

# The Single Plan for Student Achievement

**School:** Cesar Chavez Elementary School  
**CDS Code:** 57726786056295  
**District:** Davis Joint Unified School District  
**Principal:** Sra. Denise Beck  
**Revision Date:** May 26, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on 6/26/2014.**

## Table of Contents

|  |    |
|--|----|
| School Vision and Mission .....                            | 3  |
| School Profile .....                                       | 3  |
| Comprehensive Needs Assessment Components .....            | 5  |
| Data Analysis .....  | 5  |
| Surveys .....  | 5  |
| Classroom Observations .....                               | 5  |
| Analysis of Current Instructional Program .....            | 5  |
| School and Student Performance Data .....                  | 8  |
| Academic Performance Index by Student Group .....          | 8  |
| English-Language Arts Adequate Yearly Progress (AYP) ..... | 9  |
| Mathematics Adequate Yearly Progress (AYP) .....           | 10 |
| CELDT (Annual Assessment) Results .....                    | 11 |
| Title III Accountability (School Data) .....               | 12 |
| Title III Accountability (District Data) .....             | 13 |
| Planned Improvements in Student Performance .....          | 14 |
| School Goal #1 .....                                       | 14 |
| School Goal #2 .....                                       | 17 |
| School Goal #3 .....                                       | 19 |
| School Goal #4 .....                                       | 21 |
| School Goal #5 .....                                       | 23 |
| Summary of Expenditures in this Plan .....                 | 26 |
| Total Allocations and Expenditures by Funding Source ..... | 26 |
| Total Expenditures by Goal .....                           | 27 |
| School Site Council Membership .....                       | 28 |
| Recommendations and Assurances .....                       | 29 |

## School Vision and Mission

### Cesar Chavez Elementary School's Vision and Mission Statements

#### Mission:

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

#### Vision

The Spanish Language Immersion Program nurtures a vibrant K-12 learning community in which students from diverse backgrounds speak, read and write in Spanish and participate in multicultural studies and experiences as part of their education. Well-trained, experienced

bilingual staff facilitates academic achievement and language acquisition and foster creative expression through visual and performing arts. The Spanish Language Immersion program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents, and the wider community. Committed to continual improvement, the program serves as a model for other language immersion and world language programs. It produces students with exceptional language skills and an expanded worldview, both of which serve them well by giving them greater opportunities in higher education, in the work world and in their everyday lives.

## School Profile

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

1. Bilingualism and Bi-literacy
2. Academic Excellence
3. Multicultural Understanding

#### Program Design

The Spanish Language Immersion Program has been designed to maximize the benefits of second language learning for all student participants. An early start combined with an uninterrupted and extended period of study leads to high levels of language proficiency. Research shows there are many cognitive, academic, economic, and social benefits of learning a second language. Additionally, there is evidence that immersion education helps close the achievement gap. Recent DJUSD data support other research that shows English Learners have a higher rate of success in immersion education than in the English mainstream classroom. The elementary program is open to students of different backgrounds and abilities from throughout the district. In the early grades, lessons are delivered primarily in Spanish, with additional includes 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. By the sophomore year of high school, many Spanish Immersion students complete the available course offerings and have no opportunity to develop higher levels of proficiency. There is a need for additional courses and learning experiences in secondary school, such as internships, cultural exchanges and preparation to travel/study abroad, and opportunities to pursue International Baccalaureate studies. Since it is beneficial for everyone to have more native Spanish speakers in the classroom, the program shall strengthen its outreach and communication to Spanish-speaking families in the district and continue to provide high quality ELD services to students who need

them.

#### Program Goals

All students achieve: Bilingualism and Bi-literacy: Students develop a high level of oral and written proficiency in both Spanish and English.

Academic Excellence: Students achieve academic excellence in all subject areas, meeting or exceeding district and California state standards.

Multicultural Understanding: Students develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.

#### Program History

The Davis Joint Unified School District's Spanish Language Immersion Program is an elective program open to all students throughout the district. The program began in the 1982-83 school year with one class of kindergarten and first grade students, and has grown and flourished ever since. In 2009-2010 the Program serves over 800 students, spread over two campuses (one elementary schools and one junior high school), and 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 attracted more native Spanish speakers and English learners. While the DJUSD program promotes bilingualism for all students, its design is not a 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 will guide the development of the district's existing language immersion program and lay the groundwork for other language programs that can promote and support multilingualism.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

Every year the School Climate Committee distributes a school survey to parents, students and school personnel. The focus is on student, parent and teacher school connection among other items. The results are shared with the school community and the district office.

### **Classroom Observations**

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

Principal conducts classrooms observations on a monthly basis; observation focus has been implementation of Common Core Standards. Additional observations with reading specialist in 1-3 grade classes were conducted , focus was on reading strategies based on Common Core Standards. In addition, Site Council visited all classrooms, gathering information about implementation of Common Core Standards

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

The school has set aside a specific budgets to provide substitutes for all teachers twice each year to assess students in Spanish and English reading. The results of the assessments guide Response to Intervention program at CCE each trimester. The results collected at the end of the year are used to plan for reading services the following year as well as the RTI program. Specialists meet with principal four times x year to analyze data and define services for students.

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

Modify instruction and assessments are provided for students who have are in the intervention programs in addition to the additional data collect by teacher in the classroom.

### **Staffing and Professional Development**

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

Cesar Chavez Elementary follows the state guidelines on credential for highly qualify teachers. All teachers are highly qualified.

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

All teachers at CCE are credentialed by the State of California. They hold a multiple subject credential with a bilingual emphasis or a Single subject Spanish Language credential. In addition Science specialists have a Science credential.

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

Professional development has been offered district wide on Common Core Standards by grade levels with special emphasis on writing. In addition Reading Specialist have received district training on Common Core Standards and Reading. They have been providing specialized training to 3-1 teachers on Common Core Strategies on Reading. During the 2015-2016 Math adoption will be the emphasis with a new adoption and classroom materials. Specific trainings have been scheduled for teachers to start the implementation of the new adoption in August 2015.

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

At this time Reading Specialist has been serving as an instructional coach not only for teachers but also for reading aides in the program. The district is hiring new coaches for next year for Mathematics.

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

District wide grade level collaboration took place this year on Common Core Implementation on Writing. This has been the second year of this district wide collaboration.

#### Teaching and Learning

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

Teachers have attend district professional development trainings to align instruction with new Common Core Standards. Teachers have developed assessments used district wide that are aligned with the new standards in ELA. District assembled a district wide committee to define the new report card that include the core standards identified by the committee and presented and discussed with teachers. Teachers received training in the district wide meetings last year.

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

The school follows general guidance from the state on required Math and Language Arts instructional minutes in the classroom.

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

The school intervention services schedule establishes block time for reading intervention in K-3. In addition block time for English Reading intervention in 2nd and 3rd grade. Additional services for 4th grade students will be added next year and will be incorporated in the master schedule to block time for services.

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

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

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

New Math materials were approved by the school board and a full implementation will take place next year. New materials will replace common core transitional materials used last year in every classroom.

## Opportunity and Equal Educational Access

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

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

### 14. Research-based educational practices to raise student achievement

## Parental Involvement

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

The school organizes 8 different parent educational nights during the year. Some to inform parents about the program and others to teach them how to the reading process in a second language and how to support students at home. In addition a parent organized reading support program is available to every student at CCE. Parents have the opportunity to receive a Spanish language book to read each night to practice the student Spanish reading skills. The books in this program are leveled with the same system used in leveling the guided reading books in the classroom and the assessment used in to monitor progress.

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

## Funding

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

1. Reading program in Spanish and English has three different levels of intervention. Push in, pull out and one to one when needed. The support provided is paid with LCFF (old SLIB), LCFF (old EIA) budgets, Parcel Tax and PTA.
2. ELD Support: For students who are not reaching proficiency in the CELDT

### 18. Fiscal support (EPC)

1. Reading Program: Is paid with LCFF (old SLIB), LCFF (old EIA) budgets, Parcel Tax and PTA.

## School and Student Performance Data

### Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP |      |      |       |      |      |                  |      |      |       |      |      |
|-------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
|                   | All Students                |      |      | White |      |      | African-American |      |      | Asian |      |      |
|                   | 2012                        | 2013 | 2014 | 2012  | 2013 | 2014 | 2012             | 2013 | 2014 | 2012  | 2013 | 2014 |
| Number Included   | 418                         | 426  |      | 264   | 261  |      | 10               | 9    |      | 32    | 28   |      |
| Growth API        | 878                         | 886  |      | 911   | 917  |      |                  |      |      | 933   | 922  |      |
| Base API          | 895                         | 877  |      | 928   | 910  |      |                  |      |      | 905   | 933  |      |
| Target            | A                           | A    |      | A     | A    |      |                  |      |      |       |      |      |
| Growth            | -17                         | 9    |      | -17   | 7    |      |                  |      |      |       |      |      |
| Met Target        | Yes                         | Yes  |      | Yes   | Yes  |      |                  |      |      |       |      |      |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP |      |      |                  |      |      |                                 |      |      |                            |      |      |
|-------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
|                   | Hispanic                    |      |      | English Learners |      |      | Socioeconomically Disadvantaged |      |      | Students with Disabilities |      |      |
|                   | 2012                        | 2013 | 2014 | 2012             | 2013 | 2014 | 2012                            | 2013 | 2014 | 2012                       | 2013 | 2014 |
| Number Included   | 92                          | 94   |      | 32               | 29   |      | 51                              | 52   |      | 23                         | 28   |      |
| Growth API        | 770                         | 792  |      | 646              | 678  |      | 731                             | 707  |      | 657                        | 713  |      |
| Base API          | 792                         | 764  |      | 735              | 632  |      | 763                             | 725  |      | 718                        | 645  |      |
| Target            | 5                           | 5    |      |                  |      |      |                                 |      |      |                            |      |      |
| Growth            | -22                         | 28   |      |                  |      |      |                                 |      |      |                            |      |      |
| Met Target        | No                          | Yes  |      |                  |      |      |                                 |      |      |                            |      |      |

Conclusions based on this data:

1.



## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

| AYP<br>PROFICIENCY LEVEL       | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP |      |       |       |      |       |                  |      |       |       |      |       |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
|                                | All Students  |      |       | White |      |       | African-American |      |       | Asian |      |       |
|                                | 2012  | 2013 | 2014  | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012  | 2013 | 2014  |
| Participation Rate             | 99  | 100  |       | 100   | 100  |       | 91               | 100  |       | 100   | 100  |       |
| Number At or Above Proficient  | 298   | 299  |       | 203   | 202  |       | --               |      |       | 26    | 22   |       |
| Percent At or Above Proficient | 71.8  | 70.4 |       | 76.9  | 77.4 |       | --               | --   |       | 81.2  | 78.6 |       |
| AYP Target: ES/MS              | 78.4  | 89.2 | 100.0 | 78.4  | 89.2 | 100.0 | 78.4             | 89.2 | 100.0 | 78.4  | 89.2 | 100.0 |
| AYP Target: HS                 | 77.8  | 88.9 | 100.0 | 77.8  | 88.9 | 100.0 | 77.8             | 88.9 | 100.0 | 77.8  | 88.9 | 100.0 |
| Met AYP Criteria               | No  | No   |       | Yes   | Yes  |       | --               | --   |       | --    | --   |       |

| AYP<br>PROFICIENCY LEVEL       | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP |      |       |                     |      |       |                                    |      |       |                               |      |       |
|--------------------------------|---|------|-------|---------------------|------|-------|------------------------------------|------|-------|-------------------------------|------|-------|
|                                | Hispanic  |      |       | English<br>Learners |      |       | Socioeconomically<br>Disadvantaged |      |       | Students with<br>Disabilities |      |       |
|                                | 2012  | 2013 | 2014  | 2012                | 2013 | 2014  | 2012                               | 2013 | 2014  | 2012                          | 2013 | 2014  |
| Participation Rate             | 97  | 100  |       | 98                  | 100  |       | 97                                 | 100  |       | 88                            | 97   |       |
| Number At or Above Proficient  | 49  | 45   |       | 6                   | 6    |       | 18                                 | 12   |       | 10                            | 11   |       |
| Percent At or Above Proficient | 55.1  | 47.9 |       | 19.4                | 20.7 |       | 36.0                               | 23.1 |       | 50.0                          | 39.3 |       |
| AYP Target: ES/MS              | 78.4  | 89.2 | 100.0 | 78.4                | 89.2 | 100.0 | 78.4                               | 89.2 | 100.0 | 78.4                          | 89.2 | 100.0 |
| AYP Target: HS                 | 77.8  | 88.9 | 100.0 | 77.8                | 88.9 | 100.0 | 77.8                               | 88.9 | 100.0 | 77.8                          | 88.9 | 100.0 |
| Met AYP Criteria               | No  | No   |       | --                  | --   |       | --                                 | --   |       | --                            | --   |       |

Conclusions based on this data:

1.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

| AYP<br>PROFICIENCY LEVEL       | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP |      |       |       |      |       |                  |      |       |       |      |       |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
|                                | All Students                                  |      |       | White |      |       | African-American |      |       | Asian |      |       |
|                                | 2012  | 2013 | 2014  | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012  | 2013 | 2014  |
| Participation Rate             | 99  | 100  |       | 100   | 100  |       | 91               | 100  |       | 100   | 100  |       |
| Number At or Above Proficient  | 323   | 342  |       | 223   | 223  |       | --               |      |       | 29    | 26   |       |
| Percent At or Above Proficient | 77.5  | 80.3 |       | 84.5  | 85.4 |       | --               | --   |       | 90.6  | 92.9 |       |
| AYP Target: ES/MS              | 79.0  | 89.5 | 100.0 | 79.0  | 89.5 | 100.0 | 79.0             | 89.5 | 100.0 | 79.0  | 89.5 | 100.0 |
| AYP Target: HS                 | 77.4  | 88.7 | 100.0 | 77.4  | 88.7 | 100.0 | 77.4             | 88.7 | 100.0 | 77.4  | 88.7 | 100.0 |
| Met AYP Criteria               | Yes   | Yes  |       | Yes   | Yes  |       | --               | --   |       | --    | --   |       |

| AYP<br>PROFICIENCY LEVEL       | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP |      |       |                  |      |       |                                 |      |       |                            |      |       |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
|                                | Hispanic                                      |      |       | English Learners |      |       | Socioeconomically Disadvantaged |      |       | Students with Disabilities |      |       |
|                                | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012                            | 2013 | 2014  | 2012                       | 2013 | 2014  |
| Participation Rate             | 99  | 100  |       | 100              | 100  |       | 99                              | 100  |       | 96                         | 97   |       |
| Number At or Above Proficient  | 51  | 58   |       | 10               | 12   |       | 24                              | 23   |       | 13                         | 18   |       |
| Percent At or Above Proficient | 56.0  | 61.7 |       | 31.2             | 41.4 |       | 47.1                            | 44.2 |       | 59.1                       | 64.3 |       |
| AYP Target: ES/MS              | 79.0  | 89.5 | 100.0 | 79.0             | 89.5 | 100.0 | 79.0                            | 89.5 | 100.0 | 79.0                       | 89.5 | 100.0 |
| AYP Target: HS                 | 77.4  | 88.7 | 100.0 | 77.4             | 88.7 | 100.0 | 77.4                            | 88.7 | 100.0 | 77.4                       | 88.7 | 100.0 |
| Met AYP Criteria               | Yes   | Yes  |       | --               | --   |       | --                              | --   |       | --                         | --   |       |

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade        | 2014-15 CELDT (Annual Assessment) Results |   |                |     |              |     |                    |     |           |     |               |
|--------------|---|---|----------------|-----|--------------|-----|--------------------|-----|-----------|-----|---------------|
|              | Advanced                                  |   | Early Advanced |     | Intermediate |     | Early Intermediate |     | Beginning |     | Number Tested |
|              | #   | % | #              | %   | #            | %   | #                  | %   | #         | %   | #             |
| <b>K</b>     |   |   | 4              | 40% | 5            | 50% | 1                  | 10% | 0         | 0%  | 10            |
| <b>1</b>     |   |   | 4              | 36% | 6            | 55% | 0                  | 0%  | 1         | 9%  | 11            |
| <b>2</b>     |   |   | 2              | 28% | 0            | 0%  | 1                  | 14% | 4         | 57% | 7             |
| <b>3</b>     |   |   | 0              | 0%  | 0            | 0%  | 3                  | 25% | 9         | 75% | 12            |
| <b>4</b>     |   |   | 1              | 20% | 2            | 40% | 2                  | 40% | 0         | 0%  | 5             |
| <b>5</b>     |   |   | 1              | 50% | 0            | 0%  | 1                  | 50% | 0         | 0%  | 2             |
| <b>6</b>     |   |   | 0              | 0%  | 5            | 83% | 0                  | 0%  | 1         | 17% | 6             |
| <b>Total</b> |   |   | 12             | 23% | 18           | 34% | 8                  | 15% | 15        | 28% | 53            |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2012-13       | 2013-14 | 2014-15 |
| Number of Annual Testers     | 39            | 43      |         |
| Percent with Prior Year Data | 100.0%        | 100.0%  |         |
| Number in Cohort             | 39            | 43      |         |
| Number Met                   | 20            | 22      |         |
| Percent Met                  | 51.3%         | 51.2%   |         |
| NCLB Target                  | 57.5          | 59.0    | 59.0    |
| Met Target                   | No            | No      |         |

| AMAO 2           | Attaining English Proficiency |           |                         |           |                         |           |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
|                  | 2012-13                       |           | 2013-14                 |           | 2014-15                 |           |
|                  | Years of EL instruction       |           | Years of EL instruction |           | Years of EL instruction |           |
|                  | Less Than 5                   | 5 Or More | Less Than 5             | 5 Or More | Less Than 5             | 5 Or More |
| Number in Cohort | 40                            | 5         | 43                      | 13        |                         |           |
| Number Met       | 8                             | --        | 7                       | --        |                         |           |
| Percent Met      | 20.0%                         | --        | 16.3%                   | --        |                         |           |
| NCLB Target      | 21.4                          | 47.0      | 22.8                    | 49.0      | 22.8                    | 49.0      |
| Met Target       | No                            | *         | No                      | --        |                         |           |

| AMAO 3                          | Adequate Yearly Progress for English Learner Subgroup |         |         |
|---------------------------------|---|---------|---------|
|                                 | 2012-13   | 2013-14 | 2014-15 |
| <b>English-Language Arts</b>    |   |         |         |
| Met Participation Rate          | --  |         |         |
| Met Percent Proficient or Above | --  |         |         |
| <b>Mathematics</b>              |   |         |         |
| Met Participation Rate          | --  |         |         |
| Met Percent Proficient or Above | --  |         |         |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2012-13       | 2013-14 | 2014-15 |
| Number of Annual Testers     | 665           | 670     |         |
| Percent with Prior Year Data | 98.5          | 98.5    |         |
| Number in Cohort             | 655           | 660     |         |
| Number Met                   | 426           | 443     |         |
| Percent Met                  | 65.0          | 67.1    |         |
| NCLB Target                  | 57.5          | 59.0    | 59.0    |
| Met Target                   | Yes           | Yes     |         |

| AMAO 2           | Attaining English Proficiency |           |                         |           |                         |           |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
|                  | 2012-13                       |           | 2013-14                 |           | 2014-15                 |           |
|                  | Years of EL instruction       |           | Years of EL instruction |           | Years of EL instruction |           |
|                  | Less Than 5                   | 5 Or More | Less Than 5             | 5 Or More | Less Than 5             | 5 Or More |
| Number in Cohort | 624                           | 225       | 649                     | 218       |                         |           |
| Number Met       | 176                           | 146       | 189                     | 139       |                         |           |
| Percent Met      | 28.2                          | 64.9      | 29.1                    | 63.8      |                         |           |
| NCLB Target      | 21.4                          | 47.0      | 22.8                    | 49.0      | 22.8                    | 49.0      |
| Met Target       | Yes                           | Yes       | Yes                     | Yes       |                         |           |

| AMAO 3                          | Adequate Yearly Progress for English Learner Subgroup at the LEA Level |           |         |
|---------------------------------|--|-----------|---------|
|                                 | 2012-13  | 2013-14   | 2014-15 |
| <b>English-Language Arts</b>    |  |           |         |
| Met Participation Rate          | Yes  | Yes       |         |
| Met Percent Proficient or Above | No   | No        |         |
| <b>Mathematics</b>              |  |           |         |
| Met Participation Rate          | Yes  | Yes       |         |
| Met Percent Proficient or Above | Yes  | Yes       |         |
| <b>Met Target for AMAO 3</b>    | <b>No</b>  | <b>No</b> |         |

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

|   |
|---|
| <b>SUBJECT: Mathematics</b>   |
| <b>LEA GOAL:</b>  |
|   |
| <b>SCHOOL GOAL #1:</b>  |
| Students enrolled at CCE will demonstrate grade level proficiency in mathematics as measured by state, district and site standards/benchmarks.  |
| <b>Data Used to Form this Goal:</b>   |
| CST result analysis for the last three academic years, District Benchmark Assessments   |
| <b>Findings from the Analysis of this Data:</b>   |
| Student performance across all grade levels has been inconsistent. Percentage of student proficiency level has declined in third, fifth and sixth grade in the last years.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| During Academic Conference meetings teachers will analyze student performance based on: Grades K-1: District assessment benchmark results and in addition for grades 3-6 SBAC-Math results to determine areas needing support in general and individually. Teachers will implement student progress monitoring to make sure they will achieve goal. A new adoption will take place next year for mathematics - district training and school support will be needed for full implementation. |

| Actions to be Taken to Reach This Goal   | Timeline             | Person(s) Responsible  | Proposed Expenditure(s) |      |                 |        |
|--|----------------------|--|-------------------------|------|-----------------|--------|
|  |                      |  | Description             | Type | Funding Source  | Amount |
| 1. Academic Conferences are scheduled three times per year to review student data.<br>2. Grade level teachers, support personnel and Principal meet to analyze student data.<br>3. Academic Conference team identifies progress and concerns on student performance at their grade level.<br>4. Intervention students are identified and a plan is developed to serve them through different levels of support in the classroom.<br>5. Academic Conference Team monitors student progress at least three more times during the year.   | 8/26/2015 - 6/9/2016 | 1. Classroom teacher<br>2. Support personnel (Math specialist/Math aide)<br>3. Principal | Academic Conferences    |      | District Funded | 3,000  |
| 1. Teachers will attend the district wide training of new California Common Core Standards.<br>2. Teachers will Implement the new Math Program -Spanish edition curriculum that is aligned with Common Core Standards.<br>3. Teachers will attend training provided by Math specialist at school as well as district wide training.<br>4. Teachers will work collaboratively to identify areas of improvement for our Mathematics program<br>5. Teachers will work in grade level teams on developing strategies to provide instruction for the different ability levels in the classroom. | 8/26/2015 - 6/9/2016 | 1. Classroom Teachers<br>2. Principal<br>3. Math Specialist<br>4. District trainers.     | District Math Training  |      | District Funded |        |

| Actions to be Taken to Reach This Goal  | Timeline             | Person(s) Responsible | Proposed Expenditure(s) |      |                 |        |
|---|----------------------|-----------------------|-------------------------|------|-----------------|--------|
|   |                      |                       | Description             | Type | Funding Source  | Amount |
| 1. Intervention students who are identified will be served by a math specialist or math aide. A plan is developed to serve them through different levels of support in the classroom. | 8/26/2015 - 6/9/2016 |                       | Math support            |      | District Funded |        |



## Planned Improvements in Student Performance

### School Goal #2

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

|   |
|---|
| <b>SUBJECT: English Language Development</b>  |
| <b>LEA GOAL:</b>  |
|   |
| <b>SCHOOL GOAL #2:</b>  |
| <ol style="list-style-type: none"><li>1. 5% of ELL students will show growth of one proficiency in the overall score in the CELDT (California English Language Development Test)</li><li>2. Students who have been redesignated as FEP will be at grade level reading in English as measure by the district's reading assessment tool (QRI or IRA) in the intermediate grades.</li></ol>  |
| <b>Data Used to Form this Goal:</b>   |
| <ol style="list-style-type: none"><li>1. September - 2015 CELDT assessment scores .</li><li>2. Reading assessment given to students 3 times per year.</li></ol>   |
| <b>Findings from the Analysis of this Data:</b>   |
| <ol style="list-style-type: none"><li>1. Analysis of CELDT scores reveals steady but slow progress for EL students in the SI program for the 4 areas assess. The lack of English exposure could be a factor. Target instruction for students who need ELD support will be instrumental to improve the scores.</li><li>2. ELL are transferring English reading skills in the intermediate grades. They need to maintain their grade level skills as they progress form 4th to 6th grade.</li></ol>                     |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| <ol style="list-style-type: none"><li>1. Collect CELDT results at the beginning of the year to target identify students who need the extra support.Target instruction will be deliver the K-3 pull-out program and a new push in program 4th-6th. In-district assessment data will be analyze three times per year - to monitor progress of target students - during Academic Conferences.</li><li>2. Monitor students reading levels 4 times during the year. Discuss finding during Academic Conferences.</li></ol> |

| Actions to be Taken to Reach This Goal  | Timeline             | Person(s) Responsible          | Proposed Expenditure(s)                         |      |                 |          |
|---|----------------------|--------------------------------|---|------|-----------------|----------|
|   |                      |                                | Description                                     | Type | Funding Source  | Amount   |
| 1. Identify EL students following state guidelines using CELDT testing<br>2. Group students according to CELDT levels for instruction   | 8/26/2015 - 6/9/2016 | 1. EL specialist               | English Language Development Specialist, .2 FTE |      | District Funded | 12,000   |
| 1. ELD pull out program for students in K-3 to support students identified as ELL.<br>2. K-1 program focus on oral language development. EL paraeducator will deliver instruction to students identify as EL in grades K-3.<br>3. Grade 2-3 program will focus on oral language development with introduction to reading phonic books.<br>4. Grade 4-6 program will be a push-in program serving students according to CELDT level. | 8/26/2015 - 6/9/2016 | EL Specialist, EL paraeducator | EL support for K-3 students                     |      | LCFF - Base     | 11,625   |
| 1, Additional support for EL students in 4th grade will be in place. A new program will be created to serve students during English reading time in the classroom.  | 8/26/2015 - 6/9/2016 | Reading Aides                  | English reading classroom support               |      | LCFF - Base     | 6,000.00 |

## Planned Improvements in Student Performance

### School Goal #3

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

|  |
|--|
| <b>SUBJECT: Technology</b>   |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #3:</b>   |
| 1. To provide access to technology to all 3-6 grade students in the computer lab and with Chrome books<br>2. To maintain the computer lab in working conditions for 3-6 grade students and teachers.<br>3. To maintain technology classroom, technology equipment (computers and chrome books) in working conditions to facilitate teaching. |
| <b>Data Used to Form this Goal:</b>  |
| 1. Computer schedule for all 3-6 grade classes<br>2. School work orders for technology problems and resolution.  |
| <b>Findings from the Analysis of this Data:</b>  |
| 1. Access to computers and frequent use need to be increased in the lower grades.<br>2. Increase use Chrome books in all 4-6 classroom should be encouraged through additional training and easy access to Chrome-books.<br>3. There is a need to have a bilingual computer specialist to increase the use of Spanish in the computer lab.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| 1. Computer lab and Chrome book use - as seen in the schedules.<br>2. Work orders (CCE orders)   |

| Actions to be Taken to Reach This Goal   | Timeline             | Person(s) Responsible                                | Proposed Expenditure(s)                  |      |                 |        |
|--|----------------------|--|--|------|-----------------|--------|
|  |                      |  | Description                              | Type | Funding Source  | Amount |
| 1. Provide a 10-hour per week Instructional Computer Specialist who will maintain school technology hardware, provide guidance to the Technology Committee, staff and students, and provide other duties at they apply to maintaining and improving the use of technology at Chavez. | 8/26/2015 - 6/9/2016 | 1. Principal<br>2. Instructional Computer Specialist | Instructional Computer Specialist Salary |      | District Funded | 10,000 |
| 2. To consider hiring an computer specialist who is bilingual, whenever possible, to enhance the use of Spanish in the computer lab<br>3. Consider this possibility if additional funding becomes available.   | 8/26/2015 - 6/9/2016 | 1. Principal<br>2. Instructional Computer Specialist | Instructional computer specialist        |      | District Funded |        |

## Planned Improvements in Student Performance

### School Goal #4

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

|  |
|--|
| <b>SUBJECT: School Climate</b>   |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #4:</b>   |
| To improve school climate and culture at CCE                           |
| <b>Data Used to Form this Goal:</b>                                    |
|  |
| <b>Findings from the Analysis of this Data:</b>                        |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b>         |
| Annual school survey for students • Annual district survey for parents |

| Actions to be Taken to Reach This Goal  | Timeline             | Person(s) Responsible | Proposed Expenditure(s) |      |                 |        |
|---|----------------------|-----------------------|-------------------------|------|-----------------|--------|
|   |                      |                       | Description             | Type | Funding Source  | Amount |
| 1. School counselor will serve student groups:<br>K-3 Focus: Kelso choices program and friendship groups as needed.<br>4-6 Focus: Small groups - friendship groups, special circumstances support groups. Classroom presentations and work with larger groups as need arises. | 8/26/2015 - 6/9/2016 | Counselor             | Counselor salary .25    |      | District Funded | 16,000 |

| Actions to be Taken to Reach This Goal  | Timeline             | Person(s) Responsible   | Proposed Expenditure(s) |      |                |        |
|---|----------------------|---|-------------------------|------|----------------|--------|
|   |                      |   | Description             | Type | Funding Source | Amount |
| 1. Increase parent engagement by 10% at Chavez through parent education nights.<br>2. Calendar, organize 7 parent education nights at Chavez.<br>3. Improve communication to parents to promote educational nights.<br>4. Improve content of parent education nights by designing a survey for each presentation, collecting suggestions to improve presentation, and implementing changes. | 8/26/2015 - 6/9/2016 | 1. Principal, parent education committee, specialists when appropriate. |                         |      |                |        |
| 1. Increase parent engagement in decision making process by increasing parent participation in school committees by 10%, including SIPTA, Site Council, ELAC and Climate Committee<br>2. Improve communication with parents about the nature of the committees and the annual goals to improve school programs.   | 8/26/2015 - 6/9/2016 | 1. Principal and parents leaders  |                         |      |                |        |

## Planned Improvements in Student Performance

### School Goal #5

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

|   |
|---|
| <b>SUBJECT: Reading/Language Arts</b>   |
| <b>LEA GOAL:</b>  |
|   |
| <b>SCHOOL GOAL #5:</b>  |
| 1. Increase level of reading proficiency for third grade students by 10% in both languages as measure by EDL and IRI  |
| <b>Data Used to Form this Goal:</b>   |
| 1. EDL baseline results for the 2015-2016 academic year<br>2. IRI reading assessments baseline results for the 2015-2016 academic year.   |
| <b>Findings from the Analysis of this Data:</b>   |
| 1. EDL and IRI results for the end of the 2013-2014 academic year demonstrate that a larger than normal percentage of students are not at grade level in reading in either language.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| 1. EDL and QRI/IRA reading assessment results four times during the 2014-2015 academic year.<br>2. Academic Conference meetings four times per year to analyze student performance level in Reading assessments for both languages. |

| Actions to be Taken to Reach This Goal   | Timeline             | Person(s) Responsible  | Proposed Expenditure(s)  |      |  |  |
|--|----------------------|--|--|------|--|--|
|  |                      |  | Description  | Type | Funding Source   | Amount   |
| <p>1. Schedule 3 academic conferences in school calendar to review student data generated by local assessments (EDL and QRI). Grade Level teachers, support personnel, and principal will participate in the Academic Conferences.</p> <p>2. Academic Conference team will identify progress and concerns on students' performance at each grade level.</p> <p>3. Intervention students will be identified and a plan developed to assist students in advancing through the different levels in the reading support program.</p> <p>4. Academic Conference Team will monitor student progress at least three additional times during the year.</p> | 8/26/2015 - 6/9/2016 | <p>1. Classroom teachers</p> <p>2. Support staff - Reading specialist and RSP teacher.</p> <p>3. Principal</p>                         | Academic Conferences   |      | District Funded  | 3,000  |
| <p>1. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL.</p> <p>2. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3.</p> <p>3. Academic Conference Team will make recommendations for level of support needed by each student. Reading program will provide extra support through push-in or pull out program.</p>  | 8/26/2015 - 6/9/2016 | <p>1. Classroom Teachers</p> <p>2. Reading Specialist</p> <p>3. Para-educators in the reading room.</p> <p>4. Resource Specialist.</p> | <p>Reading Aides Salary</p> <p>Kindergarten Reading Support</p> <p>Reading Aide Salary</p> <p>Reading Aides Salary</p> |      | <p>Parent-Teacher Association (PTA/O)</p> <p>LCFF - Base</p> <p>LCFF - Base</p> <p>LCFF - Base</p> | <p>8,253</p> <p>3,500</p> <p>7,586</p> <p>11,140</p> |



| Actions to be Taken to Reach This Goal  | Timeline             | Person(s) Responsible | Proposed Expenditure(s)    |      |                                    |        |
|---|----------------------|-----------------------|----------------------------|------|------------------------------------|--------|
|   |                      |                       | Description                | Type | Funding Source                     | Amount |
| 1. Teachers will be released twice per year to assess students using EDL2 and/or QRI in order to monitor student progress and prepare assessment data for Academic Conferences. | 8/26/2015 - 6/9/2016 | All teachers          | Assessment Release<br>Dyas |      | Parent-Teacher Association (PTA/O) | 6,000  |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| LCFF - Base                         | 39,851     | 0.00                               |
| District Funded                     | 44,000     | 0.00                               |
| Parent-Teacher Association (PTA/O)  | 15,000     | 747.00                             |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| District Funded                      | 44,000.00          |
| LCFF - Base                          | 39,851.00          |
| Parent-Teacher Association (PTA/O)   | 14,253.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 3,000.00           |
| Goal 2      | 29,625.00          |
| Goal 3      | 10,000.00          |
| Goal 4      | 16,000.00          |
| Goal 5      | 39,479.00          |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Denise Beck                                 | X         |                   |                    |                            |                    |
| David Ewey                                  |           |                   |                    | X                          |                    |
| Ginger Adams                                |           |                   |                    | X                          |                    |
| Luis Rios                                   |           |                   |                    | X                          |                    |
| Juan Garcia                                 |           |                   |                    | X                          |                    |
| Veronica Dunn                               |           | X                 |                    |                            |                    |
| Sara Caulfield                              |           | X                 |                    |                            |                    |
| Kristie Dunbarr                             |           | X                 |                    |                            |                    |
| Lynn Alvarez                                |           |                   | X                  |                            |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>4</b>                   |                    |

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

Recommendations and Assurances

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

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

|   |   |           |
|---|---|-----------|
|   | State Compensatory Education Advisory Committee                 | Signature |
| X | English Learner Advisory Committee                              | Signature |
|   | Special Education Advisory Committee                            | Signature |
|   | Gifted and Talented Education Program Advisory Committee        | Signature |
|   | District/School Liaison Team for schools in Program Improvement | Signature |
|   | Compensatory Education Advisory Committee                       | Signature |
|   | Departmental Advisory Committee (secondary)                     | Signature |
| X | Other committees established by the school or district (list):  |           |
|   | School Climate Committee  | Signature |

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

Attested:

|                                |                               |      |
|--------------------------------|-------------------------------|------|
| Sra. Denise Beck               |                               |      |
| Typed Name of School Principal | Signature of School Principal | Date |
| David Ewey                     |                               |      |
| Typed Name of SSC Chairperson  | Signature of SSC Chairperson  | Date |

# Budget By Expenditures

## Cesar Chavez Elementary School

**Funding Source: District Funded**

**\$44,000.00 Allocated**

| Proposed Expenditure                            | Object Code | Amount      | Goal                         | Action   |
|---|-------------|-------------|------------------------------|--|
| Academic Conferences                            |             | \$3,000.00  | Mathematics                  | 1. Academic Conferences are scheduled three times per year to  |
| English Language Development Specialist, .2 FTE |             | \$12,000.00 | English Language Development | 1. Identify EL students following state guidelines using CELDT testing 2. Group students according to CELDT levels for instruction   |
| Instructional Computer Specialist Salary        |             | \$10,000.00 | Technology                   | 1. Provide a 10-hour per week Instructional Computer Specialist who will maintain school technology hardware, provide  |
| Counselor salary .25                            |             | \$16,000.00 | School Climate               | 1. School counselor will serve student groups: K-3 Focus: Kelso choices program and friendship groups as needed. 4-6 Focus:  |
| Academic Conferences                            |             | \$3,000.00  | Reading/Language Arts        | 1. Schedule 3 academic conferences in school calendar to review student data generated by local assessments (EDL and QRI). Grade Level teachers, support personnel, and principal will participate in the Academic Conferences. 2. Academic Conference team will identify progress and concerns on students' performance at each grade level. 3. Intervention students will be identified and a plan developed to assist students in advancing through the different levels in the reading support program. 4. Academic Conference Team will monitor student progress at least three additional times during the year. |

## Cesar Chavez Elementary School

District Funded Total Expenditures: \$44,000.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$39,851.00 Allocated**

| Proposed Expenditure              | Object Code | Amount      | Goal                         | Action   |
|-----------------------------------|-------------|-------------|------------------------------|--|
| EL support for K-3 students       |             | \$11,625.00 | English Language Development | 1. ELD pull out program for students in K-3 to support students identified as ELL. 2. K-1 program focus on oral language development. EL paraeducator will deliver instruction to  |
| English reading classroom support |             | \$6,000.00  | English Language Development | 1, Additional support for EL students in 4th grade will be in place. A new program will be created to serve students during English reading time in the classroom.   |
| Kindergarten Reading Support      |             | \$3,500.00  | Reading/Language Arts        | 1. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL. 2. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3. 3. Academic Conference Team will make recommendations for level of support needed by each student. Reading program will provide extra support through push-in or pull out program. |
| Reading Aide Salary               |             | \$7,586.00  | Reading/Language Arts        | 1. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL. 2. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3. 3. Academic Conference Team will make recommendations for level of support needed by each student. Reading program will provide extra support through push-in or pull out program. |

## Cesar Chavez Elementary School

|                      |             |                       |  |
|----------------------|-------------|-----------------------|--|
| Reading Aides Salary | \$11,140.00 | Reading/Language Arts | 1. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL. 2. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3. 3. Academic Conference Team will make recommendations for level of support needed by each student. Reading program will provide extra support through push-in or pull out program. |
|----------------------|-------------|-----------------------|--|

LCFF - Base Total Expenditures: \$39,851.00

LCFF - Base Allocation Balance: \$0.00

### Funding Source: Parent-Teacher Association (PTA/O) \$15,000.00 Allocated

| Proposed Expenditure    | Object Code | Amount     | Goal                  | Action   |
|-------------------------|-------------|------------|-----------------------|--|
| Assessment Release Dyas |             | \$6,000.00 | Reading/Language Arts | 1. Teachers will be released twice per year to assess students using EDL2 and/or QRI in order to monitor student progress and prepare assessment data for Academic Conferences.  |
| Reading Aides Salary    |             | \$8,253.00 | Reading/Language Arts | 1. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL. 2. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3. 3. Academic Conference Team will make recommendations for level of support needed by each student. Reading program will provide extra support through push-in or pull out program. |

Parent-Teacher Association (PTA/O) Total Expenditures: \$14,253.00

Parent-Teacher Association (PTA/O) Allocation Balance: \$747.00

Cesar Chavez Elementary School Total Expenditures: \$98,104.00