

The Single Plan for Student Achievement

School: César Chávez Elementary School
CDS Code: 57726786056295
District: Davis Joint Unified School District
Principal: Veronica Dunn
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

César Chávez Elementary School's Vision and Mission Statements

Mission:

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

Vision

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

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

School Profile

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

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

Program Design

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

Program Goals

All students achieve:

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

Program History

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Since 2015 students in 3rd-6th grade take the Youth Truth Survey on an annual basis.

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 principal conducts classrooms observations on a monthly basis. The State, district and school have a focus on full implementation of Common Core standards in all grade levels using Envision, new Math curriculum and Benchmark, new English Language Arts (ELA) / English Language Development (ELD) curriculum adopted in 2017. The district is developing pacing guides, common assessments, and an assessment calendar that will be used in all elementary schools. Initial implementation of new curriculum and common assessments began in 2017 for ELA/ELD.

The principal works very closely with teachers, Reading, ELD and Math specialists to monitor Common Core teaching and new curriculum implementation.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

1. César Chávez (CCE) established reading assessments to monitor progress of reading skills of K-3 students. Data is collected at the end of each trimester when student progress is evaluated. Intervention supports are determined and scheduled at that time.
2. California Assessment of Student Performance and Progress (CAASPP) student performance data in ELA and Math are used as baseline for students entering 4 - 6 grades. Teachers are provided with student data at the beginning of the year to determine support needed.
3. DJUSD is developing and assessment calendar and will be using assessments in a trimester basis in ELA and mathematics to determine support needed.
4. CCE will use these district assessments in grades 1-3 and will use in addition CAASPP scores for 4-6 grade students to determine support needed.

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

1. Reading assessment calendar was in place for each trimester to monitor development of reading skills in grades K-3. Different reading intervention levels were used in response to student progress monitoring through reading assessments.
2. DJUSD began selecting ELA/ELD assessment tools and assessment calendar. It is expected that this work will be finished and fully implemented during the 2018 school year.
3. DJUSD also started implementing common assessments for all elementary schools in Davis. A complete calendar of trimester assessments will be in place for the 2018 school year.

Staffing and Professional Development

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

CCE follows the state guidelines on credentialing for highly qualified teachers. All hiring processes are supervised by the district Personnel Services office to make sure that all compliant regulations are followed.

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

Teachers at CCE are credentialed by the State of California. They hold a multiple subject credential with a bilingual emphasis or a Single subject Spanish Language credential. In addition Science, Math and Reading specialists hold the necessary credentials. Specialists are hired by the district's Instructional Services Office.

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

- a. DJUSD focus for the 2018 school year will be focusing on Common Core Standards and the full implementation of the new Benchmark - ELA/ELD curriculum. A number of staff development opportunities have been offered for this coming summer as well as other during the year.
- b. Math coaches will be working with K-6 teachers on aligning curriculum to Math Common Core State Standards (CSS) .
- c. In addition, the district staff development program, will focus on Professional Learning Communities and Positive Behavior Intervention System (PBIS) to establish school-wide norms of behavior.

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

1. Math coach (.5 FTE) will be working with all teachers at CCE providing training on specific strategies that have been proven to be successful as we enhance the district adopted curriculum - Ex: Number Talks.
2. Reading specialist (1.0 FTE) works directly serves students, coaching reading aides who serve students in the classroom and with teachers on specific training around adoption.

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

DJUSD and CCE efforts will be on developing Professional Learning Communities. The focus is on grade level collaboration, reflecting on student performance identifying student needs and creating the classroom lessons and support needed to make sure the students make the necessary progress to be successful at school.

Teaching and Learning

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

1. Mathematics: Envision is the Math curriculum used in K-6 classrooms. Math coaches have helped/will help teachers to complement that curriculum in order to teach Math CCSS to K-6 students in our school.
2. ELA/ELD: Benchmark curriculum is aligned with ELA/ELD CCSS and will be fully used this second year of implementation. The school has created a pacing guide, assessments calendar and Academic Conference schedule to track and review student progress during the year.

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

1. CCE follows general guidance from the state on required Math and Language Arts instructional minutes in the classroom.
2. A new Spanish Immersion Instructional minute chart has been developed to use as a tool to plan and monitor full implementation of programs for next academic year.
This table will be distributed and reviewed with teachers before the end of the 2017-2018 school year in order to plan for 2018-2019 academic year.

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

1. CCE has established a Pacing Calendar for ELA/SLA (Spanish Language Arts) for the 2018-2019 school year. This document will be distributed to teachers at the 2017-2018 academic year to use for planning purposes next year.
2. CCE intervention services schedule establishes block time for reading intervention in K-3.
In addition block time for English reading intervention in 2nd and 3rd grade is scheduled. Additional interventions are coordinated with individual or group of teachers.

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

CCE follows the Williams Act under district guidance, making sure that all Instructional materials and trainings follow the BOE directions on adopted materials and full implementation in the classrooms.

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

Teachers use standards based materials in Mathematics (Envision) and ELA/SLA/ELD (Benchmark).

Opportunity and Equal Educational Access

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

1. The regular program provides reading intervention in Spanish and English to all students in K-3.
2. In addition K-3 students who are not meeting the trimester benchmark are provided with pull out instruction in the reading room and/or with the special education teacher support to make sure they are making progress towards the grade level trimester benchmark.

14. Research-based educational practices to raise student achievement

1. Monitoring student progress during the year takes place in the classrooms with daily informal assessments and scheduled formative assessments during the year.
2. A Pyramid of Intervention Program - three tier - is in place to identify and to provide support to students who need it in Reading/ELA and Special Education (RTI).

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
 1. DJUSD and CCE established English Language Advisory Committees that meet during the year to specifically address the needs of EL students.
The EL Specialist works closely with school principal, develops agendas and organizes the parent meetings.
 2. The school organizes 8 different parent educational nights during the year. The goal is to inform parents about the program and to teach them how to help students as they learn to read in a second language, and how to support students at home.
 3. Parents have organized a daily check-out library to support other parents and all students on practicing their reading skills. This program is available to every K-4 student at CCE. The books in this program are leveled using the same leveling system used in the guided reading books used in the classroom, reading room and the assessment used to monitor progress.
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
 1. Reading program in Spanish and English has three different levels of intervention. Push in, pull out and one-to-one when needed. The support provided is paid with LCFF (old SLIB), LCFF (old EIA) budgets, Parcel Tax.
 2. ELD Support: for students who are not reaching proficiency in the English Language Proficiency Assessments for California (ELPAC), a K-3 pull out program is provided to all students who need the extra support. Support for intermediate students will be provided in the 2018-2019 school year.
18. Fiscal support (EPC)

Not Applicable

Description of Barriers and Related School Goals

1. The Spanish Immersion program design limits the number of daily English instruction minutes in each grade level.
 2. Students develop English reading skills in 2-3 grade but do not have the opportunity to practice as much during class time.
 2. English Writing Proficiency is the major goal of the ELA/ELD implementation. It is a challenge still for the program, to find an effective way of transferring proficient Spanish writing skills to English writing skills in 3rd grade and beyond.
 3. Math instruction is delivered in Spanish, state assessments are in English with a focus on English writing to communicate understanding of mathematical concepts.
 4. Second language learners and other subgroups have difficulty understanding math concepts.
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1. Goal: English Language Learners will acquire the necessary English proficiency level to be successful at the intermediate levels in ELA. Will increase focus in English developing academic vocabulary and writing skills during ELA / ELD instruction
 2. Goal: Increase level of proficiency in Mathematics with extra support in a push-in and pull-out model for student identified as needing the support.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2442.3	2431.2	2458.6	37	25.32	45.83	22	25.32	21.88	21	25.32	14.58	21	24.05	17.71
Grade 4	2480.9	2492.2	2472.7	29	34.12	30.67	33	23.53	24.00	17	24.71	16.00	21	17.65	29.33
Grade 5	2552.4	2530.1	2555.9	41	30.34	41.03	38	39.33	35.90	13	15.73	12.82	9	14.61	10.26
Grade 6	2580.6	2570.9	2551.8	35	30.14	20.93	42	47.95	44.19	18	16.44	20.93	5	5.48	13.95
All Grades	N/A	N/A	N/A	35	30.06	34.93	33	33.74	31.34	17	20.55	16.12	14	15.64	17.61

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

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

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

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

Conclusions based on this data:

1. SBAC results indicate that a large percentage of students are at the Standard Exceed and Standard met level as we compare students enrolled in 3rd to 6th grade last year at CCE.
3rd grade: 59% 4th grade: 62% 5th grade: 79% 6th grade: 77%
2. Students showed stronger results on the listening and research and analysis sub-tests.
3. Improvement from grade to grade is slower in two sub-tests: Demonstrating understanding of literary and non-fictional texts and Producing clear and purposeful writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	80	96	92	79	96	92	79	96	96.8	98.8	100
Grade 4	92	86	76	90	85	76	90	85	76	96.7	98.8	100
Grade 5	79	92	81	79	89	78	79	89	78	100	96.7	96.3
Grade 6	79	73	86	78	73	86	78	73	86	98.7	100	100
All Grades	344	331	339	339	326	336	339	326	336	98	98.5	99.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2452.1	2447.2	2478.7	25	26.58	39.58	36	31.65	29.17	22	22.78	17.71	17	18.99	13.54
Grade 4	2489.7	2493.3	2489.1	17	25.88	30.26	39	30.59	21.05	38	28.24	31.58	7	15.29	17.11
Grade 5	2536.9	2534.9	2548.6	29	24.72	39.74	27	38.20	21.79	30	26.97	25.64	14	10.11	12.82
Grade 6	2583.5	2581.8	2580.6	37	34.25	44.19	29	32.88	20.93	29	27.40	27.91	4	5.48	6.98
All Grades	N/A	N/A	N/A	27	27.61	38.69	33	33.44	23.51	30	26.38	25.30	11	12.58	12.50

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

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

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

Conclusions based on this data:

1. SBAC - When analyzing the same cohort overtime:
Overall Math scores
6th grade: 1. Increase of 11% of students scoring at level 3 and 4
73 st. Overall 67% of the students scored at those levels.
2. Decrease of 12% of students scoring at level 2 and 1
3. There were 27% of the students at level 2 - Nearly Standard
4. There were 5% of the students at level 1 - Standard not Met

5th grade: 1. Increase of 7% of students scoring at level 3 and 4.
89 st. Overall 63% of the students scored at those levels.
2. Decrease of 7% of students at level 2 and 1.
3. There were 27% of students at level 2.
4. There were 10 % of students at level 1.

4th grade: 1. Decrease of 4% of students scoring at level 3 and 4.
85 st. Overall 57% of the students scored at those levels.
2. There were 28% at level 2 - increase of 6%
3. There were 15% of students at level 1

3rd grade: 1. Overall 61% of the students were at level 3 and 4
79 st. 2. 23% of the students were at level 2
3. 19% of the students were at level 1

2. SBAC - When analyzing the same cohort overtime:

Overall ELA scores

6th grade: 30% of the students scored at level 4 - decrease of 11%
73 st. 48% of the students scored at level 3 - increase of 10%
16% of the students scored at level 2 - increase of 3%
6% of the students scored at level 1 - decrease of 3%

5th grade: 30% of the students scored at level 4 - increase of 1%
85 st. 40% of the students scored at level 3 - increase of 6%
16% of the students scored at level 2 - decrease of 1%
15% of the students scored at level 1 - decrease of 6%

4th grade: 34% of the students scored at level 4 - decrease of 3%
89 st. 24% of the students scored at level 3 - increase of 2%
25% of the students scored at level 2 - increase of 4%
18% of the students scored at level 1 - decrease of 3%

3rd grade: 25% of the students were at level 4
25% of the students were at level 3
79 st. 25% of the students were at level 2
23% of the students were at level 1

Conclusions: ELA/ELD

1. When looking at data from 3rd to 6th grade there is an increase of number of students moving to the next proficiency level throughout the program.
 2. There are still a number of students who will need extra support to move to the next level.
 3. These scores were achieved when using the old ELA/ELD materials, it will be interesting to compare with next year's scores.
 4. When comparing with ELD scores, we see a number of students who will need extra support next year at the 5th grade level with specific ELD lessons.
 5. Push-in program will be in place for next year's 5th grade EL student cohort.
 6. Emphasis in the ELD/ ELA for fifth graders should be on: a. Understanding information they can read, Communicate in writing, and Understanding spoken information.
3. This year's CAASPP scores - results will be back from the state in August - should be checked when they arrive to check for student performance in the 2017-2018 to zero in in the areas to target.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	0			***			***								
1	50	31		33	8		17	31			8		0	23	
2		17			50		25	33		8			67		
3	11			22			33	82		22	9		11	9	
4					43		27	43		18			55	14	
5	25			50	9		25	55			27			9	
6				***	50		***	50							
Total	11	10		19	19		28	50		11	10		32	12	

Conclusions based on this data:

1. Reclassification rate should increase every year. Focus should be on K-3 students with the over all goal of reclassifying most students by 4th grade.
2. Full implementation of ELD program in the classroom by teacher should be in place, following the district guidelines for Benchmark implementation.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		31		21	25		29	25		7	13		43	6	
1	43	31		43	8		14	31			8			23	
2		14			43		25	43		8			67		
3	11			22			33	82		22	9		11	9	
4				8	43		25	43		17			50	14	
5	25			50	9		25	55			27			9	
6				***	50		***	50							
Total	8	14		20	20		27	45		10	10		35	10	

Conclusions based on this data:

1. The largest number of students at CCE are at the Intermediate , Early Advanced and Advanced levels. Reclassification rate should be increasing.
2. 2017-2018 Eighteen (18) students were Reclassified as Fluent English Proficient (RFEP)

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.
SCHOOL GOAL #1:
Students enrolled at CCE will perform at the Level 3: Standard met and Level 4: Standard Exceeded in grade level standards in Mathematics as established by the State of California and measured by CAASPP. 1. By May, 2018: 10% of students in level 2 in grades 3-6 will improve performance from level 2 to level 3 as defined by CAASPP. 2. By May, 2018: Students at level 1 will perform at level 2 as defined by CAASPP.
Data Used to Form this Goal:
CAASPP result analysis for the last two academic years, District Benchmark Assessments
Findings from the Analysis of this Data:
1. Student performance across all grade levels has been inconsistent. 2. The number of students at Level 1 decreases over the years and in many cases they are already served by the Special Education program. 3. In grades 3-6: About 23%-28% of all the students in that grade level score at Level 2. Focus for next year will be to move students from Level 2 to Level 3.
How the School will Evaluate the Progress of this Goal:
1. At the beginning of the year general CAASPP data will be shared and analyzed with classroom teachers. 2. We will identify students by name in Levels 2 and 1 using CAASPP data. 3. Math Assessment Calendar will be followed: Envision Placement test, Envision Unit Test (3rd grade) and SBAC Interim Assessments (November, February, April) 3. Beginning of the year - Envision Placement Test will be used to identify areas of reteaching for the whole class and specifically areas of needs for the low performing students. 4. Further diagnostic assessment will be given to the students to determine level of intervention.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Academic Conferences are scheduled three times per year to review student data. Grade level teachers, Math specialist, RSP teacher and Principal meet to analyze student data.</p> <p>2. Student needs are identify in each classroom and level of intervention is determined in the initial Academic Conference.</p> <p>3. In-class intervention is provided by teacher in small group.</p> <p>4. Formal and informal assessments are used to monitor student progress.</p> <p>5. Academic Conference Team monitors student progress during the year, during PLC.</p> <p>6. Strategies to implement are developed and reviewed during PLC meetings. Focus is on student progress.</p>	8/29/2018 - 6/13/2019	<ul style="list-style-type: none"> * Principal * Classroom teacher * Support personnel: Resource Teacher Instructional Coach 	Academic Conferences		District Funded	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Teachers work closely with an Instructional Coach for Math: Demonstration lessons, coaching etc. Ex: Number Talks, Envision math lessons, math games, participates in grade level collaboration meetings etc.</p> <p>2. Professional development for Teachers: * Teachers work with grade level team on developing math differentiation strategies in the classroom. * Math coach leads professional development during staff meetings and grade level collaboration. * Teachers identify areas of curriculum improvement in Envisions. Math coach works with them on how to provide instruction in those areas.</p> <p>3. Professional development for teachers: District offers math professional development to all teachers in addition to the one offered by coach in the school.</p>	8/29/2018 - 6/13/2019	* Classroom Teachers * Math Specialist * District trainers. *	Instructional Coach Professional Development for teachers		District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Math intervention program:</p> <p>Create a 3 Tier Intervention program:</p> <p>Tier 1: Whole Classroom lesson deliver.</p> <p>If the student has difficulty understanding the concept then...</p> <p>Tier 2: Small group differentiated instruction in the classroom, delivered by the classroom teacher. If the student has difficulty understanding concept presented then ...</p> <p>Tier 3: Student could be referred to the small group instruction provided for a limited number of days for students who need extra support when the need arises. An assessment will be done before and after services are provided to monitor progress.</p>	8/29/2018 - 6/13/2019		Math aide: intervention	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,000
					LCFF - Base	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Collaboration Time to:</p> <ul style="list-style-type: none"> * monitor Math CCSS deliver in the grade level. * focus on student's needs, * lesson development, * new strategies to use in the implementation of Math curriculum to emphasize Math CCSS. <p>**Provides 1.5 hours per session release time for grade level teachers to work in teams focusing of students data and best strategies to deliver Math CCSS using Envisions.</p>	8/29/18 - 6/13/2019	All teachers	Substitutes for release time		District Funded	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
All students will benefit from high quality 21 Century instruction and engaging curriculum guided by staff collaborating on closing the achievement gap. This includes monitoring and supporting academic progress of all students EL students as measure by their progress in ELD.
SCHOOL GOAL #2:
<ol style="list-style-type: none">1. ELD: 30% of ELL students will show growth of one proficiency level in the overall score in the ELPAC 15% of ELL students will be re-designated as FEP when they meet the district re-designation criteria.2. Progress of students who are re-designated as FEP will be monitored at school during academic conferences.3. All students K-6 will develop - grade level - English language skills to allow them to gain pre-reading skills in English.3. English Reading: All 3-6 EL students will be reading at grade level in English when assess using district standard assessment tools.
Data Used to Form this Goal:
<ol style="list-style-type: none">1. CELDT scores (State test used this year). ELPAC scores will be used to assess EL students progress yearly.2. Redesignation process will include ELPAC results as well as other measures determined by the district.3. Reading evaluation (RIGBY) for K-2 students.4. Benchmark assessments to determine progress in reading.5. Benchmark Writing Samples to determine progress in writing.
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. Analysis of CELDT scores (2017)reveals steady but slow progress for EL students in the SI program for the 2 areas assess: Reading and Writing2. EL students shown stronger reading scores but they need to practice how to use those skills in written and expressive tasks as shown in the SBAC ELA/ELD tasks and ELPAC.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Will work with the most recent EL state examination scores results identifying students who need extra support.2. Target instruction will be delivered as needed in a pull out or push in program depending of the student's needs in each grade level.3. Teachers will be using the ELD Benchmark curriculum to target instruction for EL students in their classrooms.4. Writing performance tasks will be use 4 times per year to monitor students progress in developing writing skills in English.5. EL teacher will participate in Academic Conferences 3 times per year to monitor progress and to determine next steps to implement in the program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Identify EL students following state and district guidelines using but not limited to CELDT (2017) and ELPAC data.</p> <p>2. Group students according to English proficiency levels for instruction within the grade level.</p> <p>3. Implement new ELD Benchmark program. Focus on developing reading skills in K-2 and writing and reading skills in 3-6.</p> <p>4. Weekly ELD support for EL students approximately 1.5-2 hrs/wk, including newcomer support provided by para-educators, EL Specialist and Classroom Teachers</p>	8/29/2018 - 6/13/2019	EL specialist, EL paraeducators, classroom teachers	English Language Development Specialist, .40 FTE		District Funded	30,000
<p>1. ELD pull out and/or push-in program to support ELL students in K- 6.</p> <p>2. Program design will be defined according to students needs, after initial assessments are completed.</p> <p>3. ELL paraeducators (2) will work with specialist to support ELL students.</p> <p>4. Grade 3-6 teachers will fully implement the Benchmark ELD program in their classrooms. Paraeducatros will serve ELL students in small groups as they deliver the program.</p>	8/29/2018 -	6/13/2019	EL para educator support for K-6 students 8 hours plus planning time		LCFF - Supplemental	13,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Monitor ELL student identification and completion of required assessment and data entry for the state.</p> <p>2. Support assessment process of ELL students at the beginning and end of the year.</p> <p>3. Maintain ELL student files as required by the State to track student progress.</p>	8/23/2017 - 6/9/2018	El para-educator	EL support for assessments 3.5 hours per week		LCFF - Supplemental	4,650

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.
SCHOOL GOAL #3:
<ol style="list-style-type: none">1. To provide access to technology to all 3-6 grade students in the computer lab and with Chromebooks2. To maintain the computer lab in working conditions for 3-6 grade students and teachers.3. To maintain technology classroom, technology equipment (computers and chrome books) in working conditions to facilitate teaching.
Data Used to Form this Goal:
<ol style="list-style-type: none">1. Computer schedule for all 3-6 grade classes2. School work orders for technology problems and work completion.
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. Access to computers and frequent use need to be increased in the lower grades.2. Increase use Chrome books in all 4-6 classroom should be encouraged through additional training and easy access to Chrome-books.3. There is a need to have a bilingual computer specialist to increase the use of Spanish in the computer lab.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Computer lab and Chrome book use - as seen in the schedules.2. Technology support - Work orders (CCE orders)3. Schedule of lessons delivered to students in their classroom and the computer lab.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provides a 20-hour per week Instructional Computer Specialist who will: * Maintain school technology hardware * Provide guidance to staff and students on the use of technology and computer lab. * Complete other duties as they apply to maintaining and to improve the use of technology at Chávez. 2. Train second grade teachers in the use of technology in the classroom. Provide student access to electronic books.	8/29/2018-6/13/2019	* Instructional Technology Specialist	Instructional Technology Specialist Salary, .5 FTE		District Funded	25,500
Instructional Technology Support (ITS)	8/29/2018 - 6/13/2019	* Instructional Technology Specialist			LCFF - Base	1500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Emotional Development, Student Engagement, School Climate
LEA GOAL:
All students will have equal opportunity to learn in a culturally relevant and inclusive environment that is physically and emotional safe and informed by the relationships with parent and community partners. (Includes student engagement, parent involvement and climate)
SCHOOL GOAL #4:
A Positive Behavior Intervention Supports (PBIS) Team will be established to support school staff, students and families. Our school will implement a PBIS framework, incorporating Restorative Practices, Responsive Classrooms that establish behavior supports and equitable systems for all students in school to achieve social, emotional and academic success.
Data Used to Form this Goal:
Youth Truth Survey Results School Wide Information System -(SWIS) PBIS data collection system
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
1. Youth Truth Survey Results 2. Other measures integrated in the PBIS program that will be implemented at CCE in the 2018-2019 academic year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. School counselor will work with the school staff on full implementation of PBIS program. 2. Kelso Choices lessons will be presented by counselor to all K-3 classes. 3. Counselor will help with full implementation of PBIS at CCE. 4. Form student groups according to needs: Friendship groups, divorce, family crisis on individual and/or group settings. 5. Counselor will help with supervision during lunch and recess, making sure to develop strong bonds with students at CCE.	8/29/2018 - 6/13/2019	Counselor	Counselor salary, 1.0 FTE		District Funded	58,228
1. PBIS training for all staff members, counselor, principal and parent volunteers involved in monitoring first grade recess. 2. Consistent implementation of program at school and parent training.	8/29/2018 - 6/13/2019	Principal PBIS TOSA PBIS Team	Teacher On Special Assignment (TOSA) 0.5 FTE Materials & Training Release Time for Team Planning Implementation		Local Categorical Local Categorical Local Categorical	10,000 2,500 2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Youth Truth Survey Results Amplify the student's voices by: 1. Analyzing data 2. Writing an article about findings 3. Disseminating information gathered to all parent groups. 4. Creating a Parent Information Night to communicate findings to parents	8/29/18 - 6/13/2019	1. Principal 2. Counselor 3. Climate Committee Co - Chairs.	District Funded			
Parent Engagement Nights	8/29/18 - 6/13/2019	1. Principal 2. TOSA 3. PTA/Climate Committee Chairs	Local Categorical 2,000			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Spanish Language Arts/English Language Arts
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.
SCHOOL GOAL #5:
Students enrolled at CCE will meet English Language Arts standards established for their grade level as measured by state, district and site standards/benchmarks.
Data Used to Form this Goal:
1. K:Syllable assessment and Spanish Running Record - individual student results 1: Spanish Running Record - individual student results 2: Spanish Running Record - individual student results Benchmark English Screener Benchmark Spanish Interim #4 (post test) 3: Spanish Running Record - individual student results Benchmark Spanish Interim #4 (post test) Benchmark English Language Record - individual student results 4: Benchmark English Interim #4 (post test) individual student results 5: Benchmark English Interim #4 (post test) individual student results 6: Benchmark English Interim #4 (post test) individual student results 2. CAASPP scores for 4-6 grade students are used as baseline also to identify students who need extra support.
Findings from the Analysis of this Data:
1. K-3: Focus on developing reading skills and increase Spanish vocabulary, comprehension and writing skills during the the academic year. Students are assessed 2-4 times an academic year. 2. Students are acquiring Spanish reading skills as measured by EDL (Spanish reading assessment) and Spanish and English comprehension skills as measured by Benchmark Interim assessments. 3. Students who need support in grades K-3 are being supported by the Reading Specialist and pull-out and push-in reading support.

How the School will Evaluate the Progress of this Goal:

1. CCE will collect student data using the CCE ELA/ SLA Assessment Calendar that follows SLA/ELA Benchmark Program second year implementation. Teachers will collect data K: Spanish Syllable assessment and Running Record - individual student results
- 1: Spanish Running Record - individual student results
- 2: Benchmark Spanish Interim #1 individual student results
Spanish Running Record - individual student results
Benchmark English Language Screener - individual student results
- 3: Benchmark Spanish Interim #4 individual student results
Spanish Running Record - individual student results
Benchmark English Language Record - individual student results
- 4: Benchmark English Interim #4 (post test) individual student results
- 5: Benchmark English Interim #4 (post test) individual student results
- 6: Benchmark English Interim #4 (post test) individual student results
2. Benchmark Assessments include: Weekly assessments, Unit Tests and Performance (at the end of each unit), Performance Tasks: Three times per year (Written responses to prompt/text: One literary two Informational)
3. Analysis of 2018 CAASPP scores will take place in September. Students who are underperforming will be identified for extra support.
4. Academic Conference meetings will take place four times per year to analyze student performance progress using Reading/ Writing/Comprehension Benchmark Assessments included in the Assessment Calendar.
Grade level team will identify student response to classroom interventions and will work with support staff to identify next interventions needed)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Develop School Assessment Calendar for each area. 2. Provide release time to teachers to complete individual assessments. 3. Provide release time to teachers for Academic Conferences. 4. Schedule academic Conferences with grade level teachers, support personnel and principal. 5. Based on assessment results and classroom observations identify intervention students who need extra support. 6. K-3 students will be offered additional support to develop reading skills with a pull out model with Reading Specialist in the reading room. 7. 4-6 students will be served in the classroom by classroom teacher in the language they need support. 8. Academic Conference Team will monitor student progress after each assessment cycle three additional as described above.	8/23/2018 - 6/8/2019	1. Classroom teachers 2.Support staff: Reading specialist and RSP teacher. 3. Principal	Academic Conferences		District Funded	3,000
			Release Time for Assessment		Local Categorical	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Push-in Reading program 1-3: 1. Administer all scheduled assessments to students at the K-3 level, including but not limited to Benchmark Spanish Running Record. 2. Groups are set up for intervention according to students needs based on the BA Spanish Running Record. Classroom teacher and reading aides serve students in the classroom. 3. Academic Conference Team will make recommendations for level of support needed for each student. 5. Reading specialist will provide extra support through pull out program for students needing that level of intervention.	8/23/2018 - 6/8/2019	1. Classroom Teachers 2. Reading Specialist 3. Para-educators in the reading room. 4. Resource Specialist.	Reading Aides Salaries		LCFF - Base	17,662
			Reading Aide Salaries		Local Categorical	8,317
3rd Grade Reading Paraeducators, .1 FTE per 3rd grade class, 4 classes	8/23/2018 - 6/8/2019	1. Classroom Teachers 2. Reading Specialist 3. Para-educators in the reading room.	Reading aide salaries		District Funded	12,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	23,162	0.00
LCFF - Supplemental	21,840	190.00
District Funded	131728	0.00
Local Categorical	29,702	385.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	131,728.00
LCFF - Base	23,162.00
LCFF - Supplemental	21,650.00
Local Categorical	29,317.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	175,357.00
2000-2999: Classified Personnel Salaries	4,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	131,728.00
	LCFF - Base	5,500.00
	LCFF - Base	17,662.00
	LCFF - Supplemental	17,650.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,000.00
	Local Categorical	21,000.00
	Local Categorical	8,317.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,000.00
Goal 2	47,650.00
Goal 3	27,000.00
Goal 4	75,228.00
Goal 5	44,979.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Veronica Dunn	X				
Steve Clossick				X	
Agustin Antunez				X	
Amy Black				X	
Elizabeth Moseley				X	
Luis Rios				X	
Lynn Alvarez			X		
Martha Rodriguez		X			
Mayra Ramos		X			
Jose Cortez		X			
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Agustina Antunez

Signature

Signature

Signature

Signature

Signature

Signature

Steven M. Clossick

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 17, 2018.

Attested:

Veronica Dunn

Typed Name of School Principal

Veronica L. Dunn

Signature of School Principal

10/18/2018

Date

Steve Clossick

Typed Name of SSC Chairperson

Steven M. Clossick

Signature of SSC Chairperson

10/18/2018

Date

Budget By Expenditures

César Chávez Elementary School

Funding Source: District Funded

\$131,728.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Conferences		\$3,000.00	Mathematics	<ol style="list-style-type: none">1. Academic Conferences are scheduled three times per year to review student data. Grade level teachers, Math specialist, RSP teacher and Principal meet to analyze student data.2. Student needs are identify in each classroom and level of intervention is determined in the initial Academic Conference.3. In-class intervention is provided by teacher in small group.4. Formal and informal assessments are used to monitor student progress.5. Academic Conference Team monitors student progress during the year, during PLC.6. Strategies to implement are developed and reviewed during PLC meetings. Focus is on student progress.
English Language Development Specialist, .40 FTE		\$30,000.00	English Language Development	<ol style="list-style-type: none">1. Identify EL students following state and district guidelines using but not limited to CELDT (2017) and ELPAC data.2. Group students according to English proficiency levels for instruction within the grade level.3. Implement new ELD Benchmark program. Focus on developing reading skills in K-2 and writing and reading skills in 3-6.4. Weekly ELD support for EL students approximately 1.5-2 hrs/wk, including newcomer support provided by para-educators, EL Specialist and Classroom Teachers

César Chávez Elementary School

Counselor salary, 1.0 FTE	\$58,228.00	Social Emotional Development, Student Engagement, School Climate	<ol style="list-style-type: none"> 1. School counselor will work with the school staff on full implementation of PBIS program. 2. Kelso Choices lessons will be presented by counselor to all K-3 classes. 3. Counselor will help with full implementation of PBIS at CCE. 4. Form student groups according to needs: <ul style="list-style-type: none"> Friendship groups, divorce, family crisis on individual and/or group settings. 5. Counselor will help with supervision during lunch and recess, making sure to develop strong bonds with students at CCE.
Instructional Technology Specialist Salary, .5 FTE	\$25,500.00	Technology	<ol style="list-style-type: none"> 1. Provides a 20-hour per week Instructional Computer Specialist who will: <ul style="list-style-type: none"> * Maintain school technology hardware * Provide guidance to staff and students on the use of technology and computer lab. * Complete other duties as they apply to maintaining and to improve the use of technology at Chávez. 2. Train second grade teachers in the use of technology in the classroom. Provide student access to electronic books.
Academic Conferences	\$3,000.00	Spanish Language Arts/English Language Arts	<ol style="list-style-type: none"> 1. Develop School Assessment Calendar for each area. 2. Provide release time to teachers to complete individual assessments. 3. Provide release time to teachers for Academic Conferences. 4. Schedule academic Conferences with grade level teachers, support personnel and principal. 5. Based on assessment results and classroom observations identify intervention students who need extra support. 6. K-3 students will be offered additional support to develop reading skills with a pull out model with Reading Specialist in the reading room. 7. 4-6 students will be served in the classroom by classroom teacher in the language they need support. 8. Academic Conference Team will monitor student progress after each assessment cycle three additional as described above.
Reading aide salaries	\$12,000.00	Spanish Language Arts/English Language Arts	3rd Grade Reading Paraeducators, .1 FTE per 3rd grade class, 4 classes

César Chávez Elementary School

District Funded Total Expenditures: \$131,728.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$23,162.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,000.00	Mathematics	<p>1. Math intervention program:</p> <p>Create a 3 Tier Intervention program:</p> <p>Tier 1: Whole Classroom lesson deliver.</p> <p>If the student has difficulty understanding the concept then...</p> <p>Tier 2: Small group differentiated instruction in the classroom, delivered by the classroom teacher. If the student has difficulty understanding concept presented then ...</p> <p>Tier 3: Student could be referred to the small group instruction provided for a limited number of days for students who need extra support when the need arises. An assessment will be done before and after services are provided to monitor progress.</p>
Reading Aides Salaries		\$17,662.00	Spanish Language Arts/English Language Arts	<p>Push-in Reading program 1-3:</p> <ol style="list-style-type: none"> 1. Administer all scheduled assessments to students at the K-3 level, including but not limited to Benchmark Spanish Running Record. 2. Groups are set up for intervention according to students needs based on the BA Spanish Running Record. Classroom teacher and reading aides serve students in the classroom. 3. Academic Conference Team will make recommendations for level of support needed for each student. 5. Reading specialist will provide extra support through pull out program for students needing that level of intervention.
		\$1,500.00	Technology	Instructional Technology Support (ITS)

César Chávez Elementary School

LCFF - Base Total Expenditures: \$23,162.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$21,840.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL para educator support for K-6 students 8 hours plus planning time		\$13,000.00	English Language Development	<ol style="list-style-type: none"> 1. ELD pull out and/or push- in program to support ELL students in K- 6. 2. Program design will be defined according to students needs, after initial assessments are completed. 3. ELL paraeducators (2) will work with specialist to support ELL students. 4. Grade 3-6 teachers will fully implement the Benchmark ELD program in their classrooms. Paraeducatros will serve ELL students in small groups as they deliver the program.
EL support for assessments 3.5 hours per week		\$4,650.00	English Language Development	<ol style="list-style-type: none"> 1. Monitor ELL student identification and completion of required assessment and data entry for the state. 2. Support assessment process of ELL students at the beginning and end of the year. 3. Maintain ELL student files as required by the State to track student progress.

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Math aide: intervention	2000-2999: Classified Personnel Salaries	\$4,000.00	Mathematics	<p>1. Math intervention program:</p> <p>Create a 3 Tier Intervention program:</p> <p>Tier 1: Whole Classroom lesson deliver.</p> <p>If the student has difficulty understanding the concept then...</p> <p>Tier 2: Small group differentiated instruction in the classroom, delivered by the classroom teacher. If the student has difficulty understanding concept presented then ...</p> <p>Tier 3: Student could be referred to the small group instruction provided for a limited number of days for students who need extra support when the need arises. An assessment will be done before and after services are provided to monitor progress.</p>
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LCFF - Supplemental Total Expenditures: \$21,650.00

LCFF - Supplemental Allocation Balance: \$190.00

Funding Source: Local Categorical

\$29,702.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher On Special Assignment (TOSA) 0.5 FTE		\$10,000.00	Social Emotional Development, Student Engagement, School Climate	<p>1. PBIS training for all staff members, counselor, principal and parent volunteers involved in monitoring first grade recess.</p> <p>2. Consistent implementation of program at school and parent training.</p>
Materials & Training		\$2,500.00	Social Emotional Development, Student Engagement, School Climate	<p>1. PBIS training for all staff members, counselor, principal and parent volunteers involved in monitoring first grade recess.</p> <p>2. Consistent implementation of program at school and parent training.</p>

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Release Time for Team Planning Implementation	\$2,500.00	Social Emotional Development, Student Engagement, School Climate	<ol style="list-style-type: none"> 1. PBIS training for all staff members, counselor, principal and parent volunteers involved in monitoring first grade recess. 2. Consistent implementation of program at school and parent training.
	\$2,000.00	Social Emotional Development, Student Engagement, School Climate	Parent Engagement Nights
Release Time for Assessment	\$4,000.00	Spanish Language Arts/English Language Arts	<ol style="list-style-type: none"> 1. Develop School Assessment Calendar for each area. 2. Provide release time to teachers to complete individual assessments. 3. Provide release time to teachers for Academic Conferences. 4. Schedule academic Conferences with grade level teachers, support personnel and principal. 5. Based on assessment results and classroom observations identify intervention students who need extra support. 6. K-3 students will be offered additional support to develop reading skills with a pull out model with Reading Specialist in the reading room. 7. 4-6 students will be served in the classroom by classroom teacher in the language they need support. 8. Academic Conference Team will monitor student progress after each assessment cycle three additional as described above.
Reading Aide Salaries	\$8,317.00	Spanish Language Arts/English Language Arts	Push-in Reading program 1-3: <ol style="list-style-type: none"> 1. Administer all scheduled assessments to students at the K-3 level, including but not limited to Benchmark Spanish Running Record. 2. Groups are set up for intervention according to students needs based on the BA Spanish Running Record. Classroom teacher and reading aides serve students in the classroom. 3. Academic Conference Team will make recommendations for level of support needed for each student. 5. Reading specialist will provide extra support through pull out program for students needing that level of intervention.

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Local Categorical Total Expenditures: \$29,317.00

Local Categorical Allocation Balance: \$385.00

César Chávez Elementary School Total Expenditures: \$205,857.00