



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez K-8 School	56725386055321	June 8, 2023	August 24, 202

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement
Our school has recently been identified as being in ATSI Status (Additional Targeted Support and Improvement), due to our student groups which include Hispanic for Math, Chronic Absenteeism and Suspension Rate; Homeless for ELA, Math and Chronic Absenteeism and Suspension Rate; Socially Economically Disadvantage for Math, Chronic Absenteeism and Suspension Rate; and Students with Disabilities for ELA, Math and Chronic Absenteeism and Suspension Rate. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as collaboration with our Special Ed Support Staff and the District Level and regularly monitoring student Attendance and Discipline Data.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Cesar E. Chavez School, situated in La Colonia area of Oxnard, California, is an educational institution catering to students from kindergarten to eighth grade. Established prior to its renaming in 1993, the school was formerly known as Juanita School and was later dedicated to honoring the labor leader, Cesar E. Chavez, who had resided in La Colonia and played a pivotal role in organizing the grape boycott during the 1960s. The school primarily serves the local community.

Our school is committed to nurturing successful students who embody the OSD Student Profile by providing exceptional initial instruction. To achieve this objective, Chavez School offers two distinct programs: a research-based Dual Language Instruction (DLI) program and a Structured English

Immersion (SEI) program. Through the implementation of Positive Behavior Interventions and Supports (PBIS) and a Multi-Tiered System of Support, Chavez students are also part of the Chavez Academy of Literacy, Communication Arts, and Technology (CALCAT). Middle school students have the opportunity to enhance their education through elective courses such as AVID, Technology through Science, Environmental Science, and Journalism.

In the current year, our district has developed a strategic plan to fully realize our student profile and work towards achieving our Mission and Vision. Our Mission in the Oxnard School District is to cultivate self-confident and empowered multilingual global citizens, who are strong in their multiple identities and potential, and who achieve inspired levels of individual, community, and social accomplishment in both school and beyond. Our Vision can be summarized as Ignite, Transform, Nurture, Embrace.

To accomplish our goals, we adhere to a Theory of Action that involves committing to a vision of success, emphasizing the importance of clear and supportive classroom leadership, cultivating school leadership, benefiting from well-organized district leadership, and actively engaging with our families and community to foster a highly effective and equitable school environment. The district places significant focus on five strategic goals that serve as the foundation for sustainable school and district transformation: Student Academic Engagement and Achievement, Positive and Safe Learning Environment and School Climate, Guidance and Support to Sites, Family/Community Alliances for Student Success, and Transformational Leadership and Infrastructure.

All of our strategies and activities are designed to uphold the following pedagogical principles:

- Identifying, activating, and building upon student strengths.
- Affirming student identities by challenging the devaluation of minoritized students' identities.
- Establishing meaningful relationships that nurture equity and success.
- Actively engaging students in the learning process by amplifying their voices.
- Creating enriching environments that stimulate students' multilingual repertoires.
- Connecting learning to students' lives by relating it to their experiences.
- Encouraging high intellectual performance that helps students link their identities to academic engagement.
- Addressing the prerequisites for learning, including implementing pedagogical practices that challenge coercive power dynamics.

Chavez School is currently in its second year of Professional Learning Community (PLC) implementation, utilizing PLCs as a means to communicate, monitor, and enhance teachers' capacity through targeted goals, the development of a Guaranteed and Viable Curriculum (GVC), and 3-week cycle meetings. The PLC's objective is to improve student outcomes for both our unduplicated populations as defined by the ATSI and all learners within our school.

The PLC model, based on the work of DuFour, revolves around four essential questions: What do we want our students to know and be able to do? How will we determine if they have learned it? How will we respond when they struggle to learn? How will we respond if they already know it?

At Chavez School, we operate under a distributed leadership model, which consists of two primary components: the Leadership team and the PBIS team. The Leadership team focuses on the development of the Single Plan for Student Achievement (SPSA) and facilitates communication with teachers within their respective grade levels. The PBIS team is responsible for supporting supporting teachers in the implementation the CHAMPS behavior management method, establishing daily routines, and fostering a positive environment for students while addressing systemic discipline issues. Additionally, specialized committees such as the Safety committee and the AVID team are in

place, and teachers actively participate in the Parent-Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC).

For the upcoming 2023-2024 school year, we have planned several modifications, including the continuation of PLC implementation with a focus on teaching, monitoring, and refining the GVC, ensuring adequate time for reteaching and integrating interventions within the school day. We will fully implement the observation-and-feedback cycle for all teachers and utilize student monitoring conferences in conjunction with our Multi-Tiered System of Support (MTSS) process. Furthermore, we will streamline committees and allocate them among the administration, which will be supported by an additional Assistant Principal. The responsibilities for PBIS and school events will be further delegated to the ORC and school counselors.

Chavez School remains dedicated to shaping all students in accordance with the OSD Student Profile. The PLC process emphasizes the importance of the GVC and excellent first instruction, while the MTSS process provides support to students who may require additional assistance. This year, student monitoring conferences were introduced as part of the regular process to identify students and their barriers to success. The MTSS team, comprising administrators, the ORC, counselors, psychologists, and speech-language pathologists, will continue to meet regularly to address individual student concerns as well as broader systemic issues within the MTSS.

To provide targeted intervention services, we have categorized them as Tier II and Tier III services. These interventions are delivered by teachers during Universal Access and English Language sessions. We also provide intervention support providers and K-1 paraeducators to work with students in small group settings.

Chavez School takes pride in its 10th year of implementing the Biliteracy program, offering full Biliteracy classes from kindergarten to sixth grade. Our seventh and eighth grade students participate in a Spanish Literature class as an elective to support their Biliteracy instruction. The Biliteracy programs adopt research-based Biliteracy Unit Frameworks (BUFs) as its curriculum, with support from the District Office and on-site training. Teachers are provided with release time for training, collaboration, and planning, often replacing staff meetings or utilizing additional time after school.

We firmly believe that learning can only thrive within a safe and positive environment. The PBIS committee oversees the implementation of the CHAMPS behavior management method, establishes daily routines, and fosters a positive school culture. This year, the PBIS team updated the SOAR guidelines for success to make them more catchy and memorable for younger students, while ensuring the Spanish version maintains the same acronym letters.

Chavez Eagles are:

S - Safe
O - Organized
A - Accountable
R - Respectful

In Spanish:

Aguilas de Chavez son:

S - Seguras

O - Organizadas
A - Actúan Responsable
R - Respetuosas

These guidelines are prominently displayed throughout classrooms and the school, forming the basis for all established rules and expectations using the CHAMPS approach. The PBIS team continues to refine guidelines related to recess, cafeteria behavior, and hallway expectations.

Chavez School recognizes the significance of all educational partners, as their involvement is critical to the success of our students. This year, Mindset Academy conducted multiple parent workshops with the intention of empowering parents to be education partners for our school community, which were highly valued and well-attended. Additionally, they facilitated student workshops with the intention of raising student engagement and self-esteem through reflection exercises and activities. Mindset Academy will continue to work with both parents and students. We reinstated various family events, including the Winter Concert, the Spring Talent Show, and sports teams. Additionally, we introduced a new Día de Los Muertos event that brought together community cultural groups and the school community, and we plan to continue this tradition along with a Día de lo Niño event. We also intend to revive past events such as Literacy and Math Nights and look forward to hosting our first Open House.

To ensure effective communication, we disseminate event information through the Chavez website, ParentLink calls, PeachJar, and ConnectEd text messages. Moving forward, we will utilize Parent Square as an additional communication platform.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The administration conducted informal classroom observations and subsequently shared feedback via email. Throughout the year, various methods were experimented with, including the exploration of a potential checklist system. However, it was ultimately decided to adopt a final spreadsheet model for the upcoming 2023-2024 school year.

These observations primarily centered around the specific tasks discussed during Professional Learning Communities (PLCs), as well as the instruction of Biliteracy Units, Common Core State Standards in Reading and Writing, English Language Development, and the implementation of Mathematical Mindset. The intention behind these observations was to enhance student engagement and foster academic growth.

The findings from the observations indicate a consistent need for cohesive strategies and ongoing collaboration time to ensure alignment and the development of a Guaranteed and Viable Curriculum.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The Oxnard School District incorporates STAR 360 as a comprehensive assessment tool for early literacy, reading, and mathematics, serving as a universal screener. These assessments, in conjunction with curricular evaluations, enable teachers to identify students requiring intervention and adapt instructional approaches aligned with the Common Core State Standards. Notably, greater emphasis has been placed on the Student Growth Percentile (SGP) this year, alongside exploring additional reports like the Monitor Student Mastery Report to closely monitor student progress.

To ensure accurate evaluation, the ELPAC was administered in-person to all English Learner (EL) students during this academic year. The resulting data plays a pivotal role in determining students who are prepared for reclassification, identifying specific areas of growth and instructional needs (including grouping and intervention strategies), and facilitating resource allocation.

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

Cesar Chavez school has recognized the need of establishing a comprehensive school-wide writing program that places significant emphasis on vertical alignment and grade level calibration. To accomplish this objective, we have entered into a partnership with Read, Write, Think!, an organization that has successfully collaborated with other schools within the district to develop a unified approach to writing instruction.

In order to effectively address the needs of individual students and devise appropriate strategies, student monitoring conferences will be conducted a minimum of three times per year. During these conferences, Star testing data will be analyzed, and personalized plans will be formulated. This practice will be implemented across all grade levels. Additionally, all grade levels will continue their active participation in three-week Learning Cycles, which will encompass all content areas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming educators are ensured to possess the necessary credentials and are equipped with a range of support mechanisms. They are provided with a comprehensive New Teacher Orientation program, encompassing the district’s expectations and procedures, training on up-to-date curricular materials and programs, as well as effective strategies for classroom management. To facilitate the growth and development of new teachers, the district collaborates with the Ventura County Office of Education to offer Induction programs. Additionally, whenever new instructional materials are adopted, the district consistently offers professional development opportunities. These initiatives are complemented by follow-up training sessions aimed at sustaining ongoing support for educators in utilizing the materials effectively.

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

Professional development is offered at both the site and district levels in order to ensure that instructional practices are fully aligned with the Common Core State Standards and district and school programs. A comprehensive district assessment calendar is in place to effectively monitor student progress throughout the academic year. In addition, professional development and support are provided to educators regarding the assessment system and the various types of assessments employed. At the school sites, specific structures have been implemented to facilitate data analysis and collaborative decision-making among teachers. This includes dedicated collaboration times on Wednesdays, PLC (Professional Learning Community) sessions during Tuesday staff meetings, and regular 3-week cycle meetings. These structures enable teachers to work together in groups to thoroughly examine data, identify student needs, and make necessary adjustments to their instructional approaches.

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Site administration and TOSA support teachers in an ongoing basis to plan, guide, monitor and adjust instruction. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

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

Teachers will actively participate in a series of collaborative meetings, both within their respective grade levels and across vertical teams, with a specific focus on enhancing academic engagement in the subjects of Writing, English Language Arts, Mathematics, and Dual Language Instruction. These meetings will also address the importance of social-emotional learning. The Professional Learning Teams will prioritize the cycle of inquiry by utilizing DuFour's Four Essential Questions.

Teachers will receive continuous and comprehensive training on Professional Learning Communities (PLCs) and strategies to optimize their effectiveness. The leadership team, comprised of the grade level leaders, will undergo ongoing training to enhance their ability to lead their respective teams. The implementation of PLCs will be sustained, moving beyond the development of the Guaranteed and Viable Curriculum (GVC), and shifting towards the actual teaching process, monitoring progress, and making necessary refinements. This will include a strong emphasis on allocating sufficient time for reteaching and integrating interventions within the school day.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model will ensure that instructional strategies are aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction and are provided by the district.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The Grade Level Common Core State Standards, district assessment calendar and adopted curricula serve as valuable resources for establishing lesson pacing guidelines and instructional sequences.

Regarding the middle school, the master schedule is strategically devised based on the individual needs of students. Emphasis is placed on accommodating students' specific requirements. In instances where space permits, students are afforded the opportunity to select elective courses that foster enrichment and allow for the exploration of additional subjects.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

The district adopts standards-aligned materials and provides them for use in all classrooms. The district ensures that all intervention materials are backed by research. Funds are allocated to the school to purchase any additional materials determined necessary to meet student needs.

Opportunity and Equal Educational Access

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

The school adheres to the District's Multi-Tiered System of Supports (MTSS) model.

To facilitate Tier I, which encompasses initial instruction and interventions, teachers are afforded numerous opportunities to convene in Professional Learning Communities. These collaborative sessions focus on planning and analyzing first instruction, assessment data, and self-reflection on instructional practices. The objective is to plan and adapt lessons to provide appropriate scaffolding and instructional approaches that address the identified Instructional Claims (broad statements describing the desired outcomes through mastery of educational standards) chosen as areas of emphasis.

To determine whether a student requires Tier II or Tier III interventions, the school employs a Student Success Team (SST) comprised of the ORC, Counselor, Administrator, Classroom Teacher, parents, and a local social worker as a collaborative partner. This team devises a customized plan with potential strategies to assist students in improving their performance in identified areas of need and attaining their established goals.

The Counselor, ORC, Special Education personnel, Paraeducators, and Literacy Intervention Teacher offer daily interventions to address the academic and emotional requirements of students.

Evidence-based educational practices to raise student achievement

The DLI (Dual Language Immersion) program, along with its Biliteracy Unit Frameworks (BUFs), are designed and endorsed based on evidence-based practices to foster multilingualism, biliteracy and exceptional academic performance for students in both English and Spanish. The school employs CHAMPS as its principal classroom management tool to assist students in cultivating disciplined and scholarly behavioral patterns. Furthermore, in grades 6-8, AVID strategies are implemented to nurture essential skills such as note-taking, organization, and critical thinking. Additionally, the employment of Visible Thinking Strategies facilitates students' ability to engage in higher Depths of Knowledge, thereby enhancing the level of rigor in their learning experience.

Parental Engagement

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

Chavez dedicated the past year to revitalizing the culture surrounding parental involvement, taking advantage of the complete lifting of COVID restrictions. The school intends to sustain and build upon the progress made during this period.

Mindset Academy organized several highly regarded and well-attended parent workshops throughout the year. Continuing this positive trajectory, Coach AI will continue engaging both parents and students in his endeavors.

This year marked the return of various family-oriented events, including the Winter Concert, Spring Talent Show, and sports teams. Additionally, a new Día de los Muertos event was introduced, successfully bringing together community cultural groups and the school community. The plan is to maintain these events, as well as organize a Día del Niño event. Furthermore, the school eagerly anticipates hosting its inaugural Open House this year.

To enhance parent involvement at different grade levels, we aim to host Reading and Math Nights. Additionally, we plan to offer Triple P sessions, MICOP Mommy and Me classes, and Healthy Living sessions facilitated by VCPH (Ventura County Public Health).

The school also conducts Back to School Night and trimester parent conferences to keep parents informed and engaged. We actively encourage parents to participate in site-based parent groups such as the School Site Council, Parent Teacher Association (PTA), and the English Learner Advisory Committee (ELAC). These parent groups play a crucial role in the development and oversight of school goals.

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

Enhancing parental engagement is a key focus at our educational institution. We have meticulously organized a range of parent education and involvement initiatives aimed at fostering collaboration between families and the school community. These events will be thoughtfully scheduled on the central calendar and effectively communicated to all stakeholders through various channels such as the school website, phone calls, PeachJar, email, bulletin boards, and parent meetings.

To ensure comprehensive participation, parents are actively encouraged to partake in crucial decision-making processes by maintaining representation in significant meetings such as the Student Success Team meetings, English Learner Advisory Committee meetings, and Parent Teacher Association meetings. Their valuable involvement in these forums greatly contributes to the overall success of students within the school environment.

Additionally, parents continue to serve on the School Site Council, playing an instrumental role in diligently monitoring the implementation of the School Plan for Student Achievement (SPSA) and ensuring its effective execution.

Funding

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

Categorical funding will be allocated to bolster evidence-based initial instruction, interventions, and the implementation of the Common Core California State Standards. The primary objective is to enhance student achievement through fostering teacher collaboration and collective efficacy.

This funding is specifically designated for Paraprofessionals serving Transitional Kindergarten (TK) through third-grade students. The overarching aim is to assist Long Term English Learners (LTELs) presently enrolled and to proactively prevent other students from falling into the LTEL category. Additionally, this initiative seeks to promote the attainment of proficient reading skills by the end of third grade.

Collaboration among School Counselors, Outreach Specialists, and Teachers will be integral in formulating comprehensive plans to cater to the needs of Special Populations Student Groups. These groups encompass Migrant students, English Learners, Homeless/Foster students, and African American students.

Fiscal support (EPC)

The district is granted Title I funding due to its classification as a Title I district. All educational sites within the district operate under the "schoolwide" designation. The allocation of Title I funds to each school is determined by the number of eligible students. Subsequently, individual sites assess specific student requirements to determine the most appropriate utilization of these funds. Furthermore, the district disburses Title III funding to sites, enabling them to offer supplementary services or resources aimed at supporting English Learners in reaching high academic success. Additionally, the district benefits from Supplemental and Concentration LCFF funding, which is then allocated to sites to bolster available resources for enhancing student achievement as well as interventions, for students identified of needing additional supports, especially students with disabilities, English learners, Hispanic, and experiences Homelessness.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The administration actively engaged in collaborative discussions with parents from the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), as well as teachers, during various leadership meetings, staff meetings, and grade level meetings. These consultations played a vital role in the planning process for the School Plan for Student Achievement (SPSA) or Annual Review and Update in the current academic year. Furthermore, a series of SPSA working sessions were conducted with members of the Leadership Team to facilitate the development and composition of the plan.

Resource Inequities

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

Funds were assigned to three Intervention Service Providers to engage in small group activities during regular school hours, but their employment was impeded by widespread staffing shortages throughout the state. Moreover, funds were allocated to facilitate teachers' provision of after-school tutoring in small groups, yet due to limited involvement from both teachers and students, a significant portion of the allocated funding remained unutilized therefore it was reallocated to other priorities such as social emotional Learning and Mindset academy.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.11%			1
African American	0.2%	1.02%	0.34%	2	10	3
Asian	0.1%	%	0.23%	1		2
Filipino	0.1%	0.31%	0%	1	3	0
Hispanic/Latino	98.1%	96.34%	97.5%	832	947	857
Pacific Islander	0.1%	0.10%	0%	1	1	0
White	1.3%	1.83%	1.71%	11	18	15
Multiple/No Response	%	0.41%	0.11%		4	1
Total Enrollment				848	983	879

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	83	91
Grade 1	97	85	75
Grade 2	93	116	77
Grade 3	93	99	99
Grade 4	90	106	85
Grade 5	98	109	97
Grade 6	103	136	116
Grade 7	104	122	115
Grade 8	98	127	124
Total Enrollment	848	983	879

Conclusions based on this data:

The school is predominantly comprised of Hispanic/Latino students (98%), although it is important to note that this data does not fully capture the diverse characteristics within this population. Notably, a significant portion of students belong to the Mixteco indigenous community, which is included in the same demographic category. Students from Mixteco backgrounds often navigate a trilingual environment, presenting challenges for parental support. Approximately 10% of our student body represents this group.

The majority of our students are second-generation U.S. born students, with many being children of long standing members of the our community.

We are currently experiencing a decline in enrollment in our lower grade levels as families are moving out of Oxnard potentially due to the high cost of living in the area.

Furthermore, it is worth mentioning that Chavez has been placed under ATSI monitoring this year. Given the overwhelming majority of Hispanic/Latino students, any actions taken to improve student outcomes will inherently impact our ATSI monitoring category of "Hispanic."

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	479	565	569	56.50%	57.5%	64.7%
Fluent English Proficient (FEP)	231	201	152	27.20%	20.4%	17.3%
Reclassified Fluent English Proficient (RFEP)	47	31	63	9.8%	6%	11%

Conclusions based on this data:

The enrollment of English Learner (EL) students has surpassed 60%, marking the highest percentage in several years. Notably, our reclassification rate has shown a significant increase compared to previous years, with 11% of the total student population (or 23% of those who took the ELPAC and were eligible for reclassification) successfully transitioning out of the EL program by meeting the established criteria for Reclassification.

It is essential to provide targeted support and interventions to middle school students who remain classified as English Learners, particularly Long-Term English Learners (LTELs), in order to help them meet the reclassification criteria. Meanwhile, students in the primary grades of the Dual Language Immersion (DLI) program will prioritize the development of high levels in reading, writing, and oral communication. Additionally, our school-wide emphasis on writing across the curriculum will benefit EL students and establish a solid groundwork for the enhancement of reading and critical thinking abilities.

Recognizing the significant number of English Learners at Chavez and the pressing need for reclassification, we have prioritized the allocation of funds to ensure academic growth for this student population. Furthermore, it is crucial to develop additional support tailored to our Mixteco speaking students, as they possess unique needs stemming from the absence of a written Mixteco language and the typical progression of their language skills (Mixteco first, followed by Spanish, and then English) and support them through their journey of becoming Multilingual and Multicultural.

School and Student Performance Data

Star Early Literacy

Cesar E. Chavez K-8 School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	71	9	13%	8	11%	9	13%	45	63%	4	812
Grade 1	78	18	23%	15	19%	12	15%	33	42%	4	820
Grade 2	69	32	46%	20	29%	9	13%	8	12%	3	853

Conclusions based on this data:

The Early Literacy test is administered to second graders who score below a specified level on the Star Reading assessment. The prevalence of second grade students taking the Early Literacy test at the conclusion of the previous academic year raises concerns. While kindergarten scores remain consistent with pre-pandemic levels and align with the district's average, there is a worrisome decline in the percentage of students meeting or surpassing the benchmark as they progress through the grades. For instance, during the 2021-2022 school year, an overwhelming majority (96%) of Kindergarten students achieved proficiency, but this percentage decreased in first grade. To address this issue, we are implementing targeted academic interventions focused on enhancing literacy development during regular instructional hours. Teachers will engage in a three-week learning cycle to analyze data and identify areas of instructional emphasis.

School and Student Performance Data

Star Reading

Cesar E. Chavez K-8 School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	77	36	47%	24	31%	10	13%	7	9%	1	876
Grade 3	103	59	57%	21	20%	11	11%	12	12%	1	923
Grade 4	88	53	60%	21	24%	8	9%	6	7%	1	953
Grade 5	95	45	47%	23	24%	22	23%	5	5%	1	1000
Grade 6	127	63	50%	35	28%	26	20%	3	2%	1	1003
Grade 7	115	62	54%	26	23%	26	23%	1	1%	1	1029
Grade 8	121	72	60%	27	22%	19	16%	3	2%	1	1013

Conclusions based on this data:

This data shows a consistent imbalance between Level 1/2 and Level 3/4 throughout all grade levels with the majority of the students performing in the lower levels. This is interesting data, as the data that we reviewed in the Spring was more evenly distributed throughout the bands, and might be an indicator that students were not keeping up with content during the final window.

Level 1 and 2 ranges from 77% (57% level 1, 20% level 2) in grade 3 to 84% (60% level 1 and 34% level 2) in grades 4, with the lowest percentage of level 1 being in 2nd and 5th grades (47%), which constitutes nearly half of the students in the grade level.

The level of students performing in the level 1 and 2 ranges is concerning, especially with its consistency throughout the grade levels. First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets. Teachers will continue to participate in a 3 week learning cycle and student monitoring conferences to review data and identify instructional focus.

School and Student Performance Data

Star Math

Cesar E. Chavez K-8 School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	80	8	10%	34	43%	38	48%	0	0%	2	857
Grade 2	77	32	42%	23	30%	22	29%	0	0%	2	900
Grade 3	104	43	41%	31	30%	21	20%	9	9%	2	947
Grade 4	87	47	54%	30	34%	9	10%	1	1%	1	961
Grade 5	95	54	57%	28	29%	10	11%	3	3%	1	1012
Grade 6	127	83	65%	35	28%	7	6%	2	2%	1	1006
Grade 7	119	85	71%	23	19%	10	8%	1	1%	1	1019
Grade 8	123	79	64%	28	23%	13	11%	3	2%	1	1045

Conclusions based on this data:

This data is again very interesting, as the data analysis done in the previous window showed much more stability and equal distribution amongst the performance bands. This again may indicate that students were not keeping up with expected content during the last window of instruction.

The number of Level 1 and 2 scores ranges from 93% (65% level 1 and 28% level 2) in 6th grade to 53% (10% level 1 and 43% level 2) in grade 1.

The consistency of low performing scores across the grade levels is concerning. First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover and reach grade level targets. Overall, data indicates that there is a need to focus on providing intentional academic supports in literacy development during the instructional day. In order to do this, teachers will continue participating in a 3 week learning cycle and student monitoring conferences to review data and identify instructional focus.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		94			89			89			94.7	
Grade 4		104			102			102			98.1	
Grade 5		109			107			107			98.2	
Grade 6		130			128			128			98.5	
Grade 7		124			121			121			97.6	
Grade 8		125			121			121			96.8	
All Grades		686			668			668			97.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.			6.74			15.73			17.98			59.55	
Grade 4		2414.			4.90			19.61			22.55			52.94	
Grade 5		2424.			0.93			20.56			21.50			57.01	
Grade 6		2458.			1.56			19.53			25.78			53.13	
Grade 7		2491.			2.48			24.79			30.58			42.15	
Grade 8		2491.			2.48			24.79			28.93			43.80	
All Grades	N/A	N/A	N/A		2.99			21.11			25.00			50.90	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.99			40.45			50.56	
Grade 4		2.94			59.80			37.25	
Grade 5		4.67			57.01			38.32	
Grade 6		1.56			50.78			47.66	
Grade 7		4.13			64.46			31.40	
Grade 8		8.26			52.89			38.84	
All Grades		4.94			54.64			40.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.99			34.83			56.18	
Grade 4		2.94			60.78			36.27	
Grade 5		1.87			49.53			48.60	
Grade 6		3.13			41.41			55.47	
Grade 7		6.61			52.89			40.50	
Grade 8		2.48			48.76			48.76	
All Grades		4.19			48.20			47.60	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.25			77.53			20.22	
Grade 4		2.94			81.37			15.69	
Grade 5		7.48			65.42			27.10	
Grade 6		10.16			64.84			25.00	
Grade 7		5.79			71.90			22.31	
Grade 8		7.44			70.25			22.31	
All Grades		6.29			71.41			22.31	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.87			52.81			39.33	
Grade 4		2.94			69.61			27.45	
Grade 5		4.67			55.14			40.19	
Grade 6		6.25			68.75			25.00	
Grade 7		5.79			73.55			20.66	
Grade 8		4.96			65.29			29.75	
All Grades		5.39			64.82			29.79	

Conclusions based on this data:

Overall, the percentage of students at the Met or Exceeded Standards were relatively unchanged from 2021-2022 to 2022-2023 scores. The grade that demonstrated the highest increase in the percent of students in Met or Exceeded was 5th grade going from 19% in 21-22 to 22% in 22-23; while 3rd grade scores were maintained at 23% of students in Met or Exceed both years. Effective strategies in 5th grade will need to be identified and shared. It is essential to highlight that although the percentage of 7th-grade students meeting or exceeding standards experienced a marginal decline, dropping from 26% in the previous year to 25% in the current year, an analysis of the student cohort reveals a noteworthy advancement. Specifically, the proportion of students achieving or exceeding standards increased from 19% during their 6th-grade assessment to 25% during their 7th-grade evaluation, signifying a substantial improvement of 6%. Conversely, the 8th grade cohort exhibited the most substantial decline in the percentage of students meeting or

exceeding standards, regressing from 27% in the 2021-2022 academic year to 17% in the 2022-2023 academic year. This data highlights the ongoing need for substantial efforts in enhancing Language Arts proficiency and standards. To address this, we have established grade-level professional learning communities for educators to engage in data-driven discussions and iterative cycles of inquiry. These endeavors aim to adapt instructional strategies and enhance student performance. It is evident that regular collaboration among grade-level teams is imperative to analyze student performance, establish specific, measurable, achievable, relevant, and time-bound (SMART) goals, administer shared formative assessments, and deliberate on the resultant data. This collaborative approach is essential to tailor instruction and interventions according to the diverse requirements of our students. Furthermore, a pivotal aspect involves ensuring that all instruction adheres to established standards, incorporates achievement level descriptors, and fosters student comprehension of learning objectives and assessment criteria. Regular deployment of formative assessments, closely resembling CAASPP questions, is crucial to facilitate swift evaluation of student progress and timely intervention to secure mastery. Additionally, this process will facilitate the identification and dissemination of effective pedagogical practices across multiple classroom settings, fostering a culture of collaborative learning.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		94			91			91			96.8	
Grade 4		103			100			100			97.1	
Grade 5		109			108			108			99.1	
Grade 6		130			126			126			96.9	
Grade 7		124			121			121			97.6	
Grade 8		126			120			120			95.2	
All Grades		686			666			666			97.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.			5.49			17.58			23.08			53.85	
Grade 4		2403.			1.00			14.00			33.00			52.00	
Grade 5		2400.			0.93			3.70			22.22			73.15	
Grade 6		2418.			0.79			5.56			29.37			64.29	
Grade 7		2433.			3.31			6.61			19.83			70.25	
Grade 8		2422.			0.00			5.83			15.83			78.33	
All Grades	N/A	N/A	N/A		1.80			8.41			23.72			66.07	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			46.15			46.15	
Grade 4		4.00			36.00			60.00	
Grade 5		0.93			22.22			76.85	
Grade 6		0.79			26.98			72.22	
Grade 7		4.13			25.62			70.25	
Grade 8		0.00			31.67			68.33	
All Grades		2.70			30.78			66.52	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.59			46.15			47.25	
Grade 4		2.00			48.00			50.00	
Grade 5		0.93			32.41			66.67	
Grade 6		2.38			30.16			67.46	
Grade 7		2.48			46.28			51.24	
Grade 8		1.67			40.00			58.33	
All Grades		2.55			40.09			57.36	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.79			62.64			28.57	
Grade 4		4.00			53.00			43.00	
Grade 5		0.00			48.15			51.85	
Grade 6		2.38			59.52			38.10	
Grade 7		2.48			53.72			43.80	
Grade 8		0.00			51.67			48.33	
All Grades		2.70			54.65			42.64	

Conclusions based on this data:

Analysis of the 2022-2023 CAASPP scores compared to the previous year's scores revealed positive trends. The percentage of students meeting or exceeding standards increased in several grades: 3rd grade improved from 23% to 27%, 5th grade from 4% to 17%, 6th grade from 6% to 7%, and 8th grade from 6% to 13%. Notably, 5th and 8th grades also displayed cohort-based improvement.

However, math remains an ongoing concern, prompting our continued focus. To address this, we will support teachers in creating shared assessments to analyze learning and student data (grade-level standards) more frequently. Our Site Instructional Leadership Team will guide instructional and socio-emotional initiatives, collaborating with PLCs and instructional partners. Data discussions will steer instruction, intervention, and enrichment. Teachers are emphasizing math problem-solving and writing, utilizing student data for targeted interventions and Jo Boaler strategies to reduce learning gaps.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.7	*		1422.4	*		1386.4	*		52	*	
1	1443.2			1459.6			1426.0			26	0	
2	1456.7	1480.6		1457.0	1479.0		1455.8	1481.6		60	79	
3	1487.1	1483.0		1485.6	1476.5		1488.2	1489.0		81	76	
4	1490.4	1522.1		1485.5	1521.7		1494.7	1522.0		56	71	
5	1503.2	1527.9		1489.3	1527.5		1516.6	1527.7		43	60	
6	1505.2	1530.4		1493.7	1519.6		1516.2	1540.7		36	44	
7	1528.1	1551.7		1520.8	1547.2		1534.9	1555.8		27	42	
8	1520.7	1549.7		1507.8	1542.2		1533.4	1556.7		13	29	
All Grades										394	404	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.62	*		26.92	*		46.15	*		17.31	*		52	*	
1	3.85			34.62			46.15			15.38			26		
2	3.33	11.36		35.00	47.73		46.67	34.09		15.00	6.82		60	44	
3	12.35	10.67		40.74	26.67		32.10	49.33		14.81	13.33		81	75	
4	7.14	32.86		37.50	34.29		30.36	24.29		25.00	8.57		56	70	
5	11.63	20.00		27.91	41.67		41.86	31.67		18.60	6.67		43	60	
6	2.78	18.18		38.89	50.00		44.44	27.27		13.89	4.55		36	44	
7	7.41	26.19		37.04	47.62		44.44	21.43		11.11	4.76		27	42	
8	0.00	20.69		30.77	44.83		61.54	24.14		7.69	10.34		13	29	
All Grades	7.61	20.71		35.03	39.51		40.86	31.61		16.50	8.17		394	367	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.46	*		30.77	*		34.62	*		21.15	*		52	*	
1	34.62			23.08			26.92			15.38			26		
2	13.33	22.73		30.00	45.45		50.00	27.27		6.67	4.55		60	44	
3	28.40	17.33		44.44	42.67		12.35	26.67		14.81	13.33		81	75	
4	25.00	51.43		37.50	30.00		14.29	11.43		23.21	7.14		56	70	
5	13.95	40.00		58.14	46.67		6.98	8.33		20.93	5.00		43	60	
6	16.67	34.09		44.44	36.36		22.22	22.73		16.67	6.82		36	44	
7	22.22	42.86		44.44	42.86		18.52	7.14		14.81	7.14		27	42	
8	0.00	34.48		61.54	34.48		30.77	20.69		7.69	10.34		13	29	
All Grades	20.05	34.88		40.10	39.78		23.60	17.44		16.24	7.90		394	367	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.77	*		13.46	*		61.54	*		19.23	*		52	*	
1	0.00			19.23			34.62			46.15			26		
2	1.67	6.82		30.00	34.09		45.00	45.45		23.33	13.64		60	44	
3	4.94	8.00		25.93	22.67		48.15	45.33		20.99	24.00		81	75	
4	3.57	17.14		19.64	31.43		39.29	25.71		37.50	25.71		56	70	
5	6.98	8.33		18.60	25.00		44.19	48.33		30.23	18.33		43	60	
6	0.00	6.82		19.44	36.36		44.44	50.00		36.11	6.82		36	44	
7	7.41	11.90		22.22	40.48		51.85	42.86		18.52	4.76		27	42	
8	7.69	6.90		7.69	34.48		53.85	44.83		30.77	13.79		13	29	
All Grades	4.06	10.63		21.32	30.52		46.95	41.96		27.66	16.89		394	367	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.62	*		76.92	*		13.46	*		52	*	
1	38.46			57.69			3.85			26		
2	8.33	13.64		78.33	79.55		13.33	6.82		60	44	
3	27.16	28.00		56.79	61.33		16.05	10.67		81	75	
4	25.00	66.67		55.36	28.99		19.64	4.35		56	69	
5	13.95	20.00		74.42	75.00		11.63	5.00		43	60	
6	11.11	6.98		63.89	81.40		25.00	11.63		36	43	
7	11.11	10.00		70.37	77.50		18.52	12.50		27	40	
8	0.00	14.29		76.92	60.71		23.08	25.00		13	28	
All Grades	17.51	27.35		66.75	63.26		15.74	9.39		394	362	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		48.08	*		36.54	*		52	*	
1	11.54			57.69			30.77			26		
2	15.00	34.09		75.00	59.09		10.00	6.82		60	44	
3	39.51	32.88		45.68	50.68		14.81	16.44		81	73	
4	31.48	45.59		50.00	47.06		18.52	7.35		54	68	
5	43.90	73.33		34.15	15.00		21.95	11.67		41	60	
6	30.56	52.27		55.56	34.09		13.89	13.64		36	44	
7	40.00	78.05		48.00	14.63		12.00	7.32		25	41	
8	23.08	57.14		76.92	39.29		0.00	3.57		13	28	
All Grades	28.61	51.25		52.84	38.50		18.56	10.25		388	361	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.77	*		76.92	*		17.31	*		52	*	
1	7.69			53.85			38.46			26		
2	16.67	13.95		61.67	72.09		21.67	13.95		60	43	
3	2.47	4.00		58.02	44.00		39.51	52.00		81	75	
4	1.79	15.71		55.36	52.86		42.86	31.43		56	70	
5	6.98	8.33		58.14	63.33		34.88	28.33		43	60	
6	0.00	6.82		38.89	63.64		61.11	29.55		36	44	
7	18.52	14.29		29.63	61.90		51.85	23.81		27	42	
8	15.38	24.14		30.77	44.83		53.85	31.03		13	29	
All Grades	7.11	12.02		55.84	56.28		37.06	31.69		394	366	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.46	*		67.31	*		19.23	*		52	*	
1	3.85			57.69			38.46			26		
2	5.00	15.91		48.33	72.73		46.67	11.36		60	44	
3	12.35	22.67		69.14	66.67		18.52	10.67		81	75	
4	7.14	28.57		73.21	58.57		19.64	12.86		56	70	
5	9.30	21.67		69.77	68.33		20.93	10.00		43	60	
6	8.33	13.64		72.22	84.09		19.44	2.27		36	44	
7	0.00	9.52		92.59	90.48		7.41	0.00		27	42	
8	0.00	0.00		92.31	96.55		7.69	3.45		13	29	
All Grades	8.12	19.07		68.27	72.75		23.60	8.17		394	367	

Conclusions based on this data:

Preliminary ELPAC scores, indicate that we progressively continue to increase the number of students scoring at Level 4 and Level 3. This year, we had 11% of English Learners reclassified during the 2022-2023 school year. (N=63), this was an increase from last year. Our school's emphasis on English Learners and language development allowed for more intentional focus and growth with our students. Our ELPAC Bootcamp and focus on English Learner strategies in and outside the classroom made a big difference. The data for the 2021-2022 and 2022-2023 school years indicates that the Writing Domain is the lowest scoring with 0/0% of all ELs scoring at Level 4 in grade 8 over the two prior years, with highest percentage of students scoring at 28.57% in level 4 in 4th grade. Because of this, our school will focus on writing across the all grades and curricular areas. Our school will be partnering with Read, Think, Write Group to incorporate more writing across all curricular areas.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
983	94.4	57.5	0.3
Total Number of Students enrolled in Cesar E. Chavez K-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	565	57.5
Foster Youth	3	0.3
Homeless	135	13.7
Socioeconomically Disadvantaged	928	94.4
Students with Disabilities	107	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.0
American Indian		
Asian		
Filipino	3	0.3
Hispanic	947	96.3
Two or More Races	4	0.4
Pacific Islander	1	0.1
White	18	1.8

Conclusions based on this data:

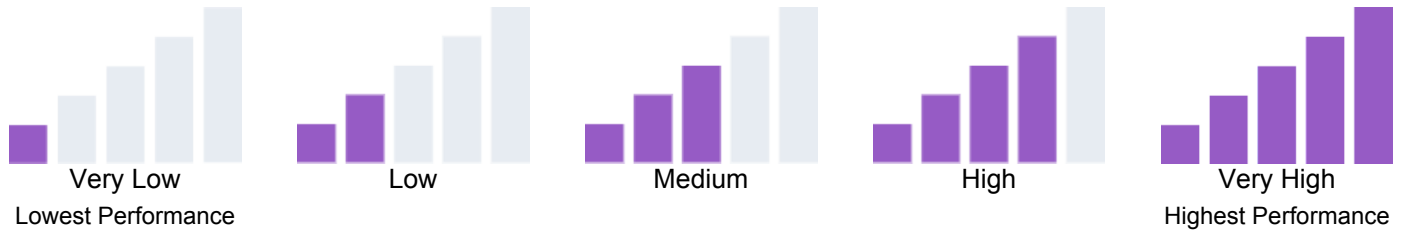
If current patterns persist, it is projected that our enrollment for the current year will experience a minor decline. However, the percentages of English Learners (EL) and students with socio-economic disadvantages (SED) are expected to remain consistent with previous years. Our strategic focus on delivering robust initial instruction, implementing targeted interventions informed by data analysis, and offering comprehensive support services to address the holistic needs of EL and SED students, as well as foster youth, homeless students, and those with disabilities, will persist. Notably, the percentage of students with disabilities has consistently shown an upward trend in recent years. Given the significant presence of English Learners in our school, it is imperative that we tailor our instruction to meet their specific needs and diligently monitor their progress to ensure continual improvement in language acquisition. To achieve this objective, teachers will diligently provide both Designated and Integrated English Language Development (ELD) instruction.

School and Student Performance Data

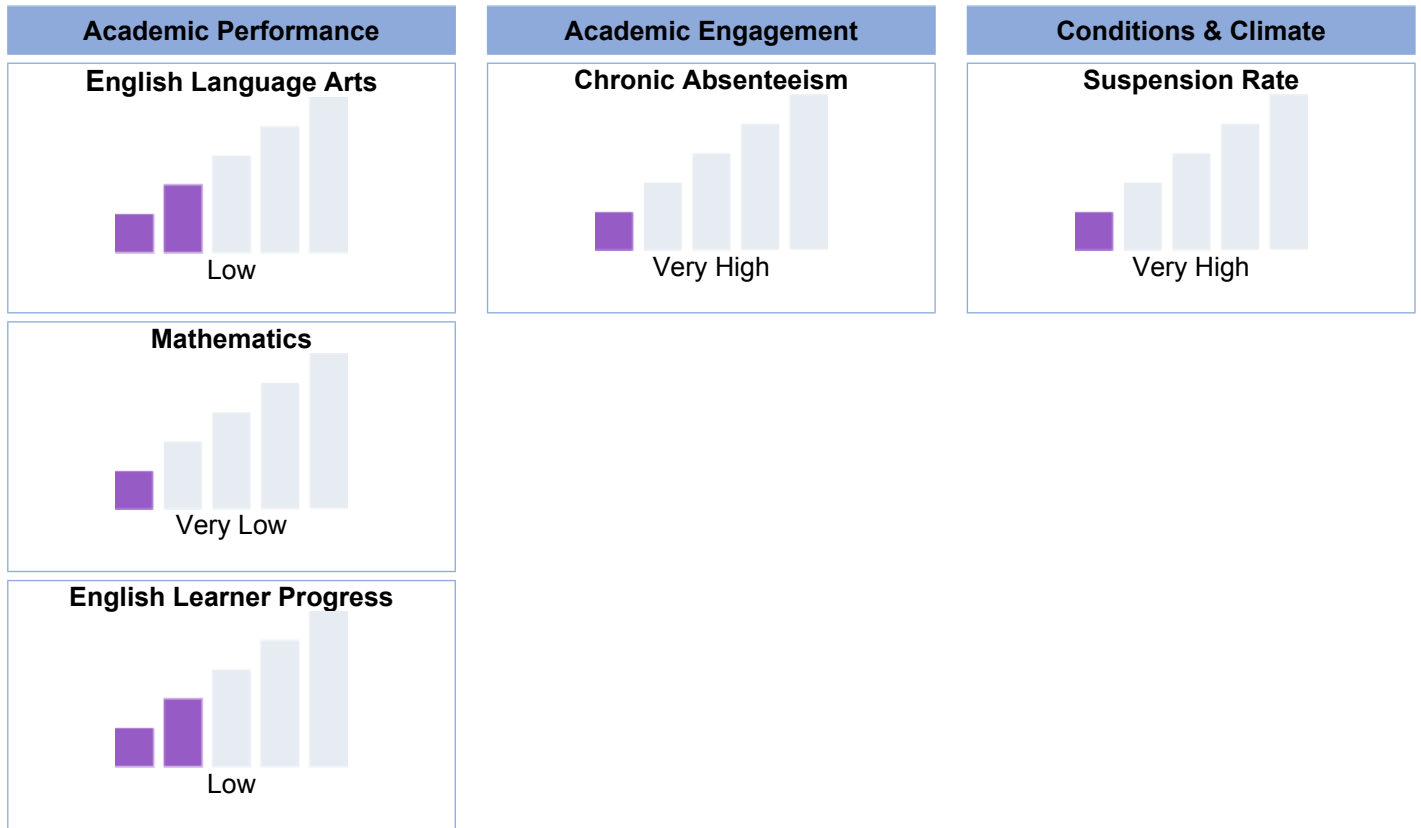
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

Our K-8 school has dedicated significant efforts towards cultivating a positive school culture within classrooms and throughout the campus, with the aim of attending to the academic and socio-emotional well-being of students. While we have observed modest improvements in English Language Arts (ELA) and Math, there remains a considerable need for improvement across all subject areas. The progress made in math during the early years is counteracted by a stagnation or decline as students progress to higher grades. To tackle this issue, we are actively addressing the decline

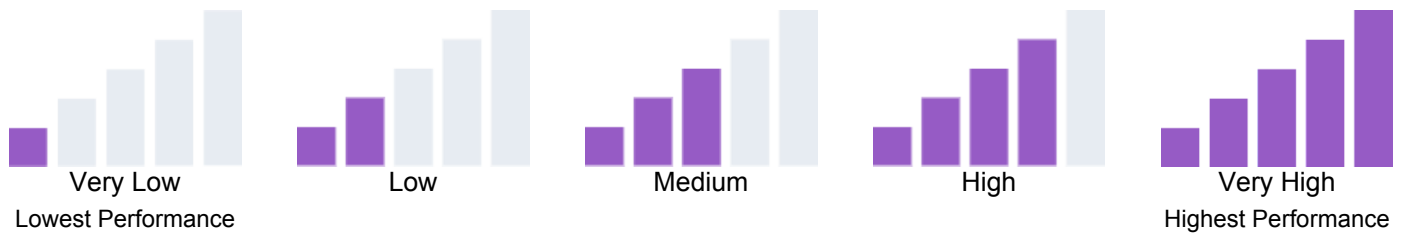
through Professional Learning Communities (PLCs) that center around DuFour's four essential questions and the Cycle of Inquiry. It is important to note that chronic absenteeism and suspension rates contribute to this decline. As we move forward, our primary focus will be on fostering continuous growth across all grade levels.

School and Student Performance Data

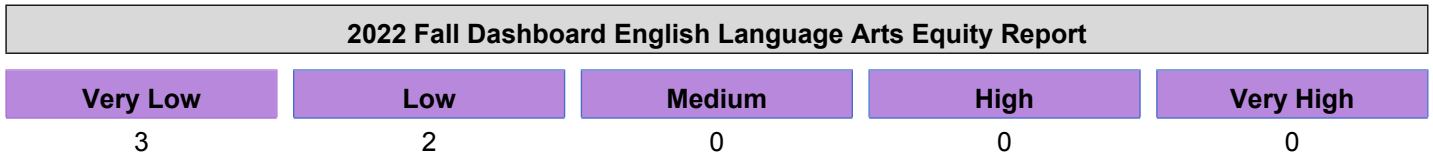
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

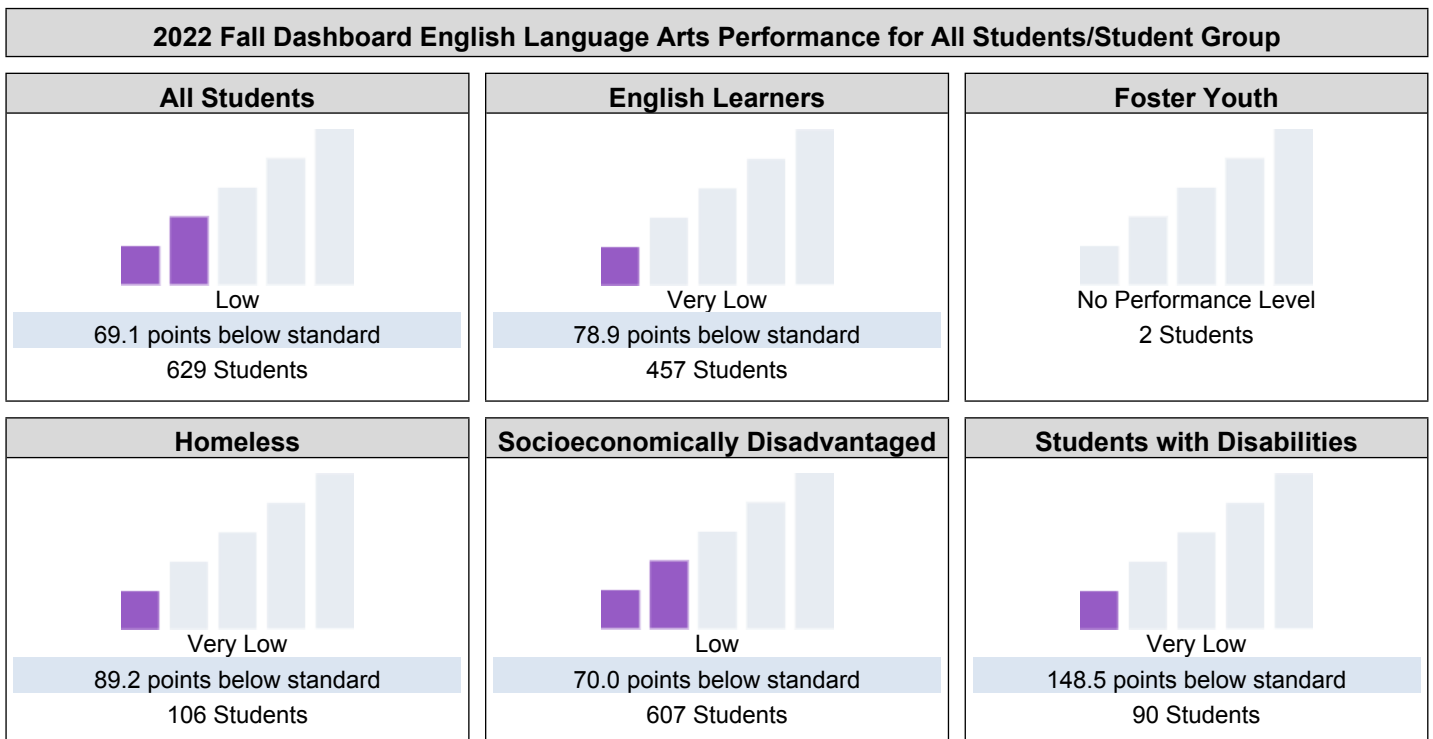
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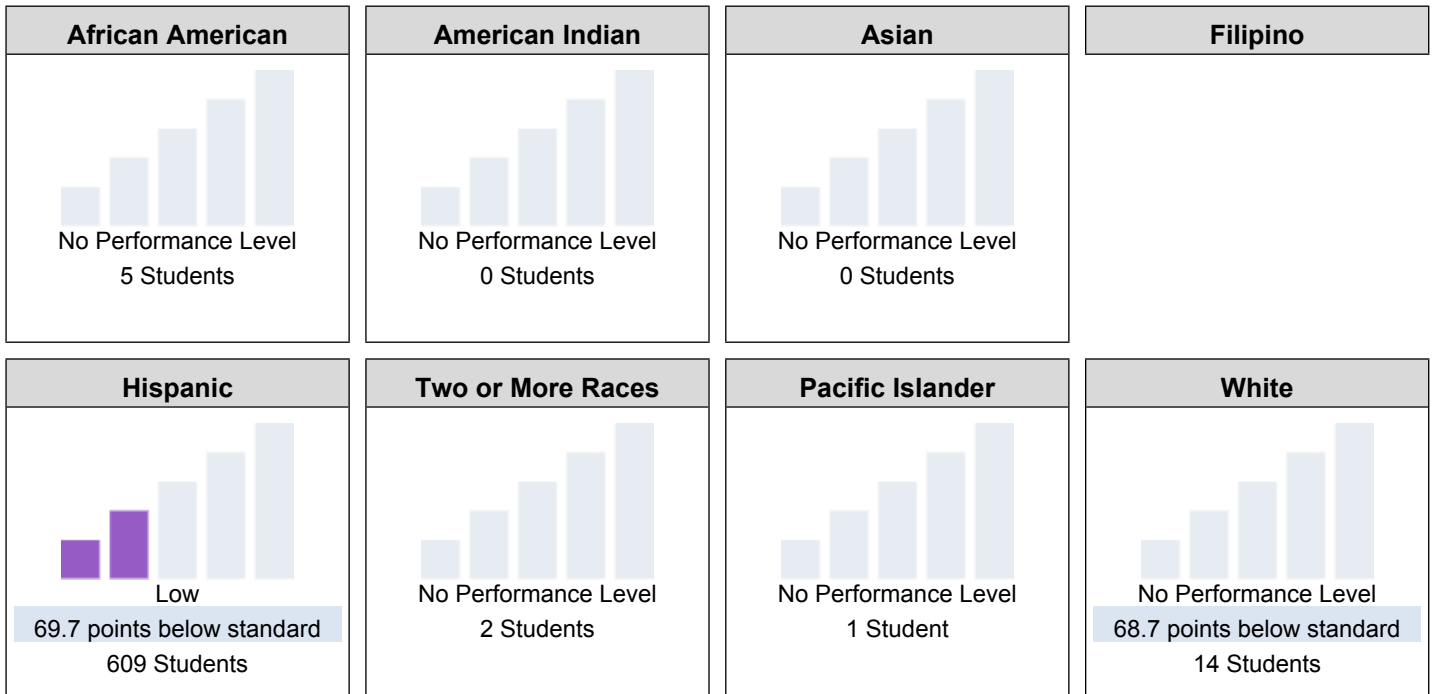
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.4 points below standard 302 Students	44.9 points below standard 155 Students	53.6 points below standard 120 Students

Conclusions based on this data:

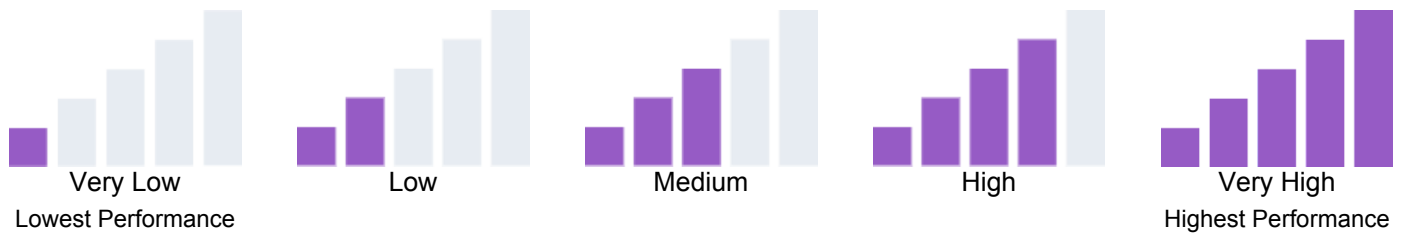
The analysis indicates that students within each subgroup demonstrated an improvement in their average scale scores. However, it is noteworthy that students classified as current English learners (ELs) persistently exhibit the greatest disparity from the established standards. While long-term English learners (LTELs) remain a subgroup of particular concern, we are observing a positive trend of reclassifying students in grades 3, 4, and 5 as proficient. To bridge the gap and reduce the deficit from the standards, it is crucial to provide comprehensive and effective initial instruction, incorporating both integrated and targeted English language development (ELD) interventions across all grade levels. Moreover, a specific focus on interventions tailored to LTELs is necessary to facilitate their progress within this subgroup.

School and Student Performance Data

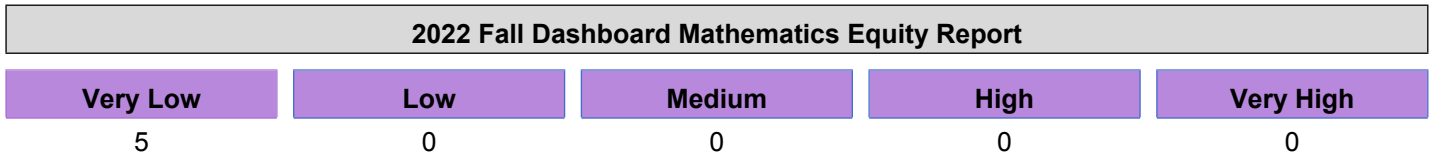
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

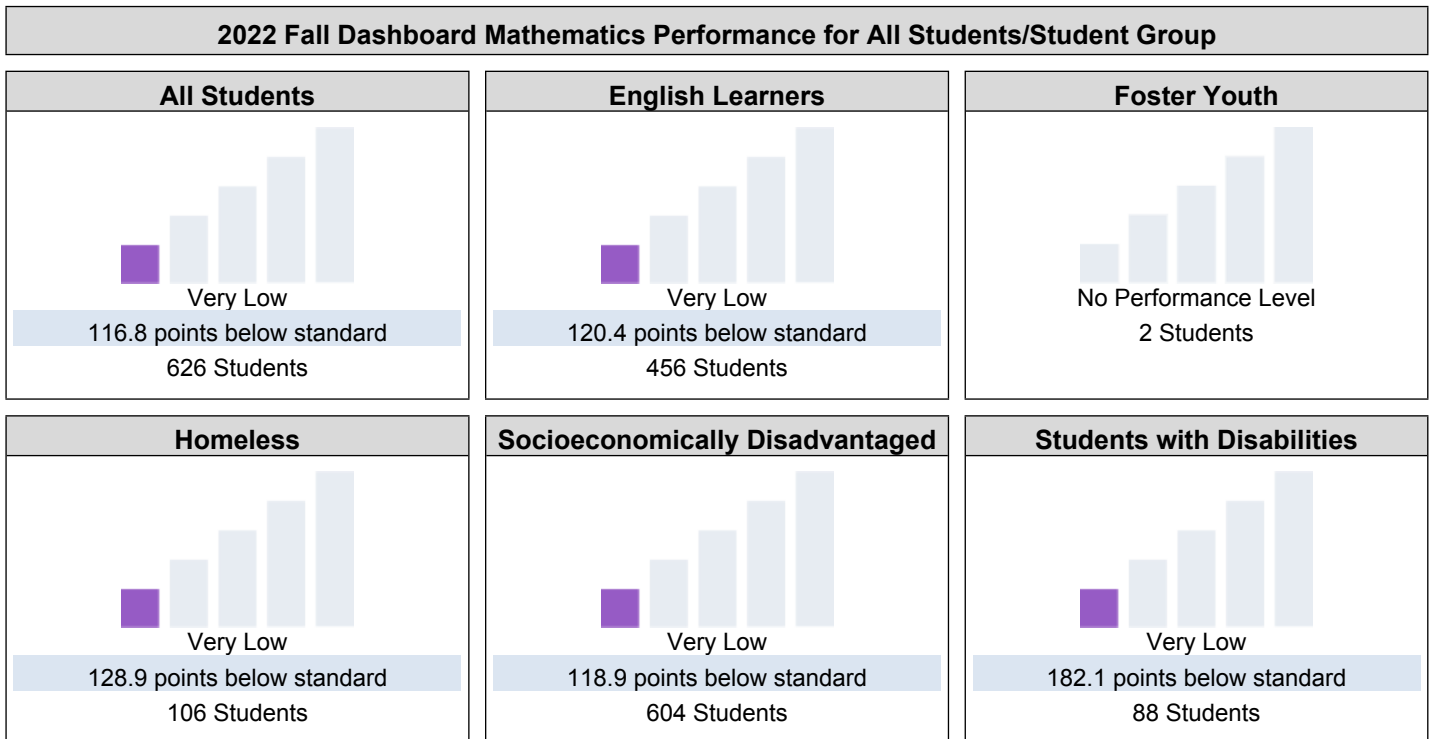
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



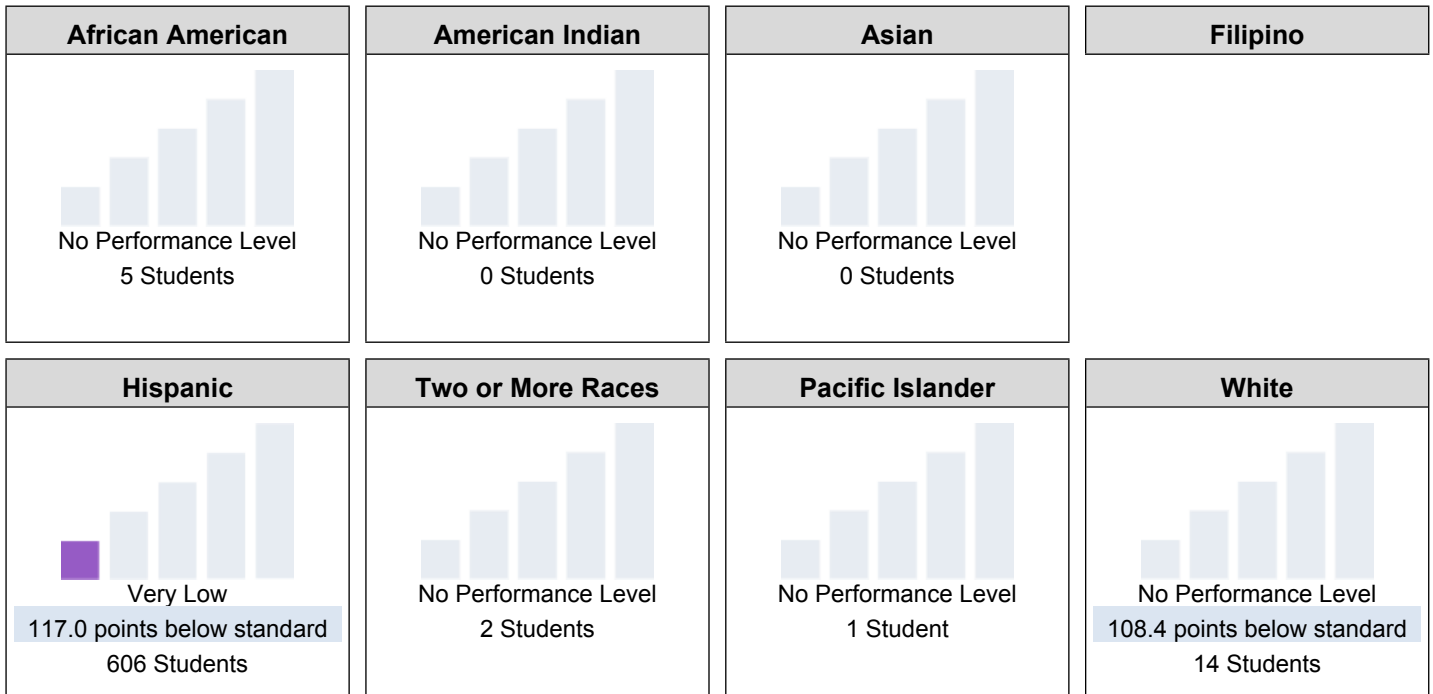
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.8 points below standard 301 Students	109.9 points below standard 155 Students	110.9 points below standard 121 Students

Conclusions based on this data:

Based on an analysis of our school's performance, it can be concluded that our school has been classified as in need of support under the designation of "ATSI" (Additional Targeted Support & Improvement) status this year. This determination arises from the fact that all subgroups within our school have demonstrated minimal progress in the field of mathematics, consistently remaining significantly below the expected standards. Notably, students designated as "RFEP" have the lowest "distance from met" despite being underperforming.

In order to foster improvement across all subgroups, it is imperative that we prioritize a comprehensive approach. This should entail the implementation of intentional, standards-based instruction and targeted interventions. Additionally, measures such as reducing class sizes in middle school, incorporating writing into the mathematics curriculum, and emphasizing problem-solving skills are crucial. Furthermore, it is essential to foster collaboration and knowledge-sharing among educators through Professional Learning Communities (PLCs) in order to disseminate effective practices and facilitate growth across the board.

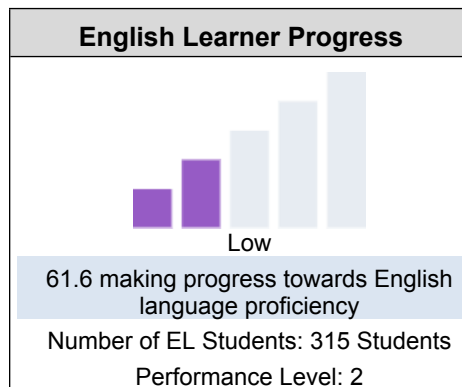
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.2%	28.3%	0.3%	61.3%

Conclusions based on this data:

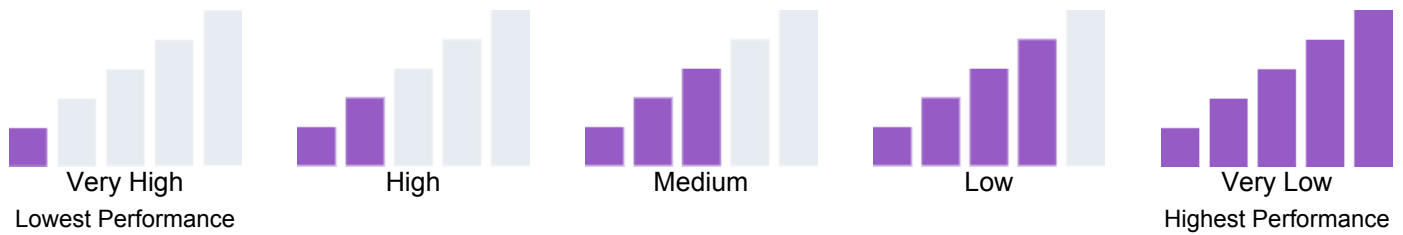
It can be inferred that significant progress has been achieved in the English Learner Progress domain, as the majority of students have attained level 3 or 4 scores. Notably, a substantial proportion of students who have successfully met reclassification criteria belong to grades 3, 4, and 5. Consequently, there is a need to increase the number of English Language learners that are reclassified in middle school to a level 4 in order to facilitate their reclassification. Moving forward, our commitment to supporting both English Learner students and Long-Term English Learners (LTELs) will be manifested through the implementation of a comprehensive school-wide writing program, integration of English Language Development (ELD) instruction across the curriculum, targeted interventions tailored to their specific needs, as well as daily emphasis on Accelerated Reader (AR) independent reading.

School and Student Performance Data

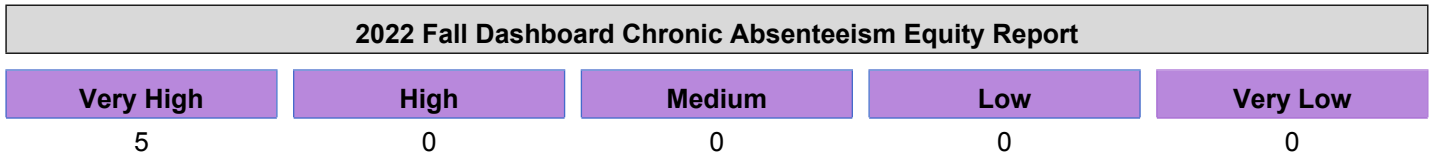
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

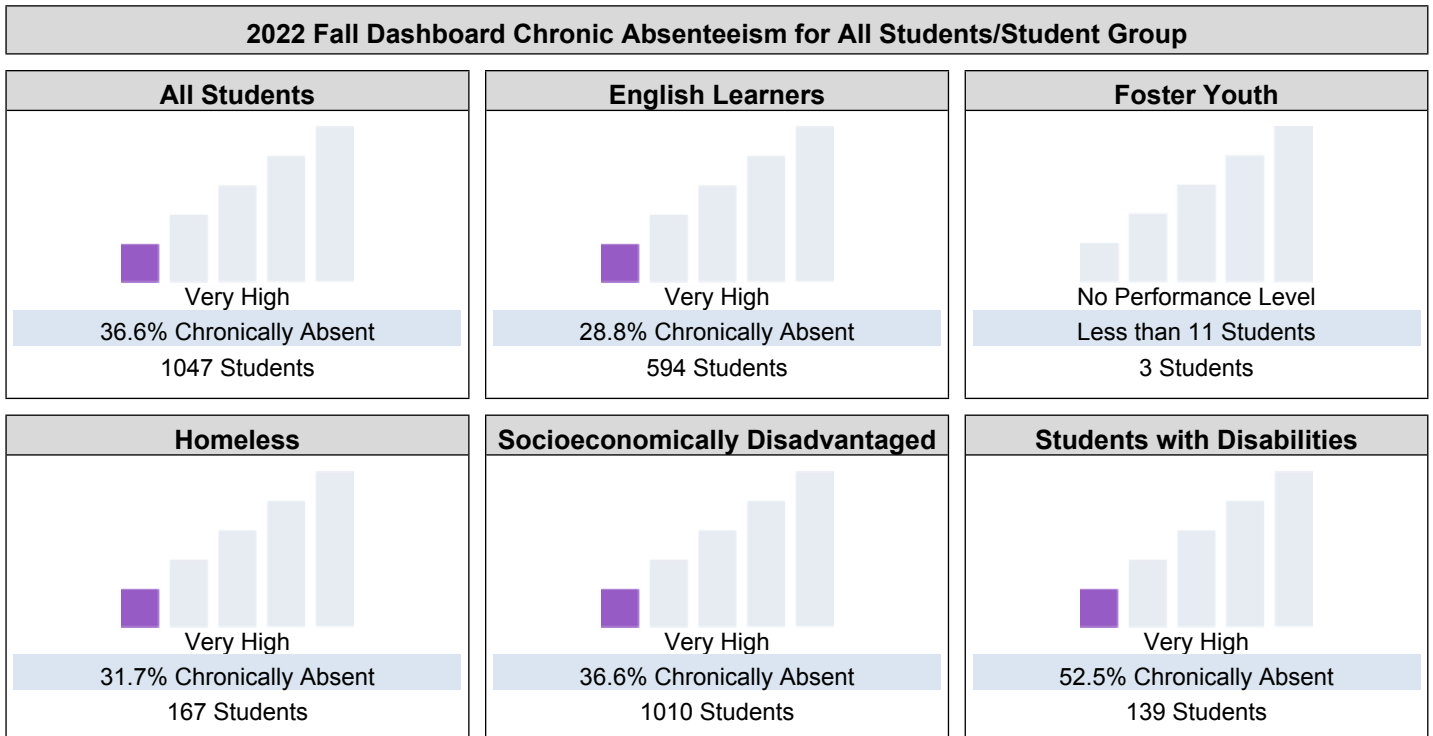
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



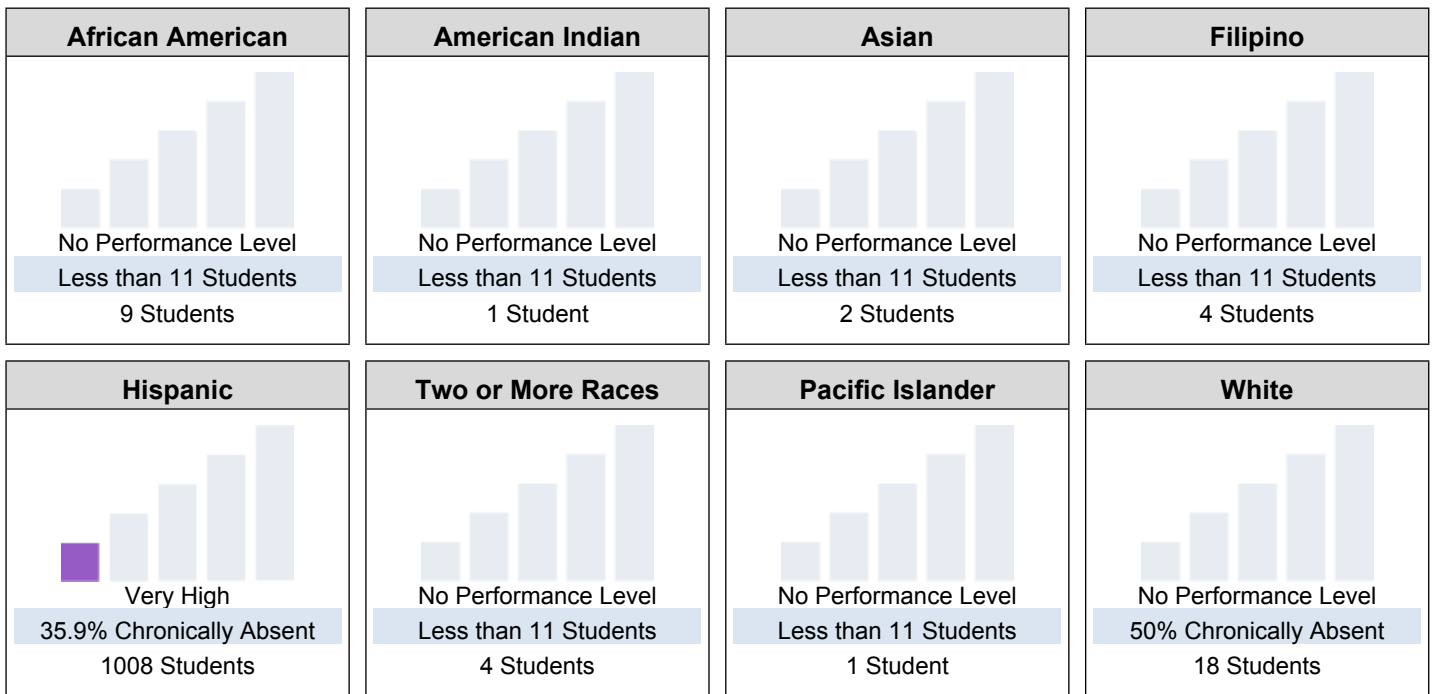
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

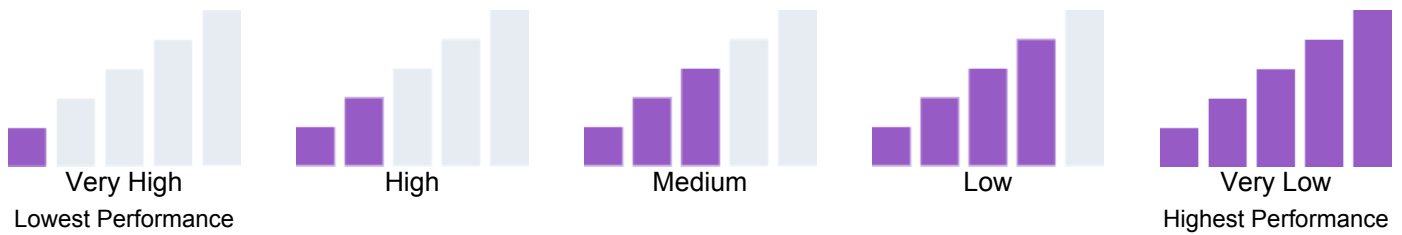
The percentage of students displaying chronic absenteeism remained relatively stable across all subgroups, with the exception of the homeless subgroup, where a noticeable change was observed. In light of this, our ORC will be implementing an attendance incentive program aimed at reducing chronic absenteeism and promoting regular student attendance. The issue of absenteeism's correlation with student academic performance is being actively addressed through various means such as parent meetings, telephone conversations, and individual student interventions. We are currently focused on identifying the underlying causes of absences and collaborating with families to overcome barriers hindering attendance.

School and Student Performance Data

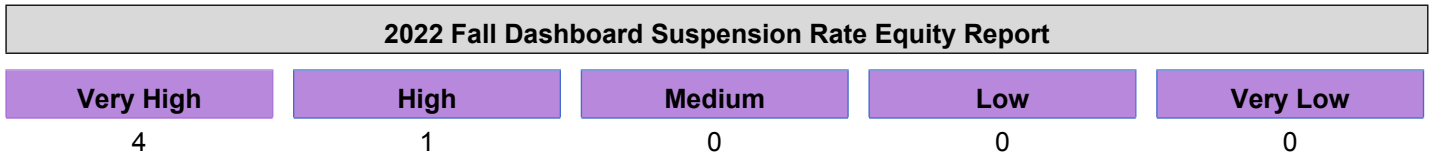
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

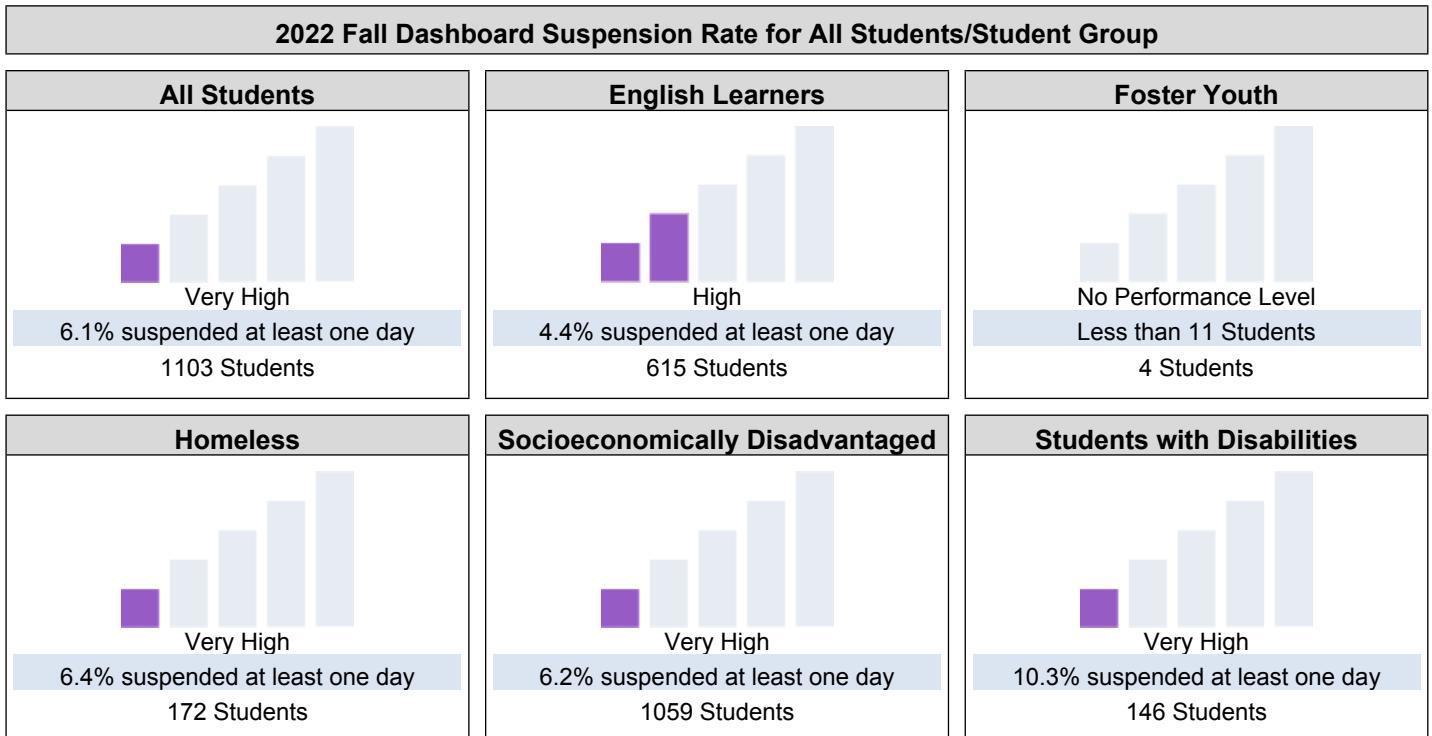
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



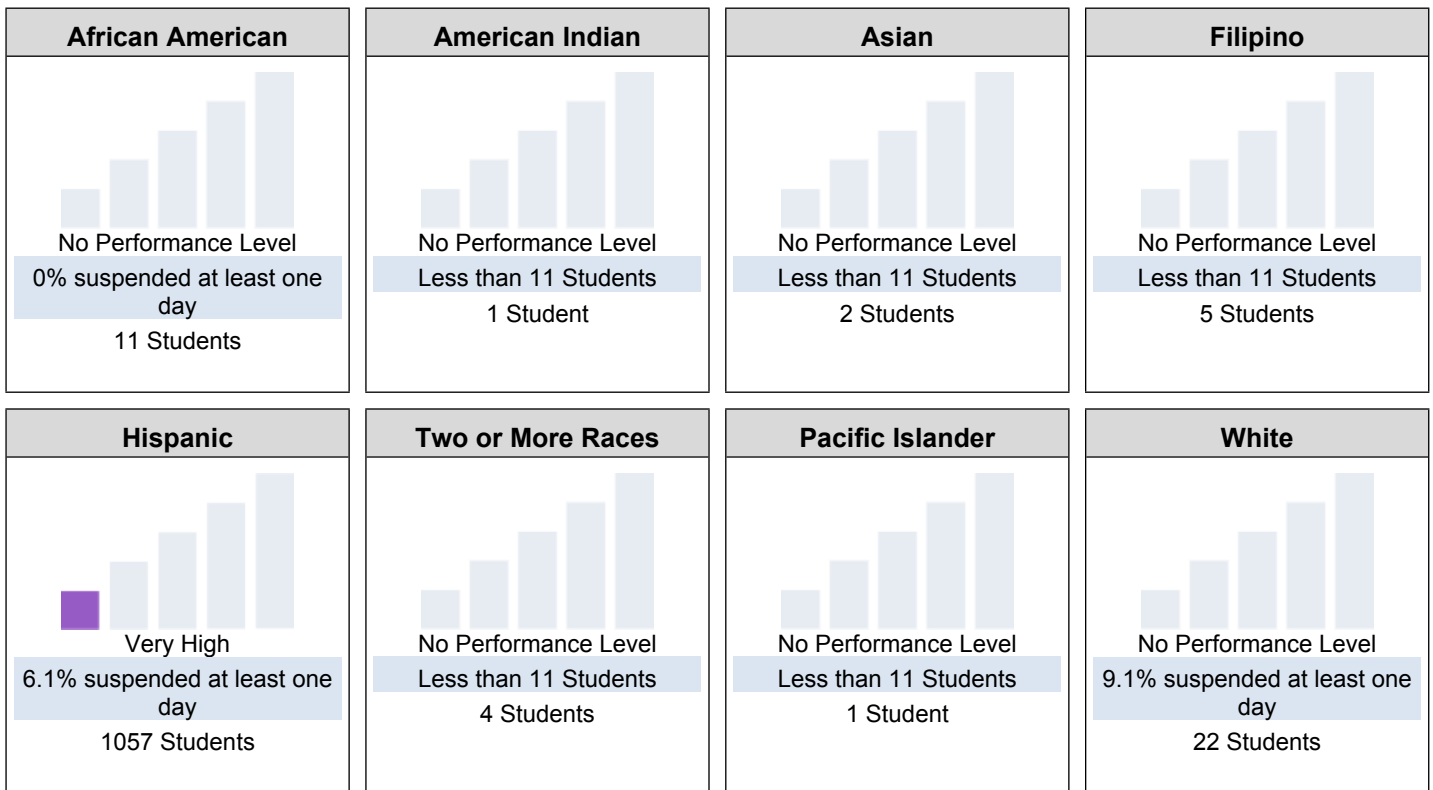
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

The suspension rate observed in the last two years has demonstrated either a stable or decreasing trend across all subgroups. The combined efforts of our PBIS team, implementation of restorative justice practices, and emphasis on fostering a positive school climate have resulted in a reduction of office referrals for offenses that traditionally warranted suspension. However, it is important to note that certain issues, which were previously addressed through alternative corrective measures, may still necessitate the use of suspension as a disciplinary action. An example of this is the escalating use of vaping among middle school students. Matters like vaping will be proactively addressed through various means, including expectation assemblies, SEL class lessons, TUPE lessons, and engagement with parent groups such as Coffee with the Principal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective first instruction and data-driven instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning
 To provide equipment, materials and technology resources that support high quality instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten- 1st grade: STAR 360 Early Literacy Assessment	Year of Assessment 2022-2023	Year of Assessment 2023-2024
2nd grade - 8th grade: STAR 360 Reading Assessment	<p>Early Literacy</p> <p>Kindergarten: EOY 48.9% at benchmark according to Renaissance Analytics.</p> <p>Grade 1: EOY 42.9% at benchmark according to Renaissance Analytics.</p> <p>—</p> <p>Reading</p> <p>Grade 1: EOY 38% at benchmark according to Renaissance Analytics.</p> <p>Grade 2: EOY 24% at benchmark according to Renaissance Analytics.</p>	<p>All grade Levels will achieve an average SGP of 50 or more in STAR 360 English Early Literacy and/or Reading.</p> <p>Additionally, all students in:</p> <p>Kindergarten: 75% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment</p> <p>Grade 1: 70% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment</p> <p>Grade 2: 60% of students in 2nd grade will score At/Above Benchmark by the End of the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SGP % According to Renaissance Analytics: High Growth 48.6 Typical Growth 29.7 Low Growth 21.6</p> <p>Grade 3: EOY 23% at benchmark.</p> <p>SGP % According to Renaissance Analytics: High Growth 36.7 Typical Growth 34.7 Low Growth 28.6</p> <p>Grade 4: EOY 12% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 35.4 Typical Growth 24.4 Low Growth 40.2</p> <p>Grade 5: EOY 35% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 35.1 Typical Growth 39.4 Low Growth 25.5</p> <p>Grade 6: EOY 22.8%% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 26.8 Typical Growth 33.3 Low Growth 39.8</p>	<p>Year on STAR 360 Early Literacy Assessment</p> <p>Grade 2: 50% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 3: 50% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 4: 50% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 5: 50% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 6: 50% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 7: 50% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 8: 50% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 7: EOY 24.3% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 40.7 Typical Growth 25 Low Growth 34.3</p> <p>Grade 8: EOY 18.4% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 25.5 Typical Growth 25.5 Low Growth 49.1</p>	
<p>DLI Students in grades:</p> <p>Kindergarten - 1st grade STAR Early Literacy Spanish Assessment</p> <p>2nd Grade - 6th grade STAR 360 Reading in Spanish Assessment</p>	<p>End of the Assessment 2022-2023 Early Literacy</p> <p>Kindergarten: EOY 77% at benchmark according to Renaissance Analytics.</p> <p>Grade 1: EOY 63% at benchmark according to Renaissance Analytics.</p> <p>— Reading</p> <p>Grade 2: EOY 63.9% at benchmark according to Renaissance Analytics.</p> <p>Grade 3: 54% at benchmark according to Renaissance Analytics.</p> <p>Grade 4: 36.8% at benchmark according to Renaissance Analytics.</p> <p>Grade 5:</p>	<p>Year of Assessment 2023-2024</p> <p>All grade Levels will achieve an average SGP of 50 or more in STAR 360 Spanish Early Literacy and/or Spanish Reading.</p> <p>Additionally, all students in:</p> <p>Kindergarten: 80% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 1: 70% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 2: 75% of students in 2nd grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 6:</p> <p>Grade 7: 35.2% at benchmark.</p> <p>Grade 8: 50% at benchmark.</p>	<p>Grade 2: 75% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment</p> <p>Grade 3: 60% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment</p> <p>Grade 4: 75% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p> <p>Grade 5: 70% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p> <p>Grade 6: 85% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p>
<p>1st - 8th grade: STAR 360 Mathematics Assessments</p>	<p>Year of Assessment 2022-2023</p> <p>Grade 1: EOY 48% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 17.3 Typical Growth 29.3 Low Growth 53.3</p> <p>Grade 2: 33.3% at benchmark according to Renaissance Analytics.</p>	<p>Year of Assessment 2023-2024</p> <p>All grade Levels will achieve an average SGP of 65 or more in STAR 360 Mathematics.</p> <p>Additionally, all students in:</p> <p>Grade 1: 75% of students in 1st grade will score At/Above Benchmark by the End of the Year on the STAR 360 English Math Assessment</p> <p>Grade 2: 50% of students in 2nd grade will score At/Above</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SGP % According to Renaissance Analytics: High Growth 20.8 Typical Growth 37.5 Low Growth 41.7</p> <p>Grade 3: 29.8% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 27.6 Typical Growth 39.8 Low Growth 32.7</p> <p>Grade 4: 21.7% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 10.8 Typical Growth 32.5 Low Growth 56.6</p> <p>Grade 5: 9.6% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 30.9 Typical Growth 29.8 Low Growth 39.4</p> <p>Grade 6: 7.6% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics:</p>	<p>Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 3: 50 % of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 4: 50% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 5: 50% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 6: 55% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 7: 50% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 8: 50% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Increase SGP in all students in grades 1st - 8th grade by moving 10% of students from low to typical growth on STAR 360 Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>High Growth 18.9 Typical Growth 31.1 Low Growth 50</p> <p>Grade 7: 7.1% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 18.6 Typical Growth 27.4 Low Growth 54</p> <p>Grade 8: 14.8% at benchmark according to Renaissance Analytics.</p> <p>SGP % According to Renaissance Analytics: High Growth 38.8 Typical Growth 24.1 Low Growth 37.1</p>	
<p>3rd-8th grade: English Language Arts CAASPP</p> <p>3rd-8th grade: Mathematics CAASPP</p>	<p>PRELIMINARY Results from 6/6/23</p> <p>3rd grade: ELA 19% Met/Exceeded Standard 81% Not Met Standard</p> <p>Math 27% Met/Exceeded Standard 73% Not Met Standard</p> <p>4th grade ELA 15% Met/Exceeded Standard 85% Not Met Standard</p> <p>Math 9% Met/Exceeded Standard 91% Not Met Standard</p>	<p>Increase the amount of students in 3rd - 8th grade in MET/Exceed Standard on the 2023-2024 CAASPP Assessment by 10% in each ELA and Math.</p> <p>Additionally, decrease the percentage of students in 3rd-8th grade in the Nearly Met and Not Met standard by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>5th grade ELA 25% Met/Exceeded Standard 75% Not Met Standard</p> <p>Math 9% Met/Exceeded Standard 91% Not Met Standard</p> <p>6th grade ELA 18% Met/Exceeded Standard 82% Not Met Standard</p> <p>Math 6% Met/Exceeded Standard 94% Not Met Standard</p> <p>7th grade ELA 24% Met/Exceeded Standard 76% Not Met Standard</p> <p>Math 8% Met/Exceeded Standard 92% Not Met Standard</p> <p>8th grade ELA 20% Met/Exceeded Standard 80% Not Met Standard</p> <p>Math 13% Met/Exceeded Standard 87% Not Met Standard</p>	
<p>Kindergarten -8th grade: English Learners ELPAC Assessments</p> <p>Reclassification Percentage of English Learners in 3rd - 8th grade</p>	<p>Ellevation Report run 6/4/23 indicates the following status:</p> <p>ELPAC Composite 1: 68 students (17.1% of English Learners)</p> <p>ELPAC Composite 2: 114 students (28.7% of English Learners)</p>	<p>All English Learner students in all grade levels will increase one level on the ELPAC 2023- 2024.</p> <p>Increase the total percent of students who Reclassify in 2023-2024 to 25%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>ELPAC Composite 3: 149 students (37.5% of English Learners)</p> <p>ELPAC Composite 4: 66 students (16.6% of English Learners)</p> <p>11% of English Learners were reclassified during the 2022-2023 school year. (N=63)</p>	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional programs and instrument repairs. Repair and/or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	LCFF 4000-4999: Books And Supplies Warehouse Materials
1000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreement for office equipment
1000	LCFF 5700-5799: Transfers Of Direct Costs Publication and Graphic Services

4000

LCFF

4000-4999: Books And Supplies
other materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Full Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Curriculum materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

8th Grade Students

Strategy/Activity

Counselor will hold presentations for 8th grade students addressing the following topics: How to succeed in school, calculating your GPA, promotion requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
counselor salary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Grade-level teachers will continue to develop a guaranteed and viable curriculum through identifying priority standards, learning targets and “I” can statements. As this work is completed, the shift will progress to professional learning opportunities focused toward developing common formative assessments, intervention schedules, and intervention lesson design to address remediation or reteaching student learning needs. Furthermore, 3 week learning cycles will be introduced/coached to support teachers in moving from assessment to intervention with a focus on building their capacity to effectively engage student learning needs throughout the cycle. This work will be designed to support site leaders and teacher leaders in engaging in targeted observation/feedback cycles and curriculum/assessment calendar design within short cycles of improvement as the method for designing the path for teachers to maximize student learning. Finally, school leadership will partner to design an implementation plan that maximizes staff collective expertise as a means for deepening student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

LCFF
5800: Professional/Consulting Services And Operating Expenditures
RAMSE Consulting services to provide professional development on Professional Learning Communities to whole staff and coaching to Leadership Team and administration.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct Student Monitoring Conferences facilitated by Administration 3 times per year to analyze the STAR 360 Reading, Mathematics, and Early Literacy and/or other curriculum embedded assessment data and identify patterns of academic growth, address students learning needs, identify students who are at risk of not meeting grade level goals, identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2400

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Cost of substitutes 4 days 3 times for the year
(\$200 per day)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School: English Learners, Migrant, Foster, African American and Homeless

Strategy/Activity

Teachers will provide small group instruction and offer extra support for students' work completion in efforts to decrease the number of Ds and Fs. Additionally, administration will hold student assemblies and parent meetings to review academic expectations and share promotion requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries
Teacher

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of school wide systematic writing instruction (K-8) based on Common Core Writing Standards. Writing assessments in all genres will be administered to students 3 times a year. Writing will be analyzed and monitored by teachers during collaboration each trimester to calibrate and identify patterns of academic growth and to guide first instruction. This will be done by grade level and in vertical collaboration teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries
24000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Think, Read, Write

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

In order to provide students with enrichment opportunities, Art Trek, Inc. will provide art lessons to student while their teachers participate in the 3 week cycle of Teacher Collaboration (See Goal 1 Strategy #4).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39900	LCFF 5000-5999: Services And Other Operating Expenditures Art Trek, Inc. student lessons to release teachers for 3 Week Cycle Collaboration

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the MTSS Model of supports for students. through the MTSS and SST process in order to identify and disrupt barriers that limit the success of our students and provide Tier I, II, and III-level interventions in small group to students below grade level in ELA and Math during Core Instruction, ELD, and before/after school tutoring. Their progress will be monitored.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Substitute Teachers
	District Funded 1000-1999: Certificated Personnel Salaries 1 Literacy Intervention teacher District funded to provide reading intervention with use of LLI Program
78355	Title I 2000-2999: Classified Personnel Salaries 3 Paraeducators to support Grades 1st and 2nd grade to support small group instruction
7283	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra hours for tutoring

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All students will be reading by third grade. The Accelerated Reader program will be implemented and monitored by teachers. Students in grades 3rd to 8th will be required to read independently to meet their trimester point goals with 80% accuracy. Students in Kinder to 2nd grade will be required to read independently at least 8 books per trimester with 80% accuracy. Provide incentives for those that reach their goals. Provide professional development in AR to all teachers to ensure full participation and maximize implementation of the AR program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian
	District Funded

	5000-5999: Services And Other Operating Expenditures Accelerated Reader Program
2000	LCFF 4000-4999: Books And Supplies Materials and supplies: Incentives
1015	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian OT (\$750 + benefits)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide English Learners access to books in efforts to support their English Language Development Literacy skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title III
4000-4999: Books And Supplies
Purchase AR Library Books to support ELs (ELD)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide Designated and Integrated ELD instruction to increase English Language proficiency. Teachers will ensure full implementation of district adopted ELD curriculum and provide supports with use of scaffolds and strategies to make the content comprehensible to the English Learners. Ensure that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Long Term English Learners, Homeless, SED and Special Education

Strategy/Activity

Conduct progress monitoring of English Learners, Long Term English Learners (LTELs) and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the Director of EL Services. To mitigate low performance, the school will provide an intervention support teacher or outside service provider (pending staffing) to offer small group instruction and offer after school tutoring for ELs students who are not meeting or are falling behind in their academic goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries Cost for substitutes (See Goal #1 Activity 10)
2457	Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours Tutoring

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in DLI program in K-8th grade

Strategy/Activity

Implement the Dual Language Immersion Program in Kindergarten through Eighth Grade. In K-5, teachers will implement the Biliteracy Unit Framework roll out from the DLI units created for student achievement. Teachers will collaborate in order to plan first instruction and analyze data with the support of the instructional coach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Teacher Salaries

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy and math skills; and enhance students' involvement in the school's Communication Arts, Literacy, and Technology Strand Focus. Teachers will monitor the goal for students to work on Lexia for their recommended time by the Lexia Program and on ST Math for 30-90 minutes per week (depending on grade level) .

All Students will be given the opportunity to learn through technology apps, software, and subscriptions enhancing reading and writing skills through learning experiences focused on supporting intervention and enriching activities for one to one devices. (Myon, Lexia and ST Math and AR)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And Operating Expenditures
MyOn program, Lexia, and ST Math, Dreambox

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with Special Needs

Strategy/Activity

Provide students with special needs differentiated support and accommodations specified in their IEPs in their General Education class. Monitor students' progress on goals and objectives and make recommendations for necessary supports and services through their Annual, Initial, and Triennial IEP meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Cost of Subs to release teachers for IEPs or purchase of prep periods for GenEd and SpEd

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Student with special needs

Strategy/Activity

Conduct Section 504 meetings to determine student eligibility for supports and/or accommodations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Cost of Subs or purchase of prep periods (See Goal #1 Activity 17)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Dual Language Immersion (DLI) meetings regularly to support teachers in the biliteracy program. Collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed. New teachers to DLI will be offered opportunities to

observe more experienced teachers and opportunities to collaborate to improve student achievement in the DLI program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Hours and substitutes

District Funded
1000-1999: Certificated Personnel Salaries
DLI TOSA Support

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct New Teacher meetings monthly to support new teachers with planning instruction, classroom management, and other issues that may affect student learning and teacher retention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation a districtwide Learning Management System (LMS), CANVAS, to complete and upload assignments, grades, and attendance. Teachers will receive Professional Development via CANVAS modules.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Canvas LMS

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documentation and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
5000-5999: Services And Other Operating Expenditures
Contract for Shredding Services

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

In order to improve the low 7th and 8th grade Math scores on the CAASPP, the Master Schedule was revised to allow 7th and 8th grade Math teacher to teach 5 sections of Math instead of 4 sessions plus one elective. This will allow for smaller class sizes and differentiation within the 7th and 8th grade Math classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Teacher Salaries

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

8th Grade At Promise Students

Strategy/Activity

School counselors will identify 7th grade "at promise" students who are not meeting School Board criteria for 8th grade promotion eligibility to participate in "Operation Si Se Puede! and meet at regular intervals with them and their families to develop a plan for success and monitor their work completion and grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Counselors salaries

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

Provide professional development opportunities through AVID annual conference and additional trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
3000	LCFF 5000-5999: Services And Other Operating Expenditures Cost of AVID Conference

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade Class

Strategy/Activity

As part of the school's focus strand of Communication Arts A class of 5th grade students will participate in a program with the Youth Cinema Project. Project based learning will be supported by the Youth Cinema Project (YCP) this project will provide an enrichment opportunity to one class of students by writing, producing, acting and filming a movie.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Youth Cinema Project Contract with District

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Homeless, Hispanic, and SED students

Strategy/Activity

Prioritize McKinney Vento (Homeless), Hispanic, and SED students for acceptance into the After School Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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District Funded
None Specified
ASP

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Homeless, Hispanic, LTELS, SED, and SWD students

Strategy/Activity

Provide additional hours for teacher Power Planning Days/Meetings or for tutoring outside school hours (before and after school) to improve performance in English Language Arts, Mathematics and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra hours for teacher pay

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (such as virtual experiences, assemblies and/or guest speakers). This will expand students' interest for career and college readiness and enhance their overall learning experience.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20905

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Field Trip services

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, with a focus on Homeless, Hispanic, SED, and SWD.

Strategy/Activity

Provide family education nights (ex. literacy, math, SEL) to enable and develop family academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Extra hours for Certificated Personnel

LCFF
4000-4999: Books And Supplies
Copies, promotional materials, incentives for attendees (See Goal #1 Strategy #1)

100

LCFF
2000-2999: Classified Personnel Salaries
Extra hours for personnel for child care.

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create project-based learning showcases (cross curricular middle school projects, passion projects, etc.) to have students reach collaboration, innovation, and problem solver aspects of the OSD student profile.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will provide opportunities for teachers to attend professional development in ELA, DLI, Math, and ELD in integrated and designated ELD to improve instructional practices, improve student progress and engagement. (District adopted technology platforms and programs Lexia, St Math, canvas, PLC, etc...)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
teacher extra hours to attend PD

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School students

Strategy/Activity

Academic incentives will be provided to motivate and engage students in Middle School to maintain targeted GPA. Grades will be checked at semi-random intervals and students who receive the target goal will gain the immediate reward. Some of the checks will be connected to progress reports, some will be random. Teachers will be given a one week advanced notice to the check so that they will have time to prepare and update grades. There will also be rewards for other behaviors (tardies, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF
4000-4999: Books And Supplies
Academic Incentives

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students in AVID, which include English Learners, Migrant, Homeless, Foster, African-American and GATE

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 7-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

--

Source(s)

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Field Trip transportation and/or services, entrance fees, and operations (see Goal 1 #29)

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team will meet monthly to create and monitor the Single Plan for Students Achievement; discuss, plan and develop support for teachers and students with implementation of the focus strand, and district adopted curriculum and technology platforms; analyze data and make recommendations to the school program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra hours for Leadership Team Members

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in TK-8th grade

Strategy/Activity

The After School Program will be offered to students in grades TK-8th and will provide enrichment for students through opportunities for collaborative learning and hands-on academic and physical activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
No additional cost

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in TK-8th grade

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
No additional cost

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

No additional cost

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Based on the STAR 360 results for the 22-23 school year, we observed overall improvement in most grade levels, with the majority of students demonstrating progress (SGP of 35 or higher). This suggests that the strategies and actions outlined in last year's plan were effective in achieving our objectives. Notably, the implementation of 3-week cycles, where teachers collaborated and shared lesson plans and formative assessments, proved to be a successful approach for facilitating high-quality, standards-based instruction. While we acknowledge these score improvements, we recognize that there is still a considerable distance to cover in order to achieve our ultimate goal of proficiency or higher for all students. Consequently, we will continue pursuing many of the goals established in last year's plan.

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

Funds have been assigned to bolster support for initiatives taken in the previous year: improving the effectiveness of professional learning communities, utilizing the cycle of inquiry, 3-week Cycles, monitoring student progress through MTSS, and extending opportunities for students to learn and meet goals. Additionally, support is being provided to support the Biliiteracy program and support for our ELD students.

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.

Cesar E. Chavez School will ensure that the metrics, goals and expected outcomes are monitored at least 3 times during the year. The CAASP test is being re-instated this year, so this will serve as

new baseline data for future progress monitoring. Appropriate goals will be set in next year's SPSA. Maintaining a focus on data analysis during our PLCs will help grade levels monitor student progress at all levels, inform instruction, and identify students for intervention or enrichment opportunities when needed. Funding will be allocated to support the training in the area of writing, standards based planning of instruction and implementation of PLCs which will set cohesive instructional goals for the school and develop pathways to attain them. Additionally, we will be collaborating with EdPartners to provide support for our Middle School Program in preparing our students for High School and College and Career.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase positive attendance
 To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absenteeism	<p>Based on the 2022-2023 end of year attendance report, Chavez had an overall Enrollment of 815 students with 93.29% Average Daily Attendance Rate.</p> <p>214 students chronically absent = 26%</p> <ul style="list-style-type: none"> • 110 EL =13.5% • 50 Homeless = 6% • 41 RSP = 5% • 210 Hispanic =25.7% 	<p>New Baseline will be set in 2022-2023 because due to the Pandemic the attendance was impacted.</p> <p>Increase Chavez attendance rate to 98%.</p> <p>Decrease the amount of student chronic absenteeism by 10%.</p>
Suspension Rates	<p>As of report run on 6/4/23, number of suspension incidents was 52.</p> <p>English Learners: 25 SWD: 11 Homeless: 4 Hispanic: 50</p>	<p>Decrease the amount of school suspensions by 50%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	<p>Grades 3-5</p> <p>Teacher Student Relationships: 77% (-2)</p> <p>Sense of Belonging: 63% (-4)</p> <p>Self Management: 62% (-2)</p> <p>Social Awareness: 65% (-5)</p> <p>Growth Mindset 59% (-5)</p> <p>Engagement 56% (-6)</p> <p>Emotional Regulation 47% (-4)</p> <p>Grades 6-8</p> <p>Self Management 53% (-4)</p> <p>Social Awareness 46% (-2)</p> <p>Growth Mindset 45% (+1)</p> <p>Teacher-Student Relationships 45% (0)</p> <p>Emotional Regulation 41% (0)</p> <p>Sense of Belonging 36% (-4)</p> <p>Engagement 29% (-3)</p>	Increase the percent of students in each category by 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the positive behavior support model and school-wide. PBIS committee will identify areas of need and opportunities to improve the PBIS model. The specific focus this year will be establishing an incentive program based on SOAR, establishing structured playground activities, and implementing clear and common expectations on locations around school for all grade levels. Posters and/or banners will be printed and displayed in all classrooms and common areas as supports for students. Provide for hours for Power Planning Days/Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF

	1000-1999: Certificated Personnel Salaries PBIS team extra hours Print PBIS posters (See Goal 1)
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	LCFF 4000-4999: Books And Supplies Incentives for PBIS (See Goal 1)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: focus on Hispanic, Homeless, Student with Disabilities and SED

Strategy/Activity

To address the ATSI status and decrease suspension rates, staff will implement Positive Behavior supports within the classroom including community circles. Counselors/administrators will implement restorative approaches for Positive Behavior Interventions and Supports including restorative circles and/or small group counseling groups. MS will focus on SEL during Advisory.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	No additional cost
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
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2000-2999: Classified Personnel Salaries
Classified Salaries for Outreach Specialist

LCFF
2000-2999: Classified Personnel Salaries
Classified Salaries for ORC: Extra time (See
Goal 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselors will work with students and families regarding behavior and social-emotional concerns, individually and/or in small groups or class setting. (Tier I, II, & III)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Classified Salaries for Counselor

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Run a 2 week Spring Break Camp for English Learners provided by Coach AI to improve the social-emotional skills, engagement, growth mindset, and resilience of English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

29267

Title III
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Mitigate interpersonal problems and self-regulation, in efforts to decrease suspension incidents, student discipline data will be monitored at the end of each trimester by administration and PBIS Team to identify trends and patterns of behavior and types of incidents. This data will serve to reevaluate the structures and procedures and identify additional needs in supporting student positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor and ORC and admin

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will follow the Multiple Tiered Systems of Supports (MTSS) pyramid for behavior and social-emotional supports. The school will hold regular MTSS and Student Success Team (SST) meetings for at risk students to identify supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Staffing and extra hours (See Goal 1 Activity # 10)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students Grades 5th through 8th grade

Strategy/Activity

In order to improve the overall school culture and climate staff and students in grades 6th through 7th grade will participate in a Mindful Academy Series through workshops. The focus of these sessions will be on mindset development, students' social emotional learning, motivation, and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11556

Source(s)

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Coach "AI"

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Create structure in the playground by clearly identifying areas for specific activities during recess and lunch in efforts to support students in making positive choices and create a more safe play environment for students. Areas will color coded to correspond to the activities and equipment that can be use in certain areas, i.e.basketball courts will be the orange area and only basketballs should be used in that area.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF
4000-4999: Books And Supplies
Playground equipment and signage

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Safety Committee will revise and monitor the Comprehensive School Safety Plan, provide Disaster Preparedness training to staff. All staff and students will participate in emergency preparedness drills: fire drills (monthly); earthquake drills (bi-monthly); lockdown drills (2x's yearly); and Schoolwide Evacuation (once a year).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Safety Committee extra hours (maybe classified extra hours as well if part of the committee)
1000	LCFF 4000-4999: Books And Supplies Materials to support implementation of safety plan

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods. There is a need to have multiple areas supervised at all times which requires the site to fund additional hours to keep students safe. The school will provide professional development by continuing to train campus supervisors in effective ways to support students with positive behavior and discipline. Training will include CHAMPS, PBIS, and NCPI.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: 6 Campus Assistants

33330

LCFF
2000-2999: Classified Personnel Salaries
Classified Salaries: 3 additional campus supervisor (4 hours) for 180 days

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to support the Core Academics of students, the Administration, ORC, and Counselor will hold regular social skills and "Guidelines for Success" assemblies once per trimester. For the first 3 weeks of school all teachers will focus on establishing classroom expectations, setting routines and procedures, and build student relationships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
staff salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Kinder through eighth grade students will participate in the Panorama Social Emotional Learning Survey to identify individual student needs, to identify school trends, and provide Tier II interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

To increase meaningful participation, school connectedness and build school culture, all staff will implement spirit weeks throughout the year following the district identified Monthly themes and conduct schoolwide flag salute once weekly with positive message and recognition of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselors and ORC

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students Economically Disadvantaged (SED) and Students with Disabilities

Strategy/Activity

In order to address the ATSI status, student attendance will be monitored on a biweekly basis by attendance tech and MTSS Team to identify trends and patterns of attendance. To mitigate the

chronic absenteeism, students identified will placed on attendance contracts, incentives will be provided, parents will be conferenced with, and home visits will be conducted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies
Incentives ISee Goal #1 Strategy 33)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold a "Growth Parade" once per trimester for all students to identify and celebrate their areas of growth with staff, family, and the community to enable growth mindset and improve school engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See goal 1, strategy 1

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students, focus on chronic absenteeism

Strategy/Activity

Hold an end of the year award celebration to present: "Soaring Eagle Award" (academics), "Cesar Chavez Award" (citizenship and character), "Rising Eagle Award" (improvement), "Club180" (attendance) to encourage student motivation for high achievement, character development, and attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Award Supplies

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

In efforts to increase student voice and agency, admin will establish and meet monthly with student focus groups: 3-5 and 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries No Additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance will be monitored by Attendance Technician, Outreach Consultant and Administration. School will hold meetings on a biweekly basis and provide specific interventions and support to students and families when concerned with absences and/or tardies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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District Funded
2000-2999: Classified Personnel Salaries
Classified and Admin salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will provide social/emotional support and community services for students by the Healthy Start Social Worker in collaboration with school counselor and ORC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor salary

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Parents and guardians of English Learners in need of supports and strategies for student behavior expectations may be referred by the ORC to Parenting Workshops, such as Project2Inspire and/or Triple P Classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600

Title III
2000-2999: Classified Personnel Salaries
campus supervisor extra hours for baby sitting

400

Title III
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Suspension rate was less than half of the previous years due to increase in PBIS strategies, including increased number of assemblies, use of a social-emotional coach (Mindset Academy) for grades 5-8, and changes in the amount and type of supervision.

Goal was met for 3-5 student teacher and engagement. Other goals not met. Middle school scores are generally lower than the 3-5 scores, however the changes in the scores were not as drastic this year as compared to previous years, indicating more stability. This is the first year we have done a third Panorama test for EOY. If we compare the differences in scores for Winter 21 to Winter 22, the overall drop is not as significant. This EOY data will serve as a baseline for next year's EOY data.

All actions for this school year will be scheduled and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester via collaboration with focus on data analysis. The PBIS team, counselor, ORC, administrators, and staff will continue to work on improving positive school climate and the social emotional support of our students.

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

No significant disparities were observed between the planned implementation and the budgeted expenditures. In addition to the items we had budgeted for, our school received funds for the development of a student wellness center. We look forward to the grand opening next 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.

The school will develop school climate by focusing on social-emotional learning lessons integrated through the day, the training and use of additional campus supervisors, and working with all education partners to investigate and provide additional supports for students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Parent Participation in ELAC Meetings	An average of 15 parents attended ELAC meetings, meeting our goal of increasing by 100% (6) from the previous year.	Increase parent attendance to ELAC Meetings by 100% this year as measured by the parent sign in sheets for each meeting.
Parent Needs Assessment Survey	39 parents responded to the survey. Previous goal of 25% not met.	To have 25% of the parents respond to the survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 meetings will be held to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of year. These will be the Back to School Night in the Fall and Open House in the Spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The parent compact will be developed and revised at parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Staff Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Parent Involvement Policy will be developed and revised in collaboration with School Site Council.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Staff Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Education will be provided by the school, which will include transition to HS, to Middle School, out of Kindergarten, Early Literacy, A-G requirements, Creating email accounts and pairing to students' CANVAS accounts, in order to increase parent and family involvement in schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

District Funded
2000-2999: Classified Personnel Salaries
ORC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

EL Students and all students

Strategy/Activity

Parent/Teacher conferences will be held in the Fall and the Spring to inform families of student ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

541

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Classified Salaries: Translation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Coffee with the Principal meetings will be held to offer training opportunities for parents to learn how they can assist their child at home in ELA, Math, and learn about school goals and happenings with our school. These meeting will have Mixteco and Spanish interpreters.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Mixteco Translation (See goal 3 activity #5)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

IEP meetings will be held to plan individual student support instructional needs and other supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Substitute Teachers (Goal # 1)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate School Site Council (SSC) meetings and jointly develop agendas with parent input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
salaries for teachers and admin members

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Notify parents of upcoming events through Parent Square, student iPads, OSD app, display cases, and updated school website with information for parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Translation (See goal 3 activity #5)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold a Parent Informational Night to inform parents of Biliteracy Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Teachers salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Parent meetings

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Invite parents of EL students whom been reclassified to a Reclassification Celebration. Conduct outreach to parents of students who don't to explain the impact and risk of becoming Long Term English Learners and how they can support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title III
4000-4999: Books And Supplies
Refreshments, cake and medals

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

The school will provide opportunities for parents to attend site based and other parent trainings to help increase student success, such as District Office training, teacher parent education nights, and CAFE parent professional development for both teachers and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

Title III
5800: Professional/Consulting Services And
Operating Expenditures
ex. Ventura County CAFE Chapter and Annual
CAFE Annual Conference (6 attendees)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Homeless, Foster Youth and Migrant

Strategy/Activity

The School will provide support to homeless and foster youth families through the school counselor, outreach specialist and Social Worker. Their needs will be communicated through ORC to the site staff and will include home visits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

2000-2999: Classified Personnel Salaries
ORC

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. Students of parents who attend the meeting will be provided with an incentive to encourage more participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Classified Salaries: Translation (See goal 3 activity #5)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

Administration and school Counselor will hold a meetings for Middle school parents of students who get D and/or F on their Progress Reports to talk about expectations, give information to parents of how they can support their student at home. Additionally, topics that will be addressed are: the importance of attendance, A-G Requirements, Promotion Requirements and Calculating the GPA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Personnel Services

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Work with PTA to offer family and community events (ex. Día Del Niño, Día De Los Muertos, lunch on the lawn, etc.) to strengthen school culture and parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

8th Grade

Strategy/Activity

Invite parents to participate in their child's promotion to high school celebration ceremony.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF
4000-4999: Books And Supplies
Expenses related to 8th grade promotion

PTA/PTO

decoration for Ceremony

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct a Parent Needs Survey to help identify parent needs and supports for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Recruit "room parents" and/or grade level parents and chaperones during the Back to School Night and other beginning of the year events to use them as a way to further promote parent involvement and communication for our Parent Committee meetings (ELAC Meetings, SSC Meetings, PTA) and other events (Coffee with the Principal, Parent Family Events, etc..).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

While Cesar E. Chavez School has been able to successfully communicate with parents through EdConnect calls, Blackboard text messages, Twitter, Facebook, school marquee, website, and PeachJar. We need to continue our efforts of communicating with our families in order to help them support their children and the school in accomplishing our goal of student success. We are hoping to receive feedback from the data in the parent survey, to further increase parent communication, and increase active parent involvement.

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

Funds were allocated for parent nights celebrating our academy focus, CALCAT, and parenting classes. This year, we plan on hosting celebratory nights focusing on presenting student work by grade level. In addition, our counselor and ORC are working with VCBH and the FRC to provide parenting classes in an effort provide strategies for their children at home that parallel strategies used at school.

In addition to the items we had budgeted for, our school received funds for the development of a student wellness center. We will have a grand opening next 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.

Next year, we will attempt to focus more on positive, proactive measures to improve student behavior and increase engagement, such as the continuation of Mindset Academy. Additionally, we will be setting new guidelines for success for behavior through our PBIS as well as focusing on enforcing them consistently. While our instances of suspension decreased this year, we would like to continue to decrease the number.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$145,025
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$337,009.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$99,260.00
Title III	\$45,765.00

Subtotal of additional federal funds included for this school: \$145,025.00

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

State or Local Programs	Amount (\$)
LCFF	\$179,701.00
LCFF - Intervention	\$12,283.00

Subtotal of state or local funds included for this school: \$191,984.00

Total of federal, state, and/or local funds for this school: \$337,009.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	99260	0.00
Title III	45765	0.00
LCFF	179701	0.00
LCFF - Intervention	12283	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	179,701.00
LCFF - Intervention	12,283.00
Title I	99,260.00
Title III	45,765.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	16,300.00
2000-2999: Classified Personnel Salaries	LCFF	34,445.00
4000-4999: Books And Supplies	LCFF	32,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	44,900.00
5700-5799: Transfers Of Direct Costs	LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	50,556.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,283.00
2000-2999: Classified Personnel Salaries	Title I	78,355.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,905.00

1000-1999: Certificated Personnel Salaries	Title III	2,457.00
2000-2999: Classified Personnel Salaries	Title III	1,141.00
4000-4999: Books And Supplies	Title III	2,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	39,267.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	244,815.00
Goal 2	80,653.00
Goal 3	11,541.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Bertha Anguiano	Principal
Elsa Cortes	Classroom Teacher
Laura Silva	Classroom Teacher
Rosalinda Rodarte	Classroom Teacher
Jesus Herrera	Other School Staff
Alejandra Flores	Parent or Community Member
Ines Gonzalez	Parent or Community Member
Beatriz Perez Palma	Parent or Community Member
Lizette Reyes	Parent or Community Member
Emma Valencia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

School Site Council

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6-8-23.

Attested:

Principal, Bertha M. Anguiano on 6-8-23

SSC Chairperson, Laura Silva on 6-8-23

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


School Site Council	
English Learner Advisory Committee	

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6-8-23.

Attested:

Principal, Bertha M. Anguiano on 6-8-23	
SSC Chairperson, Laura Silva on 6-8-23	

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019