

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 30, 2017

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

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

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

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School Vision and Mission

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 served 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).

Since 2015-2016 4-6 students take the Youth Truth Survey on an annual basis.

Classroom Observations

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

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 uses CAASPP student performance data to monitor student progress in English Language Arts and Mathematics. Data is shared with teachers in September to identify student needs and to modify instruction. Students are also assess in Spanish and English reading skills four times per year. Students who are not achieving the established school are offered in class support with teacher and/or push-in reading groups. Extra services are available to students who are well below the school benchmark for each trimester.

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

This year with a new adoption program in ELA/SLA/ELD the district is consider to use embedded assessments across the district. We will work with the district closely to introduce possible changes in our program.

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)

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)

Focus this year will be on staff development on the implementation of new adoption. Initial training for Immersion programs will take place on June 9 and June 12. Professional development opportunities are offered by the district on all curriculum areas.

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

Math coach works very closely with teachers during the year. he offers model lessons, one to one teacher training as well as grade level support. Reading Specialist works very closely with K-3 teachers and reading aides on intervention model and lesson deliver.

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

This year the school is creating a weekly collaboration time for teachers as grade level. the purpose of the collaboration is to articulate program deliver with all members of the grade level team.

Teaching and Learning

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

Teachers have worked with Common Core based math materials for the last two years. We will use new Formative and Summative assessment - district wide to track students progress in mathematics.
Teachers will receive and work on implementation of new Common Core ELA/SLA/ELD materials this 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 interventions are coordinate with individual or group of teachers.

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

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

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

Teachers use standards based materials in Mathematics and will use newly adopted ELA/SLA/ELD materials next year.

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

We used a Intervention Pyramid Program to identify and to work with students who need extra support.

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, ParcelTax..
2. ELD Support: for students who are not reaching proficiency in the CELDT, a K-3 pull out program is provided to all students who need the extra support

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	94	104	92	104	92	99.0	97.9
Grade 4	84	92	83	90	83	89	98.8	97.8
Grade 5	80	79	78	79	78	79	97.5	100
Grade 6	84	79	84	79	83	78	100.0	100
All Grades	353	344	349	340	348	338	98.9	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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2432.0	2442.3	27	37	29	22	27	21	17	21
Grade 4	2497.8	2480.9	30	29	39	33	16	17	16	21
Grade 5	2548.5	2552.4	35	41	41	38	14	13	10	9
Grade 6	2576.0	2580.6	36	35	40	42	13	18	10	5
All Grades	N/A	N/A	32	35	37	33	18	17	13	14

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	25	40	55	35	20	25	
Grade 4	35	36	52	44	13	20	
Grade 5	37	42	49	44	14	14	
Grade 6	36	33	51	51	13	15	
All Grades	33	38	52	43	16	19	

Writing Producing clear and purposeful writing							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	20	22	50	51	30	27	
Grade 4	24	22	59	52	17	26	
Grade 5	53	46	37	42	10	13	
Grade 6	43	47	47	46	10	6	
All Grades	34	33	49	48	18	19	

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	38	52	52	16	10
Grade 4	25	31	67	56	7	12
Grade 5	32	35	63	59	5	5
Grade 6	25	32	66	63	8	5
All Grades	29	34	61	57	10	8

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	28	61	53	17	18
Grade 4	31	21	58	67	11	11
Grade 5	47	47	46	49	6	4
Grade 6	37	38	55	60	7	1
All Grades	34	33	55	58	11	9

Conclusions based on this data:

1. Third grade results are taken as baseline for 3rd grade students. Students result improve from 3rd to 6th grade, as a the percentage of English increases.
2. Students showed strong results on the listening and research and analysis sub-tests.
3. Improvement from grade to grade is slower in two sub-tests: Demonstrating understanding of literary and non-fictional texts and Producing clear and purposeful writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	94	104	92	104	92	99.0	96.8
Grade 4	84	92	84	90	84	90	100.0	96.7
Grade 5	80	79	78	79	78	79	97.5	100
Grade 6	84	79	84	78	84	78	100.0	98.7
All Grades	353	344	350	339	350	339	99.2	98

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2464.0	2452.1	33	25	41	36	13	22	13	17
Grade 4	2504.4	2489.7	27	17	39	39	27	38	6	7
Grade 5	2553.4	2536.9	32	29	37	27	27	30	4	14
Grade 6	2570.4	2583.5	27	37	39	29	21	29	12	4
All Grades	N/A	N/A	30	27	39	33	22	30	9	11

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	48	36	36	36	16	28
Grade 4	37	26	44	50	19	24
Grade 5	41	46	45	27	14	28
Grade 6	36	36	46	54	18	10
All Grades	41	35	42	42	17	23

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	38	41	43	13	18
Grade 4	30	26	61	57	10	18
Grade 5	41	27	50	52	9	22
Grade 6	32	36	52	53	15	12
All Grades	38	32	51	51	12	17

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	34	47	53	10	13
Grade 4	36	27	49	60	15	13
Grade 5	36	24	56	57	8	19
Grade 6	38	44	50	47	12	9
All Grades	39	32	50	55	11	14

Conclusions based on this data:

1. Third grade results are taken as baseline for 3rd grade students. Students result improve from 3rd to 6th grade, as a the percentage of English increases.
2. Students performance is stronger Demonstrating ability to support mathematical reasoning.
3. Improvement from grade to grade is slower in two sub-tests: Applying mathematical concepts and procedures and Using appropriate tools to solve real world and mathematical problems.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				40%	***		50%	***		10%			0%		
1		50		43	33		50	17		0%			7		
2				22			0%	25		22	8		56	67	
3		11		0%	22		0%	33		23	22		77	11	
4				25			50	27		25	18		0%	55	
5		25		***	50		***	25		50%			0%		
6				17	***		67	***		0%			17		
Total		11		22	19		31	28		12	11		35	32	

Conclusions based on this data:

1. Students achievement in the CELDT is slow in SI the program, limited exposure to English Language, as per design, could be the cause.
2. We will need to strengthen the ELD program by aligning it with the classroom program by using the new adoption.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				67	21		33	29			7			43	
1		43		43	43		50	14					7		
2				22				25		22	8		56	67	
3		11			22			33		23	22		77	11	
4				20	8		40	25		40	17			50	
5		25		***	50		***	25							
6				17	***		67	***					17		
Total		8		29	20		31	27		12	10		29	35	

Conclusions based on this data:

1. Students achievement in the CELDT is slow in SI the program, limited exposure to English Language, as per design, could be the cause.
2. We will need to strengthen the ELD program by aligning it with the classroom program by using the new adoption.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	43	49	47
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	43	49	47
Number Met	22	21	26
Percent Met	51.2%	42.9%	55.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	43	13	44	9	49	7
Number Met	7	--	8	--	10	--
Percent Met	16.3%	--	18.2%	--	20.4%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	649	218	673	203	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

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:

SUBJECT: Mathematics
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.
SCHOOL GOAL #1:
Students enrolled at CCE will meet Mathematics standards established for their grade level as measured by state, district and site standards/benchmarks.
Data Used to Form this Goal:
CAASPP result analysis for the last two academic years, District Benchmark Assessments
Findings from the Analysis of this Data:
Student performance across all grade levels has been inconsistent. We have still a group of students at level 1 - Standard Not Met and another group of students who are at low level 2 - Standard Nearly Met level. Several of the students who are performing at level 1 - several enrolled in Special Education and other students who are performing at a low level 2 (Nearly Standard)in grades 3-6
How the School will Evaluate the Progress of this Goal:
At the beginning of the year general CAASPP data is shared with classroom teachers and targeted students are identify for extra support in the classroom. We will use informal classroom assessments as well as Formative assessments to informed classroom instruction. Teachers will also have the opportunity to work every week, as a group, sharing and developing strategies to help provide instruction needed for students who are not meeting grade level performance.

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. 2. Grade level teachers, support personnel and Principal meet to analyze student data. 3. Academic Conference team identifies progress and concerns on student performance at their grade level. 4. Intervention students are identified and a plan is developed to serve them through different levels of support in the classroom. 5. Academic Conference Team monitors student progress at least three more times during the year.	8/23/2017 - 6/7/2018	1. Classroom teacher 2. Support personnel (Math specialist/Math aide) 3. Principal	Academic Conferences		District Funded	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Teachers will work closely with Math Coach who will be available for demonstration lesson and coaching, - ex. Number Talks, participation during grade level collaboration time.</p> <p>2. Teachers will participate in specialized training during staff meetings, provided by Math Coach at school, as well as district wide training when offered.</p> <p>4. During staff meetings and grade level collaboration teachers will work on identifying areas of improvement for our Mathematics program.</p> <p>5. Teachers will work in grade level teams on developing strategies to provide instruction for the different ability levels in the classroom.</p>	8/23/2017 - 6/7/2018	<p>1. Classroom Teachers</p> <p>2. Principal</p> <p>3. Math Specialist</p> <p>4. District trainers.</p>	Math Coach		District Funded	
<p>1. Intervention students who are identified in the classroom will be assessed on district skills and might be considered for a 6 week program for RTI.</p>	8/23/2017 - 6/7/2018	RSP teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Weekly Collaboration Time to monitor implementation, focus on student's needs, lesson development, new strategies to use in the implementation of new adopted program. Provides one hour per week release time for grade level teachers to work in Teams focusing of students data and working on best strategies to implement new adoption.	8/23/17 - 6/7/2018	All teachers	Substitutes for release time		LCFF - Base	10,340

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:

SUBJECT: English Language Development
LEA GOAL:
All students will benefit from high quality 21 Century instruction and engaging curriculum guided by staff collaborating on closing the achievement gap. (includes monitoring and supporting academic progress of all students plus EL students)
SCHOOL GOAL #2:
<ol style="list-style-type: none">1. 10% of ELL students will show growth of one proficiency in the overall score in the CELDT (California English Language Development Test)2. Students will be re-designated as FEP when they meet the district re-designation criteria.3. Students who are re-designated as FEP will be monitored for progress made in the classroom.4.
Data Used to Form this Goal:
<ol style="list-style-type: none">1. CELDT scores available to the school at the beginning of the year under the new transition plan from CELDT to ELPAC.2. We will also follow the district direction on how to use the assessments in newly adopted ELD program.3. Student performance across all grade levels has been inconsistent. We have still a group of students at level 1 - Standard Not Met and another group of students who are at low level 2 - Standard Nearly Met level in grades 3-6. <p>Several of the students who are performing at level 1 and low level 2 are enrolled in Special Education program.</p>
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. Analysis of CELDT scores reveals steady but slow progress for EL students in the SI program for the 2 areas assess: Reading and Writing2. EL students have high reading skills scores but need to practice how to use those skills in the classroom, EL examination as well CAASPP.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Will work with the most recent EL state examination scores results identifying students who need extra support. Target instruction will be delivered as a pull out program to K-3 students. Students enrolled in 4-6 grades will receive support in the classroom using the newly adopted curriculum.2. We will work under the district direction, on identify and use Formative and Summative assessments include in the new adoption program to monitor student progress during the year.2. We will monitor students reading levels 4 times during the year. Discuss finding during Academic Conferences.

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 for this year. 2. Group students according to CELDT levels for instruction 3. Implement new ELD program in the K-3 pull out program.	8/23/2017 - 6/9/2018	EL specialist	English Language Development Specialist, .40 FTE		District Funded	30,000
1. ELD pull out program for students in K-3 to support students identified as ELL. 2. ELD teacher will implement newly adopted program in the K-3 pull out. 3. EL para educator will work with specialist to work with smaller number of students ratio. 4. Grade 4-6 teacher will fully implement ELD program in their classrooms, when serving EL students who need the differentiated level.	8/23/2017 - 6/9/2018	EL para-educator	EL support for K-3 students 10 hours		LCFF - Supplemental	7,000
1. Identify EL students following state guidelines using CELDT testing for this year. 2. Complete required state files to track student progress	8/23/2017 - 6/9/2018	El para-educator	EL support for assessments 3.5 hours per week		LCFF - Supplemental	2,112
Support in the push in-and pull out program for reading.	8/23/2017 - 6/9/2018	Reading para-educator	Push-in and pull-out reading support		LCFF - Supplemental	3,200
Participation in collaboration Time and develop of School Learning Communities - extra hours	8/23/2017 - 6/9/2018	EL Specialist			LCFF - Supplemental	3,000

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:

SUBJECT: Technology
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.
SCHOOL GOAL #3:
<ol style="list-style-type: none">1. To provide access to technology to all 3-6 grade students in the computer lab and with Chrome books2. To maintain the computer lab in working conditions for 3-6 grade students and teachers.3. To maintain technology classroom, technology equipment (computers and chrome books) in working conditions to facilitate teaching.
Data Used to Form this Goal:
<ol style="list-style-type: none">1. Computer schedule for all 3-6 grade classes2. School work orders for technology problems and work completion.
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. Access to computers and frequent use need to be increased in the lower grades.2. Increase use Chrome books in all 4-6 classroom should be encouraged through additional training and easy access to Chrome-books.3. There is a need to have a bilingual computer specialist to increase the use of Spanish in the computer lab.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Computer lab and Chrome book use - as seen in the schedules.2. Work orders (CCE orders)3. Schedule of lessons delivered to students in their classroom and the computer lab.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide a 20-hour per week Instructional Computer Specialist who will: Maintain school technology hardware Provide guidance to staff and students - lessons Complete other duties as they apply to maintaining and improving the use of technology at Chavez.	8/23/2017 - 6/8/2018	1. Principal 2. Instructional Technology Specialist	Instructional Technology Specialist Salary, .5 FTE		District Funded	25,500

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:

SUBJECT: Social Emotional Development, Student Engagement, School Climate
LEA GOAL:
All students will have equal opportunity to learn in a culturally relevant and inclusive environment that is physically and emotional safe and informed by the relationships with parent and community partners. (Includes student engagement, parent involvement and climate)
SCHOOL GOAL #4:
Staff will learn about best Instructional Practices for Social Emotional Development in schools and will use the knowledge to create classrooms and school environment that embraces the Social Emotional needs for our students.
Data Used to Form this Goal:
Youth Truth Survey Results
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Youth Truth Survey Results

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: K-3 Focus: Kelso choices program and friendship groups as needed. 4-6 Focus: Small groups - friendship groups, special circumstances support groups. Classroom presentations focus on intermediate needs.	8/23/2017 - 6/8/2018	Counselor	Counselor salary, .50 FTE		District Funded	37,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. In school teacher training on Student Social Emotional research of best practices in the classroom and school wide. 2. Use of best social emotional development practices practices to develop classroom routines and school rules community and participation of all students.	8/23/2017 - 6/8/2018	Principal and Teacher Leaders.				
1. Increase parent engagement by 10% at Chavez through parent education nights. 2. Calendar, organize and maintain parent education nights at Chavez. 3. Be open to the creation of new programs when a need arises as we respond to parent needs. 4. Improve communication with parents using Messenger. 5. Review and update content of parent education nights according to changes in the curriculum and adoption of new programs.	8/23/17 - 6/8/2018	Principal, , specialists when appropriate.				

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:

SUBJECT: Reading/Language Arts
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.
SCHOOL GOAL #5:
Students enrolled at CCE will meet English Language Arts standards established for their grade level as measured by state, district and site standards/benchmarks.
Data Used to Form this Goal:
<ol style="list-style-type: none">1. EDL reading assessments baseline results from the 2017-2018 academic year2. IRI reading assessments baseline results for the 2017-2018 academic year.3. CAASPP scores for 3-6 grade students.
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. Student performance across all grade levels has been inconsistent. We have still a group of students at level 1 - Standard Not Met and another group of students who are at low level 2 - Standard Nearly Met level in grades 3-6. Several of the students who are performing at level 1 and low level 2 are enrolled in Special Education.2. Students are acquiring reading skills as measured by EDL (Spanish reading assessment) and IRI (English reading assessment).3. Students who need support in grades K-3 are being supported by the Reading Specialist and pull-out and push-in reading support.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. EDL and IRI reading assessment results four times during the next academic year academic year.2. CAASPP scores from previous year.2. Academic Conference meetings will take place four times per year to analyze student performance level in Reading and Writing 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>	8/23/2017 - 6/8/2018	<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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Deliver push-in program in 1-3 grade classes. 2. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL. 3. 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. 4. Academic Conference Team will make recommendations for level of support needed by each student. 5. Reading program will provide extra support through push-in or pull out program.	8/23/2017 - 6/8/2018	1. Classroom Teachers 2. Reading Specialist 3. Para-educators in the reading room. 4. Resource Specialist.	Reading Aides Salary Reading Aide Salary Reading Aide Salary Reading Aide Salary Reading Aide Salary		Local Categorical Local Categorical District Funded Local Categorical LCFF - Supplemental	10,126 7,076 6,000 4,500 3,200
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.	8/23/2016 - 6/8/2018	All teachers	Assessment Release Dyas		Parent-Teacher Association (PTA/O)	6,000
3rd Grade Reading paraeducator, .40 FTE	8/23/2016 - 6/8/2018		3rd Grade English Reading Aide 3rd Grade English Reading Aide		District Funded District Funded	3,000 3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Weekly Collaboration Time to monitor implementation, focus on student's needs, lesson development, new strategies to use in the implementation of new adopted program.</p> <p>Provides one hour per week release time for grade level teachers to work in Teams focusing of students data and working on best strategies to implement new adoption.</p>			Substitutes		LCFF - Base	10,340

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	20,912	232.00
LCFF - Supplemental	18,512	0.00
District Funded	111,000	0.00
Local Categorical	21,702	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	8,000.00
District Funded	111,000.00
LCFF - Base	20,680.00
LCFF - Supplemental	18,512.00
Local Categorical	21,702.00
Parent-Teacher Association (PTA/O)	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,340.00
Goal 2	45,312.00
Goal 3	25,500.00
Goal 4	45,500.00
Goal 5	56,242.00

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				
Luis Rios				X	
Chelsea Le				X	
Elizabeth Moseley				X	
Amy Black				X	
Rosa Ramirez		X			
Fiorella Leon		X			
Lynn Alvarez			X		
Numbers of members of each category:	1	3	1	4	

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 May 31, 2017.

Attested:

Sra. Denise Beck

Typed Name of School Principal

Signature of School Principal

Date

Luis Rios

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Cesar Chavez Elementary School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$8,000.00	Social Emotional Development, Student Engagement, School Climate	1. In school teacher training on Student Social Emotional research of best practices in the classroom and school wide.2. Use of best social emotional development practices to develop classroom routines and school rules community and participation of all students.

Total Expenditures: \$8,000.00

Allocation Balance: \$0.00

Funding Source: District Funded

\$111,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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

Reading Aide Salary	\$6,000.00	Reading/Language Arts	1. Deliver push-in program in 1-3 grade classes. 2. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL. 3. 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. 4. Academic Conference Team will make recommendations for level of support needed by each student. 5. Reading program will provide extra support through push-in or pull out program.
English Language Development Specialist, .40 FTE	\$30,000.00	English Language Development	1. Identify EL students following state guidelines using CELDT testing for this year. 2. Group students according to CELDT levels for instruction. 3. Implement new ELD program in the K-3 pull out program.
Academic Conferences	\$3,000.00	Mathematics	1. Academic Conferences are scheduled three times per year to review student data. 2. Grade level teachers, support personnel and Principal meet to analyze student data. 3. Academic Conference team identifies progress and concerns on student performance at their grade level. 4. Intervention students are identified and a plan is developed to serve them through different levels of support in the classroom. 5. Academic Conference Team monitors student progress at least three more times during the year.
Instructional Technology Specialist Salary, .5 FTE	\$25,500.00	Technology	1. Provide a 20-hour per week Instructional Computer Specialist who will: Maintain school technology hardware Provide guidance to staff and students - lessons Complete other duties as they apply to maintaining and improving the use of technology at Chavez.
Counselor salary, .50 FTE	\$37,500.00	Social Emotional Development, Student Engagement, School Climate	1. School counselor will serve student groups: K-3 Focus: Kelso choices program and friendship groups as needed. 4-6 Focus: Small groups - friendship groups, special circumstances support groups. Classroom presentations focus on intermediate needs.
3rd Grade English Reading Aide	\$3,000.00	Reading/Language Arts	3rd Grade Reading paraeducator, .40 FTE
3rd Grade English Reading Aide	\$3,000.00	Reading/Language Arts	3rd Grade Reading paraeducator, .40 FTE

Cesar Chavez Elementary School

District Funded Total Expenditures: \$111,000.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$20,912.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitutes		\$10,340.00	Reading/Language Arts	1. Weekly Collaboration Time to monitor implementation, focus on student's needs, lesson development, new strategies to use in the implementation of new adopted program. Provides one hour per week release time for grade level teachers to work in Teams focusing of students data and working on best strategies to implement new adoption.
Substitutes for release time		\$10,340.00	Mathematics	1. Weekly Collaboration Time to monitor implementation, focus on student's needs, lesson development, new strategies to use in the implementation of new adopted program. Provides one hour per week release time for grade level teachers to work in Teams focusing of students data and working on best strategies to implement new adoption.

LCFF - Base Total Expenditures: \$20,680.00

LCFF - Base Allocation Balance: \$232.00

Funding Source: LCFF - Supplemental

\$18,512.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL support for K-3 students 10 hours		\$7,000.00	English Language Development	1. ELD pull out program for students in K-3 to support students identified as ELL. 2. ELD teacher will implement newly adopted program in the K-3 pull out.3. EL para educator will work with specialist to work with smaller number of students ratio. 4. Grade 4-6 teacher will fully implement ELD program in their classrooms, when serving EL students who need the differentiated level.

Cesar Chavez Elementary School

EL support for assessments 3.5 hours per week	\$2,112.00	English Language Development	1. Identify EL students following state guidelines using CELDT testing for this year.2. Complete required state files to track student progress
Push-in and pull-out reading support	\$3,200.00	English Language Development	Support in the push in-and pull out program for reading.
	\$3,000.00	English Language Development	Participation in collaboration Time and develop of School Learning Communities - extra hours
Reading Aide Salary	\$3,200.00	Reading/Language Arts	1. Deliver push- in program in 1-3 grade classes.2. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL.3. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3.4. Academic Conference Team will make recommendations for level of support needed by each student. 5. Reading program will provide extra support through push-in or pull out program.

LCFF - Supplemental Total Expenditures: \$18,512.00

LCFF - Supplemental Allocation Balance: \$0.00

Funding Source: Local Categorical

\$21,702.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Reading Aide Salary		\$4,500.00	Reading/Language Arts	1. Deliver push- in program in 1-3 grade classes.2. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL.3. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3.4. Academic Conference Team will make recommendations for level of support needed by each student. 5. Reading program will provide extra support through push-in or pull out program.

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Reading Aides Salary	\$10,126.00	Reading/Language Arts	1. Deliver push- in program in 1-3 grade classes.2. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL.3. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3.4. Academic Conference Team will make recommendations for level of support needed by each student. 5. Reading program will provide extra support through push-in or pull out program.
Reading Aide Salary	\$7,076.00	Reading/Language Arts	1. Deliver push- in program in 1-3 grade classes.2. Administer all scheduled assessments to students at the K-3 level, including but not limited to EDL.3. Meet with teachers in academic conferences to analyze data and determine which students will need services beyond the push-in program in grades 1-3.4. Academic Conference Team will make recommendations for level of support needed by each student. 5. Reading program will provide extra support through push-in or pull out program.

Local Categorical Total Expenditures: \$21,702.00

Local Categorical Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA/O) \$0.00 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.

Parent-Teacher Association (PTA/O) Total Expenditures: \$6,000.00

Parent-Teacher Association (PTA/O) Allocation Balance: \$0.00

Cesar Chavez Elementary School Total Expenditures: \$185,894.00