

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	César Chávez Elementary School
Address	1221 Anderson Rd. Davis, CA 95616
County-District-School (CDS) Code	57726786056295
Principal	Veronica L Dunn
District Name	Davis Joint Unified School District
SPSA Revision Date	June 10, 2020
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile	4
Stakeholder Involvement	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	16
Academic Performance	17
Academic Engagement.....	23
Conditions & Climate.....	26
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	33
Goal 3.....	40
Annual Review and Update	44
Goal 1.....	44
Goal 2.....	48
Goal 3.....	56
Goal 4.....	59
Goal 5.....	60
Goal 6.....	61
Goal 7.....	62
Goal 8.....	63
Budget Summary and Consolidation	64
Budget Summary	64
Allocations by Funding Source.....	64
Expenditures by Funding Source	65
Expenditures by Budget Reference	66
Expenditures by Budget Reference and Funding Source	67
School Site Council Membership	68
Recommendations and Assurances	69
Addendum.....	70

Instructions: Linked Table of Contents.....	70
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	73
Appendix B: Select State and Federal Programs.....	75

School Vision and Mission

Mission:

Cesar Chavez Elementary Spanish Immersion Program will prepare students to meet the challenges of an interdependent world community by providing a bilingual and multicultural learning environment that enables students to communicate in another language, master all curricular subjects, and develop intercultural understanding and respect.

Vision:

Cesar Chavez Elementary Spanish Language Immersion Program nurtures a vibrant 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 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.

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.

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. DJUSD supports the attainment of the California State Seal of Biliteracy for 12th grade students. At Cesar Chavez Elementary, our Spanish Immersion program aims to support students' language development toward the California State Seal of Biliteracy Pathway.

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.
4. Pathway Program for the California State Seal of Biliteracy

Program History

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Cesar Chavez Elementary (CCE) School Stakeholder Involvement:

1. CCE School Site Council - Annual Survey Distributed to the Parent Community
2. Leadership Team - K-6 Teachers, Specialists, Classified staff - Staff Survey
3. CCE English Language Advisory Committee (ELAC) - Needs Assessment
4. CCE Climate Committee - Youth Truth Student Survey
6. CCE Students - Youth Truth Student Survey, California Healthy Kids Survey (5th grade), PBIS Student Surveys
7. CCE Parents - DJUSD Parent Engagement Surveys and SIPAT outreach

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.32%	0.16%	0.17%	2	1	1
African American	1.44%	1.47%	1%	9	9	6
Asian	5.59%	5.87%	5.85%	35	36	35
Filipino	1.12%	0.98%	1%	7	6	6
Hispanic/Latino	30.51%	31%	31.77%	191	190	190
Pacific Islander	0.16%	0.16%	0%	1	1	0
White	51.60%	51.55%	48.83%	323	316	292
Multiple/No Response	0.96%	0.33%	9.87%	6	2	9
Total Enrollment				626	613	598

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	97	90	78
Grade 1	94	94	86
Grade 2	94	94	94
Grade3	94	92	94
Grade 4	76	90	90
Grade 5	83	74	87
Grade 6	88	79	69
Total Enrollment	626	613	598

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	66	41	37	10.5%	6.7%	6.2%
Fluent English Proficient (FEP)	23	54	66	3.7%	8.8%	11.0%
Reclassified Fluent English Proficient (RFEP)	17	17	8	25.7%	25.8%	19.5%

Conclusions based on this data:

1. A decrease of English Learners by approximately 20 students in 2018-2019.
2. 17 more EL students were reclassified between 2018-2019.
3. 2017-18 was the first administration of summative ELPAC; three comparison points will be available in Spring 2020.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	96	91	79	96	90	79	96	90	98.8	100	98.9
Grade 4	86	76	91	85	76	91	85	75	91	98.8	100	100
Grade 5	92	81	73	89	78	71	89	78	71	96.7	96.3	97.3
Grade 6	73	86	78	73	86	76	73	86	76	100	100	97.4
All Grades	331	339	333	326	336	328	326	335	328	98.5	99.1	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.	2458.	2489.	25.32	45.83	58.89	25.32	21.88	21.11	25.32	14.58	11.11	24.05	17.71	8.89
Grade 4	2492.	2472.	2508.	34.12	30.67	48.35	23.53	24.00	23.08	24.71	16.00	6.59	17.65	29.33	21.98
Grade 5	2530.	2555.	2573.	30.34	41.03	54.93	39.33	35.90	22.54	15.73	12.82	11.27	14.61	10.26	11.27
Grade 6	2570.	2551.	2592.	30.14	20.93	40.79	47.95	44.19	46.05	16.44	20.93	7.89	5.48	13.95	5.26
All Grades	N/A	N/A	N/A	30.06	34.93	50.91	33.74	31.34	27.74	20.55	16.12	9.15	15.64	17.61	12.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.85	46.88	62.22	44.30	35.42	30.00	27.85	17.71	7.78
Grade 4	37.65	41.89	51.65	51.76	37.84	34.07	10.59	20.27	14.29
Grade 5	30.34	57.69	61.97	58.43	32.05	26.76	11.24	10.26	11.27
Grade 6	32.88	36.05	46.05	60.27	47.67	44.74	6.85	16.28	9.21
All Grades	32.21	45.51	55.49	53.68	38.32	33.84	14.11	16.17	10.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.64	32.29	28.09	44.87	43.75	61.80	29.49	23.96	10.11
Grade 4	22.35	18.92	36.26	52.94	51.35	45.05	24.71	29.73	18.68
Grade 5	32.58	39.74	42.25	48.31	42.31	47.89	19.10	17.95	9.86
Grade 6	31.51	25.58	32.89	60.27	58.14	59.21	8.22	16.28	7.89
All Grades	28.00	29.34	34.56	51.38	48.80	53.52	20.62	21.86	11.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.11	30.21	54.44	55.70	63.54	36.67	15.19	6.25	8.89
Grade 4	30.59	22.97	29.67	52.94	63.51	56.04	16.47	13.51	14.29
Grade 5	30.34	37.18	46.48	59.55	53.85	47.89	10.11	8.97	5.63
Grade 6	30.14	26.74	34.21	61.64	66.28	64.47	8.22	6.98	1.32
All Grades	30.06	29.34	41.16	57.36	61.98	50.91	12.58	8.68	7.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.05	36.46	53.33	53.16	44.79	36.67	22.78	18.75	10.00
Grade 4	31.76	27.03	35.16	54.12	52.70	42.86	14.12	20.27	21.98
Grade 5	31.46	37.18	59.15	50.56	51.28	30.99	17.98	11.54	9.86
Grade 6	38.36	32.56	63.16	54.79	53.49	31.58	6.85	13.95	5.26
All Grades	31.29	33.53	51.83	53.07	50.30	35.98	15.64	16.17	12.20

Conclusions based on this data:

1. Overall ELA performance is at 64% meeting or exceeding standards, maintaining performance with a 1% increase. This shows a three-year pattern of improvement or maintenance.
2. 29% of Socioeconomically Disadvantaged (SED) students are meeting or exceeding standards, a decrease of 4% points whereas non low SED maintained with a 2% increase to 78% meeting or exceeding.
3. 10% of English Learners meeting or exceeding standards, a decrease in performance by 10% while non-EL's increased by 3% to 70% meeting or exceeding.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	96	91	79	96	91	79	96	91	98.8	100	100
Grade 4	86	76	91	85	76	91	85	76	91	98.8	100	100
Grade 5	92	81	73	89	78	71	89	78	71	96.7	96.3	97.3
Grade 6	73	86	78	73	86	76	73	86	76	100	100	97.4
All Grades	331	339	333	326	336	329	326	336	329	98.5	99.1	98.8

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2447.	2478.	2494.	26.58	39.58	47.25	31.65	29.17	32.97	22.78	17.71	10.99	18.99	13.54	8.79
Grade 4	2493.	2489.	2510.	25.88	30.26	28.57	30.59	21.05	41.76	28.24	31.58	17.58	15.29	17.11	12.09
Grade 5	2534.	2548.	2577.	24.72	39.74	57.75	38.20	21.79	11.27	26.97	25.64	15.49	10.11	12.82	15.49
Grade 6	2581.	2580.	2631.	34.25	44.19	60.53	32.88	20.93	22.37	27.40	27.91	11.84	5.48	6.98	5.26
All Grades	N/A	N/A	N/A	27.61	38.69	47.42	33.44	23.51	28.27	26.38	25.30	13.98	12.58	12.50	10.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.51	51.04	63.74	31.65	28.13	24.18	27.85	20.83	12.09
Grade 4	34.12	32.89	49.45	38.82	36.84	29.67	27.06	30.26	20.88
Grade 5	33.71	44.87	56.34	46.07	34.62	26.76	20.22	20.51	16.90
Grade 6	41.10	46.51	68.42	47.95	37.21	23.68	10.96	16.28	7.89
All Grades	37.12	44.35	59.27	41.10	33.93	26.14	21.78	21.73	14.59

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.77	45.83	57.14	39.24	40.63	35.16	18.99	13.54	7.69
Grade 4	31.76	35.53	32.97	52.94	40.79	52.75	15.29	23.68	14.29
Grade 5	25.84	38.46	57.75	58.43	46.15	29.58	15.73	15.38	12.68
Grade 6	39.73	39.53	61.84	50.68	48.84	31.58	9.59	11.63	6.58
All Grades	34.36	40.18	51.67	50.61	44.05	37.99	15.03	15.77	10.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.91	48.96	52.75	45.57	39.58	36.26	21.52	11.46	10.99
Grade 4	32.94	39.47	41.76	41.18	32.89	41.76	25.88	27.63	16.48
Grade 5	25.84	33.33	49.30	61.80	46.15	33.80	12.36	20.51	16.90
Grade 6	31.51	48.84	60.53	54.79	34.88	30.26	13.70	16.28	9.21
All Grades	30.67	43.15	50.76	50.92	38.39	35.87	18.40	18.45	13.37

Conclusions based on this data:

1. Overall all cohorts improved their math performance in 2018-2019 in relation to their performance in prior school years. The decrease in the proportion of students who scored Not Met or Nearly Met math standards from 2017-18 to 2018-19 was from 31% to 30%, 49% to 31%, and 38% to 17% for students who went from 3rd to 4th (with 96 and 91 students), 4th to 5th (with 76 and 71 students), and 5th to 6th (with 78 and 76 students) grade respectively.
2. 56% (24 out of 43) of low Socioeconomically Disadvantaged (SED) students have not met standards (Not Met or Nearly Met), this is a 24 percentage point decrease from last year, (80%, 37 out of 46 SED students in 2017-18).
3. 67% (22 out of 18) of English Learners (EL) students have not met standards (Not Met or Nearly Met), this is an 18 percentage point decrease from last year (85%, 22 out of 26 in 2017-18).

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	10
Grade 6	*	*	*	*	*	*	*	4
All Grades							44	35

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1		*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	37.14	52.27	34.29	*	25.71	*	2.86	44	35

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	54.55	54.29	29.55	34.29	*	8.57	*	2.86	44	35

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	*	*		*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.43	*	22.86	40.91	62.86	*	2.86	44	35

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
4	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	
All Grades	52.27	40.00	40.91	54.29	*	5.71	44	35	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
All Grades	63.64	62.86	31.82	31.43	*	5.71	44	35	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	*	17.14	47.73	71.43	31.82	11.43	44	35	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	27.27	17.14	61.36	74.29	*	8.57	44	35

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
613	10.3	6.7	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	6.7
Foster Youth	3	0.5
Socioeconomically Disadvantaged	63	10.3
Students with Disabilities	32	5.2





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.5
American Indian	1	0.2
Asian	36	5.9
Filipino	6	1.0
Hispanic	190	31.0
Two or More Races	52	8.5
Pacific Islander	1	0.2
White	316	51.5

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

1. CCE focus area is Chronic Absenteeism.

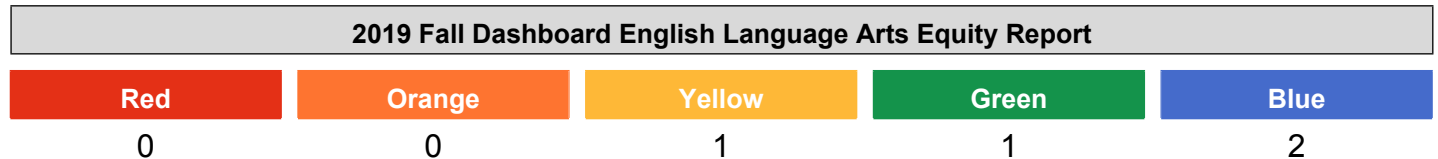
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Blue 56 points above standard Increased Significantly ++31.8 points 323	 Yellow 23.4 points below standard Increased Significantly ++37.3 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 4 points below standard Increased Significantly ++46.1 points 42
		 No Performance Color 0.7 points below standard Increased Significantly ++62.6 points 33		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 88.4 points above standard Increased Significantly ++35.3 points 18	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Blue 15.4 points above standard Increased Significantly ++30.7 points 97	Two or More Races  No Performance Color 85.9 points above standard Increased Significantly ++47.8 points 23	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 72 points above standard Increased Significantly ++21.6 points 174

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 55.1 points below standard Increased Significantly ++23.9 points 18	Reclassified English Learners 24.1 points above standard Increased Significantly ++43.7 points 12	English Only 62.6 points above standard Increased Significantly ++28.8 points 283
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Conclusions based on this data:

1. Our school is in the "blue" for ELA. 77.74% of tested 3-6 grade students met or exceeded standards.
2. Low Socioeconomically Disadvantaged (SED) student subgroup is still in the "yellow" as on average they are scoring -5.2 points below the standard. This subgroup increased their scores by 44.8 points!
3. English Learner student subgroup is still in the "yellow" as on average they are scoring -24.3 points below the standard. This subgroup increased their scores by 36.4 points!

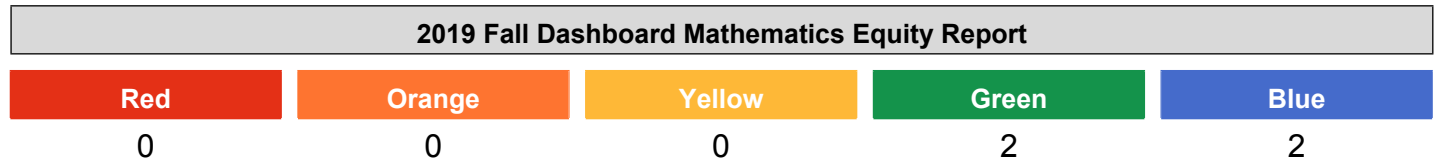
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 52.9 points above standard Increased Significantly ++27.8 points 324	English Learners  Green 14.1 points below standard Increased Significantly ++52.7 points 30	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged  Green 12.8 points below standard Increased Significantly ++43.9 points 42	Students with Disabilities  No Performance Color 19.5 points above standard Increased Significantly ++82.3 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 90.3 points above standard Increased Significantly ++18.1 points 18	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Blue 10.4 points above standard Increased Significantly ++35.2 points 97	Two or More Races  No Performance Color 76 points above standard Increased ++8.1 points 23	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 70.2 points above standard Increased Significantly ++24.9 points 175

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 46.4 points below standard Increased Significantly ++36.7 points 18	Reclassified English Learners 34.3 points above standard Increased Significantly ++64.7 points 12	English Only 58.6 points above standard Increased Significantly ++22.6 points 284
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Conclusions based on this data:

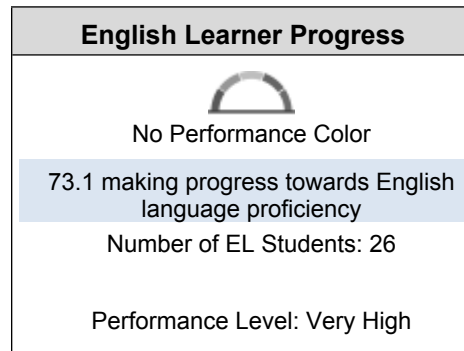
1. Our school is in the "blue" for Mathematics. At least 70% of students at every grade level, 3rd to 6th grades, Met or Exceeded standards.
2. 56% (24 out of 43) of Socioeconomically Disadvantaged (SED) students have not met standards (Not Met or Nearly Met), this is a 24 percentage point decrease from last year, (80%, 37 out of 46 SED students in 2017-18).
3. 67% (22 out of 18) of English Learners (EL) students have not met standards (Not Met or Nearly Met), this is an 18 percentage point decrease from last year (85%, 22 out of 26 in 2017-18).

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	4	3	16

Conclusions based on this data:

- 73.1% of English Learner students are making progress towards English Language Proficiency.
- 16 out of 26 of our English Learner students progressed at least one English Learner Progress Indicator Level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable for elementary

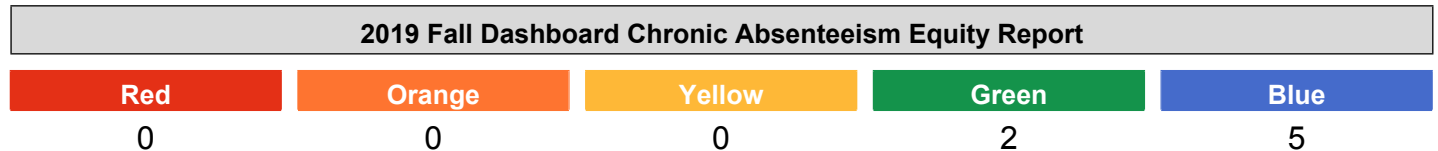
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Blue 1.5 Declined -1.9 620	English Learners  Green 4.7 Declined -1.5 43	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  Green 6.6 Declined -4.7 76	Students with Disabilities  Blue 1.8 Declined -5.2 56

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 0 Maintained 0 36	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Blue 3.1 Declined Significantly -3 193	Two or More Races  Blue 0 Maintained 0 54	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 0.6 Declined -0.9 320

Conclusions based on this data:

1. The number of students who are chronically absent appears low.
2. CCE school wide education campaign around absenteeism for staff and parents, e.g. Short Term Independent Study can help address Chronic Absenteeism.
3. Hispanic students declined significantly in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. Not applicable to elementary

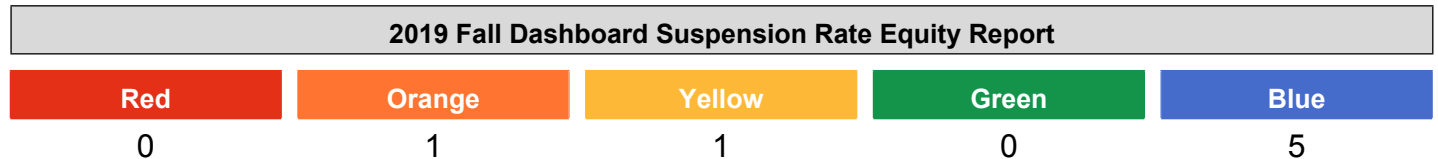
School and Student Performance Data

Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.3 Increased +0.3 622	English Learners  Blue 0 Maintained 0 43	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless	Socioeconomically Disadvantaged  Blue 0 Maintained 0 76	Students with Disabilities  Orange 1.8 Increased +1.8 56

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 9	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  Blue 0 Maintained 0 36	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Blue 0 Maintained 0 193	Two or More Races  Blue 0 Maintained 0 55	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  Yellow 0.6 Increased +0.6 321

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.3

Conclusions based on this data:

1. Students with disabilities increased in Suspension Rate in 2019.
2. White Race/Ethnicity students slightly increased in Suspension Rate in 2019.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching and Learning

Goal Statement

To improve 21st Century Learning for Chávez Elementary Students

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Improvement in the percentile for Youth Truth Survey - Student Responses	2019 students average responses (2 = sometimes) at or above 25% percentile on the national scale. CCE Engagement = 2.8, 12th percentile CCE Academic rigor = 2.32, 2nd percentile CCE Relationships = 2.64, 16th percentile CCE Culture = 2.17, 46th percentile CCE Instructional methods = 2.43, 3rd percentile	To receive student responses at or above the 25th percentile in all categories.
Increase in Grade-Level planning for collaboration, or project-based learning units and grade-level project-based learning presentations, or increase of one project per year connected to curriculum or content with rubric or panels.	2019 Youth-Truth Survey results for Academic Rigor and 21st Century Learning. Number of projects and presentations per student in 2019	To receive student responses at or above the 25th percentile for Academic Rigor and 21st Century Learning; increase in the number of projects or presentations per student
Compliance with Children's Internet Protection Act (CIPA). Number of webinars/sessions/training per school year offered to students, parents, and teachers about safe and legal Internet use policies.	Current resources (e.g., training, software, etc.), provided to CCE students, staff and parents for Internet literacy, and safe and legal Internet use.	All the resources (e.g., training, software, etc.) DJUSD and CCE will implement/install to protect our students, parents, and CCE staff during 2020-21 while using the Internet for in-class instruction/learning, homework or Distance Learning.

Metric/Indicator	Baseline	Expected Outcome
District Professional Development 1) Number of teachers fully trained in project-based learning, differentiated learning, or other pedagogy methods supporting 21st century teaching. 2) Number of hours per month teachers collaborate with coaches.	In 2019-2020 number of teachers trained in Learning Management Systems (25); 2019-20 number of teachers provided differentiated learning training (which includes training on how to differentiate learning for students who learn in alternative ways); 2019-20 number of teachers trained in project-based learning (3).	Maintain 100% Increase in Learning Management Systems training in 2020-21 relative to 2019-20. One or more teachers at each grade level trained in project-based learning and cross-training of other teachers at their grade level. 50% increase in the number of teachers trained in differentiated learning (which includes training on how to differentiate learning for students who learn in alternative ways) and cross training of other teachers at grade level.
Improve CCE-specific distance learning parent survey results.	Survey conducted in Sept. 2020 at the start of the 2020-21 school year.	Improvement in CCE-specific distance learning survey results, as measured by a second survey conducted at the end of the school year.

Planned Strategies/Activities

Strategy/Activity 1

1. Monthly Grade-Level Staff collaboration to discuss specific ways to improve 21st Century learning aligned to CCE and DJUSD strategies and the Graduate Profile.
2. Implement 21st Century teaching and learning, or Project-Based Learning professional development at least one time in the school year.
3. Plan a school-wide 2021 César Chávez Day of classroom museum or student demonstrations.
4. Implement a Learning Management System to support Classroom and Distance Teaching and Learning.
5. Engage students in at least two collaborative or Project-Based Learning Unit in the 2020-21 school year.
6. Provide at least one differentiated learning professional development opportunity during the school year.

Students to be Served by this Strategy/Activity

All students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Classroom teacher
Support personnel

Proposed Expenditures for this Strategy/Activity

Description

PBL teacher collaboration, grade-level materials and resources

Strategy/Activity 2

1. To maintain CCE website to support digital access and communication for our school and programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2020 - 6/11/2021

Person(s) Responsible

Instructional Technology Specialist
Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF - Base
Description	Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website

Strategy/Activity 3

1. Explore STEAM and or Visual and Performing Arts (VAPA) educational approach to support the Graduate Profile initiative (e.g. dance education, makerspaces, robotics access and funding).
2. Maintain partnerships with Citrus Circuits and Inspire Every Girl Robotics Programs.
3. Maintain partnerships with the Davis Art Center and the Davis Schools Art Foundation by submitting grants to develop a culturally relevant Visual and Performing Arts Implementation Plan with outline and timeline if feasible.
4. Propose options for a makerspace to Site Council for consideration in 2021-2022 SPSA.
5. Consider a new Goal 4 "STEAM" for the 2021-2022 SPSA to develop focused metrics and strategies for implementation.

Students to be Served by this Strategy/Activity

All

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Classroom Teachers
Support Personnel

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF - Supplemental
Description	Equipment, facilities, stipend for personnel to coordinate STEAM, VAPA or Robotics programs

Strategy/Activity 4

1. Develop an Ethnic Studies Program that supports curriculum and literature highlighting the contributions of people from all genders, ethnicities and races.
2. Host children's author visits that promote Heritage Months through the library program.

Students to be Served by this Strategy/Activity

All

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Librarian
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF - Supplemental
Description	CCE Staff will continue to work with our Climate Committee to support Ethnic Studies across the district.

Strategy/Activity 5

1. Develop strategies for adapting classroom learning to a virtual space to supplement uploading textbooks and other materials, including more interaction with teachers, use of small groups, adoption of a team approach to teaching, and the use of physical and/or printable workbooks to reduce screen time.
2. Ensure adequate, prompt feedback from teachers on student work.
3. Evaluate different approaches for different types of students, including adoption of programs like Dreambox Learning or Zearn to adapt to the needs of the individual learner.
4. Discuss opportunities for guest speakers or other opportunities to increase human interaction with students and decrease isolation.
5. Explore the integration of visual and performing arts into the distance learning curriculum.
6. Explore alternative education models, such as outdoor-based learning.
7. Explore digital recess activities that involve time away from the computer.
8. Develop methodologies for community members who are uncomfortable utilizing platforms that share information with third parties outside of the District-Family relationship, including not basing performance on whether a student utilizes third party apps or accounts, and limiting the information shared with third parties to de-identified student information.
9. Distribute printed materials to families who request them.
10. Teach students about online presence, including learning about how to protect their information.
11. Solicit parent feedback on distance learning (hybrid model) through regular surveys and Principal Zoom Listening Tours.
12. Provide families with instructional materials (printed, electronic, video, etc.) in English.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Classroom Teachers
Support Staff

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

Support Digital Citizenship Curriculum for K-6 to teach students how to be responsible, respectful and safe online while using technology.

1. Digital Citizenship Curriculum for K-6 to teach students how to be responsible, respectful and safe online while using technology.

Curriculum includes critical thinking methodologies to analyze and evaluate information.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Classroom Teachers
Librarian
Support Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Achievement Gap

Goal Statement

Students grades 3rd-6th performing below state standards on California Assessment of Student Performance and Progress (CAASPP) assessments will show growth for the 2020-21 school year. Students, grade K-2 will meet grade-level benchmarks in Reading and Math on DJUSD Common Assessments.

1. English Language Development (ELD) Goal - 30% of English Language (EL) students will show growth of one proficiency level; from Level 3 to Level 4 (specific % pending the 2019-20 English Language Proficiency for California assessment ELPAC data results).
2. Math - One-quarter of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the first Trimester; half of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the second Trimester; three-quarters of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the third Trimester.
3. Reading - 25% of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the first Trimester; 50% of the K-6 will meet or exceed standards in DJUSD Common Assessments during the second Trimester; 75% of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the third Trimester.
4. Writing - One-quarter of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the first Trimester, half of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the second Trimester; three-quarters of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the third Trimester.
5. Implementation of Multi-Tiered Systems of Support (MTSS) systems will support academic core instruction, universal design for learning (UDL) including behavior systems and interventions to amplify student engagement and achievement.

LCAP Goal

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

Basis for this Goal

Based on 2018-19 CAASPP ELA and Math overall achievement results for all 3rd-6th grade students, approximately 36% are not meeting state standards.

1. The ELPAC is the basis of the EL goal.
2. DJUSD Common Assessments are the basis of the math goal.
3. DJUSD Common Assessments are the reading goal.
4. DJUSD Common Assessments are the basis of the writing goal.
5. To support Core Instruction, Universal Design for Learning with Multi-Tiered Academic and Behavior Systems and Supports.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. ELPAC 2020-21 data results; ELPAC 2020 Spring Summative Assessment given in the Fall 2020; Benchmark Reading Assessments; Rigby K-2. 2. Reclassification Rate	1. Student initial score 2. Reclassification rate 20%	Every EL student will improve at least one level according to the ELPAC scale (1-4). At least 5 students who are one level away for reclassification will be reclassified at the end of the school year 2020-21. EL Reclassification increase, at least, by 10% the reclassification rate.
CAASPP 2020-21 3rd-6th grade data results	3rd-6th grade student initial ELA/Math scores 2020-21	75% of 3rd- 6th grade students met or exceeded ELA/Math standards for 2020-2021.
K-6 Report Card DJUSD Common Assessments	K-6 students initial scores in the Trimester I, 2020	Trimester III, 2021, 75% of K-6 student will show significant progress receiving a 3 or 4 in every area in math, reading and writing in comparison to initial/prior Report Cards.
CCE School Site Council Distance Learning Parent and Staff Pre and Post Surveys	Pre-Survey Fall 2020 initial results	Post-Survey Winter 2021 results demonstrate higher levels of satisfaction in every area for every single student group.

Planned Strategies/Activities

Strategy/Activity 1

1. The English language services Cesar Chavez Elementary provides Tier II Supports:
 - a. EL Specialist will support assessment process of EL students at the beginning and end of the year. Group students according to English proficiency levels for small group instruction within the grade level and adjust throughout the year - Tier II support
 - b. English Language Development (ELD) will be offered by the classroom teacher and/or the EL specialist in a block schedule so students will not miss other classes or core subjects while learning ELD. Focus on developing reading and writing skills in K-6 - Tier II support
 - c. A minimum of 2.5 hours/week ELD support for English Language (EL) students provided by EL specialist, paraeducators and classroom teachers - Tier II support
 - d. Imagine Learning (K-6) and Reads Naturally (3rd-6th) will be the online English Language Development Digital Curriculum to supplement the English Language Arts and ELD Benchmark curriculum Tier II support
 - e. EL Specialist will maintain EL student files as required by the State to track student progress.
 - g. Monitor the English and academic progress of all REclassified Fluent English Proficient (RFEP) students for four years
 - h. EL Parent Representative and CCE Staff member attend 2021 California Association for Bilingual Education (CABE) Conference

Students to be Served by this Strategy/Activity

All students with an emphasis of designated EL students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

EL specialist
classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,766
Source	LCFF - Supplemental
Description	EL Specialist to provide Strategies/Activities 1a-e, Variable Service Agreement (VSA), Ann Durant-Buggy, EL Specialist
Amount	250
Source	LCFF - Supplemental
Description	Reads Naturally, 10 licences for 3rd-6th grade EL students, \$23/student license
Amount	2000
Source	LCFF - Supplemental
Description	EL Program classroom/distance learning support materials

Strategy/Activity 2

2. The Envision math curriculum will be improved by MTSS additional academic Tier I, Tier II and Tier III student support, Tier I core instruction/best practices, instructional coaching and curriculum supplementation

- Strategic Scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach math from 9:00 a.m. - 9:45 a.m.) - Tier I activity
- Math Paraeducator push-in support for 1st-6th grades for small group differentiated instruction in the classroom with paraeducator support, including incorporating feedback from teacher surveys to best utilize paraeducator support - Tier II support
- Instructional coaching for all teachers; Universal Design for Learning (UDL) - Tier II resource
- Supplemental and digital math resources will be used in small group or independent student work (e.g. Number Talks Marcy Cook, Open Up, Khan Academy, Engage NY) - Tier I and Tier II strategies/resources
- Report Card data will be used during Wednesday grade-level collaboration to identify mathematical focus for student improvement - Tier I & II activity
- Plan a Family Math Night - Tier I activity

Students to be Served by this Strategy/Activity

All students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Classroom Teacher
Math Paraeducator II
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	2511
Source	LCFF - Base
Description	Teachers attend UC Davis Math Project workshops; utilize math resources: Number Talks, Jo Boaler YouCubed, Jo Boaler Mathematical Mindsets, and Association for Supervision and Curriculum Development (ASCD) professional books and publications

Strategy/Activity 3

3. Benchmark/Adelante Curriculum will be amplified by instructional school systems, core instruction/best practices, instructional coaching, curriculum supplementation, and additional academic Tier I, Tier II and Tier III student support.
- a. Strategic Scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach guided reading from 9:00 a.m. - 9:45 a.m.) - Tier I activity
 - b. Paraeducators for Balanced Literacy Groups 1st-6th grades push-in support - Tier I & II support
 - c. Reading Specialist will provide Tier II and Tier III pull-out reading support/interventions
 - d. Instructional Coaching for all teachers - Tier I resource
 - e. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy
 - f. Teacher professional learning communities (PLC) focus on Writing - Tier I activity
 - g. Report Card data will be used during Wednesday grade-level collaboration to identify mathematical focus for student improvement - Tier I & II activity
 - h. Plan either a Pajama Reading Night and/or a Family Literacy Night - Tier I activity

Students to be Served by this Strategy/Activity

All students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Classroom Teacher
Reading Specialist
Librarian
Reading Paraeducators
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	4,965
Source	LCFF - Base
Description	Reading Paraeducator support for 1-6 Guided Reading Program 8 hrs/wk, 0.2 FTE
Amount	4,150
Source	LCFF - Base
Description	Reading Paraeducator support for 1-6 Guided Reading Program 10 hrs/wk, 0.25 FTE

Strategy/Activity 4

4. Writing will be the instructional focus for 2020-21 across curriculum
- a. Strategic scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach

guided reading from 9:00 a.m. - 9:45 a.m.) - Tier I activity
 b. EL Specialist, Math and reading paraeducators 1st-6th will provide push-in and pull-out support for small group instruction focused on writing across content areas - Tier I & Tier II strategy
 c. Instructional coaching for all teachers - Tier I resource
 d. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy
 e. Teacher professional learning communities (PLC) focus on Benchmark/CAASPP performance writing tasks
 Interim Assessment (IA) Writing Prompts with IA rubrics - Tier I activity

Students to be Served by this Strategy/Activity

All Students

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Base
Description	Teachers attend UC Davis Writing Project workshops; utilize writing resources: TOMS Digital Library and Association for Supervision and Curriculum Development (ASCD) professional books and publications

Strategy/Activity 5

5. MTSS Team to support students, teachers and families with Tier I-III strategies and activities.
 a. MTSS team meets monthly to collaborate, collect & analyze data to improve tiered school and classroom systems and strategies - Tier I-III activity
 b. Student Success Team (SST) meetings scheduled monthly with K-6 classroom teachers, families and support staff to develop an academic and/or social-emotional growth plan - Tier I Activity
 c. Three Academic Conferences with classroom teachers, specialists, counselor and principal scheduled for each trimester to collect & analyze student data to improve tiered instructional systems and strategies.

Students to be Served by this Strategy/Activity

All students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Description	MTSS Team release time to meet and plan, monthly meetings
Amount	3,000
Source	LCFF - Base
Description	MTSS Coordinator to support MTSS facilitation and planning MTSS/SST meetings, Variable Service Agreement (VSA), Andrea Flores, School Counselor

Strategy/Activity 6

Foster Peer supported collaborative projects; multi-age learning opportunities such as Book Buddies, Math Buddies and PBL/VAPA collaborative projects.

Students to be Served by this Strategy/Activity

All students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Classroom Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

Principal
Counselor
Classroom Teacher
Support Staff

Proposed Expenditures for this Strategy/Activity

Description	CCE Climate Committee Working Group will meet to discuss reinstatement of Playworks; Staff to discuss integration of Playworks into Physical Education
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Strategy/Activity 8

Propose new assessment options for Site Council consideration by December 31, 2020 that allow the Council to measure the impact of proposed strategies on student proficiency as measure by alternative assessments.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Inclusive Environments

Goal Statement

All students will feel safe and included on our campus.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS Suite	New system implementation in 2019-20	To provide data for staff decision-making in 2020-21
Improvement in the percentile for Youth Truth Survey - Student Responses and Parent Responses for Relationships and Culture and/or percent 3s at or above the typical DJUSD school for Relationships and Culture	Student Response Rate per year dependent on enrollment; Parent response rate 235 out of 618, 38%	At least 67% of participation rate from every student/parent group. Meet a Satisfaction level of at least 67% in all measurable areas for all student subgroups.
Counselor Report	Yearly Analysis of Tier I, Tier II, and Tier III supports	Students are responding to Tiered Interventions
Reduce the top 20 absence days and chronic absenteeism by 50% based on Attention 2 Attendance system	2019 Attention 2 Attendance record.	Increase of attendance on Mondays and Fridays by 20%; and support to increase attendance/reduce tardiness for individual students and families

Planned Strategies/Activities

Strategy/Activity 1

Implementation of Social Emotional Learning (SEL) Responsive Classroom Curriculum & Strategies that support SEL competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Students to be Served by this Strategy/Activity

All students

Timeline

8/26/2020 - 6/11/2021

Person(s) Responsible

Principal
Classroom Teachers
Support Staff
Counselor

Proposed Expenditures for this Strategy/Activity

Description

1-year of Responsive Classroom consultation provided to CCE staff

Strategy/Activity 2

1. PBIS Year 2 & Year 3 Training for PBIS Team to implement school wide expectations and core-values; CARES - Cooperation, Adaptation, Responsibility, Empathy and Safety. Focus will be on Tier I, Tier II and Tier III Behavior Systems of Support and Intervention.
2. Consistent PBIS implementation to support staff training and parent education.
3. Activate the School-Wide Information System Suite (SWIS Suite) online application to track and use data across all three tiers of support for the 2020-21 school year
4. PBIS Tier II Implementation of SWIS Suite CICO application (Check-in Check-Out) - Tier II Targeted Intervention.
5. Work with staff to understand the bullying results from the Youth-Truth Survey and seek ways to apply PBIS or other mechanisms to address issues.

Students to be Served by this Strategy/Activity

All students

Timeline

8/27/2020 - 6/10/2021

Person(s) Responsible

Principal
PBIS Team
Classroom Teachers
Support Staff
Counselor

Proposed Expenditures for this Strategy/Activity

Description

SWIS Suite Data System

Amount

3000

Source

LCFF - Base

Description

PBIS Tier II - CICO Coordinator, Variable Service Agreement (VSA), Katie Williams, Resource Specialist
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Description

PBIS Materials & Additional Training (estimated cost \$5,000)

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/27/2020 - 6/10/2021

Person(s) Responsible

Principal
Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Implement at least one alternative lunch recess activity for 1st-6th grade students recommended by the Climate Committee's subcommittee, working in consultation with teacher-staff representatives, such as Playworks.

Students to be Served by this Strategy/Activity

1st-6th grade students

Timeline

8/26/2020 - 6/11/2021

Person(s) Responsible

Principal
Yard Supervisors
Classroom Teachers
Librarian
Parent Volunteers

Proposed Expenditures for this Strategy/Activity

Amount

3000

Source

LCFF - Supplemental

Description

Playworks Program

Strategy/Activity 5

Work with Site Council, ELAC, SIPAT and the Climate Committee to jointly survey parents at twice a year in 2020-21 on topics of importance to development of the School Plan, Comprehensive Safety Plan or other school priorities.

Students to be Served by this Strategy/Activity

All students

Timeline

8/27/2020 - 6/10/2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Special Needs Training: Provide training to teachers and staff regarding the specific disabilities of CCE students with special needs; provide teachers with training to teach them how to use this information when developing and delivering instruction to all students, but particularly to students with disabilities.

Students to be Served by this Strategy/Activity

Students with special needs

Timeline

8/26/20 - 6/11/2021

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth Truth Survey - Student Responses	To receive higher student responses at or above the 25% quartile	Student responses averaged below the 25% quartile
Grade-Level Planning for Collaboration or Project-Based Learning units; one per year	Projects or presentations	Metric/Indicator did not provide enough data.
Grade-level PBL presentation or project connected to curriculum or content with rubric or panels	Grade-level student projects and learning is visible	Metric/Indicator did not provide enough data.
District Professional Development	Staff Meeting PBL guest speaker or opportunity to participate in a DJUSD supported 21st Century workshop	Metric/Indicator did not provide enough data.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Monthly grade-level collaboration 2. 21st Century teaching and learning professional development for various times in the school year 3. Plan a school-wide Cesar Chavez Day of classroom museum or student demonstration	1. Monthly grade-level collaboration took place on the second early release Wednesdays. 2. 21st Century Teaching and Learning professional development took place prior to March 13, three teachers attended DJUSD PBL training. Since March 23, DJUSD Distance Learning Trainings have been designed to support teachers and staff with Distant Learning Implementation. 3. Upon two collaboration Wednesday sessions in January and February 2020, Teachers planned collaborative or PBL projects for a school-wide	PBL teacher collaboration, grade-level materials and resources (no estimated cost)	PBL teacher collaboration, grade-level materials and resources (no estimated cost)

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	Cesar Chavez Day Event displaying student demonstrations or projects scheduled for March 31 during Open House and April 1 during the school day. Both events were cancelled due to COVID-19.		
1. A Check-Out system was developed by our site ITS to ensure that every teacher could check out a Chromebook Cart and the Chromebooks were maintained. A Computer Lab was available when needed.	1. All CCE Students were provided with access to technology prior to and during COVID-19 this school year.	Instructional Technology Specialist Salary, .5 FTE District Funded 29,000	Instructional Technology Specialist Salary, .5 FTE District Funded 29,000
2. To maintain the computer lab in working conditions for students and teachers.	2. This school year, the computer lab served as an alternative setting for the 7:45 a.m. - 8:25 a.m. school ALEKS math software program to support Tier III 4th-6th grade students.	Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website LCFF - Base 1,500	Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website LCFF - Base 1,500
3. To maintain technology classroom, technology equipment (computers and Chromebooks) in working conditions to facilitate 21st Century teaching and learning.	3. All Chromebooks were well maintained by our Instruction Technology Specialist (ITS) in 2019-2020.		
4. To maintain CCE Website to support digital access and communication for our school and programs.	4. CCE Website is well maintained and updated adding more information and resources for staff, students, families and stakeholder committees in 2019-2020.		
Explore STEAM and or Visual and Performing Arts (VAPA) educational approach to support the Graduate Profile initiative (e.g. dance education, makerspaces, robotics access and funding)	1.CCE Strings Music Program performed a winter concert on February 4th. 2. CCE Choir Club was established and supported by a Davis Schools Arts Foundation Grant for 3rd-6th graders who attended weekly rehearsals on site and	Equipment, facilities, stipend for personnel to coordinate STEAM or VAPA programs	Equipment, facilities, stipend for personnel to coordinate STEAM or VAPA programs District Funded 1,875
			Robotics Kids Parent-Teacher Association (PTA/O) 1,137

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>virtually through June 2020.</p> <p>3. CCE Established a 6th grade Robotics Club in joint collaboration with DSHS Citrus Circuits Club. The Club began on February 3 and met twice a week. The last meeting was held on March 9.</p> <p>4. A Robotics Club for 4th-5th grade CCE girls was arranged to take place on April 1, funded by a Yolo Community Foundation grant, led by Parto Aram. The workshop was cancelled due to COVID-19.</p>		

Analysis

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

Grade Level Collaboration: September 2019 - March 13 CCE teachers collaborate one Wednesday a month to plan activities and discuss strategies to teach lessons that embed Graduate Profile Competencies: Critical Thinking & Problem Solving, Adaptability and Resilience, Collaboration, Communication, Civic & Cultural Awareness, Creativity & Innovation. Such Goal 1 strategies/activities included exploration in Project-Based Learning (PBL) and Collaborative Projects, Multicultural Literature with new emphasis in Ethnic Studies Curriculum and Lessons such as César E. Chávez Day Event Model Curriculum, and Visual and Performing Arts Projects (ceramics, music, dance, performances). March 13 - June 3 teacher collaboration focused on Distance Learning Best Practices and use of technology resources and tools to develop to develop and implement a Distance Learning Plan for K-6 students.

21st Century Teaching & Learning Professional Development: In December, three teachers attended a two-day DJUSD PBL training in preparation for César Chávez Day Event. Teachers presented their collaboration ideas during Staff Meetings.

César Chávez Day Events: Teachers collaborated on two Wednesdays to plan their PBL or Collaborative Projects for students using the César E. Chávez Day Event Model Curriculum (<http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx>) to present classroom demonstrations, museums and performances on March 31 and April 1 César Chávez Day Events, though the event was cancelled on March 13. The PBL/Collaborative Project Plan can be adapted and implemented again for a 2021 César Chávez Day Event.

Technology and Computer accessibility for Students including the CCE Website: CCE Technology was well maintained successfully by our Information Technology Specialist (ITS) throughout the 2019-2020 school year. CCE Website was updated weekly with many additional CCE and DJUSD information Tabs and Resources. A check-out system was developed by our site Tech to ensure that every teacher could check out a Chromebook Cart and the Chromebooks were maintained. A Computer Lab was available when needed. In April 2020, CCE's ITS ensured all CCE students received Chromebooks and Hotspots to engage in Distance Learning. The ITS also fielded telephone calls and emails to help support families with Technology and Hardware.

CCE Robotics 6th grade Club: A new Robotics Club was facilitated by a CCE teacher and began in January of 2020 in joint collaboration with DJUSD who provided a stipend for the teacher, Citrus Circuits donated kits and High School student volunteers attended meetings, and a few additional kits were supported by SIPAT through a teacher grant. The CCE Robotics Club met six times until meetings halted on March 13. Robotics Kits are now available at CCE and community partnerships have been established with Citrus Circuits and Inspire Every Girl's Yolo Community Foundation to continue Robotics and explore STEAM program options in 2020-21.

Visual And Performing Arts (VAPA): In September, optional activities that support VAPA topics such as drawing, painting, dance, sculpting, acting, foreign language, graphic design, photography, etc., allowed CCE students to develop and improve their skills in the arts. The CCE Strings Music Program Performed at Brunelle Theatre on February 4. Such activities and projects are funded by Davis Schools Arts Foundation and SIPAT, such as Dia de los muertos Event, the CCE Choir, ceramic and garden projects.

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

The DJUSD adopted a district wide survey, called the Youth Truth Survey, that functions as a measurement tool for Goals 1 & 3. The survey was distributed in November 2019 to 3rd-6th graders, the results were disseminated in December 2019 and shared in January with CCE Staff, CCE Climate Committee and School Site Council. The Youth Truth Survey questions do not specifically align with the CCE School Plan for Student Achievement Goals to assess effectiveness. The results provided in December showed CCE students' perception of the school in terms of Culture (46%) and Relationships (16%) had the highest ratings. While the lowest rated topics were Engagement (12%), Academic Rigor (2%) and Instructional Methods (3%). The 21st Century Learning Survey responses did reflect a decline in scores below 25% quartile in two consecutive years, 2018-2019 and 2019-2020. There are no other metrics used to evaluate school or program effectiveness other than the Youth Truth Survey for the 2019-2020 year. Indicators such as teacher collaboration and VAPA activities to support lessons and projects are visible in the classroom or when student presentations are organized by CCE classroom teachers, CCE music teachers or CCE community members.

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

The CCE Robotics Club was supported by DJUSD which included a teacher stipend to lead and facilitate the club. Many of the kits were donated by Citrus Circuits though were incomplete. Our school's CCE Robotics Club lead teacher applied for a Spanish Immersion Parent and Teacher (SIPAT/PTA) grant to receive the funding to purchase additional robotics kits.

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.

With COVID-19 measures that are currently impacting schools, and disrupting the delivery of the strategies and activities for the 2019-2020 school year, 2020-21 Goal 1 will reflect the current school needs to support the Fall reopening learning model to reflect the DJUSD Graduate Profile, systems innovation and equity to support a comprehensive and consistent Distance Learning Implementation Plan for the 2020-21 school year. Any CCE specific surveys disseminated in the Fall of 2020 to parents, students and staff, will help measure school and program specific needs including using new DJUSD surveys and the yearly Youth Truth Survey as comparison data. More metrics/indicators will provide our school with data to amend Goal 1 in order to achieve a successful 21st Century Program at César Chávez Elementary School. CCE Goal 1 will explore more opportunities for Ethnic Studies Activities/Strategies and Environmental Education Program (EEP) in 2020-21 and will continue supporting PBL, Student Collaborative Projects, Accessibility and Innovation with Technology, Robotics and VAPA activities/strategies.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC 2018-19 data results	Improvement from one level to the next level	Ten English Learner students were reclassified, with one waiver this school year. ELPAC Metric/Indicator did not provide enough data.
CAASPP 2018-19 data results	Students met or exceeded ELA/Math standards for 2019-2020	CAASPP Metric/Indicator did not provide enough data.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. The English Language Services Cesar Chavez Elementary provides</p> <p>a. Group students according to English proficiency levels for instruction within the grade level.</p> <p>b. Implement new English Language Development (ELD) Benchmark English Language Arts curriculum. Focus on developing reading skills in K-2nd and writing and reading skills in 3-6.</p> <p>c. A minimum of 2.5 hours/week ELD support</p>	<p>1. The English Language (EL) Services at CCE served 30 K-6th grade students during the 2019-20 school year. The EL Specialist grouped and delivered small group instruction during the school day to students according to their levels. ELD curriculum and materials, such as Benchmark, Reads Naturally, Imagine Learning to support reading and writing.</p>	<p>English Language Development Specialist, .40 FTE District Funded 42,000</p>	<p>English Language Development Specialist, .30 FTE District Funded 31,500</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>for English Language (EL) students provided by EL specialist, paraeducators and classroom teachers.</p> <p>2. Math Curriculum</p> <p>Envision will be amplified by instructional school systems, core instruction/best practices, instructional coaching, curriculum supplementation, and additional academic student support.</p> <p>a. Strategic Scheduling</p> <p>b. Math Paraeducator 1st-5th grades</p> <p>c. Instructional Coaching for all teachers; Universal Design for Learning (UDL)</p> <p>d. Supplemental Math Resources (e.g. Marcy Cook, Open Up, Khan Academy, ALEKS)</p> <p>3. Benchmark/Adelante Curriculum will be amplified by instructional school systems, core instruction/best practices, instructional coaching, curriculum supplementation, and additional academic student support.</p> <p>a. Strategic Scheduling</p> <p>b. Paraeducators for Balanced Literacy Groups 1st-3rd grades</p> <p>c. Instructional Coaching for all teachers</p> <p>d. Guided Language Acquisition Strategies (GLAD) implementation</p> <p>e. Teacher professional learning communities (PLC) focus on Writing</p> <p>4. Writing will be the Instructional Focus for 2019-20 across curriculum</p> <p>a. Strategic Scheduling</p> <p>b. ELD, Math and Reading Paraeducators 1st-5th</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
c. Instructional Coaching d. Guided Language Acquisition Strategies (GLAD) implementation e. Teacher professional learning communities (PLC) focus on Writing f. Focus on performance tasks - Interim Assessment Writing Prompts with rubrics 5. MTSS Team to support students, teachers and families a. Establish a site MTSS team b. MTSS systems - Student Success Team (SST) meetings and Academic Conferences c. Monthly MTSS and SST meetings d. Participation in district supported activities through the one-year Yolo County Office of Education Low-Performing Block Grant and Placer Office of Education MTSS trainers. 6. Peer support; multi age learning opportunities			
1. ELD pull out and/or push-in program to support English Learner (EL) students in K- 6. 2. Program design will be defined according to students needs, after initial assessments are completed. 3. EL paraeducator will work with EL specialist to support EL students. 4. The English Language Arts Benchmark curriculum and ELD program will support EL	A second paraeducator was not required due to a reduction of EL students for the 2019-2020 school year.	EL Paraeducator support for K-6 EL students, 4.33 hrs/wk LCFF - Supplemental 4,000	EL Paraeducator support for K-6 EL students, 4.33 hrs/wk LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
students. Paraeducator will serve EL students in small groups in 3rd-6th grades.			
<p>1. Monitor EL student identification and completion of required assessment and data entry for the state.</p> <p>2. Support assessment process of EL students at the beginning and end of the year.</p> <p>3. Maintain EL student files as required by the State to track student progress.</p>	One EL paraeducator was tasked to update and maintain data files with the proficiency levels of all CCE students.	EL support for assessments 3.5 hours per week LCFF - Supplemental 4,650	EL support for assessments 3.5 hours per week LCFF - Supplemental 3,754
<p>Math Program:</p> <p>Tier I: Core instruction, UDL, Instructional Coach, Differentiation Coach utilized with a continuous data-base progress monitoring and decision-making framework that supports all students to improve academic and behavior outcomes for students who may be performing below benchmarks.</p> <p>Tier II: Small Group differentiated instruction in the classroom with Paraeducator support</p> <p>Tier III: Additional support to target student academic needs</p>	<p>CCE Teachers have received professional development opportunities and collaboration time through DJUSD Instructional Coaching and training through the UC Davis Math Project.</p> <p>A Math Paraeducator was hired in October and worked with 1st-5th graders.</p> <p>Instructional Coach was available to support teachers through Workshop/Math Stations and additional Math resources for teachers/students.</p> <p>d. Grade-Level Collaboration Time on Wednesdays discussed Supplemental Math Resources for UDL and Tier II small group instruction.</p>	<p>Instructional Coach, support teachers with curriculum design and instructional practices to support UDL/core instruction, Math Centers to support Differentiation. District Funded</p> <p>Math Paraeducator, .35 FTE District Funded 5,106</p>	<p>Instructional Coach, support teachers with curriculum design and instructional practices to support UDL/core instruction, Math Centers to support Differentiation. District Funded</p> <p>Math Paraeducator, .35 FTE District Funded 6,627</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Spanish Language Arts (SLA) and English Language Arts (ELA) Program	Strategic scheduling was established to allow EL and Reading Specialists to focus on Writing. Guided reading groups by classroom teacher and four paraeducators to support small group Tier I and Tier II Reading/Writing instruction. Instructional Coach provided teacher support with Benchmark Curriculum and Assessments. Twelve classroom teachers were trained in GLAD strategies and implemented strategies when using Benchmark Curriculum to support Second Language Learning.	SLA Paraeducator I-Bilingual, .25 FTE, (10 hrs/wk) Local Categorical 17,800	SLA Paraeducator I-Bilingual, .25 FTE, (10 hrs/wk) Local Categorical 10,941
Tier I: SLA/ELA will be supported by rigorous curriculum Benchmark/Adelante, UDL/core instruction, SLA Paraeducator reading program, guided language acquisition development (GLAD) strategies, and support from Instructional/Differentiation Coaches utilized with a continuous data-base progress monitoring and decision-making framework that supports all students to improve academic and behavior outcomes for students who may be performing below benchmarks. Academic conferences, Student Success Teams (SST)s and teacher professional learning communities (PLC)s is to monitor and support student progress and growth.		SLA Paraeducator I-Bilingual, .25 FTE, (10 hrs/wk) District Funded 8,000	SLA Paraeducator I-Bilingual, .25 FTE, (10 hrs/wk) District Funded 4,579
Tier II: Reading Specialist and MTSS supports		SLA Paraeducator I-Bilingual, .25 FTE (10 hrs/wk) LCFF - Supplemental 7,946	SLA Paraeducator I-Bilingual, .20 FTE (8 hrs/wk) LCFF - Supplemental 4,811
Tier III: Additional support to target student academic needs		SLA Paraeducator I-Bilingual, .25 FTE (10 hrs/wk) LCFF - Base 7,900	SLA Paraeducator I-Bilingual, .25 FTE (10 hrs/wk) LCFF - Supplemental 3,900
		Guided Language Acquisition Development Training, Resources, and Collaboration time for Classroom Teachers (estimated cost \$5,000)	Guided Language Acquisition Development Training, Resources, and Collaboration time for Classroom Teachers (estimated cost \$5,000)
Academic Writing or Writer's Workshop will be a Professional Learning Community focus for K-6 teachers for the 2019-20 school year.	Teacher PLC one Wednesday a month to focus on Writing and Benchmark Assessments. There was not enough planning time each Wednesday for lesson/rubric design, develop a comprehensive universal design for writing genre, student	Professional Learning Communities (PLC) collaboration time for teachers, planning, lesson/rubric design, develop a comprehensive universal design for writing genre, student writing samples and Interim Assessment	Professional Learning Communities (PLC) collaboration time for teachers, planning, lesson/rubric design, develop a comprehensive universal design for writing genre, student writing samples and Interim Assessment

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	writing samples and Interim Assessment hand-scoring calibration.	hand-scoring calibration (estimated cost \$6,000)	hand-scoring calibration (estimated cost \$6,000)
An MTSS Team will be established to support an MTSS framework at our school site. The MTSS Team will work with district MTSS coordinator/district support staff and classroom teachers to collaborate and support a systematic approach for Tier I, Tier II and Tier III instruction and interventions. Academic Conferencing, Universal Screenings, Data-Systems, Professional Learning Communities (PLC)s, Response to Intervention (RTI), and Student Success Teams will support the MTSS framework.	Monthly MTSS Team meetings took place August '19t-February '20. Monthly SST meetings took place October '19-February'20. Academic conferences took place on October '19-February '20. Monthly meetings with DJUSD MTSS Coordinator collecting data and sharing MTSS resources. Our school counselor took on the role as MTSS site coordinator to support RTI through SST process.	MTSS Team release time to meet and plan, monthly meetings District Funded Response To Intervention Coordinator (RTI), Variable Service Agreement. Support classroom teachers and coordinate/facilitate Student Success Team (SST) meetings LCFF - Base 5,000 Academic Conferences, MTSS meets with grade-level teams District Funded 6,000 Teacher Release Time for Universal Screenings	MTSS Team release time to meet and plan, monthly meetings District Funded Response To Intervention Coordinator (RTI), Variable Service Agreement. Support classroom teachers and coordinate/facilitate Student Success Team (SST) meetings 0 Academic Conferences, MTSS meets with grade-level teams District Funded 6,000 Teacher Release Time for Universal Screenings
Explore academic and social skills tutoring programs or peer-mentorships (e.g. Book Buddies, Math Buddies or Conflict-Resolution Peer Mentorship program).	Book Buddies are established every school year where students collaborate on many classroom projects.		

Analysis

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

English Language Learner Program: In 2019-2020 ten out of thirty-seven student were reclassified and the program supported 30 K-6th EL students this academic school year. In August 2019, a strategic schedule was implemented which allowed the EL Specialist to provide 3.75 hours of Tier II small group English Language Development (ELD) lessons per week in 2019-2020 compared with 3.5 hours per week proposed in the 2018-19 SPSA. September - March, the EL Specialist worked with the students on writing projects, book reports and implemented a Reads Naturally Program with 3rd - 5th graders. March - June, the EL Specialist continued working with small groups remotely and utilized an online program for English Learners called Imagine Learning. One EL Paraeducator-III was able to maintain EL student files as required by the State to track student progress during the 2019-2020 school year. 3rd - 6th grade classroom teachers utilize English Language Arts adopted curriculum Benchmark that includes ELD strategies and materials, with Guided Language Acquisition Development (GLAD) strategies at minimum 30 minutes per day.

Mathematics: The Math Paraeducator supported the ALEKS before school program, a Tier II program, for three months (Nov-Jan) as well as a push-in Tier II support for 1st-5th grades each morning. Two instructional coaches were available to support teachers with Tier I curriculum assessment, lesson design and additional resources to supplement the Math curriculum. An annual Math Night coordinated by DJUSD instructional Coaches with the help of CCE was not achieved this school year due to school closure in March

Spanish & English Language Arts: September - March, 1st - 3rd grade Guided Reading Groups by classroom teachers and four paraeducators allowed Tier I and Tier II reading supports and interventions in developing Spanish Literacy. Readings Specialist provided small group and one-on-one Tier II and Tier III supports for Kinder-3rd grades. GLAD strategies were used to amplify the Adelante/Benchmark curriculum. In addition to classroom strategies/activities, the school Librarian and Library Technician delivered and hosted Children's Literature Book Read Alouds, Author Book Talks and a Pajama Reading Night event that featured Bilingual, Multicultural/Ethnic Studies and Reader's Award authors and books to support biliteracy and culturally responsive teaching.

Writing Instructional Focus: Direct instruction in writing in Spanish and English is embedded across the core subjects and curriculum. Grade-level focus groups or Professional Learning Communities (PLCs) were not established this school year to focus on Performance Task, Interim Assessment Writing Prompts in order to develop a process for calibrating student writing samples using Writer's Workshop Rubrics. Some GLAD strategies were used to provide sentence frames and vocabulary development and word choice to create handwritten drafts. As a result, more grade-level collaboration time is needed to support this strategy/activity. The EL Specialist focused small group work with writing lessons and projects, such as publishing hardback books and book reports. Students samples demonstrate progress in this area.

Multi-Tiered Systems of Supports (MTSS): The MTSS process to implement differentiated, equitable and first-best instructional strategies is improving our instructional practices and school systems at CCE during the 2019-2020 school year. MTSS is a new initiative by DJUSD and Placer County Office of Education to support all DJUSD schools. An MTSS Team was established at CCE with administrator, teacher, specialist and counselor representation. The first step was to create a strategic schedule that allowed classroom teachers to coordinate with Reading, RSP and EL Specialists including four paraeducators to provide 1st -3rd grade guided reading Tier I and Tier II support and Math paraeducator to provide Tier II Math support for 1st-5th grades. The MTSS Team began the process for exploring data systems to progress monitor students' academics and social-emotional behaviors. Fall and winter academic conferences allowed the team to use more effective data systems to support Tier I, Tier II and develop Tier III supports. Two MTSS Trainings were arranged and delivered to CCE teachers and paraeducators in 2019-2020, Tourette Syndrome/Tic Disorder Training by an educator-board member of Tourette Association of America (TAA) and ADHD Training by a licensed clinical psychologist-associate clinical professor from the UC Davis Mind Institute. There is still more work to be achieved, nevertheless we are beginning to lay the groundwork for MTSS implementation in 2020-21.

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

The 2019-2020 ELPAC and CAASPP student results will not be considered as a SPSA metric to measure the 2019-20 Goal 2 program effectiveness due to the school closure from March 16-June 11. DJUSD Common Assessments such as Benchmark/Adelante Summative and Formative Assessments, Reading Running Records, Student Writing Samples and Math Curriculum Assessments were administered to students by their classroom teachers and specialists throughout the 2019-2020 school year and are used as data points which teachers use to inform their instructional practices and report progress in CCE Trimester Report Cards. The MTSS Team will continue to explore effective systems and tools to collect student data towards designing Tier I, Tier II and Tier III instructional and programmatic supports for all students. Currently there are minimal Spanish Immersion assessments, data collection tools and metrics that our school has access to. ELPAC and CAASPP Spring results serve only as English Proficiency and Mathematics data points that inform our programs and schools across the district. The DJUSD English Learner Program utilizes an EL metric to assess student progress which starts when a student scores at a level 4 on the ELPAC. CCE participated in an EL Program "Needs assessment" with our ELAC Committee in January to help measure the overall effectiveness of the EL Program at CCE in collaboration with our CCE ELAC Committee. For the 2019-20 school year, CCE currently has 27 EL students enrolled and 10 EL students who were reclassified, with one waiver this school year; 23 EL students will be returning in 2020-21. Trimester I, II, III report card performance marks with reading scores demonstrate student growth towards proficiency and this data can be utilized in a strategic way to measure overall effectiveness for Goal 2 in 2020-21.

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

Due to the reduction of designated EL students enrolled at CCE for the 2019-20 school year, a reduction in EL services was established reducing the hours of our site EL Specialist and eliminating one of two EL Paraeducator-III positions. Three Reading Paraeducators and one Math Paraeducator were late hires for the 2019-2020 school year, therefore this reflected in the allocations for these positions. The MTSS Team replaced the Rtl coordinator position, however twelve more SST meetings were scheduled in 2018-19 when the Rtl position was supported.

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.

CCE will need to respond to the Spanish Immersion Program deficiencies that were observed during the March 16-June 11 Distance Learning Plan Phase II model. Dependent upon the DJUSD reopening plans for the 2020-21 school year, CCE staff will continue to receive professional development to establish a comprehensive Learning Management System to deliver a Distance Learning Plan that is adaptive, engaging, equitable, differentiated, manageable and responsive to every student, teacher and family whether they are teaching and learning from home, school or a hybrid-combination of both. CCE will create Parent Surveys to measure the Home and School Learning essentials and needs to support overall academic and socio-emotional content and skills and specifically with Spanish Oral, Reading and Writing Development, Mathematics Development. Teachers will also require more training and collaboration time to effectively use a Learning Management System to support a more effective Distance Learning Plan for K-6 students. New MTSS systems will need to shift to small group Tier I instruction, while Tier II and III will continue to be supported by small group instruction with the addition of weekly check-ins by teachers, specialists and paraeducator staff.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students will feel safe and included on our campus.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS Suite	To provide data for staff decision-making	Metric/Indicator was partially developed and no data collected.
Youth Truth Student and Family Surveys	Student responses and parent response rates show improvement	Youth Truth Student and Parent Survey Executive Summary Results showed student response ratings on topics of school Engagement (12th), Academic Rigor (2nd), Relationships (16th), Culture (46th) and Instructional Methods (3rd) that were well below the DJUSD schools. 2-year comparative data showed that CCE students recognize what bullying is and provided two year comparison that students are building awareness to its effects.
Counselor Report	Students are responding to Tiered Interventions	Metric/Indicator will not provide data for 2020-21.
Attendance 2 Attendance	Attendance increase on Mondays and Fridays; and support to increase attendance/reduce tardiness for individual students and families	

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Social Emotional Learning Professional Development for Teachers and Staff with Responsive Classroom, a 4-day workshop.	Responsive Classroom Professional Development scheduled for June 15-18. Due to Covid-19, a trainer will provide online training to substitute for in-person training.	Responsive Classroom 4-day training, SEL approach and design Parent-Teacher Association (PTA/O) 21,000	Responsive Classroom 4-day training, SEL approach and design Parent-Teacher Association (PTA/O) 21,000
		Curriculum and Release Time for training and design (estimated cost \$5,000)	Curriculum and Release Time for training and design (estimated cost \$5,000)
1. PBIS Year 2 Training for PBIS Team to implement school wide expectations and core-	The PBIS Team and Teacher On Special Assignment Attended four training Oct-February to	Teacher On Special Assignment (TOSA) 0.1 FTE LCFF - Base 8,281	Teacher On Special Assignment (TOSA) 0.1 FTE LCFF - Base 8,281

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
values; CARES - Cooperation, Adaptation, Responsibility, Empathy and Safety. Focus will be on Tier I and Tier II Behavior Systems of Support and Intervention. 2. Consistent PBIS implementation to support staff training and parent education.	support PBIS implementation and training. In February, a Tier II Intervention Team formed and began work in March. The last two trainings for PBIS Year 2/Tier II were cancelled due to Covid-19.	Teacher On Special Assignment (TOSA) (estimated cost \$22,000)	
		School Wide PBIS Planning and Implementation (estimated cost \$5,000)	
		PBIS Materials & Additional Training (estimated cost \$5,000)	
Counseling support through the MTSS framework; Tier I, Tier II, Tier III, utilizing Kelso's Choices and Steps to Respect and Responsive Classroom SEL curriculum	Counselor served as the MTSS Team Coordinator, attended PBIS Tier I & II workshops, provided Tier I and Tier II Counseling Supports and taught Kelso's Choices Curriculum to K-3rd grade students.	Counselor salary, 1.0 FTE District Funded 58,000	Counselor salary, 1.0 FTE District Funded 58,000
Explore alternative lunch recess activities for 1st-6th grade students.	Worked with the Climate Committee to reinstate Playworks and create a working group to focus on alternative recess activities.		
Work with the Site Council, SIPAT and the Climate Committee to jointly survey parents at least once in 2019-20 on topics of importance to development of the School Plan, Comprehensive Safety Plan or other school priorities.	The School Site Council voted to release a survey on February 19. The survey had minimal responses as a result of a lack of advertising and as a result of the halt of distribution due to COVID-19.		

Analysis

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

Social Emotional Learning (SEL): Responsive Classroom training is scheduled for June 15-18. All new and returning teachers and specialists will receive online training, materials and 1-year of consultation and webinars during the 2020-21 academic year. SIPAT supported this training in Spring of 2019.

Positive Behavior Intervention and Supports (PBIS): August-March the MTSS Team and PBIS Teams worked together to align and combine Tiered I, II & III interventions and systems of support by meeting once a month to plan mini-trainings during monthly staff meetings, attend PBIS trainings at Placer County Office of Education, and used collaboration time during Academic Conferences with teachers during the first and second trimesters. PBIS School Assemblies were organized and facilitated by our PBIS Teacher On Special Assignment (TOSA) one Friday per month.

The PBIS TOSA also facilitated monthly PBIS meetings and presented at monthly Staff Meetings to work with school staff on Year 2 PBIS implementation. Three PBIS Year 2 trainings will need to be rescheduled in the Fall of 2020. PBIS and Kelso's Choices lessons were taught by classroom teachers, the school counselor and principal. PBIS mini-lessons and messages continued through Distance Learning between classroom teachers and students.

Counseling Support: Sept-March the school counselor developed friendship groups, taught SEL lessons using Kelso's Choices, Steps to Respect and Children's Literature. The counselor partnered with Healthy Youth, Families & Communities Advisor to create an after-school Mindfulness program that taught six lessons for early elementary students in Sept-Oct. The 4-H Teen Teachers used a curriculum called Mindful Me. December and January were busy months for our counselor who did many socio-emotional check-ins with students. The school counselor began working on a Spring "Kindness Week" though did not happen due to school closure. The school counselor will continue to work collaboratively with DJUSD counselors with the lead of our DJUSD Prevention and Wellness Directors to ensure all schools have adequate SEL curriculum materials, Mindfulness training, anti-bullying prevention resources and to select/use a Universal Screener which is the first step in identifying students who are at risk for academic learning and/or socio-emotional difficulties.

Alternative Lunch Recess Activities: The CCE Climate Committee developed a working group with teachers and parents to brainstorm ideas for alternative lunch recess activities. The working group met twice to consider and discuss reinstating the play-based Playworks program. This working group will continue to explore ways to re-introduce to students, staff and parents in 2020-21.

Stakeholder Collaboration: The principal released School Site Council Survey as part of the principal update, but did not ask Site Council or Climate Committee members to help solicit survey responses. As a result, the number of parents responding dropped from over 120 responses the year before to less than 20 responses this year. In 2020-21, the Site Council would like to adapt the survey and develop a survey release strategy that includes assistance from Site Council, ELAC, and Climate Committee members to solicit responses, with the goal of securing responses from at least half of the parents of CCE students. Climate Committee also coordinated three Children's Author Visits during Filipino-American Heritage Month, Black History Month and Asian-Pacific Heritage Month to support an Ethnic Studies Framework. These special events were presented to K-6th graders in a large assembly format, intimate Library Hour Book talk, to Zoom virtual Read Aloud.

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

Positive-Behavioral Intervention Systems (PBIS): Our school community is now familiar with our school's five core values, CARES: Cooperation, Adaptability, Responsibility, Empathy, Safety. The PBIS Teacher on Special Assignment (TOSA) and other teachers designed lesson plans to teach the core values inside and outside of the classroom. In 2020-21, the staff will need to continue their work on developing the Office Discipline Referral to enter student behaviors on the the School-Wide Information System Suite (SWIS SUITE) as a data system to drive decision-making around school rules, behavior expectations and Positive Reinforcers. In addition, our PBIS Tier II Team will need training with SWIS to develop a Check-In and Check-Out (CICO) PBIS Tier II intervention to better support positive academic and prosocial outcomes for students. More data systems are needed for Goal 3 other than the Youth Truth (YT) Survey. The YT Survey still provided student data on their perceptions of school engagement, relationships and culture that is important to consider in improving school climate and culture.

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

No differences.

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.

PBIS: Due to a reduction in budget, PBIS TOSA will not be one of the strategies to support PBIS. Since PBIS Tier I and Tier II teams have been established, the team will carry out the goals collectively. We will also implement both the SWIS and CICO data systems during our Year 3 PBIS implementation.

Digital Citizenship Curriculum/Framework: Our CCE Librarian and School Counselor will continue to collaborate on creating and delivering lessons on Cyberbullying and other Common Sense Media Resources to ensure Cyber Safety for K-6 students.

An Ethnic Studies framework: This strategie/activities will also be an avenue for improving school climate and culture by working with our Climate Committee which will continue to expand and support Children's Author Visits.

We will continue using Youth Truth or any other surveys to measure this goal.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 7

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	38,142.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	22126	0.00
LCFF - Supplemental	16016	0.00
District Funded	0	0.00
Local Categorical	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	22,126.00
LCFF - Supplemental	16,016.00

Expenditures by Budget Reference

Budget Reference	Amount
	15,231.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	15,161.00
	LCFF - Base	6,965.00
	LCFF - Supplemental	7,750.00
	LCFF - Supplemental	8,266.00

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
- 2 Classroom Teachers
- 0 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Veronica Dunn	Principal
Petrea Marchand	Parent or Community Member
Agustin Antunez	Parent or Community Member
Beth Lesen	Parent or Community Member
Katherine Legrand	Parent or Community Member
Juan Caceres	Parent or Community Member
Bill Wood	Parent or Community Member
Osvaldo Rubio	Classroom Teacher
Petrina Jonas	Classroom Teacher

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

Recommendations and Assurances

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


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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: School Climate Committee, Kathryn Niles Russ, June 18, 2020

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 June 17, 2020.

Attested:



Principal, Veronica L Dunn on June 18, 2020



SSC Chairperson, Petrea Marchand on June 19, 2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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