999: Classified Personnel Salaries	9,455,049.00
4000-4999: Books And Supplies	1,745,671.00
5000-5999: Services And Other Operating Expenditures	17,100.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Grant Funding	1,579,470.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	128,262.00
4000-4999: Books And Supplies	LCFF - Base	770,990.00
1000-1999: Certificated Personnel Salaries	LCFF - District Supplemental	10,983,418.00
2000-2999: Classified Personnel Salaries	LCFF - District Supplemental	9,345,349.00
4000-4999: Books And Supplies	LCFF - District Supplemental	961,687.00
1000-1999: Certificated Personnel Salaries	LCFF - Site Supplemental	148,881.00
1000-1999: Certificated Personnel Salaries	One Time District Funding	510,372.00
2000-2999: Classified Personnel Salaries	Safe Schools	3,000.00
0000: Unrestricted	Site LCAP	1,000.00
2000-2999: Classified Personnel Salaries	Site LCAP	55,200.00
4000-4999: Books And Supplies	Site LCAP	7,994.00
1000-1999: Certificated Personnel Salaries	Title I - Site	172,000.00
2000-2999: Classified Personnel Salaries	Title I - Site	51,500.00
4000-4999: Books And Supplies	Title I - Site	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I - Site	17,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I - Site	6,000.00
1000-1999: Certificated Personnel Salaries	Title II - Site	3,588.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,111,522.00
Goal 2	3,024,201.00
Goal 3	3,615,088.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cristi Tellechea	Principal
Megan Walling	Classroom Teacher
Ellen Bateman	Classroom Teacher
Janelle Nichols	Classroom Teacher
Mariela Ramos	Other School Staff
Bianca Alvarado	Parent or Community Member
Teresa James	Parent or Community Member
Anne Jones	Parent or Community Member
Tonika King	Parent or Community Member
Karina Ramos-Santiago	Parent or Community Member

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
[signature: Mariela Ramo]	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 April 25, 2024.

Attested:

[signature: Cristi Tellechea]	Principal, Cristi Tellechea on May 3, 2024
[signature: Meg Walling]	SSC Chairperson, Megan Walling on May 3, 2024

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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