School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	César Chávez Elementary School
Address	1221 Anderson Rd. Davis, CA 95616
County-District-School (CDS) Code	57726786056295
Principal	Veronica L Dunn
District Name	Davis Joint Unified School District
SPSA Revision Date	April 10, 2023
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

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School Vision and Mission

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

Vision:
César Chávez Elementary Spanish Language Immersion Program nurtures a vibrant learning community in which students from diverse backgrounds speak, read and write in Spanish and participate in multicultural studies and experiences as part of their education. The Program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents, and the wider community. Committed to continual improvement, the program serves as a model for other language immersion and World Language programs.

School Profile

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

Program Design

The Spanish Language Immersion Program has been designed to maximize the benefits of multilingual 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 opportunity gap. Recent DJUSD data support other research that shows multilingual learners have a higher rate of success in immersion education than in the English mainstream classroom. The elementary program is open to students of different backgrounds and abilities from throughout the district. In the early grades, lessons are delivered primarily in Spanish, with additional English Language Development (ELD) instruction for multilingual learners. Instruction in English gradually increases as students progress through the 2nd-6th 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. The Spanish Language Immersion Program shall be aligned to state and national standards, including the World Language Standards established by the American Council on the Teaching of Foreign Languages (ACTFL). Alignment to ACTFL learning expectations allows the program to be articulated into a world language proficiency pathway for Spanish. Students are placed in language courses based upon their demonstrated level of proficiency as they transition from elementary school to middle and high school. Since it is beneficial for everyone to have more native Spanish speakers in the classroom, the program shall strengthen its outreach and communication to Spanish-speaking families in the district and continue to provide high quality ELD services to students who need them. DJUSD supports the attainment of the California State Seal of Biliteracy for 12th grade students. César Chávez Elementary School was awarded the California Distinguished Schools Award in 2023. In addition, our Spanish Immersion program aims to support students' language development toward the California State Seal of Biliteracy Pathway.

Program Goals

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

Program History

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

César Chávez Elementary (CCE) School Stakeholder Involvement:
1. CCE School Site Council - Youth Truth Family Survey, i-Ready Diagnostic Data, CAASPP results, CA Dashboard, MTSS Data
2. Leadership, MTSS and PBIS Teams - K-6 Teachers, Specialists, Classified staff - Staff Survey, MTSS Data, SWIS Data
3. CCE English Language Advisory Committee (ELAC) - Needs Assessment
4. CCE Climate Committee - Youth Truth Student Survey
5. CCE Students - Youth Truth Student Survey, California Healthy Kids Survey (5th grade), PBIS Student Surveys, Board of Education Listening Tour
6. CCE Parents - Youth Truth Family Survey

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.19%	0.2%	1	1	1
African American	1.6%	1.74%	1.4%	9	9	7
Asian	6.6%	5.98%	7.01%	36	31	35
Filipino	1.1%	0.77%	0.8%	6	4	4
Hispanic/Latino	32.4%	32.82%	36.07%	178	170	180
Pacific Islander	%	%	0%			0
White	47.6%	45.17%	42.08%	262	234	210
Multiple/No Response	8.9%	11.39%	10.62%	49	59	53
			Total Enrollment	550	518	499

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	73	74
Grade 1	71	76	74
Grade 2	78	64	70
Grade3	80	71	60
Grade 4	88	79	67
Grade 5	79	83	77
Grade 6	78	72	77
Total Enrollment	550	518	499

Conclusions based on this data:

1. We have a 13.4% drop of total enrollment 2018-2022.
2. 1st grade cohorts decrease the next year of enrollment in 2nd grades; 2020-21 decreased by 8-10% in 2021-22 and 2022-23.
3. Enrollment decreased after 2020-21 due to Distance Learning Fall Start.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	25	27	30	4.50%	5.2%	6.0%
Fluent English Proficient (FEP)	62	81	80	11.30%	15.6%	16.0%
Reclassified Fluent English Proficient (RFEP)	10			40.0%		

Conclusions based on this data:

1. A slight increase of English Learner enrollment since 2019-2021.
2. An increase of 4.6% English Learner Enrollment of Fluent English Proficient students.
3. Spring 2021 ELPAC Data:

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	72		0	69		0	69		0.0	95.8	
Grade 4	87	77		0	75		0	75		0.0	97.4	
Grade 5	71	79		0	79		0	79		0.0	100.0	
Grade 6	78	71		0	71		0	71		0.0	100.0	
All Grades	315	299		0	294		0	294		0.0	98.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2455.			33.33			27.54			24.64			14.49	
Grade 4		2533.			50.67			26.67			17.33			5.33	
Grade 5		2605.			63.29			26.58			8.86			1.27	
Grade 6		2601.			47.89			35.21			12.68			4.23	
All Grades	N/A	N/A	N/A		49.32			28.91			15.65			6.12	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.64			66.67			8.70	
Grade 4		44.00			52.00			4.00	
Grade 5		51.90			44.30			3.80	
Grade 6		46.48			47.89			5.63	
All Grades		42.18			52.38			5.44	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.64			57.97			17.39	
Grade 4		25.33			64.00			10.67	
Grade 5		55.70			40.51			3.80	
Grade 6		39.44			49.30			11.27	
All Grades		36.73			52.72			10.54	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.09			62.32			11.59	
Grade 4		21.33			72.00			6.67	
Grade 5		25.32			73.42			1.27	
Grade 6		32.39			66.20			1.41	
All Grades		26.19			68.71			5.10	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.84			73.91			7.25	
Grade 4		34.67			58.67			6.67	
Grade 5		46.84			50.63			2.53	
Grade 6		35.21			59.15			5.63	
All Grades		34.35			60.20			5.44	

Conclusions based on this data:

1. Overall ELA performance is at 78% meeting or exceeding standards.
2. Under 6% of students are performing below standard in Reading, Listening and speaking.
3. Writing appears to be an area of improvement; 10% of students are performing below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	72		0	69		0	69		0.0	95.8	
Grade 4	87	77		0	75		0	75		0.0	97.4	
Grade 5	71	79		0	78		0	78		0.0	98.7	
Grade 6	78	71		0	71		0	71		0.0	100.0	
All Grades	315	299		0	293		0	293		0.0	98.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2479.			44.93			23.19			23.19			8.70	
Grade 4		2533.			44.00			30.67			21.33			4.00	
Grade 5		2599.			57.69			26.92			12.82			2.56	
Grade 6		2618.			54.93			29.58			9.86			5.63	
All Grades	N/A	N/A	N/A		50.51			27.65			16.72			5.12	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.48			43.48			13.04	
Grade 4		53.33			38.67			8.00	
Grade 5		57.69			37.18			5.13	
Grade 6		57.75			38.03			4.23	
All Grades		53.24			39.25			7.51	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.72			40.58			8.70	
Grade 4		38.67			52.00			9.33	
Grade 5		55.13			43.59			1.28	
Grade 6		33.80			61.97			4.23	
All Grades		44.71			49.49			5.80	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.58			44.93			14.49	
Grade 4		42.67			46.67			10.67	
Grade 5		48.72			47.44			3.85	
Grade 6		46.48			49.30			4.23	
All Grades		44.71			47.10			8.19	

Conclusions based on this data:

1. Overall, 78% of students met or exceeded Math standards.
2. 6-8% of students are performing below standard in Math domains.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		7	*	
1	*	*		*	*		*	*		6	4	
2	*	*		*	*		*	*		4	*	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades										27	17	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	25.93	35.29		40.74	41.18		25.93	23.53		7.41	0.00		27	17	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	44.44	76.47		48.15	17.65		3.70	5.88		3.70	0.00		27	17	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.41	17.65		25.93	29.41		29.63	29.41		37.04	23.53		27	17	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	40.74	58.82		55.56	41.18		3.70	0.00		27	17	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	55.56	64.71		37.04	35.29		7.41	0.00		27	17	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	22.22	23.53		40.74	47.06		37.04	29.41		27	17	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	7.41	17.65		55.56	70.59		37.04	11.76		27	17	

Conclusions based on this data:

1. Minimal data to base conclusions.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
518	**8.5**	**5.2**	**0**
Total Number of Students enrolled in César Chávez Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	27	5.2
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	44	8.5
Students with Disabilities	63	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.7
American Indian	1	0.2
Asian	31	6.0
Filipino	4	0.8
Hispanic	170	32.8
Two or More Races	59	11.4
Pacific Islander		
White	234	45.2

Conclusions based on this data:

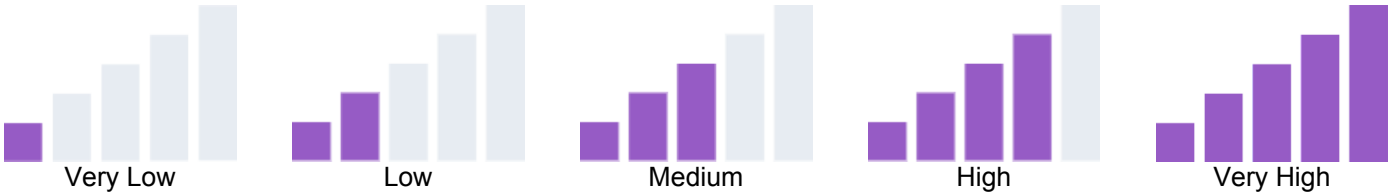
1. Over 80% of the school enrollment is Hispanic or White.
2. Our unduplicated student enrollment is below the district average.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: Medium	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. CCE focus area is maintaining "Very High" Academic Performance and "Very Low" Suspension Rates
2. Data from 2021-22 indicates "Medium" Chronic Absenteeism identified as an area for school improvement in spite of the "Very High" Academic Performance outcomes.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	1	2

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
66.4 points above standard	17.3 points above standard	
293 Students	23 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	Medium
	3.5 points above standard	7.7 points above standard
	25 Students	46 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 135.3 points above standard 18 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 42.5 points above standard 95 Students	Very High 67.8 points above standard 31 Students		Very High 77.0 points above standard 141 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8 Students	43.3 points above standard 15 Students	68.8 points above standard 237 Students

Conclusions based on this data:

1. All 293 students tested in 3-6 grade received a combined 66.4 points at or above standards in English Language Arts.
2. Students identified with disabilities, 16% student subgroup tested, received 7.7 above standards in English Language Arts.
3. Approximately 1% of the English Learner and Socioeconomically Disadvantaged student subgroups tested received 17.3 - 3.5 points above standards in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	1	3

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
58.7 points above standard	19.8 points above standard	
291 Students	23 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	High
	12.2 points below standard	19.4 points above standard
	25 Students	45 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 105.3 points above standard 18 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 36.1 points above standard 94 Students	Very High 70.5 points above standard 30 Students		Very High 68.9 points above standard 141 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8 Students	42.6 points above standard 15 Students	60.2 points above standard 235 Students

Conclusions based on this data:

1. All 291 students tested in 3-6 grade received a combined 58.7 points above standards in Math.
2. Students identified with disabilities, 15% student subgroup who were tested, received 19.4 points above standards in Math. Identified English Learners, 0.08% student subgroup who were tested, received 19.8 points above standards in Math.
3. Socioeconomically Disadvantaged students, 0.09% student subgroup who were tested, received -12.2 points below standards in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

71.4 making progress towards English language proficiency

Number of EL Students: 14 Students

Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.1%	21.4%	0.0%	71.4%

Conclusions based on this data:

1. 71.4% of English Learner students, approximately 10 students, are making progress towards English Language Proficiency, "At Least One ELPI Level".
2. Approximately one EL student declined, while three EL students maintained ELPI Levels.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Not applicable for elementary

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	1	3	1	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	
7.3% Chronically Absent	14.8% Chronically Absent	
521 Students	27 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	High
	24.1% Chronically Absent	10.8% Chronically Absent
	54 Students	83 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Low	No Performance Level
Less than 11 Students	Less than 11 Students	3.2% Chronically Absent	Less than 11 Students
9 Students	1 Student	31 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium		Medium
9.9% Chronically Absent	8.6% Chronically Absent		5.1% Chronically Absent
171 Students	70 Students		235 Students

Conclusions based on this data:

1. Approximately 7.3% of the 521 enrolled CCE students are deemed "Medium" in the Chronically Absent metric.
2. Almost half of the student subgroup Socioeconomically Disadvantaged are deemed "Very High" Chronically Absent.
3. Students with Disabilities student subgroup have a 10.8% Chronically Absent rating of "High"

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Not applicable to elementary

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	1	4

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

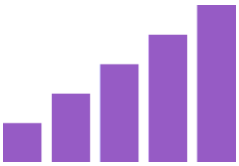
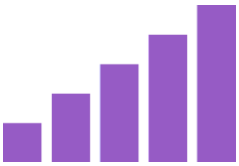
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	
0.4% suspended at least one day	3.7% suspended at least one day	
526 Students	27 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
Less than 11 Students	0% suspended at least one day	1.2% suspended at least one day
2 Students	56 Students	84 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
9 Students	1 Student	31 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Low	Very Low		Very Low
0.6% suspended at least one day	0% suspended at least one day		0.4% suspended at least one day
174 Students	72 Students		235 Students

Conclusions based on this data:

1. Students with disabilities have 1.2% of 84 rating of "Medium".
2. 3.7% of 27 English Learner student group were suspended at least one day.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching and Learning

Goal Statement

To improve 21st Century Teaching & Learning for Chávez Elementary Staff and Students

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Improvement in the percentile for Youth Truth Survey - Student Responses	2022-23 students average responses (2 = sometimes) at or above 25% percentile on the national scale.	To receive student responses at or above the 60th percentile in all categories.
Maintain Grade-Level planning time for collaboration, or project-based learning or Ethnic Studies centered civic engagement units, including grade-level project-based learning presentations, or increase of one project per year connected to curriculum or content with rubric or community panels.	2022-23 Youth-Truth Survey results for Academic Challenge. Number of projects and presentations per student in 2022-23.	To receive student responses at or above the 40th percentile for Academic Rigor; increase in the number of projects or presentations per student.
District Professional Development 1) Number of teachers attending district trainings for Universal Design for Learning, Equity, Ethnic Studies or any pedagogy methods supporting 21st century teaching. 2) Number of hours per month teachers collaborate with coaches.	District Professional Development 1) Opportunities for staff to participate in district and non-district professional development training in the 2022-23 academic school year. 2) Staff presentations during Staff/MTSS or grade-level collaboration meetings.	One or more teachers at each grade level participating/presenting content from Professional Development, and cross-training of other teachers at their grade level.

Planned Strategies/Activities

Strategy/Activity 1

1. Monthly Grade-Level Staff collaboration to discuss specific ways to improve 21st Century learning aligned to CCE and DJUSD strategies and the DJUSD Graduate Profile.
2. Implement 21st Century teaching and learning, Universal Design for Learning, Equity, Ethnic Studies professional development at least one time in the school year.
3. Plan a school-wide 2024 César Chávez Day with student projects, Civic Engagement Project or simulations utilizing César E. Chávez Model Curriculum.
4. Continued implementation of Canvas: Learning Management System to support Classroom Teaching and Learning accessibility.

Students to be Served by this Strategy/Activity

All students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom teacher
Support personnel

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental
Description	Professional Collaboration, UDL, Equity, Ethnic Studies grade-level professional development, materials and resources.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Instructional Technology Specialist
Principal

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF - Base
Description	Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website

Strategy/Activity 3

1. Explore STEAM and or Visual and Performing Arts (VAPA) educational approach to support the Graduate Profile initiative (e.g. dance education, makerspaces, robotics access and funding).
2. Maintain partnerships with Citrus Circuits and Davis Kids Klub, for Extended Learning Opportunities grants.
3. Maintain partnerships with the Davis Schools Foundation and the Davis Schools Art Foundation by submitting grants to
develop a culturally relevant Social Emotional Learning and/or Visual and Performing Arts Implementation Plan with outline and timeline if feasible.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teachers
Support Personnel

Proposed Expenditures for this Strategy/Activity

Amount	1950
Source	LCFF - Supplemental
Description	Equipment, facilities, stipend for personnel to coordinate STEAM, VAPA or Robotics programs

Strategy/Activity 4

Support Digital Citizenship Curriculum for K-6 to teach students how to be responsible, respectful and safe online while using technology.
1. DJUSD Digital Citizenship Curriculum for K-6 to teach students how to be responsible, respectful and safe online while using technology. Curriculum includes critical thinking methodologies to analyze and evaluate information.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teachers
Librarian
Support Personnel

Proposed Expenditures for this Strategy/Activity

Description	DJUSD provides a Digital Citizenship Framework which our school librarian and classroom teachers utilize to plan and deliver lessons to Kinder-6th grade students.

Strategy/Activity 5

1. Explore alternative education models, such as outdoor-based learning to support our Graduate Profile.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Description	Identifying Outdoor Learning Spaces to integrate Core Instruction and Spanish Language Development in an outdoor classroom environment.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Opportunity Gap

Goal Statement

Students grades 3rd-6th performing below state standards on California Assessment of Student Performance and Progress (CAASPP) assessments will show growth for the 2023-24 school year. Students, grade K-2 will meet grade-level benchmarks in Reading and Math on DJUSD Common Assessments.

1. English Language Development (ELD) Goal - 30% of English Language (EL) students will show growth of one proficiency level; from Level 3 to Level 4.
2. Math - One-quarter of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready Diagnostics during the first Trimester; half of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the second Trimester; three-quarters of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the third Trimester.
3. Reading - 40% of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the first Trimester; 60% of the K-6 will meet or exceed standards in DJUSD Common Assessments and/or i-Ready
during the second Trimester; 75% of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the third Trimester.
4. Writing - One-quarter of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the first Trimester, half of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the second Trimester; three-quarters of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the third Trimester.
5. Implementation of Multi-Tiered Systems of Support (MTSS) systems will support academic core instruction, universal design for learning (UDL) including behavior systems and interventions to amplify student engagement and achievement.
6. Spanish Language Development (SLD) and ELD will embed ethnic storytelling and Ethnic Studies as a critical interdisciplinary study of race, culture, ethnicity, indigeneity in the United States, and will help focus on the experience and
perspective of people of color.

LCAP Goal

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

Basis for this Goal

Based on 2021-22 CAASPP ELA and Math overall achievement results for all 3rd-6th grade students, approximately 22% are not meeting state standards.

1. The ELPAC is the basis of the EL goal.
2. DJUSD Common Assessments and/or i-Ready are the basis of the math goal.
3. DJUSD Common Assessments and/or i-Ready are the reading goal.
4. DJUSD Common Assessments are the basis of the writing goal.
5. To support Spanish Immersion Core Instruction, Universal Design for Learning with Multi-Tiered Academic and Behavior Systems and Supports.
6. To support Spanish Language Development.
7. To support Cultural Competencies, Culturally Responsive Teaching and Ethnic Studies.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. ELPAC 2023-24 data results; ELPAC 2023-24 Summative Assessment given in the Spring 2024; Benchmark Reading Assessments 2. English Learner (EL) Reclassification Rate	1. English Learner (EL) Student initial score 2. EL Reclassification rate 20%	Every EL student will improve at least one level according to the ELPAC scale (1-4). At least 5 students who are one level away for reclassification will be reclassified at the end of the school year 2023-24. EL Reclassification increases, at least, by 10% the reclassification rate.
CAASPP 2023-24 3rd-6th grade data results	3rd-6th grade student initial ELA/Math scores 2022-23	75% of 3rd- 6th grade students met or exceeded ELA/Math standards for 2023-24.
K-6, Report Card DJUSD Common Assessments	K-6 students initial scores in the Trimester III, 2023	K-6 students initial scores in the Trimester I, 2023 Trimester III, 2024, 75% of K-6 students will show significant progress receiving a 3 or 4 in every area in math, reading and writing in comparison to initial/prior Report Cards.
K-6, i-Ready 2022 Diagnostic Assessment in Trimester III, 2023	K-6, i-Ready Diagnostic Initial Assessment in Fall 2023	Post-2022-23 results demonstrate 83% students perform at Tier I; at or above grade-level in Language Arts and Math. A decrease in Tier III to 2% and Tier II placement to 15%.

Planned Strategies/Activities

Strategy/Activity 1

1. The English language services César Chávez Elementary provides Tier II Supports:
a. EL Specialist will support the assessment process of EL students at the beginning and end of the year. Group students according to English proficiency levels for small group instruction within the grade level and adjust throughout the
year - Tier II support.
b. English Language Development (ELD) will be offered by the classroom teacher and/or the EL specialist in a block schedule so students will not miss other classes or core subjects while learning ELD. Focus on developing reading and writing skills in K-6 - Tier II support
c. A minimum of 2.5 hours/week ELD support for English Language (EL) students provided by EL specialist, paraeducator and classroom teachers - Tier II support
d. Imagine Learning (K-2) and Reads Naturally (3rd-6th) will be the online English Language Development Digital Curriculum to supplement the English Language Arts and ELD Benchmark curriculum Tier II support.
e. EL Specialist and EL Paraeducator will maintain EL student files as required by the State to track student progress.
g. Monitor the English and academic progress of all Reclassified Fluent English Proficient (RFEP) students for four years.
h. EL Paraeducator role will include Parent Outreach to improve EL Parent engagement.

Students to be Served by this Strategy/Activity

All students with an emphasis of designated EL students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

EL Specialist
EL Support Staff
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	LCFF - Supplemental
Description	EL Paraeducator to support EL Specialist with Assessments, EL files, and EL Parent Outreach Efforts. Variable Service Agreement (VSA), $4500
Amount	300
Source	LCFF - Supplemental
Description	Reads Naturally, 10 licences for 3rd-6th grade EL students, $29.00/student license
Amount	1800
Source	LCFF - Supplemental
Description	EL program/classroom support materials, EL books in a bag, EL Spring Ceremony

Strategy/Activity 2

2. The Envision math curriculum will be supported by MTSS academic Tier I and Tier II student support, Tier I core instruction/best practices, instructional coaching and curriculum supplementation
a. Strategic Scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach math from 10:30 a.m. - 11:30 a.m.) - Tier I & II activity
b. Math Paraeducator push-in support for 2nd-5th grades for small group differentiated instruction; Tier II support
c. Instructional coaching for all teachers; Universal Design for Learning (UDL) - Tier II resource
d. Supplemental and digital math resources will be used in small group or independent student work;Tier I and Tier II strategies/resources
e. Report Card/i-Ready data will be used during Wednesday grade-level collaboration to identify mathematical focus for student improvement - Tier I & II activity
f. Math Game Binder (1st-2nd grades) - Tier I activity

Students to be Served by this Strategy/Activity

All students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teacher

Math Paraeducator II
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Math Paraeducator to support Tier II Math pull-out/push-in support in 2nd-5th grades.

Strategy/Activity 3

3. Benchmark/Adelante Curriculum will be amplified by instructional school systems, core instruction/best practices, instructional coaching, curriculum supplementation, and additional academic Tier I, Tier II and Tier III student support.
a. Strategic Scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach guided reading from 9:00 a.m. - 10:15 a.m.) - Tier I activity
b. Paraeducators for Balanced Literacy Groups 1st-3rd grades push-in support - Tier I & II support
c. Reading Specialist will provide Tier II and Tier III pull-out reading support/interventions (1st-3rd) and comprehension (3rd-4th)
d. Instructional Coaching for all teachers - Tier I resource
e. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy
f. Teacher professional learning communities (PLC) focus on Writing - Tier I activity
g. Report Card data will be used during Wednesday grade-level collaboration to identify SLA/ELA focus for student improvement - Tier I & II activity
h. Plan either a Pajama Reading Night and/or a Family Literacy Night - Tier I activity

Students to be Served by this Strategy/Activity

All students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teacher
Reading Specialist
Reading Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	8500
Source	LCFF - Base
Description	Reading Paraeducator support for 1-6 Guided Reading Program 10 hrs/wk, 0.25 FTE

Strategy/Activity 4

4. Writing will be the instructional focus for 2023-24 across curriculum
a. Strategic scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach guided reading/writing from 9:00 a.m. - 9:45 a.m.) - Tier I activity
b. Instructional coaching for all teachers - Tier I resource
c. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy
e. Teacher Professional Collaboration (PLC) focus on Fall and Spring Writing Samples, Benchmark/CAASPP performance writing tasks Interim Assessment (IA) Writing Prompts with IA rubrics - Tier I activity

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teacher
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Base
Description	Professional Collaboration: Writing Samples. Teachers attend UC Davis Writing Project workshops; utilize writing resources: TOMS Digital Library and Association for Supervision and Curriculum Development (ASCD) professional books and publications.

Strategy/Activity 5

5. MTSS Team to support students, teachers and families with Tier I-III strategies and activities.
a. MTSS team meets monthly to collaborate, collect & analyze data to improve tiered school and classroom systems and strategies - Tier I-III activity
b. Request for Assistance System for Teachers to identify Tier I and II Interventions in the classroom
c. Student Success Team (SST) meetings scheduled monthly with K-6 classroom teachers, families and support staff to develop an academic and/or social-emotional growth strategies - Tier I Activity
d. Data System & Analysis Development

Students to be Served by this Strategy/Activity

All students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teachers
Differentiation/Instructional Coach
MTSS & PBIS Teams
Librarian
Spanish Language Arts Paraeducators
Special Education Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Base
Description	School Counselor MTSS Training for any of the following: Trauma-Informed Practices, DESSA, Restorative Justice, Anti-Bullying, Mental Health Tier II and III Practices

Amount	3500
Source	LCFF - Base
Description	MTSS Coordinator to support MTSS facilitation and planning MTSS, Variable Service Agreement (VSA), Doro Taylor , Speech and Language Pathologist

Strategy/Activity 6

Foster peer supported collaborative projects; multi-age learning opportunities such as Book Buddies, Kindness Week Challenge, Lobos Activos, Buddy Bench Curriculum, and VAPA collaborative projects.

Students to be Served by this Strategy/Activity

All students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
School Counselor
Classroom Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

1. Work with DJUSD and CCE Staff and Community to develop K-6 Ethnic Studies materials that support the DJUSD Ethnic Studies curriculum, that includes supplemental training, resources in addition to Children's literature highlighting the contributions of people from all genders, ethnicities and races.
2. Host children's author visits that promote Heritage Months through the library program.
3. Support building capacity for Ethnic Studies by supporting professional collaboration time for K-6 teachers to create Ethnic Studies Units.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Counselor
Librarian
Classroom Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Description	CCE Staff will continue to collaborate during Lobos Activos, coordinate with our CCE Climate Committee, broader community, DJUSD Ethnic Studies Task Force, Acosta Education Group Partners to build an Ethnic Studies Program at CCE.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Inclusive Environments

Goal Statement

Our school will include all members where cultural and linguistic inclusion is welcomed, and where social-emotional learning and sociocultural competence is supported.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Wide Information-System (SWIS) Suite - Positive Behavior Interventions & Supports Online Data System	New PBIS Data SWIS System implementation in 2022-23	To provide data for staff decision-making in 2023-24 to support schoolwide 5-Core Values (CARES) and support Tier I behavior expectations or Tier II/III interventions.
Improvement in the percentile for Youth Truth Survey - Student Responses and Parent Responses for Relationships and Culture and/or percent 3s at or above the typical DJUSD school for Relationships and Culture.	Student Response Rate per year dependent on enrollment; Parent response rate 226 out of 520, 43%	At least 67% of participation rate from every student/parent group. Meet a Satisfaction level of at least 67% in all measurable areas for all student subgroups.
Counselor Report/MTSS Report	Yearly Analysis of Tier I, Tier II, and Tier III supports; i-Ready & SWIS Data	Students are responding to Tiered Interventions utilizing PBIS Check In Check Out (CICO) System Data from SWIS Suite to improve engagement.
Monthly Student Attendance Reports - A2A	Attendance/Engagement Incentives that support Monthly Attendance; A2A Reports less than 10% Unexcused Absence Rate, Chronic Absenteeism is at or less than 10% per month.	Students will attend 95% of school days per month; Chronic Absenteeism is 5% or less per month.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teachers
Support Staff
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Base
Description	Continuation of Zones of Regulation, Responsive Classroom Collaboration, Resources, Materials or Training for Teachers and School Counselor.

Strategy/Activity 2

1. PBIS Year 4 Training for PBIS Team to implement school wide expectations and core-values; CARES - Cooperation, Adaptation, Responsibility, Empathy and Safety. Focus will be on Tier I, Tier II and Tier III Behavior Systems of Support and Intervention.
2. Consistent PBIS implementation to support staff training and parent education.
3. School-Wide Information System Suite (SWIS Suite) online application to track and use data across all three tiers of support for the 2023-24 school year
4. PBIS Tier II Implementation of SWIS Suite CICO application (Check-in Check-Out) - Tier II Targeted Intervention.
5. Work with staff to understand the Youth-Truth Survey and seek ways to apply PBIS or other mechanisms to address issues.

Students to be Served by this Strategy/Activity

All students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
PBIS Team
Classroom Teachers
Support Staff
School Counselor
PBIS Paraeducator - Tier II CICO Coordinator

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	SWIS Suite Data System
Amount	1000
Source	LCFF - Base
Description	PBIS Tier II - CICO Coordinator, Variable Service Agreement (VSA), PBIS Paraeducator
Source	District Funded
Description	PBIS Paraeducator - Tier I, 0.8 FTE

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
School Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Implement at least one alternative lunch recess activity for 1st-6th grade students recommended by the Climate Committee’s subcommittee, working in consultation with teacher-staff representatives, a reserved space with materials to establish a "Tinker Room".

Students to be Served by this Strategy/Activity

1st-6th grade students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
School Counselor
Yard Supervisors
Classroom Teachers
Parent Volunteers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental
Description	Offer student opportunities for creative and alternative play-based learning activities in a structured environment.

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All Students with emphasis of Diverse Student Populations including Students with Special Needs

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Classroom Teachers
Instructional/Differentiation Coach
Counselor
Librarian
MTSS Team
Special Education & Inclusion Team
Special Education Paraeducators
English Learner Specialist/Paraeducator
School Nurse

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Description	DJUSD and Site Trainings will be provided including building Persons with Disabilities Awareness Weeks through Children's Literature and school wide assemblies.

Strategy/Activity 6

Explore Zones of Regulation,Social Thinking and/or SuperFlex curriculum and training opportunities.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Outdoor Learning Spaces Coordinator
Classroom Teachers

Support Staff
English Learner Specialist

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Description	To reinforce student self-regulation, self-awareness, social skills and friendship groups to support SEL development, conflict-resolution and interpersonal relationships.

Strategy/Activity 7

Comprehensive Safety Plan - Campus Radio Communication

Students to be Served by this Strategy/Activity

All Students

Timeline

8/22/2023 - 6/6/2024

Person(s) Responsible

Principal
Office Staff
Classroom Teachers
Support Staff
Campus Safety Supervisor
Outdoor Supervision Team

Proposed Expenditures for this Strategy/Activity

Amount	637.00
Source	LCFF - Base
Budget Reference	5900: Communications
Description	Increase staff access to Campus Radio Communication System; Additional resources via donations and SIPAT contributions

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

To improve 21st Century Learning for Chávez Elementary Students

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Improvement in the percentile for Youth Truth Survey - Student Responses	To receive student responses at or above the 60th percentile in all categories.	2023 Youth Truth Response: Engagement = 79th percentile, avg 2.85 Academic Challenge = 6th percentile, avg 2.29 Instructional Methods = 50th percentile, avg 2.57 Culture = 47th percentile, avg 2.18 Belonging = 20th percentile, avg 2.40 Relationships = 47th percentile, avg 2.70
Maintain Grade-Level planning time for collaboration, or project-based learning or Ethnic Studies centered civic engagement units, including grade-level project-based learning presentations, or increase of one project per year connected to curriculum or content with rubric or community panels.	To receive 2023 Youth Truth student responses at or above the 60th percentile for Academic Challenge; increase in the number of projects or presentations per student.	2023 Youth Truth Response: Academic Challenge = 6th percentile, avg 2.29 The number of projects/presentations per student increased to 100%, Cesar Chavez Week projects, including 5th grade Heritage Month (monthly) projects.
District Professional Development 1) Number of teachers fully trained in project-based learning, differentiated learning, or other pedagogy methods supporting 21st century teaching. 2) Number of hours per month teachers collaborate with coaches.	Maintain Learning Management Systems training in 2022-23 relative to 2020-21. One or more teachers at each grade level trained in project-based learning, UDL, or other pedagogy methods supporting 21st Century Teaching, including cross-training of other teachers at their grade level. 50% increase in the number of teachers trained in differentiated learning (which includes training on Universal Design for Learning and Equity) and cross training of other teachers at grade level.	Maintained Learning Management Systems (Canvas) trainings in 2022-23 in DJUSD new hire/teacher training in August 2022. 40% of staff District Professional Development development Ethnic Studies, UCD Social Studies-History Project, and UCD Math Project Trainings, Grading for Equity professional development

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Monthly Grade-Level Staff collaboration to discuss specific ways to improve 21st Century learning aligned to CCE and DJUSD strategies and the Graduate Profile. 2. Implement 21st Century teaching and learning, Project-Based Learning (PBL), Universal Design for Learning or Equity professional development at least one time in the school year. 3. Plan a school-wide 2023 César Chávez Day of PBL classroom museums, Civic Engagement Project or simulations utilizing César E. Chávez Model Curriculum. 4. Continued implementation of Canvas: Learning Management System to support Classroom Teaching and Learning accessibility. 5. Engage students in at least two collaborative or Project-Based Learning Unit in the 2022-23 school year.	1. Teachers collaborated monthly due to the Lobos Activos program. During this time, grade-level teams shared training resources, strategies, etc., for Ethnic Studies, History-Social Studies, Math and Grading for Equity. 2.&3. Teachers accessed the Cesar E. Chavez Ethnic Studies Model Curriculum to create projects for their students during the Cesar E. Chavez week (4/17/23 - 4/22/23). 4.Continued implementation of Canvas: Learning Management System to support Classroom Teaching and Learning accessibility. 5. Book Buddies engaged in at least two collaborative projects in the 2022-23 school year.	Professional Collaboration, PBL, UDL, Ethnic Studies grade-level professional development, materials and resources. LCFF - Supplemental 633	Professional Collaboration, Ethnic Studies grade-level professional development, materials and resources. LCFF - Supplemental 633
1. To maintain CCE website to support digital access and communication for our school and programs.	1.CCE Website was maintained during the 2022-23 school year.	Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website LCFF - Base 2,500	Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website LCFF - Base 2,500
1. Explore STEAM and or Visual and Performing Arts (VAPA) educational approach to support the Graduate Profile initiative (e.g. dance education,	1. VAPA was developed into the Lobos Activos Rotations for 1st-6th graders monthly. 2. CCE 6th grade Robotics Club utilized supplemental funds to	Equipment, facilities, stipend for personnel to coordinate STEAM, VAPA or Robotics programs LCFF - Supplemental 1,500	Equipment, facilities, stipend for personnel to coordinate STEAM, VAPA or Robotics programs LCFF - Supplemental 1,500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
makerspaces, robotics access and funding). 2. Maintain partnerships with Citrus Circuits and Inspire Every Girl Robotics Programs. 3. Maintain partnerships with the Davis Art Center and the Davis Schools Art Foundation by submitting grants to develop a culturally relevant Visual and Performing Arts Implementation Plan with outline and timeline if feasible.	support kits/materials. Partnership with Citrus Circuits is maintained.		
Support Digital Citizenship Curriculum for K-6 to teach students how to be responsible, respectful and safe online while using technology. 1. DJUSD Digital Citizenship Curriculum for K-6 to teach students how to be responsible, respectful and safe online while using technology. Curriculum includes critical thinking methodologies to analyze and evaluate information.	1. DJUSD Digital Citizenship Curriculum for 1st-6 was taught by the CCE Librarian to teach students how to be responsible, respectful and safe online while using technology. Curriculum includes critical thinking methodologies to analyze and evaluate information.	DJUSD provides a Digital Citizenship Framework which our school librarian and classroom teachers utilize to plan and deliver lessons to Kinder-6th grade students.	DJUSD provides a Digital Citizenship Framework which our school librarian and classroom teachers utilize to plan and deliver lessons to Kinder-6th grade students.
1. Explore alternative education models, such as outdoor-based learning to support our Graduate Profile.	2. CCE's Environmental Education Program parent volunteers are working with DJUSD Executive Director of Capital Operations working on landscape renderings for a Green Schoolyard on the CCE Campus.	Identifying Outdoor Learning Spaces to integrate Core Instruction and Spanish Language Development in an outdoor classroom environment.	Identifying Outdoor Learning Spaces to integrate Core Instruction and Spanish Language Development in an outdoor classroom environment.

Analysis

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

Implementation of strategies/activities were effectual regarding funding and staffing. CCE school counselor and parent volunteers co-led our Lobos Activos program on Tuesday and Thursday afternoons with three 25-minute rotations in 1st-6th grades: Garden , VAPA, and Counseling. Two grades participated in the three rotations on Tu or Th to allow for teachers to collaborate and plan assessments/lessons/projects from trainings (Ethnic Studies, History-Social Studies, Math and Grading for Equity) they received through the district.

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

1st-6th grade teachers collaborated 480 minutes during the school day this academic year while 1st-6th grade students received enrichment and instruction in Environmental Education/Garden (160 min), Visual and Performing Arts (160 min) and additional Social-Emotional Learning lessons with the counselor (160 minutes).

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

None

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

An increase in supplemental funding by $950 will allow the Lobos Activos program and the CCE Robotics Club to continue with new materials and resources (Citrus Circuits partnership, UC Davis Bohart Museum, Green School Yard, and VAPA development) to support multilingual-linguistic development and extended learning opportunities outside of the classroom during the school day.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Students grades 3rd-6th performing below state standards on California Assessment of Student Performance and Progress (CAASPP) assessments will show growth for the 2022-23 school year. Students, grade K-2 will meet grade-level benchmarks in Reading and Math on DJUSD Common Assessments.

1. English Language Development (ELD) Goal - 30% of English Language (EL) students will show growth of one proficiency level; from Level 3 to Level 4.
2. Math - One-quarter of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready Diagnostics during the first Trimester; half of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the second Trimester; three-quarters of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the third Trimester.
3. Reading - 40% of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i- Ready during the first Trimester; 60% of the K-6 will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the second Trimester; 75% of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the third Trimester.
4. Writing - One-quarter of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the first Trimester, half of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the second Trimester; three-quarters of the K-6 students will meet or exceed standards in DJUSD Common Assessments during the third Trimester.
5. Implementation of Multi-Tiered Systems of Support (MTSS) systems will support academic core instruction, universal design for learning (UDL) including behavior systems and interventions to amplify student engagement and achievement.
6. Spanish Language Development (SLD) and ELD will embed ethnic storytelling and Ethnic Studies as a critical interdisciplinary study of race, culture, ethnicity, indigeneity in the United States, and will help focus on the experience and perspective of people of color.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
1. ELPAC 2022-23 data results; ELPAC 2022-23 Summative Assessment given in the Spring 2023; Benchmark Reading Assessments; Rigby K-2. 2. English Learner (EL) Reclassification Rate	Every EL student will improve at least one level according to the ELPAC scale (1-4). At least 5 students who are one level away for reclassification will be reclassified at the end of the school year 2022-23. EL Reclassification increase, at least, by 10% the reclassification rate.	Spring April 2023 ELAC assessments underway.
CAASPP 2022-23 3rd-6th grade data results	75% of 3rd- 6th grade students met or exceeded ELA/Math standards for 2022-2023.	3rd-6th grade CAASPP Testing scheduled for May.
K-6, Report Card DJUSD Common Assessments	Trimester III, 2023, 75% of K-6 student will show significant progress receiving a 3 or 4 in every area in math, reading and writing in comparison to initial/prior Report Cards.	K-6 Trimester III Report Cards due on June 5th, 2023.

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-6, i-Ready 2022 Diagnostic Assessment in Trimester III, 2023	Post-2022-23 results demonstrate 83% students perform at Tier I; at or above grade-level in Language Arts and Math. A decrease in Tier III to 2% and Tier II placement to 15%.	K-6, i-Ready 2023 Diagnostic #3 Assessment underway April-May 2023.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. The English language services César Chávez Elementary provides Tier II Supports: a. EL Specialist will support assessment process of EL students at the beginning and end of the year. Group students according to English proficiency levels for small group instruction within the grade level and adjust throughout the year - Tier II support. b. English Language Development (ELD) will be offered by the classroom teacher and/or the EL specialist in a block schedule so students will not miss other classes or core subjects while learning ELD. Focus on developing reading and writing skills in K-6 - Tier II support c. A minimum of 2.5 hours/week ELD support for English Language (EL) students provided by EL specialist, paraeducator and classroom teachers - Tier II support d. Imagine Learning (K-2) and Reads Naturally (3rd-6th) will be the online English Language Development Digital Curriculum to supplement the English Language	a.& c. EL Specialist provided assessment and English Language Development (ELD) instruction 2.5-3.5 hours per week for EL students. b. ELD is embedded during the ELA instructional block for 3rd-6th grades. c. A minimum of 2.5 hours/week ELD support for English Language (EL) students provided by EL specialist, paraeducator and classroom teachers - Tier II support d. Imagine Learning (K-2) and Reads Naturally (3rd-6th) will be the online English Language Development Digital Curriculum to supplement the English Language Arts and ELD Benchmark curriculum Tier II support. e. EL Specialist and EL Paraeducator will maintain EL student files as required by the State to track student progress. g. Monitor the English and academic progress of all Reclassified Fluent English Proficient (RFEP) students for four years. h. EL Paraeducator role will include Parent Outreach to improve EL Parent engagement.	EL Paraeducator to support EL Specialist with Assessments, EL files, and EL Parent Outreach Efforts. Variable Service Agreement (VSA), $4500 LCFF - Supplemental 4,500 Reads Naturally, 10 licences for 3rd-6th grade EL students, $60.50/student license LCFF - Supplemental 605 EL program/classroom support materials LCFF - Supplemental 1,500	EL Paraeducator to support EL Specialist with Assessments, EL files, and EL Parent Outreach Efforts. Variable Service Agreement (VSA), $4500 LCFF - Supplemental 4,500 Reads Naturally, 10 licences for 3rd-6th grade EL students, $29.00 student license LCFF - Supplemental 290 EL program/classroom support materials & EL Spring Ceremony for Reclassified Students 1,815

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Arts and ELD Benchmark curriculum Tier II support. e. EL Specialist and EL Paraeducator will maintain EL student files as required by the State to track student progress. g. Monitor the English and academic progress of all Reclassified Fluent English Proficient (RFEP) students for four years. h. EL Paraeducator role will include Parent Outreach to improve EL Parent engagement.			
2. The Envision math curriculum will be improved by MTSS additional academic Tier I, Tier II and Tier III student support, Tier I core instruction/best practices, instructional coaching and curriculum supplementation a. Strategic Scheduling; Block Scheduling system per grade level b. Math Paraeducator push-in support for 2nd-4th grades for small group differentiated instruction in the classroom with paraeducator support, including incorporating feedback from teacher surveys to best utilize paraeducator support - Tier II support c. Instructional coaching for all teachers; Universal Design for Learning (UDL) - Tier II resource d. Supplemental and digital math resources will be used in small group or independent student work (e.g. Number Talks, Marcy Cook, Open Up, Khan Academy, i-Ready	a. Strategic Scheduling; Block Scheduling system per grade level b. Math Paraeducator push-in support for 2nd-4th grades for small group differentiated instruction in the classroom with paraeducator support, including incorporating feedback from teacher surveys to best utilize paraeducator support - Tier II support c. Instructional coaching for all teachers; Universal Design for Learning (UDL) - Tier II resource d. Supplemental and digital math resources will be used in small group or independent student work (e.g. Number Talks, Marcy Cook, Open Up, Khan Academy, i-Ready My Path) - Tier I and Tier II strategies/resources e.and f. activities did not occur due to focus on Writing and MTSS supports.	Math Paraeducator to support Tier II Math pull-out/push-in support in 2nd-4th grades. District Funded Teachers attend UC Davis Math Project workshops; utilize math resources: Number Talks, Jo Boaler YouCubed, Jo Boaler Mathematical Mindsets, and Association for Supervision and Curriculum Development (ASCD), Math Night, Math Game Binders	Math Paraeducator to support Tier II Math pull-out/push-in support in 2nd-4th grades. District Funded Teachers attend UC Davis Math Project workshops; utilize math resources and access to Math Paraeducator.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
My Path) - Tier I and Tier II strategies/resources e. Report Card data will be used during Wednesday grade-level collaboration to identify mathematical focus for student improvement - Tier I & II activity f. Plan a Family Math Night - Tier I activity			
3. Benchmark/Adelante Curriculum will be amplified by instructional school systems, core instruction/best practices, instructional coaching, curriculum supplementation, and additional academic Tier I, Tier II and Tier III student support. a. Strategic Scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach guided reading from 9:00 a.m. - 10:15 a.m.) - Tier I activity b. Paraeducators for Balanced Literacy Groups 1st-3rd grades push-in support - Tier I & II support c. Reading Specialist will provide Tier II and Tier III pull-out reading support/interventions (1st-3rd) and comprehension (3rd-4th) d. Instructional Coaching for all teachers - Tier I resource e. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy f. Teacher professional learning communities (PLC) focus on Writing - Tier I activity	a. Strategic Scheduling; Block Scheduling system per grade level or classroom) - Tier I activity b. Paraeducators for Balanced Literacy Groups 1st-3rd grades push-in support - Tier I & II support c. Reading Specialist will provide Tier II and Tier III pull-out reading support/interventions (1st-3rd) and comprehension (3rd-6th) d. Instructional Coaching for all teachers - Tier I resource e. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy f. Teacher professional learning communities (PLC) focus on Writing - Tier I activity g. Report Card data used to determine Tier II interventions h. 5th & 6th Grade Family Writing Night - Tier I activity as partnership with UC Davis School of Education	Reading Paraeducator support for 1-6 Guided Reading Program 10 hrs/wk, 0.25 FTE LCFF - Base 10,000	Reading Paraeducator support for 1-6 Guided Reading Program 10 hrs/wk, 0.25 FTE LCFF - Base 10,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
g. Report Card data will be used during Wednesday grade-level collaboration to identify SLA/ELA focus for student improvement - Tier I & II activity h. Plan either a Pajama Reading Night and/or a Family Literacy Night - Tier I activity			
4. Writing will be the instructional focus for 2022-23 across curriculum a. Strategic scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach guided reading/writing from 9:00 a.m. - 9:45 a.m.) - Tier I activity b. Instructional coaching for all teachers - Tier I resource c. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy d. Teacher Professional Collaboration (PLC) focus on Fall and Spring Writing Samples, Benchmark/CAASPP performance writing tasks Interim Assessment (IA) Writing Prompts with IA rubrics - Tier I activity	a. Strategic scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach guided reading/writing from 9:00 a.m. - 9:45 a.m.) - Tier I activity b. Instructional coaching for all teachers - Tier I resource c. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy d. Teacher Professional Collaboration (PLC) focus on Fall and Spring Writing Samples, Benchmark/CAASPP performance writing tasks Interim Assessment (IA) Writing Prompts with IA rubrics - Tier I activity	Professional Collaboration: Writing Samples. Teachers attend UC Davis Writing Project workshops; utilize writing resources: TOMS Digital Library and Association for Supervision and Curriculum Development (ASCD) professional books and publications. LCFF - Base 1226	Professional Collaboration: Writing Samples. Teachers attend UC Davis Writing Project workshops; utilize writing resources: TOMS Digital Library and Association for Supervision and Curriculum Development (ASCD) professional books and publications. LCFF - Base 1226
5. MTSS Team to support students, teachers and families with Tier I-III strategies and activities. a. MTSS team meets monthly to collaborate, collect & analyze data to improve tiered school and classroom systems and strategies - Tier I-III activity	a. MTSS team meets monthly to collaborate, collect & analyze data to improve tiered school and classroom systems and strategies - Tier I-III activity b. Request for Assistance System for Teachers to identify Tier I and II Interventions in the classroom	School Counselor MTSS Training for any of the following: Trauma-Informed Practices, DESSA, Restorative Justice, Anti-Bullying, Mental Health Tier II and III Practices LCFF - Base 500	School Counselor MTSS Training for any of the following: Trauma-Informed Practices, DESSA, Restorative Justice, Anti-Bullying, Mental Health Tier II and III Practices LCFF - Base 500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
b. Request for Assistance System for Teachers to identify Tier I and II Interventions in the classroom c. Student Success Team (SST) meetings scheduled monthly with K-6 classroom teachers, families and support staff to develop an academic and/or social-emotional growth strategies - Tier I Activity d. Data System & Analysis Development	c. Student Success Team (SST) meetings scheduled monthly with K-6 classroom teachers, families and support staff to develop an academic and/or social-emotional growth strategies - Tier I Activity d. Data System & Analysis Development	MTSS Coordinator to support MTSS facilitation and planning MTSS, Variable Service Agreement (VSA), Doro Taylor , Speech and Language Pathologist LCFF - Base 3,000	MTSS Coordinator to support MTSS facilitation and planning MTSS, Variable Service Agreement (VSA), Doro Taylor , Speech and Language Pathologist LCFF - Base 3,000
Foster peer supported collaborative projects; multi-age learning opportunities such as Book Buddies, Math Buddies and PBL/VAPA collaborative projects.	Multi-age and grade-level projects did occur with Book Buddies exchanges and collaborative projects.		
Explore academic and social skills tutoring programs or peer-mentorships (e.g. Playworks, Conflict-Resolution Peer Mentorship program, After-School Tutoring program).	Social skills small group Tier II program facilitated by School Counselor and Speech and Language Pathologists. After school Homework Club facilitated by CCE Staff and Davis Senior High School Students-former CCE Students.	CCE Climate Committee Working Group will meet to discuss reinstatement of Playworks; Staff to discuss integration of Playworks into Physical Education.	Social skills small group Tier II program facilitated by School Counselor and Speech and Language Pathologists. After school Homework Club facilitated by CCE Staff and Davis Senior High School Students-former CCE Students.
1. Work with DJUSD and CCE Staff and Community to develop K-6 Ethnic Studies materials that support the DJUSD Ethnic Studies curriculum, that includes supplemental training, resources in addition to Children's literature highlighting the contributions, voices and stories of people from all genders, ethnicities and races. 2. Host children's author visits that promote	1. Work with DJUSD and CCE Staff and Community to develop K-6 Ethnic Studies materials that support the DJUSD Ethnic Studies curriculum, that includes supplemental training, resources in addition to Children's literature highlighting the contributions, voices and stories of people from all genders, ethnicities and races. 2. Hosted Aida Salazar, UC Davis Visiting Author	CCE Staff will continue to work with our CCE Climate Committee, broader community, DJUSD Ethnic Studies Task Force, Acosta Education Group Partners to build an Ethnic Studies Program at CCE. LCFF - Supplemental 877	CCE Staff will continue to work with our CCE Climate Committee, broader community, DJUSD Ethnic Studies Task Force, Acosta Education Group Partners to build an Ethnic Studies Program at CCE. LCFF - Supplemental 877

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Heritage Months through the library program. 3. Support building capacity for Ethnic Studies by supporting professional collaboration time for K-6 teachers to create Ethnic Studies Units.	for a 5th & 6th Grade Writing and Literature Family Night. 3. Support building capacity for Ethnic Studies by supporting professional collaboration time for K-6 teachers to create Ethnic Studies Units.		

Analysis

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

Multi-Tiered Systems of Support activities and strategies for Goal #2 were actualized and produced a % reduction of students in Tier III and Tier II in academic and social-emotional tiers. Approx. 80% students performing in Tier I, academic and SEL.

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

MTSS Data demonstrated that students made academic growth in formative assessments (i-Ready and Report Card data) and SEL growth (SWIS and DESSA data).

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

Read Naturally online licenses offered to English Learning students decreased from $605 for 10 licenses to $290 for 10 licenses.

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

No major changes in activities/strategies will be made in this goal.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Our school will include all members where cultural and linguistic inclusion is welcomed, and where social-emotional learning and sociocultural competence is supported.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Wide Information-System (SWIS) Suite - Positive Behavior Interventions & Supports Online Data System	To provide data for staff decision-making in 2022-23 to support schoolwide 5-Core Values (CARES) and support Tier I behavior expectations or Tier II/III interventions.	SWIS Data driven schoolwide systems change to improve student CARES expectations at designated zones with Office Referral Form Data. Monthly CARES Assemblies and Gotcha Ticket recognition systems implemented.
Improvement in the percentile for Youth Truth Survey - Student Responses and Parent Responses for Relationships and Culture and/or percent 3s at or above the typical DJUSD school for Relationships and Culture.	At least 67% of participation rate from every student/parent group. Meet a Satisfaction level of at least 67% in all measurable areas for all student subgroups.	91% of Student Participation in 2022 Youth Truth; 75% Parent Participation in 2022-23 Youth Truth Family Survey. Student Data rated Engagement 79% Satisfaction and 71% Satisfaction level in all measurable areas in the Family Survey.
Counselor Report/MTSS Report	Students are responding to Tiered Interventions utilizing PBIS Check In Check Out (CICO) System Data from SWIS Suite to improve positive engagement.	Students responded to CARES Recognition systems demonstrating CARES core values monthly.
Monthly Student Attendance Reports - A2A	Students will attend 95% of school days per month; Chronic Absenteeism is 5% or less per month.	Student daily average attendance decreased by 11% August-April, while Chronic Absenteeism maintained at 6% between August-April.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implementation of Social Emotional Learning (SEL) Responsive Classroom Curriculum & Strategies that support SEL competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.	While Implementation of Social Emotional Learning (SEL) Responsive Classroom Curriculum & Strategies that support SEL competencies took place. Training on the Zones of Regulation Curriculum took place in the Fall to support student self regulation, self-awareness, self-	Continuation of Responsive Classroom Collaboration, Resources, Materials or Training for Teachers and School Counselor.	Continuation of Responsive Classroom Collaboration, Resources, Materials or Training for Teachers and School Counselor.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	management, social awareness, relationship skills and responsible decision-making.		
1. PBIS Year 3 Training for PBIS Team to implement school wide expectations and core-values; CARES - Cooperation, Adaptation, Responsibility, Empathy and Safety. Focus will be on Tier I, Tier II and Tier III Behavior Systems of Support and Intervention. 2. Consistent PBIS implementation to support staff training and parent education. 3. Activate the School-Wide Information System Suite (SWIS Suite) online application to track and use data across all three tiers of support for the 2022-23 school year 4. PBIS Tier II Implementation of SWIS Suite CICO application (Check-in Check-Out) - Tier II Targeted Intervention. 5. Work with staff to understand the bullying results from the Youth-Truth Survey and seek ways to apply PBIS or other mechanisms to address issues.	1.-2.PBIS Team completed Tier II Training through Yolo County Office of Education. Tier II Check-In-Check-Out (CICO) is still under development and will be implemented with 100% fidelity in the academic school year 2023-24. 3. School-Wide Information System Suite (SWIS Suite) provided Tier I data useful to improve and innovate school wide expectations and protocols. 4. CICO was not fully implemented this school year. 5. Youth-Truth Survey Data applied to CARES Curriculum to enhance positive school climate and culture.	SWIS Suite Data System District Funded PBIS Tier II - CICO Coordinator, Variable Service Agreement (VSA), PBIS Paraeducator LCFF - Base 1000 PBIS Paraeducator - Tier I, 0.8 FTE District Funded	SWIS Suite Data System PBIS Tier I - SWIS Suite Data Entry, Variable Service Agreement (VSA), PBIS Paraeducator LCFF - Base 1000 PBIS Paraeducator - Tier I, 0.8 FTE District Funded
Counseling support through the MTSS framework; Tier I, Tier II, Tier III, utilizing Kelso's Choices and Steps to Respect and Responsive Classroom SEL curriculum	Counseling support through the MTSS framework; Tier I, Tier II, Tier III, utilizing Kelso's Choices and Steps to Respect and Responsive Classroom SEL curriculum		
Implement at least one alternative lunch recess activity for 1st-6th grade students recommended	Alternative lunch recess activities MWF was supported by SPSA Supplemental funds as	Exploration of Playworks, a Student-Friendly Restorative	Alternative Recess Games, Arts and Crafts

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
by the Climate Committee's subcommittee, working in consultation with teacher-staff representatives, such as Playworks or any structured recess program.	well as Tandem Grant to purchase board games and arts and crafts materials.	Practices Flowchart designed to promote student leadership opportunities for CCE 1-6 students during the school day. LCFF - Supplemental 2,500	MWF LCFF - Supplemental 2,500
Special Needs Training: Provide training to students and staff regarding the specific disabilities of CCE students with special needs; provide teachers with training to teach them how to use this information when developing and delivering instruction to all students, but particularly to students with disabilities.	ATOU delivered simulation workshops in October 2022 for 4th, 5th and 6th grades.	A Touch of Understanding (ATOU) Workshops for 4th-6th grades. DJUSD and Site Trainings will be provided including building Persons with Disabilities Awareness Weeks through Children's Literature and school wide assemblies. Parent-Teacher Association (PTA/O)	A Touch of Understanding (ATOU) Workshops for 4th-6th grades. DJUSD and Site Trainings will be provided including building Persons with Disabilities Awareness Weeks through Children's Literature and school wide assemblies. Parent-Teacher Association (PTA/O)
Explore alternative education models, such as place-based ethnic studies and outdoor-based learning to support our Graduate Profile.	Parent volunteers of the CCE Environmental Education Program are working with staff and district leaders to develop a Green School yard on campus for outdoor learning and play.	Outdoor Learning Spaces Coordinator, DJUSD Variable Service Agreement Stipend, District Funded	Green School yard development District Funded

Analysis

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

Implementation of strategies/activities were effectual regarding funding and staffing. Parent volunteers and UC Davis interns were needed to support Alternative Recess Activities. PBIS Tier II Check-In-Check-Out system was not fully implemented though will be the focus for development in 2023-24.

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

CCE CARES Recognition systems and PBIS Tier I interventions have improved positive school climate and culture with expected behaviors. SWIS Data shows that Tier II systems, such as CICO, still needs to support 6% of students in Tier II. Youth Truth Student Data continues to show high percentages of satisfaction with high ratings in Engagement and Relationships. Youth Truth Family Data demonstrated 71% satisfaction level in all measurable areas in the Family Survey.

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

No material differences.

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

Activity/Strategy #7 has been added in the 2023-24 SPSA to support the CCE Comprehensive Safety Plan - Campus Radio Communication to increase staff access to Campus Radio Communication System.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

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

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	32,187.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	17804.00	-833.00
LCFF - Supplemental	15009.00	1,459.00
District Funded	0	0.00
Local Categorical	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	18,637.00
LCFF - Supplemental	13,550.00

Expenditures by Budget Reference

Budget Reference	Amount
	18,450.00
5900: Communications	637.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	7,500.00
	LCFF - Base	10,500.00
5900: Communications	LCFF - Base	637.00
	LCFF - Supplemental	5,600.00
	LCFF - Supplemental	7,950.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Veronica Dunn	Principal
Dahlia Garas	Parent or Community Member
Matt Moore	Parent or Community Member
Stephanie Saunders	Parent or Community Member
David Silbaugh	Parent or Community Member
Amber Whitmer	Parent or Community Member
Gigi Bugsch/Kaitlin Post	Classroom Teacher
Ava Cain	Classroom Teacher
Lisa McClintock	Classroom Teacher
Marta Rodriguez	Classroom Teacher
Daniela Loyola	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Climate Committee, Judy Wong-Chen

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

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

This SPSA was adopted by the SSC at a public meeting on April 26, 2023.

Attested:

Principal, Veronica L Dunn on
SSC Chairperson, Amber Whitmer on

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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