

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	César Chávez Elementary School
<b>Address</b>	1221 Anderson Rd. Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726786056295
<b>Principal</b>	Veronica L Dunn
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	October 17, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	

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

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# School Vision and Mission

## Mission:

The DJUSD Spanish Language Immersion Program prepares students to meet the challenges of an interdependent world community by providing a bilingual and multicultural learning environment that enables participants to communicate in another language, master all curricular subjects, and develop intercultural understanding and respect.

## Vision

The Spanish Language Immersion Program nurtures a vibrant K-12 learning community in which students from diverse backgrounds speak, read and write in Spanish and participate in multicultural studies and experiences as part of their education. Well-trained, experienced bilingual staff facilitates academic achievement and language acquisition and fosters creative expression through visual and performing arts. The Spanish Language Immersion program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents, and the wider community. Committed to continual improvement, the program serves as a model for other language immersion and World Language programs. It produces students with exceptional language skills and an expanded worldview, both of which serve them well by giving them greater opportunities in higher education, in the work world and in their everyday lives.

César Chávez Elementary is the designated K-6 Spanish Immersion program in the DJUSD. Marguerite Montgomery is the designated K-6 Two Way Bilingual Immersion program. Students graduating from either elementary school can enroll in the Spanish Immersion Junior High Program located at Emerson Junior High.

# School Profile

The DJUSD multi-site Spanish Language Immersion program nurtures a vibrant K-12 learning community in which students from diverse backgrounds speak, read and write in Spanish and participate in multicultural studies and experiences as part of their education. The program's goals for students are:

1. Bilingualism and Biliteracy
2. Academic Excellence
3. Multicultural Understanding

## Program Design

The Spanish Language Immersion Program has been designed to maximize the benefits of second language learning for all student participants. An early start, combined with an uninterrupted and extended period of study, leads to high levels of language proficiency. Research shows there are many cognitive, academic, economic, and social benefits of learning a second language. Additionally, there is evidence that immersion education helps close the achievement gap. Recent DJUSD data support other research that shows English learners have a higher rate of success in immersion education than in the English mainstream classroom. The elementary program is open to students of different backgrounds and abilities from throughout the district. In the early grades, lessons are delivered primarily in Spanish, with additional English Language Development (ELD) instruction for English learners. Instruction in English gradually increases as students progress through the grades. The K-9 Spanish Language Immersion Program has proven successful. District data show that, overall, program participants perform as well, or better, than students receiving instruction only in English elsewhere in the district. This occurs despite the fact that most of the tests administered to measure achievement are given solely in English. Guided by the new master plan, the Spanish Language Immersion Program shall be aligned to state and national standards, including the World Language Standards established by the American Council on the Teaching of Foreign Languages (ACTFL). Alignment to ACTFL learning expectations allows the program to be articulated into a world language proficiency pathway for Spanish. Students are placed in language courses based upon their demonstrated level of proficiency as they transition from elementary school to middle and high school. Since it is beneficial for everyone to have more native Spanish speakers in the classroom, the program shall strengthen its outreach and communication to Spanish-speaking families in the district and continue to provide high quality ELD services to students who need them.

## Program Goals

All students achieve:

1. Bilingualism and Biliteracy: Students develop a high level of oral and written proficiency in both Spanish and English.
2. Academic Excellence: Students achieve academic excellence in all subject areas, meeting or exceeding district and California state standards.
3. Multicultural Understanding: Students develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.

#### Program History

The Davis Joint Unified School District's Spanish Language Immersion Program is an elective program open to all students throughout the district. The program began in the 1982-83 school year with one K-1 combination class of 30 students, and has grown and flourished ever since. In 2009 the program served over 800 students, spread over two campuses (one elementary school and one junior high school). This program prepares immersion graduates to pursue higher level classes in Spanish or other languages at the senior high school level. Following French immersion models in Canada, the DJUSD Spanish Language Immersion Program was launched with the goal of creating bilingual students. Initially the program served primarily English speakers. In subsequent years the program has attracted more native Spanish speakers and English learners. While the DJUSD program promotes bilingualism for all students, its design is not as dual or two-way immersion program, in which half the students are English learners who will transition to English language instruction. The Davis program combines features of a maintenance bilingual program for English learners and foreign language immersion for English speakers. The DJUSD will continue to make modifications in its unique Spanish language immersion program model to meet changing conditions and needs. The 2010 Master Plan guides the development of the district's existing language immersion program and lays the groundwork for other language programs that can promote and support multilingualism.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Cesar Chavez Elementary (CCE) School Stakeholder Involvement:

1. CCE School Site Council
2. Leadership Team - K-6, Specialists, Classified staff
3. CCE English Language Advisory Committee (ELAC)
4. CCE Climate Committee - Youth Truth Family Survey
5. PBIS Team
6. CCE Students - Youth Truth Survey, California Healthy Kids Survey (5th grade), PBIS Student Surveys
7. CCE Parents - 2019 March Parent Engagement Survey Monkey and SIPAT outreach

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.3%	0.32%	4	2	2
African American	1.0%	1.1%	1.44%	6	7	9
Asian	5.6%	5.3%	5.59%	35	33	35
Filipino	1.8%	1.4%	1.12%	11	9	7
Hispanic/Latino	28.0%	29.8%	30.51%	174	187	191
Pacific Islander	0.2%	0.2%	0.16%	1	1	1
White	55.0%	53.5%	51.60%	342	336	323
Multiple/No Response	1.1%	1.1%	0.96%	7	7	6
<b>Total Enrollment</b>				622	628	626

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	99	95	97
Grade 1	94	99	94
Grade 2	87	96	94
Grade 3	91	82	94
Grade 4	93	88	76
Grade 5	79	93	83
Grade 6	79	75	88
<b>Total Enrollment</b>	622	628	626

### Conclusions based on this data:

1. We have a 3% drop of enrollment 2015-2019.
2. Between grade-levels and student groups have remained relatively consistent across the years.
3. Grade 2 and 3 had the highest reduction of students between the three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	57	64	66	9.2%	10.2%	10.5%
Fluent English Proficient (FEP)	17	18	23	2.7%	2.9%	3.7%
Reclassified Fluent English Proficient (RFEP)	2	2	17	3.6%	3.5%	25.7%

### Conclusions based on this data:

1. A slight increase of English Learners from 2016-2018.
2. A very large increase of 2-17 EL students who were reclassified between 2016-2018.
3. DJUSD criteria for reclassification was used 2017-18, state exam was used for 2015-17; data is not comparable.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	80	96	92	79	96	92	79	96	97.9	98.8	100
Grade 4	92	86	76	90	85	76	89	85	75	97.8	98.8	100
Grade 5	79	92	81	79	89	78	79	89	78	100	96.7	96.3
Grade 6	79	73	86	79	73	86	78	73	86	100	100	100
All Grades	344	331	339	340	326	336	338	326	335	98.8	98.5	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2442.	2431.	2458.	37	25.32	45.83	22	25.32	21.88	21	25.32	14.58	21	24.05	17.71
Grade 4	2480.	2492.	2472.	29	34.12	30.67	33	23.53	24.00	17	24.71	16.00	21	17.65	29.33
Grade 5	2552.	2530.	2555.	41	30.34	41.03	38	39.33	35.90	13	15.73	12.82	9	14.61	10.26
Grade 6	2580.	2570.	2551.	35	30.14	20.93	42	47.95	44.19	18	16.44	20.93	5	5.48	13.95
All Grades	N/A	N/A	N/A	35	30.06	34.93	33	33.74	31.34	17	20.55	16.12	14	15.64	17.61

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	40	27.85	46.88	35	44.30	35.42	25	27.85	17.71	
Grade 4	36	37.65	41.89	44	51.76	37.84	20	10.59	20.27	
Grade 5	42	30.34	57.69	44	58.43	32.05	14	11.24	10.26	
Grade 6	33	32.88	36.05	51	60.27	47.67	15	6.85	16.28	
All Grades	38	32.21	45.51	43	53.68	38.32	19	14.11	16.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	25.64	32.29	51	44.87	43.75	27	29.49	23.96
Grade 4	22	22.35	18.92	52	52.94	51.35	26	24.71	29.73
Grade 5	46	32.58	39.74	42	48.31	42.31	13	19.10	17.95
Grade 6	47	31.51	25.58	46	60.27	58.14	6	8.22	16.28
All Grades	33	28.00	29.34	48	51.38	48.80	19	20.62	21.86



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	29.11	30.21	52	55.70	63.54	10	15.19	6.25
Grade 4	31	30.59	22.97	56	52.94	63.51	12	16.47	13.51
Grade 5	35	30.34	37.18	59	59.55	53.85	5	10.11	8.97
Grade 6	32	30.14	26.74	63	61.64	66.28	5	8.22	6.98
All Grades	34	30.06	29.34	57	57.36	61.98	8	12.58	8.68

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	24.05	36.46	53	53.16	44.79	18	22.78	18.75
Grade 4	21	31.76	27.03	67	54.12	52.70	11	14.12	20.27
Grade 5	47	31.46	37.18	49	50.56	51.28	4	17.98	11.54
Grade 6	38	38.36	32.56	60	54.79	53.49	1	6.85	13.95
All Grades	33	31.29	33.53	58	53.07	50.30	9	15.64	16.17

**Conclusions based on this data:**

1. SBAC overall ELA data does not show clear trends or aberrations. However, overall approximately 30% of CCE students have Not Met Standard or Nearly Met.
2. CCE School Site Council was unable to draw clear conclusions from the strands because At or Near Standard are combined.
3. Area of focus for improvement is Writing; CCE students highest % of students below standard in the all grades category relative to all the other subtests (Reading, Listening, Research/Inquiry)

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	80	96	92	79	96	92	79	96	97.9	98.8	100
Grade 4	92	86	76	90	85	76	90	85	76	97.8	98.8	100
Grade 5	79	92	81	79	89	78	79	89	78	100	96.7	96.3
Grade 6	79	73	86	78	73	86	78	73	86	98.7	100	100
All Grades	344	331	339	339	326	336	339	326	336	98.5	98.5	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2452.	2447.	2478.	25	26.58	39.58	36	31.65	29.17	22	22.78	17.71	17	18.99	13.54
Grade 4	2489.	2493.	2489.	17	25.88	30.26	39	30.59	21.05	38	28.24	31.58	7	15.29	17.11
Grade 5	2536.	2534.	2548.	29	24.72	39.74	27	38.20	21.79	30	26.97	25.64	14	10.11	12.82
Grade 6	2583.	2581.	2580.	37	34.25	44.19	29	32.88	20.93	29	27.40	27.91	4	5.48	6.98
All Grades	N/A	N/A	N/A	27	27.61	38.69	33	33.44	23.51	30	26.38	25.30	11	12.58	12.50

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	36	40.51	51.04	36	31.65	28.13	28	27.85	20.83	
Grade 4	26	34.12	32.89	50	38.82	36.84	24	27.06	30.26	
Grade 5	46	33.71	44.87	27	46.07	34.62	28	20.22	20.51	
Grade 6	36	41.10	46.51	54	47.95	37.21	10	10.96	16.28	
All Grades	35	37.12	44.35	42	41.10	33.93	23	21.78	21.73	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	41.77	45.83	43	39.24	40.63	18	18.99	13.54
Grade 4	26	31.76	35.53	57	52.94	40.79	18	15.29	23.68
Grade 5	27	25.84	38.46	52	58.43	46.15	22	15.73	15.38
Grade 6	36	39.73	39.53	53	50.68	48.84	12	9.59	11.63
All Grades	32	34.36	40.18	51	50.61	44.05	17	15.03	15.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>Grade 3</b>	34	32.91	48.96	53	45.57	39.58	13	21.52	11.46
<b>Grade 4</b>	27	32.94	39.47	60	41.18	32.89	13	25.88	27.63
<b>Grade 5</b>	24	25.84	33.33	57	61.80	46.15	19	12.36	20.51
<b>Grade 6</b>	44	31.51	48.84	47	54.79	34.88	9	13.70	16.28
<b>All Grades</b>	32	30.67	43.15	55	50.92	38.39	14	18.40	18.45

**Conclusions based on this data:**

1. 30% of CCE students performing in Standard Nearly Met and Standard Not Met.
2. CCE Students overall performance in sub-area Concepts & Procedures Applying mathematical concepts and procedures.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				44

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1			*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3			*	*					*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	12	27.27	23	52.27	*	*	*	*	44

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*					*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*							*
Grade 6	*	*	*	*	*	*			*
All Grades	24	54.55	13	29.55	*	*	*	*	44

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 1	*	*			*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3					*	*			*
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	18	40.91	*	*	44

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	23	52.27	18	40.91	*	*	44

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
All Grades	28	63.64	14	31.82	*	*	44

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*			*	*	*
All Grades	*	*	21	47.73	14	31.82	44

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1			*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	12	27.27	27	61.36	*	*	44

**Conclusions based on this data:**

1. Based on the limited data given, CCE may consider a system to gather and analyze data for EL Students.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>626</b>	<b>11.8%</b>	<b>10.5%</b>	<b>0.5%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	10.5%
Foster Youth	3	0.5%
Homeless	1	0.2%
Socioeconomically Disadvantaged	74	11.8%
Students with Disabilities	36	5.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.4%
American Indian	2	0.3%
Asian	35	5.6%
Filipino	7	1.1%
Hispanic	191	30.5%
Two or More Races	52	8.3%
Pacific Islander	1	0.2%
White	323	51.6%






### Conclusions based on this data:

1. Over 80% of the school enrollment is Hispanic or White
2. Our unduplicated student enrollment is below the district average

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Green</p>	<p><b>Chronic Absenteeism</b></p>  <p>Yellow</p>	<p><b>Suspension Rate</b></p>  <p>Blue</p>
<p><b>Mathematics</b></p>  <p>Green</p>		
<p><b>English Learner Progress</b></p>  <p>No Performance Color</p>		

#### Conclusions based on this data:

1. CCE focus area is Chronic Absenteeism.



# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 24.2 points above standard Maintained 2.3 points 329 students	<p><b>English Learners</b></p>  Yellow 60.7 points below standard Increased 30.9 points 36 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 50.1 points below standard Increased 37.5 points 45 students	<p><b>Students with Disabilities</b></p>  No Performance Color 43 points below standard Maintained 0.6 points 25 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 53.2 points above standard Declined -5.8 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.3 points below standard Increased 5 points 109 students	 No Performance Color 38.1 points above standard Declined -9.3 points 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 50.4 points above standard Increased 8.7 points 164 students

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

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
79 points below standard Increased 20.7 points 25 students	19.6 points below standard 11 students	33.7 points above standard Maintained -1.7 points 285 students

**Conclusions based on this data:**

- White Students perform above standard, however our English Language Learners and Socioeconomically Disadvantaged students (mean used to measure the performance)

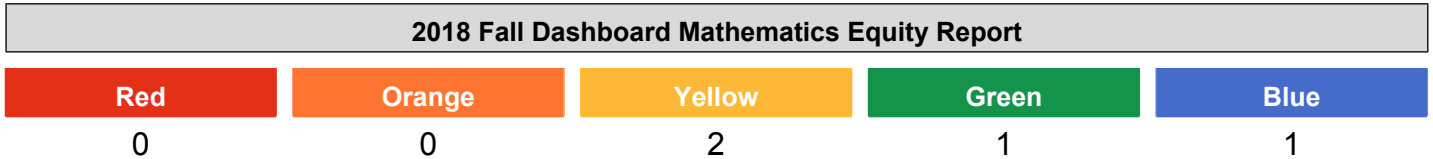
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>25 points above standard</p> <p>Increased 11.3 points</p> <p>329 students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>66.8 points below standard</p> <p>Increased 12.6 points</p> <p>36 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>56.7 points below standard</p> <p>Increased</p> <p>16 points</p> <p>45 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>33.1 points below standard</p> <p>Declined -4.4 points</p> <p>25 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">72.2 points above standard</span> Increased 49.6 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e1eef6; padding: 2px;">24.8 points below standard</span> Increased 5.8 points 109 students	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">67.8 points above standard</span> Increased 25.4 points 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue <span style="background-color: #e1eef6; padding: 2px;">45.3 points above standard</span> Increased 15 points 164 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1eef6; padding: 2px;">83.1 points below standard</span> Maintained 2.3 points 25 students	<span style="background-color: #e1eef6; padding: 2px;">30.4 points below standard</span> 11 students	<span style="background-color: #e1eef6; padding: 2px;">36 points above standard</span> Increased 11.2 points 285 students

**Conclusions based on this data:**

1. White students perform above standard, however our English Language Learners and Socioeconomically Disadvantaged students (mean used to measure the performance)

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
44	27.3%	52.3%	13.6%	6.8%

### Conclusions based on this data:

1. 17 students at CCE were reclassified the 2017-18 school year (we don't know what has happened to 5 teachers, eg. no longer enrolled at CCE).
2. Many of our CCE students are at Level 3 or 4.

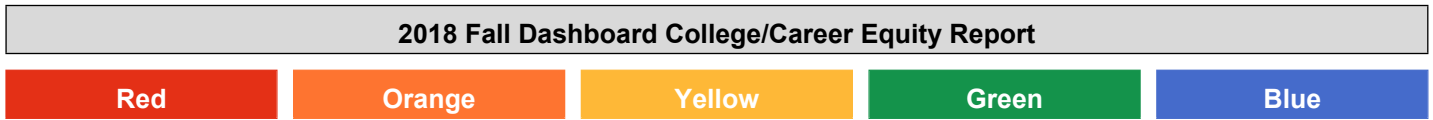
# School and Student Performance Data

## Academic Performance College/Career

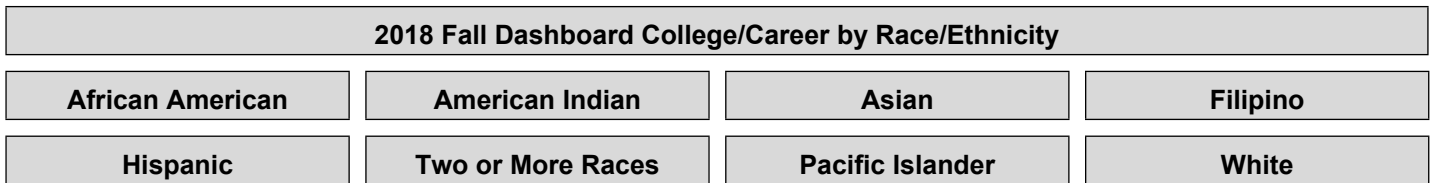
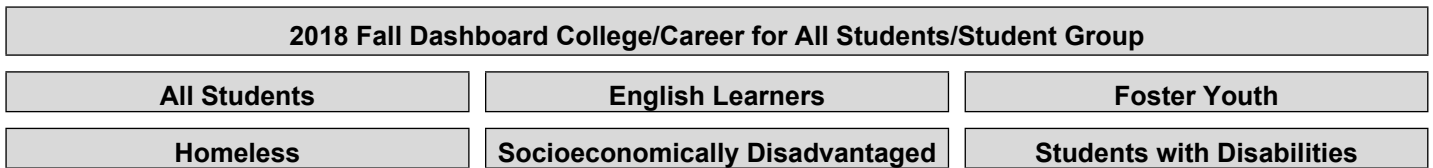
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Not applicable for elementary

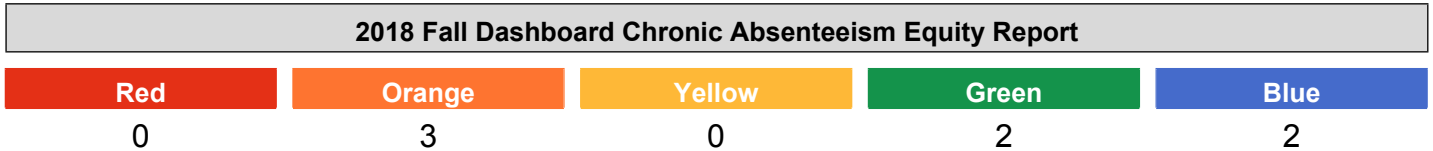
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 3.3% chronically absent Increased 1.1% 634 students	<p><b>English Learners</b></p>  Orange 6.2% chronically absent Increased 3.1% 65 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 11.3% chronically absent Increased 1.1% 80 students	<p><b>Students with Disabilities</b></p>  Green 7% chronically absent Declined 0.5% 43 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 0% chronically absent Maintained 0% 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.1% chronically absent Increased 2.4% 197 students	 Blue 0% chronically absent Declined 3.8% 55 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 1.5% chronically absent Increased 0.7% 325 students

**Conclusions based on this data:**

1. The number of students who are chronically absent appears low
2. CCE school wide education campaign around absenteeism for staff and parents, e.g. Short Term Independent Study would help address Chronic Absenteeism
3. This data captures students who are chronically absent, not absenteeism that costs the school money.



# School and Student Performance Data

## Academic Engagement Graduation Rate

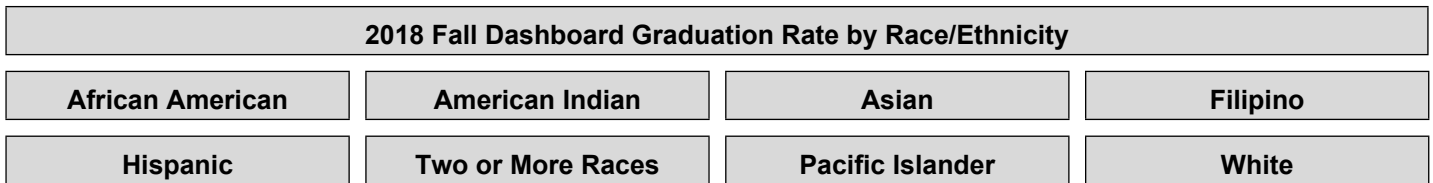
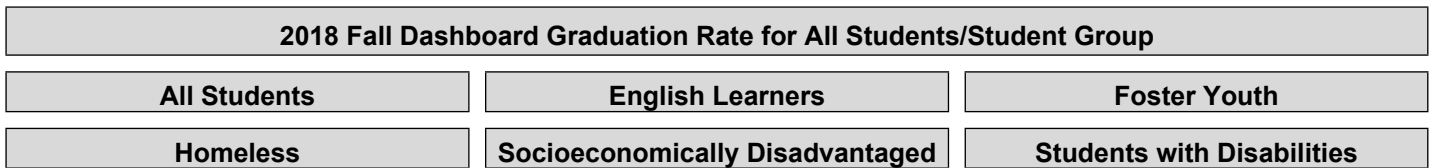
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

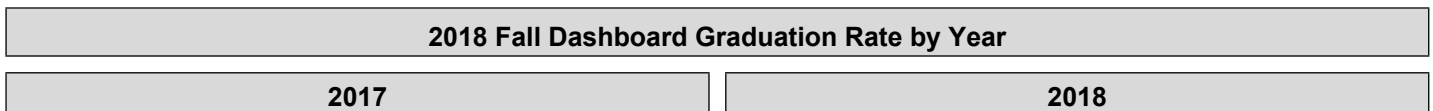
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. Not applicable to elementary

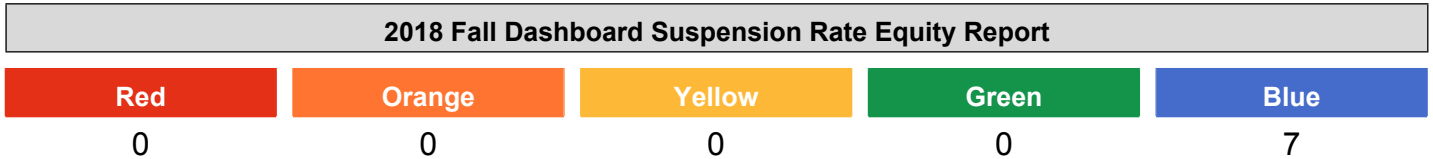
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0% suspended at least once Declined -0.3% 638 students	<p><b>English Learners</b></p>  Blue 0% suspended at least once Maintained 0% 65 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 3 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 0% suspended at least once Maintained 0% 80 students	<p><b>Students with Disabilities</b></p>  Blue 0% suspended at least once Maintained 0% 43 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Maintained 0% 37 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 197 students	 Blue 0% suspended at least once Maintained 0% 55 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Declined -0.6% 329 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
0% suspended at least once	0.3% suspended at least once	0% suspended at least once

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

21st Century Teaching and Learning

### Goal Statement

Students enrolled at CCE will have an opportunity to engage in a collaborative or Project-Based Learning unit.

### LCAP Goal

Conditions of Learning: All students will experience 21st Century teaching and learning by a rigorous curriculum, conducive learning environments and collaborative staff in a bilingual program.

### Basis for this Goal

Student collaboration, project-based learning, and technology supports our DJUSD LCAP, Graduate Profile and Spanish Immersion Program goals for bilingualism, biliteracy and biculturalism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Survey - Student Responses	25% responses rating of 2 = Sometimes	To receive higher student responses at or above the 25% quartile
Grade-Level Planning for Collaboration or Project-Based Learning units; one per year	Grade-Level Units	Projects or presentations
Grade-level PBL presentation or project connected to curriculum or content with rubric or panels	Classroom Museums or Demonstrations	Grade-level student projects and learning is visible
District Professional Development	Project-Based Learning Resources or professional development	Staff Meeting PBL guest speaker or opportunity to participate in a DJUSD supported 21st Century workshop

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Monthly grade-level collaboration
2. 21st Century teaching and learning professional development for various times in the school year
3. Plan a school-wide Cesar Chavez Day of classroom museum or student demonstration

#### Students to be Served by this Strategy/Activity

All students

## Timeline

8/28/2019 - 6/11/2020

## Person(s) Responsible

- \* Principal
- \* Classroom teacher
- \* Support personnel

## Proposed Expenditures for this Strategy/Activity

<b>Description</b>	PBL teacher collaboration, grade-level materials and resources (no estimated cost)
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## Strategy/Activity 2

1. To provide access to technology to all CCE students in the computer lab and with Chromebooks.
2. To maintain the computer lab in working conditions for students and teachers.
3. To maintain technology classroom, technology equipment (computers and Chromebooks) in working conditions to facilitate 21st Century teaching and learning.
4. To maintain CCE Website to support digital access and communication for our school and programs.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/28/2019 - 6/11/2020

## Person(s) Responsible

Instructional Technology Specialist

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	29,000
<b>Source</b>	District Funded
<b>Description</b>	Instructional Technology Specialist Salary, .5 FTE
<b>Amount</b>	1,500
<b>Source</b>	LCFF - Base
<b>Description</b>	Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website

## Strategy/Activity 3

Explore STEAM and or Visual and Performing Arts (VAPA) educational approach to support the Graduate Profile initiative (e.g. dance education, makerspaces, robotics access and funding)

## Students to be Served by this Strategy/Activity

All

**Timeline**

8/28/2019 - 6/11/2020

**Person(s) Responsible**

Principal  
Classroom teachers  
Librarian

**Proposed Expenditures for this Strategy/Activity**

**Description**

Equipment, facilities, stipend for personnel to coordinate STEAM or VAPA programs

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Closing the Achievement Gap

### Goal Statement

Students performing below state standards on California Assessment of Student Performance and Progress (CAASPP) assessments will show growth for the 2019-20 school year.

1. English Language Development (ELD) Goal - 30% of English Language (EL) students will show growth of one proficiency level; from Level 3 to Level 4 (specific % pending the 2018-19 English Language Proficiency for California assessment (ELPAC data results).
2. Math - Half of the students who did not meet standards in 2018-19 will meet or exceed standards (specific % pending the 2018-19 CAASPP data results).
3. Reading - Half of the students who did not meet standards in 2018-19 will meet or exceed standards (specific % pending the 2018-19 CAASPP data results).
4. Writing - Half of the students who did not meet standards in 2018-19 will meet or exceed standards (specific % pending the 2018-19 CAASPP data results).
5. Implementation of Multi-Tiered Systems of Support (MTSS) systems will support academic core instruction, universal design for learning (UDL) including behavior systems and interventions to amplify student engagement and achievement.

### LCAP Goal

All students will benefit from universal design for learning and 21st Century instruction under an MTSS framework by utilizing MTSS systems of supports, and engaging curriculum and resources guided by staff collaborating on closing the achievement gap. MTSS includes universal screenings with a continuous data-based progress monitoring and decision-making framework that supports all students, and improves academic and behavior outcomes for students who may be performing below benchmarks.

### Basis for this Goal

Based on 2017-18 CAASPP ELA and Math overall achievement results for all 3rd-6th grade students, approximately 35% are not meeting state standards.

1. The ELPAC is the basis of the EL goal.
2. The CAASPP is the basis of the Math goal.
3. The CAASPP is the basis of the Reading goal.
4. The CAASPP is the basis of the Writing goal.
5. To support Core Instruction, Universal Design for Learning with Multi-Tiered Academic and Behavior Systems and Supports.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC 2018-19 data results	Student initial score	Improvement from one level to the next level
CAASPP 2018-19 data results	Student initial ELA/Math scores 2018-19	Student met or exceeded ELA/Math standards for 2019-2020

### Planned Strategies/Activities

## Strategy/Activity 1

1. The English Language Services Cesar Chavez Elementary provides
  - a. Group students according to English proficiency levels for instruction within the grade level.
  - b. Implement new English Language Development (ELD) Benchmark English Language Arts curriculum. Focus on developing reading skills in K-2nd and writing and reading skills in 3-6.
  - c. A minimum of 2.5 hours/week ELD support for English Language (EL) students provided by EL specialist, paraeducators and classroom teachers.
2. Math Curriculum Envision will be amplified by instructional school systems, core instruction/best practices, instructional coaching, curriculum supplementation, and additional academic student support.
  - a. Strategic Scheduling
  - b. Math Paraeducator 1st-5th grades
  - c. Instructional Coaching for all teachers; Universal Design for Learning (UDL)
  - d. Supplemental Math Resources (e.g. Marcy Cook, Open Up, Khan Academy, ALEKS)
3. Benchmark/Adelante Curriculum will be amplified by instructional school systems, core instruction/best practices, instructional coaching, curriculum supplementation, and additional academic student support.
  - a. Strategic Scheduling
  - b. Paraeducators for Balanced Literacy Groups 1st-3rd grades
  - c. Instructional Coaching for all teachers
  - d. Guided Language Acquisition Strategies (GLAD) implementation
  - e. Teacher professional learning communities (PLC) focus on Writing
4. Writing will be the Instructional Focus for 2019-20 across curriculum
  - a. Strategic Scheduling
  - b. ELD, Math and Reading Paraeducators 1st-5th
  - c. Instructional Coaching
  - d. Guided Language Acquisition Strategies (GLAD) implementation
  - e. Teacher professional learning communities (PLC) focus on Writing
  - f. Focus on performance tasks - Interim Assessment Writing Prompts with rubrics
5. MTSS Team to support students, teachers and families
  - a. Establish a site MTSS team
  - b. MTSS systems - Student Success Team (SST) meetings and Academic Conferences
  - c. Monthly MTSS and SST meetings
  - d. Participation in district supported activities through the one-year Yolo County Office of Education Low-Performing Block Grant and Placer Office of Education MTSS trainers.
6. Peer support; multi age learning opportunities

### Students to be Served by this Strategy/Activity

All students with an emphasis of designated EL students

### Timeline

8/28/2019 - 6/11/2020

### Person(s) Responsible

Principal, EL specialist, EL paraeducators, classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	42,000
<b>Source</b>	District Funded
<b>Description</b>	English Language Development Specialist, .40 FTE



## Strategy/Activity 2

1. ELD pull out and/or push-in program to support English Learner (EL) students in K- 6.
2. Program design will be defined according to students needs, after initial assessments are completed.
3. EL paraeducator will work with EL specialist to support EL students.
4. The English Language Arts Benchmark curriculum and ELD program will support EL students. Paraeducator will serve EL students in small groups in 3rd-6th grades.

### Students to be Served by this Strategy/Activity

All students with an emphasis of designated EL students

### Timeline

8/28/2019 - 6/11/2020

### Person(s) Responsible

Principal  
EL Specialist  
EL Paraeducator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	EL Paraeducator support for K-6 EL students, 4.33 hrs/wk

## Strategy/Activity 3

1. Monitor EL student identification and completion of required assessment and data entry for the state.
2. Support assessment process of EL students at the beginning and end of the year.
3. Maintain EL student files as required by the State to track student progress.

### Students to be Served by this Strategy/Activity

Designated EL students

### Timeline

8/28/2019 - 6/11/2020

### Person(s) Responsible

EL paraeducator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,650
<b>Source</b>	LCFF - Supplemental

**Description**

EL support for assessments 3.5 hours per week

**Strategy/Activity 4**

Math Program:

Tier I: Core instruction, UDL, Instructional Coach, Differentiation Coach utilized with a continuous data-base progress monitoring and decision-making framework that supports all students to improve academic and behavior outcomes for students who may be performing below benchmarks.

Tier II: Small Group differentiated instruction in the classroom with Paraeducator support

Tier III: Additional support to target student academic needs

**Students to be Served by this Strategy/Activity**

All students, and students identified by universal screenings

**Timeline**

8/28/2019 - 6/11/2020

**Person(s) Responsible**

Principal  
Classroom Teachers  
Instructional/Differentiation Coach  
RSP Teacher  
MTSS Team  
Math Paraeducator

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	District Funded
<b>Description</b>	Instructional Coach, support teachers with curriculum design and instructional practices to support UDL/core instruction, Math Centers to support Differentiation.
<b>Amount</b>	5,106
<b>Source</b>	District Funded
<b>Description</b>	Math Paraeducator, .35 FTE

**Strategy/Activity 5**

Spanish Language Arts (SLA) and English Language Arts (ELA) Program

Tier I: SLA/ELA will be supported by rigorous curriculum Benchmark/Adelante, UDL/core instruction, SLA Paraeducator reading program, guided language acquisition development (GLAD) strategies, and support from Instructional/Differentiation Coaches utilized with a continuous data-base progress monitoring and decision-making framework that supports all students to improve academic and behavior outcomes for students who may be performing below benchmarks. Academic conferences, Student Success Teams (SST)s and teacher professional learning communities (PLC)s is to monitor and support student progress and growth.

Tier II: Reading Specialist and MTSS supports

Tier III: Additional support to target student academic needs

## Students to be Served by this Strategy/Activity

All students, and students identified by universal screenings

## Timeline

8/28/2019 - 6/11/2020

## Person(s) Responsible

Principal  
Classroom Teachers  
Instructional/Differentiation Coach  
Reading Specialist  
RSP Teacher  
MTSS Team  
Spanish Language Arts Paraeducators

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	17,800
<b>Source</b>	Local Categorical
<b>Description</b>	SLA Paraeducator I-Bilingual, .25 FTE, (10 hrs/wk)
<b>Amount</b>	8,000
<b>Source</b>	District Funded
<b>Description</b>	SLA Paraeducator I-Bilingual, .25 FTE, (10 hrs/wk)
<b>Amount</b>	7,946
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	SLA Paraeducator I-Bilingual, .25 FTE (10 hrs/wk)
<b>Amount</b>	7,900
<b>Source</b>	LCFF - Base
<b>Description</b>	SLA Paraeducator I-Bilingual, .25 FTE (10 hrs/wk)
<b>Description</b>	Guided Language Acquisition Development Training, Resources, and Collaboration time for Classroom Teachers (estimated cost \$5,000)

## Strategy/Activity 6

Academic Writing or Writer's Workshop will be a Professional Learning Community focus for K-6 teachers for the 2019-20 school year.

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/28/2019 - 6/11/2020

## Person(s) Responsible

Principal  
 Classroom Teachers  
 Instructional/Differentiation Coach  
 Reading Specialist  
 RSP Teacher  
 MTSS Team  
 Spanish Language Arts Paraeducators

### Proposed Expenditures for this Strategy/Activity

**Description**

Professional Learning Communities (PLC) collaboration time for teachers, planning, lesson/rubric design, develop a comprehensive universal design for writing genre, student writing samples and Interim Assessment hand-scoring calibration (estimated cost \$6,000)

### Strategy/Activity 7

An MTSS Team will be established to support an MTSS framework at our school site. The MTSS Team will work with district MTSS coordinator/district support staff and classroom teachers to collaborate and support a systematic approach for Tier I, Tier II and Tier III instruction and interventions. Academic Conferencing, Universal Screenings, Data-Systems, Professional Learning Communities (PLC)s, Response to Intervention (RTI), and Student Success Teams will support the MTSS framework.

### Students to be Served by this Strategy/Activity

All students, and students identified by universal screenings

### Timeline

8/28/2019 - 6/11/2020

### Person(s) Responsible

Principal  
 Classroom Teachers  
 Instructional/Differentiation Coach  
 Counselor  
 Response to Intervention Coordinator  
 EL Specialist  
 Reading Specialist  
 RSP Teacher  
 School Psychologist  
 Speech & Language, OT Specialists  
 MTSS Team  
 Spanish Language Arts Paraeducators  
 Special Education Paraeducators

### Proposed Expenditures for this Strategy/Activity

**Source**

District Funded

**Description**

MTSS Team release time to meet and plan, monthly meetings

**Amount**

5,000

**Source**

LCFF - Base

**Description**

Response To Intervention Coordinator (RTI), Variable Service Agreement. Support classroom teachers and coordinate/facilitate Student Success Team (SST) meetings

<b>Amount</b>	6,000
<b>Source</b>	District Funded
<b>Description</b>	Academic Conferences, MTSS meets with grade-level teams
<b>Description</b>	Teacher Release Time for Universal Screenings

**Strategy/Activity 8**

Explore academic and social skills tutoring programs or peer-mentorships (e.g. Book Buddies, Math Buddies or Conflict-Resolution Peer Mentorship program).

**Students to be Served by this Strategy/Activity**

All

**Timeline**

8/28/2019 - 6/11/2020

**Person(s) Responsible**

Principal  
Classroom Teachers  
Counselor

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe and Inclusive Environments

### Goal Statement

All students will feel safe and included on our campus.

### LCAP Goal

All students, classrooms and school communities will be teaching and learning in safe and inclusive environments. All students will have equal opportunity to learn in a culturally relevant and inclusive environment that is physically and emotionally safe (this includes student engagement, parent involvement and school climate).

### Basis for this Goal

Positive Behavior Interventions and Supports (PBIS) school wide framework and teaching and learning Social and Emotional Learning (SEL) development with Responsive Classroom amplifies student academic performance and engagement to achieve favorable academic, social, emotional outcomes. School attendance, Youth Truth Student and Family Surveys indicate levels of student and family engagement that support a positive and successful school climate.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS Suite	New system implementation in 2019-20	To provide data for staff decision-making
Youth Truth Student and Parent Surveys	Student Response Rate per year dependent on enrollment; Parent response rate 235 out of 618, 38%	Student responses and parent response rates show improvement
Counselor Report	Yearly Analysis of Tier I, Tier II, and Tier III supports	Students are responding to Tiered Interventions
Attention 2 Attendance	Reduce the Top 20 Absence Days and Chronic Absenteeism by half	Attendance increase on Mondays and Fridays; and support to increase attendance/reduce tardiness for individual students and families

### Planned Strategies/Activities

#### Strategy/Activity 1

Social Emotional Learning Professional Development for Teachers and Staff with Responsive Classroom, a 4-day workshop.

#### Students to be Served by this Strategy/Activity

All students

### Timeline

8/28/2019- 6/11/2020

### Person(s) Responsible

Principal  
Classroom Teachers  
Support Staff  
Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	21,000
<b>Source</b>	Parent-Teacher Association (PTA/O)
<b>Description</b>	Responsive Classroom 4-day training, SEL approach and design
<b>Description</b>	Curriculum and Release Time for training and design (estimated cost \$5,000)

### Strategy/Activity 2

1. PBIS Year 2 Training for PBIS Team to implement school wide expectations and core-values; CARES - Cooperation, Adaptation, Responsibility, Empathy and Safety. Focus will be on Tier I and Tier II Behavior Systems of Support and Intervention.
2. Consistent PBIS implementation to support staff training and parent education.

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/28/2019 - 6/11/2020

### Person(s) Responsible

Principal  
PBIS TOSA  
PBIS Team  
Classroom Teachers  
Support Staff  
Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8,281
<b>Source</b>	LCFF - Base
<b>Description</b>	Teacher On Special Assignment (TOSA) 0.1 FTE
<b>Description</b>	Teacher On Special Assignment (TOSA) (estimated cost \$22,000)
<b>Description</b>	School Wide PBIS Planning and Implementation (estimated cost \$5,000)
<b>Description</b>	PBIS Materials & Additional Training (estimated cost \$5,000)

### Strategy/Activity 3

Counseling support through the MTSS framework; Tier I, Tier II, Tier III, utilizing Kelso's Choices and Steps to Respect and Responsive Classroom SEL curriculum

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

8/28/2019 - 6/11/2020

#### Person(s) Responsible

Principal  
Counselor

#### Proposed Expenditures for this Strategy/Activity

Amount	58,000
Source	District Funded
Description	Counselor salary, 1.0 FTE

### Strategy/Activity 4

Explore alternative lunch recess activities for 1st-6th grade students.

#### Students to be Served by this Strategy/Activity

1st-6th grade students

#### Timeline

8/28/2019 - 6/11/2020

#### Person(s) Responsible

Principal  
Yard Supervisors  
Classroom Teachers  
Librarian  
Parent Volunteers

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

Work with Site Council, SIPAT and the Climate Committee to jointly survey parents at least once in 2019-20 on topics of importance to development of the School Plan, Comprehensive Safety Plan or other school priorities.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

8/28/2019 - 6/11/2020



**Person(s) Responsible**

Principal  
School Site Council Members  
SIPAT Members  
Climate Committee Members  
Classroom Teachers

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 8

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 1

Students enrolled at CCE will perform at the Level 3: Standard met and Level 4: Standard Exceeded in grade level standards in Mathematics as established by the State of California and measured by CAASPP.

1. By May, 2018: 10% of students in level 2 in grades 3-6 will improve performance from level 2 to level 3 as defined by CAASPP.
2. By May, 2018: Students at level 1 will perform at level 2 as defined by CAASPP.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-18 CAASPP Math data	10% of students will improve from level 2 to level 3	4.5% of students improved from level 2 to level 3/4

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Academic Conferences are scheduled two times per year to review student data. Grade level teachers, MTSS team, RSP teacher, Instructional Coach and Principal meet to analyze student data.</p> <p>Tier I Core Instruction and classroom interventions are discussed. Individual Student needs are identified in each classroom and level of intervention is determined in the initial Academic Conference.</p> <p>Tier I, in-class intervention is provided by teacher in small group K-1st, 2nd-5th grades have a Math Paraeducator II to help support a second small group.</p> <p>Formal and informal assessments are used to monitor student progress; Envision formative assessments, and Interim</p>	<p>Academic Conferences were intentionally focused this year on Core Instruction and Social-Emotional Skill - Tier I Instructional Methods including Differentiation.</p>	<p>Academic Conferences District Funded 3,000</p>	<p>Academic Conferences 3,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Assessment Blocks, MDTP in 6th grade.</p> <p>Academic Conference Team monitors student progress during the year, during PLC. Strategies to implement are developed and reviewed during PLC meetings. Focus is on student progress.</p>			
<p>Teachers work closely with an Instructional Coach for Math: Demonstration lessons, coaching etc. Ex: Number Talks, Envision math lessons, math games, participates in grade level collaboration meetings etc.</p> <p>Instructional Coaches coordinated Math Night at CCE.</p> <p>Teachers identified areas of curriculum improvement in Envision. Math coach works with them on how to provide instruction in those areas.</p> <p>District and SIPAT offers registration or compensation to teachers for math professional development.</p>	<p>Instructional Coach worked with 2nd, 3rd and 4th grade teachers to implement Math Rotations to support differentiation and additional practice with performance tasks.</p>	<p>Instructional Coach District Funded</p> <p>Professional Development for teachers District Funded</p> <p>Professional Development for teachers Parent-Teacher Association (PTA/O)</p>	<p>Instructional Coach District Funded</p> <p>Professional Development for teachers District Funded</p> <p>Professional Development for teachers</p>
<p>1. Math intervention program:</p> <p>Create a 3 Tier Intervention program:</p> <p>Tier 1: Whole Classroom lesson deliver.</p> <p>If the student has difficulty understanding the concept then...</p>		<p>Math aide: intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 10,000</p>	<p>Math aide: intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4748</p> <p>ALEKS 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 750</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Tier 2: Small group differentiated instruction in the classroom, delivered by the classroom teacher. If the student has difficulty understanding concept presented then ...</p> <p>Tier 3: Student could be referred to the small group instruction provided for a limited number of days for students who need extra support when the need arises. An assessment will be done before and after services are provided to monitor progress.</p>			<p>Math Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2727</p>
<p>Collaboration Time to: * monitor Math CCSS deliver in the grade level. * focus on student's needs, * lesson development, * new strategies to use in the implementation of Math curriculum to emphasize Math CCSS.</p> <p>**Provides 1.5 hours per session release time for grade level teachers to work in teams focusing of students data and best strategies to deliver Math CCSS using Envisions.</p>		<p>Substitutes for release time None Specified</p>	<p>Substitutes for release time None Specified</p>

## Analysis

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

Math Paraeducator provided classroom support which allowed classroom teacher to instruct students who were below grade-level in math.

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

Classroom teachers reported having 30min/wk instructional time to provide targeted instruction in mathematics.

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

Math Paraeducator was not hired until January so full budget expenditure was not expended on Paraeducator; software license was purchased to assist grade 4th-6th in targeted math instruction and remaining allocation supported four stipends for 5th-6th grade teachers to conduct a Math Homework Club.

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.

The metric will be adjusted to reflect the percentage of students who Exceed and Meet Standards.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 2

1. ELD: 30% of ELL students will show growth of one proficiency level in the overall score in the ELPAC  
15% of ELL students will be re-designated as FEP when they meet the district re-designation criteria.
2. Progress of students who are re-designated as FEP will be monitored at school during academic conferences.
3. All students K-6 will develop - grade level - English language skills to allow them to gain pre-reading skills in English.
3. English Reading: All 3-6 EL students will be reading at grade level in English when assess using district standard assessment tools.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	30% of EL students will advance one proficiency level in overall score in the ELPAC; 15% EL students will be re-designated as FEP	

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Identify EL students following state and district guidelines using but not limited to CELDT (2017) and ELPAC data.</p> <p>2. Group students according to English proficiency levels for instruction within the grade level.</p> <p>3. Implement new ELD Benchmark program. Focus on developing reading skills in K-2 and writing and reading skills in 3-6.</p> <p>4. Weekly ELD support for EL students approximately 1.5-2 hrs/wk, including newcomer support provided by para-educators, EL Specialist and Classroom Teachers</p>		English Language Development Specialist, .40 FTE District Funded 30,000	English Language Development Specialist, .40 FTE District Funded 42,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. ELD pull out and/or push- in program to support ELL students in K- 6.</p> <p>2. Program design will be defined according to students needs, after initial assessments are completed.</p> <p>3. ELL paraeducators (2) will work with specialist to support ELL students.</p> <p>4. Grade 3-6 teachers will fully implement the Benchmark ELD program in their classrooms. Paraeducatros will serve ELL students in small groups as they deliver the program.</p>		<p>EL para educator support for K-6 students 8 hours plus planning time LCFF - Supplemental 13,000</p>	<p>EL para educator support for K-6 students 8 hours plus planning time LCFF - Supplemental 5,531</p>
<p>1. Monitor ELL student identification and completion of required assessment and data entry for the state.</p> <p>2. Support assessment process of ELL students at the beginning and end of the year.</p> <p>3. Maintain ELL student files as required by the State to track student progress.</p>		<p>EL support for assessments 3.5 hours per week LCFF - Supplemental 4,650</p>	<p>EL support for assessments 3.5 hours per week LCFF - Supplemental 4,650</p>

## Analysis

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

EL Specialist and EL Paraeducator provided small group English instruction while progress was monitored. Eight students 1st-6th were redesignated as FEP.

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

The primary instructional focus was building English writing and readings skills; the online Read Naturally program was used to target instruction, including English Language Acquisition strategies in small groups by the 3rd-6th grade classroom teachers.

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

One of two EL Paraeducators resigned in the fall and worked additional hours to support EL students in our ELD program.

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.

EL Specialist will provide trimester progress reports to EL families and classroom teachers and provide strategies to improve growth in English Language Acquisition.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

1. To provide access to technology to all 3-6 grade students in the computer lab and with Chromebooks
2. To maintain the computer lab in working conditions for 3-6 grade students and teachers.
3. To maintain technology classroom, technology equipment (computers and chrome books) in working conditions to facilitate teaching.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chromebook Use and Maintenance; CCE Website	Students and teachers would have access to technology to enhance learning and access to curriculum.	Chromebook access proves to be limited since there is not a 1:1 Chromebook: Student ratio; New CCE Website ADA compliant was developed and activated via the DJUSD website.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Provides a 20-hour per week Instructional Computer Specialist who will:</p> <ul style="list-style-type: none"> <li>* Maintain school technology hardware</li> <li>* Provide guidance to staff and students on the use of technology and computer lab.</li> <li>* Complete other duties at they apply to maintaining and to improve the use of technology at Chávez.</li> </ul> <p>2. Train second grade teachers in the use of technology in the classroom. Provide student access to electronic books.</p>		Instructional Technology Specialist Salary, .5 FTE District Funded 25,500	Instructional Technology Specialist Salary, .5 FTE District Funded 29,000
Instructional Technology Support (ITS)		ITS Support - Website LCFF - Base 1500	ITS Support - Website LCFF - Base 1500

## Analysis

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

2nd-6th grade students have minimal access to Chromebooks due to number of students enrolled and Chromebook resources. New CCE Website ADA compliant was developed and activated via the DJUSD website.

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

ITS Specialist provides assessibility of Chromebooks utilizing a Chromebook calendar check out system for teachers to access to reserve weekly Technology use and instruction in the classroom. CCE Website provides families to access important schoolwide communications.

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

IT Specialist salary expenditure increases each school year.

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

No changes

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

A Positive Behavior Intervention Supports (PBIS) Team will be established to support school staff, students and families. Our school will implement a PBIS framework, incorporating Restorative Practices, Responsive Classrooms that establish behavior supports and equitable systems for all students in school to achieve social, emotional and academic success.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Place County Office of Education Rubric	PBIS team will develop a PBIS timeline, lesson plans and training to launch our framework in the 2019-2020 school year.	PBIS timeline, lesson plans and training will be complete by August 22, 2020.

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> <li>School counselor will work with the school staff on full implementation of PBIS program.</li> <li>Kelso Choices lessons will be presented by counselor to all K-3 classes.</li> <li>Counselor will help with full implementation of PBIS at CCE.</li> <li>Form student groups according to needs: Friendship groups, divorce, family crisis on individual and/or group settings.</li> <li>Counselor will help with supervision during lunch and recess, making sure to develop strong bonds with students at CCE.</li> </ol>		Counselor salary, 1.0 FTE District Funded 58,228	Counselor salary, 1.0 FTE 58,228
<ol style="list-style-type: none"> <li>PBIS training for all staff members, counselor, principal and parent volunteers involved in monitoring first grade recess.</li> <li>Consistent implementation of</li> </ol>		Teacher On Special Assignment (TOSA) 0.5 FTE Local Categorical 10,000 Materials & Training Local Categorical 2,500	Teacher On Special Assignment (TOSA) 0.5 FTE Local Categorical 10,000 Materials & Training Local Categorical 2,500



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
program at school and parent training.		Release Time for Team Planning Implementation Local Categorical 2,500	Release Time for Team Planning Implementation None Specified 0
Youth Truth Survey Results Amplify the student's voices by:  1.Analyzing data 2.Writing an article about findings 3.Disseminating information gathered to all parent groups. 4.Creating a Parent Information Night to communicate findings to parents		District Funded	
Parent Engagement Nights		Parent Engagement Nights Local Categorical 2,000	Parent Engagement Nights Local Categorical 0

## Analysis

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

PBIS TOSA and Team received training from the Placer County Office of Education (PCOE) on five different occasions. The PBIS TOSA facilitated monthly team meetings, provided trainings to staff during Staff Meetings and presented at a Parent Engagement Night, SIPAT, Climate Committee and School Site Council meetings.

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

PCOE provided our team specific PBIS metrics to rate our team effectiveness in order to create short-term and long-term goals and plans.

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

No funds were allocated for Parent Engagement Nights, however were allocated to the PBIS team (TOSA, Counselor, Classified (2) and Certificated (3) staff) for substitute teachers to attend workshops and travel, including the purchase of the web-based information system called SWIS Suite to collect, summarize, and use student behavior data for decision making. Research tells us educators can make more effective and efficient decisions when they have the right data in the right form at the right time. SWIS provides school personnel with the information they need to be successful decision makers.

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.

SWIS Suite will provide us more accurate measures for the 2019-2020 school year when PBIS is launched in August.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

Students enrolled at CCE will meet English Language Arts standards established for their grade level as measured by state, district and site standards/benchmarks.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmark Adelante Interim Assessments	Interim Assessments #1-#3 will be administered in each trimester in 2nd-6th grades in order to progress monitor students' biliteracy skills.	Interim Assessments #1-#3 were administered during each trimester in 2nd-6th grades and data is collected on a Google Sheet to progress monitor students' biliteracy skills

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> <li>1. Develop School Assessment Calendar for each area.</li> <li>2. Provide release time to teachers to complete individual assessments.</li> <li>3. Provide release time to teachers for Academic Conferences.</li> <li>4. Schedule academic Conferences with grade level teachers, support personnel and principal.</li> <li>5. Based on assessment results and classroom observations identify intervention students who need extra support.</li> <li>6. K-3 students will be offered additional support to develop reading skills with a pull out model with Reading Specialist in the reading room.</li> <li>7. 4-6 students will be served in the classroom by classroom teacher in the language they need support.</li> <li>8. Academic Conference Team will monitor student</li> </ol>		<p>Academic Conferences District Funded 3,000</p> <p>Release Time for Assessment Local Categorical 4,000</p>	<p>Academic Conferences District Funded 3,000</p> <p>Release Time for Assessment Parent-Teacher Association (PTA/O) 3,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
progress after each assessment cycle three additional as described above.			
<p>Push-in Reading program 1-3:</p> <ol style="list-style-type: none"> <li>1. Administer all scheduled assessments to students at the K-3 level, including but not limited to Benchmark Spanish Running Record.</li> <li>2. Groups are set up for intervention according to students needs based on the BA Spanish Running Record. Classroom teacher and reading aides serve students in the classroom.</li> <li>3. Academic Conference Team will make recommendations for level of support needed for each student.</li> <li>5. Reading specialist will provide extra support through pull out program for students needing that level of intervention.</li> </ol>		Reading Aides Salaries LCFF - Base 17,662	Reading Aides Salaries LCFF - Base 17,800
		Reading Aide Salaries Local Categorical 8,317	Reading Aide Salaries LCFF - Base 8,000
3rd Grade Reading Paraeducators, .1 FTE per 3rd grade class, 4 classes		Reading aide salaries District Funded 12,000	Reading aide salaries LCFF - Base 15,846

## Analysis

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

Paraeducators provided classroom teacher support and worked with small groups of students to develop analytical reading utilizing the Spanish Language Arts Curriculum. Teachers utilized substitute teacher release time funding in order to administer reading and writing assessments as well as attend Academic Conferences during each trimester.

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

Paraeducator classroom/small student group support, teacher access to Substitute teacher support to administer common assessments and attend Academic Conferences allowed teacher to progress monitor students each trimester.

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

Salary expenditures increased in 2018-19.

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

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 6

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 6

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 7

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 7

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 8

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 8

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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



# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	226,183.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	22,681	0.00
LCFF - Supplemental	17,472	876.00
District Funded	148,106	0.00
Local Categorical	29,702	11,902.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	148,106.00
LCFF - Base	22,681.00
LCFF - Supplemental	16,596.00
Local Categorical	17,800.00
Parent-Teacher Association (PTA/O)	21,000.00

# Expenditures by Budget Reference

Budget Reference	Amount
	71,650.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	106,106.00
	District Funded	42,000.00
	LCFF - Base	22,681.00
	LCFF - Supplemental	7,946.00
	LCFF - Supplemental	8,650.00
	Local Categorical	17,800.00
	Parent-Teacher Association (PTA/O)	21,000.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Veronica Dunn	Principal
Steve Clossick	Parent or Community Member
Agustin Antunez	Parent or Community Member
Beth Lesen	Parent or Community Member
Petrea Marchand	Parent or Community Member
Kate Legrand	Parent or Community Member
Petrina Jonas	Parent or Community Member
Melody Law Ewey	Classroom Teacher
Mayra Ramos	Classroom Teacher
Marta Rodriguez	Classroom Teacher
Lynn Alvarez	Other School Staff
Osvaldo Rubio	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee	<i>Agustin Antunez</i>
Other: School Climate Committee	<i>Julie H. Beer</i>

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 October 17, 2018.

Attested:

Principal, Veronica L Dunn on	<i>Veronica L Dunn</i>
SSC Chairperson, Steve Clossick on	<i>Steven M Clossick</i>

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

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

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

### **Students to be Served by this Strategy/Activity**

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

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

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.



## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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