

# 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.

<b>School Name</b>	César Chávez Elementary School
<b>Address</b>	1221 Anderson Rd. Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726786056295
<b>Principal</b>	Veronica L Dunn
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	March 1, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	4
School Profile.....	4
Stakeholder Involvement .....	5
School and Student Performance Data .....	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results .....	13
Student Population.....	17
Overall Performance .....	19
Academic Performance .....	20
Academic Engagement .....	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	40
Goal 3.....	47
Goal 4.....	52
Goal 5.....	53
Goal 6.....	54
Goal 7 .....	55
Goal 8.....	56
Annual Review and Update .....	57
Goal 1.....	57
Goal 2.....	61
Goal 3.....	69
Goal 4.....	73
Goal 5.....	74
Goal 6.....	75
Goal 7 .....	76
Goal 8.....	77
Budget Summary and Consolidation .....	78
Budget Summary .....	78
Allocations by Funding Source.....	78
Expenditures by Funding Source .....	79

Expenditures by Budget Reference .....	80
Expenditures by Budget Reference and Funding Source .....	81
School Site Council Membership .....	82
Recommendations and Assurances .....	83
Addendum.....	84
Instructions: Linked Table of Contents .....	84
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	87
Appendix B: Select State and Federal Programs.....	89

# 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 second language learning for all student participants. An early start, combined with an uninterrupted and extended period of study, leads to high levels of language proficiency. Research shows there are many cognitive, academic, economic, and social benefits of learning a second language. Additionally, there is evidence that immersion education helps close the achievement gap. Recent DJUSD data support other research that shows English learners have a higher rate of success in immersion education than in the English mainstream classroom. The elementary program is open to students of different backgrounds and abilities from throughout the district. In the early grades, lessons are delivered primarily in Spanish, with additional English Language Development (ELD) instruction for English learners. Instruction in English gradually increases as students progress through the grades. The K-9 Spanish Language Immersion Program has proven successful. District data show that, overall, program participants perform as well, or better, than students receiving instruction only in English elsewhere in the district. This occurs despite the fact that most of the tests administered to measure achievement are given solely in English. Guided by the new master plan, the Spanish Language Immersion Program shall be aligned to state and national standards, including the World Language Standards established by the American Council on the Teaching of Foreign Languages (ACTFL). Alignment to ACTFL learning expectations allows the program to be articulated into a world language proficiency pathway for Spanish. Students are placed in language courses based upon their demonstrated level of proficiency as they transition from elementary school to middle and high school. Since it is beneficial for everyone to have more native Spanish speakers in the classroom, the program shall strengthen its outreach and communication to Spanish-speaking families in the district and continue to provide high quality ELD services to students who need them. DJUSD supports the attainment of the California State Seal of Biliteracy for 12th grade students. At Cesar Chavez Elementary, our Spanish Immersion program aims to support students' language development toward the California State Seal of Biliteracy Pathway.

## Program Goals

### All students achieve:

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

## Program History

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

César Chávez Elementary (CCE) School Stakeholder Involvement:

1. CCE School Site Council - Youth Truth Family Survey, i-Ready Diagnostic Data
2. Leadership Team - K-6 Teachers, Specialists, Classified staff - Staff Survey
3. CCE English Language Advisory Committee (ELAC) - Needs Assessment
4. CCE Climate Committee - Youth Truth Student Survey
5. CCE DJUSD Focus Groups - February 24, 2022
6. CCE Students - Youth Truth Student Survey, California Healthy Kids Survey (5th grade), PBIS Student Surveys
7. CCE Parents - Youth Truth Family Survey and SIPAT outreach survey

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.16%	0.17%	0.2%	1	1	1
African American	1.47%	1%	1.6%	9	6	9
Asian	5.87%	5.85%	6.6%	36	35	36
Filipino	0.98%	1%	1.1%	6	6	6
Hispanic/Latino	31%	31.77%	32.4%	190	190	178
Pacific Islander	0.16%	0%	%	1	0	
White	51.55%	48.83%	47.6%	316	292	262
Multiple/No Response	0.33%	1.51%	1.6%	2	9	9
Total Enrollment				613	598	550

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	90	78	76
Grade 1	94	86	71
Grade 2	94	94	78
Grade3	92	94	80
Grade 4	90	90	88
Grade 5	74	87	79
Grade 6	79	69	78
Total Enrollment	613	598	550

### Conclusions based on this data:

1. We have a 16% drop of enrollment 2018-2022.
2. Between grade-levels and student groups have remained relatively consistent across the years. However there had been a collapse in Kindergarten classes (2019) due to low enrollment. CCE collapsed four Kindergarten classrooms to three classrooms thus creating a sequence of collapse in 1st-3rd grade classrooms the approaching school year.
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	41	37	25	6.7%	6.2%	4.5%
Fluent English Proficient (FEP)	54	66	62	8.8%	11.0%	11.3%
Reclassified Fluent English Proficient (RFEP)	17	8	10	25.8%	19.5%	27.0%

### Conclusions based on this data:

1. A decrease of English Learners by approximately 24 students in 2018-2021.
2. 20% reduction of Reclassified Fluent English Proficient students 2018-2020.
3. Spring 2021 ELPAC Data: 20 students scored intermediate, 6 students scored English Proficient.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	96	91	79	96	90	0	96	90	0	100	98.9	0.0
Grade 4	76	91	87	76	91	0	75	91	0	100	100	0.0
Grade 5	81	73	71	78	71	0	78	71	0	96.3	97.3	0.0
Grade 6	86	78	78	86	76	0	86	76	0	100	97.4	0.0
All Grades	339	333	315	336	328	0	335	328	0	99.1	98.5	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2458.	2489.		45.83	58.89		21.88	21.11		14.58	11.11		17.71	8.89	
Grade 4	2472.	2508.		30.67	48.35		24.00	23.08		16.00	6.59		29.33	21.98	
Grade 5	2555.	2573.		41.03	54.93		35.90	22.54		12.82	11.27		10.26	11.27	
Grade 6	2551.	2592.		20.93	40.79		44.19	46.05		20.93	7.89		13.95	5.26	
All Grades	N/A	N/A	N/A	34.93	50.91		31.34	27.74		16.12	9.15		17.61	12.20	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	46.88	62.22		35.42	30.00		17.71	7.78	
Grade 4	41.89	51.65		37.84	34.07		20.27	14.29	
Grade 5	57.69	61.97		32.05	26.76		10.26	11.27	
Grade 6	36.05	46.05		47.67	44.74		16.28	9.21	
All Grades	45.51	55.49		38.32	33.84		16.17	10.67	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.29	28.09		43.75	61.80		23.96	10.11	
Grade 4	18.92	36.26		51.35	45.05		29.73	18.68	
Grade 5	39.74	42.25		42.31	47.89		17.95	9.86	
Grade 6	25.58	32.89		58.14	59.21		16.28	7.89	
All Grades	29.34	34.56		48.80	53.52		21.86	11.93	

2019-20 Data:

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.21	54.44		63.54	36.67		6.25	8.89	
Grade 4	22.97	29.67		63.51	56.04		13.51	14.29	
Grade 5	37.18	46.48		53.85	47.89		8.97	5.63	
Grade 6	26.74	34.21		66.28	64.47		6.98	1.32	
All Grades	29.34	41.16		61.98	50.91		8.68	7.93	

2019-20 Data:

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.46	53.33		44.79	36.67		18.75	10.00	
Grade 4	27.03	35.16		52.70	42.86		20.27	21.98	
Grade 5	37.18	59.15		51.28	30.99		11.54	9.86	
Grade 6	32.56	63.16		53.49	31.58		13.95	5.26	
All Grades	33.53	51.83		50.30	35.98		16.17	12.20	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Overall ELA performance is at 64% meeting or exceeding standards, maintaining performance with a 1% increase. This shows a three-year pattern of improvement or maintenance.
2. 29% of Socioeconomically Disadvantaged (SED) students are meeting or exceeding standards, a decrease of 4% points whereas non low SED maintained with a 2% increase to 78% meeting or exceeding.

3. 10% of English Learners meeting or exceeding standards, a decrease in performance by 10% while non-EL's increased by 3% to 70% meeting or exceeding.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	96	91	79	96	91	0	96	91	0	100	100	0.0
Grade 4	76	91	87	76	91	0	76	91	0	100	100	0.0
Grade 5	81	73	71	78	71	0	78	71	0	96.3	97.3	0.0
Grade 6	86	78	78	86	76	0	86	76	0	100	97.4	0.0
All Grades	339	333	315	336	329	0	336	329	0	99.1	98.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2478.	2494.		39.58	47.25		29.17	32.97		17.71	10.99		13.54	8.79	
Grade 4	2489.	2510.		30.26	28.57		21.05	41.76		31.58	17.58		17.11	12.09	
Grade 5	2548.	2577.		39.74	57.75		21.79	11.27		25.64	15.49		12.82	15.49	
Grade 6	2580.	2631.		44.19	60.53		20.93	22.37		27.91	11.84		6.98	5.26	
All Grades	N/A	N/A	N/A	38.69	47.42		23.51	28.27		25.30	13.98		12.50	10.33	

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51.04	63.74		28.13	24.18		20.83	12.09	
Grade 4	32.89	49.45		36.84	29.67		30.26	20.88	
Grade 5	44.87	56.34		34.62	26.76		20.51	16.90	
Grade 6	46.51	68.42		37.21	23.68		16.28	7.89	
All Grades	44.35	59.27		33.93	26.14		21.73	14.59	

### 2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.83	57.14		40.63	35.16		13.54	7.69	
Grade 4	35.53	32.97		40.79	52.75		23.68	14.29	
Grade 5	38.46	57.75		46.15	29.58		15.38	12.68	
Grade 6	39.53	61.84		48.84	31.58		11.63	6.58	
All Grades	40.18	51.67		44.05	37.99		15.77	10.33	

2019-20 Data:

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	48.96	52.75		39.58	36.26		11.46	10.99	
Grade 4	39.47	41.76		32.89	41.76		27.63	16.48	
Grade 5	33.33	49.30		46.15	33.80		20.51	16.90	
Grade 6	48.84	60.53		34.88	30.26		16.28	9.21	
All Grades	43.15	50.76		38.39	35.87		18.45	13.37	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

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

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	6	7
1	*	*	*	*	*	*	*	*	*	*	4	6
2	*	*	*	*	*	*	*	*	*	*	5	4
3	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	10	*
6	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										44	35	27

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1		*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	37.14	25.93	52.27	34.29	40.74	*	25.71	25.93	*	2.86	7.41	44	35	27

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	54.55	54.29	44.44	29.55	34.29	48.15	*	8.57	3.70	*	2.86	3.70	44	35	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.43	7.41	*	22.86	25.93	40.91	62.86	29.63	*	2.86	37.04	44	35	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.27	40.00	40.74	40.91	54.29	55.56	*	5.71	3.70	44	35	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	63.64	62.86	55.56	31.82	31.43	37.04	*	5.71	7.41	44	35	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	17.14	22.22	47.73	71.43	40.74	31.82	11.43	37.04	44	35	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	17.14	7.41	61.36	74.29	55.56	*	8.57	37.04	44	35	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Minimal data to base conclusions.



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
550	9.8	4.5	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	4.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	54	9.8
Students with Disabilities	52	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.6
American Indian or Alaska Native	1	0.2
Asian	36	6.5
Filipino	6	1.1
Hispanic	178	32.4
Two or More Races	49	8.9
Native Hawaiian or Pacific Islander		
White	262	47.6

### 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Blue

##### Mathematics



Blue

#### Academic Engagement

##### Chronic Absenteeism



Blue

#### Conditions & Climate

##### Suspension Rate



Green

#### Conclusions based on this data:

1. CCE focus area is maintaining Academic Performance.
2. Data from 2018 demonstrates Suspension Rates in Green prior to full implementation of Positive Behavior Interventions and Supports.

# School and Student Performance Data

## Academic Performance English Language Arts

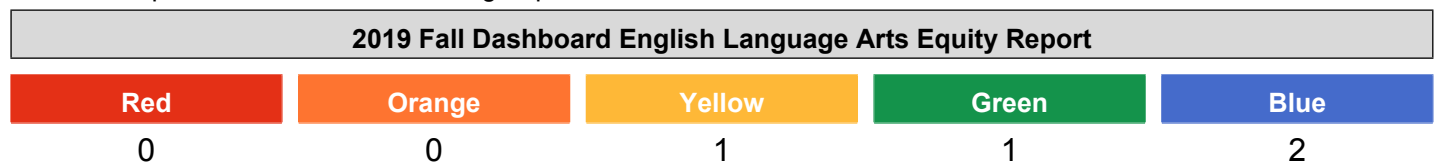
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Blue 56 points above standard Increased Significantly +24.8 points 323		 Yellow 23.4 points below standard Increased Significantly +27.2 points 30		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 Green 4 points below standard Increased Significantly +46.1 points 42		 No Performance Color 0.7 points below standard Increased Significantly +62.6 points 33	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 88.4 points above standard Increased Significantly ++25.2 points 18	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Blue 15.4 points above standard Increased Significantly ++20.7 points 97	<b>Two or More Races</b>  No Performance Color 85.9 points above standard Increased Significantly ++17.8 points 23	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 72 points above standard Increased Significantly ++21.6 points 174

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 55.1 points below standard Increased Significantly ++22.0 points 18	<b>Reclassified English Learners</b> 24.1 points above standard Increased Significantly ++12.7 points 12	<b>English Only</b> 62.6 points above standard Increased Significantly ++28.8 points 283
--	--	--

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance Mathematics

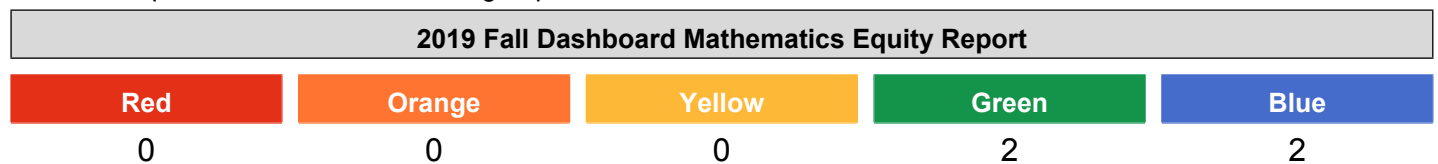
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 <p>Blue</p> <p>52.9 points above standard</p> <p>Increased Significantly ++27.8 points 324</p>	 <p>Green</p> <p>14.1 points below standard</p> <p>Increased Significantly ++52.7 points 30</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>		 <p>Green</p> <p>12.8 points below standard</p> <p>Increased Significantly ++42.0 points 42</p>
		 <p>No Performance Color</p> <p>19.5 points above standard</p> <p>Increased Significantly ++82.2 points 34</p>		

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 90.3 points above standard Increased Significantly ++18.1 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 10.4 points above standard Increased Significantly ++25.2 points 97	 No Performance Color 76 points above standard Increased ++8.1 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 70.2 points above standard Increased Significantly ++24.0 points 175

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
46.4 points below standard Increased Significantly ++26.7 points 18	34.3 points above standard Increased Significantly ++64.7 points 12	58.6 points above standard Increased Significantly ++22.6 points 284

#### Conclusions based on this data:

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

# School and Student Performance Data

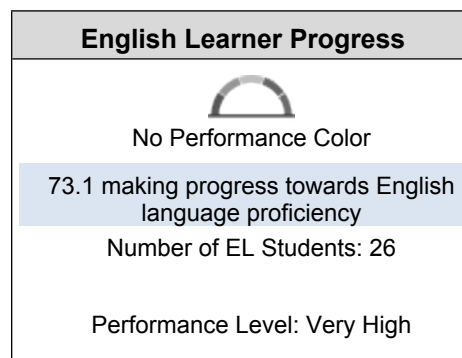
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.5	15.3	11.5	61.5

#### Conclusions based on this data:

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



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

- 1. Not applicable for elementary

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

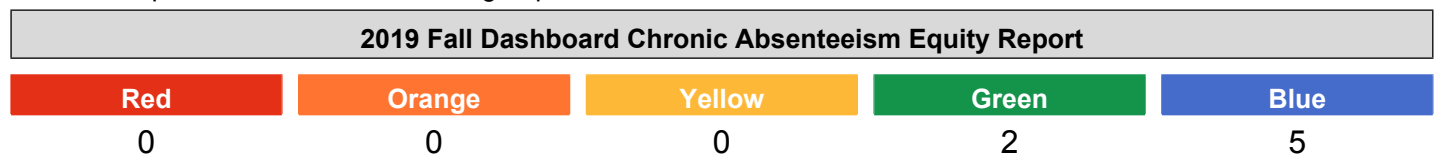
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

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

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

### Conclusions based on this data:

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



# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. Not applicable to elementary

# School and Student Performance Data

## Conditions & Climate Suspension Rate

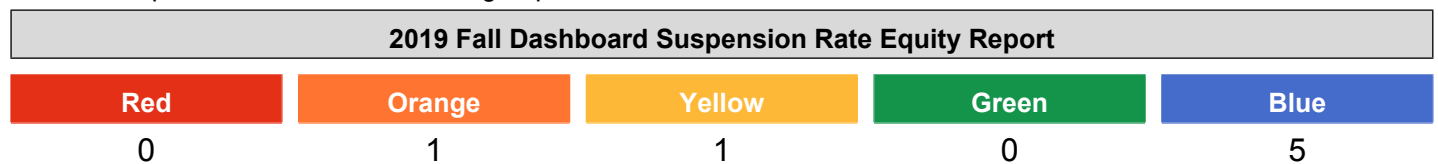
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.3

#### Conclusions based on this data:

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

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

21st Century Teaching and Learning

### Goal Statement

To improve 21st Century Learning for Chávez Elementary Students

### LCAP Goal

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

### Basis for this Goal

Student collaboration, project-based learning, 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.  CCE Engagement = 2.84, 63rd percentile CCE Academic rigor = 2.37, 3rd percentile CCE Relationships = 2.72, 43rd percentile CCE Culture = 2.23, 42th percentile CCE Instructional methods = 2.53, 18th percentile	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 60th percentile for Academic Rigor; increase in the number of projects or presentations per student.
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.	District Professional Development 1) At least five teachers fully trained in project-based learning, differentiated learning, or other pedagogy methods supporting 21st century teaching.	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

Metric/Indicator	Baseline	Expected Outcome
	2) Two hours per month teachers collaborate with coaches.	<p>methods supporting 21st Century Teaching, including cross-training of other teachers at their grade level.</p> <p>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.</p>

## Planned Strategies/Activities

### Strategy/Activity 1

1. Monthly Grade-Level Staff collaboration to discuss specific ways to improve 21st Century learning aligned to CCE and DJUSD strategies and the Graduate Profile.
2. Implement 21st Century teaching and learning, 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.

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
Classroom teacher  
Support personnel

### Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Description	Professional Collaboration, PBL, UDL, 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

8/24/2022 - 6/8/2023

## Person(s) Responsible

Instructional Technology Specialist  
Principal

## Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 3

1. Explore STEAM and or Visual and Performing Arts (VAPA) educational approach to support the Graduate Profile initiative (e.g. dance education, makerspaces, robotics access and funding).
2. Maintain partnerships with Citrus Circuits and Inspire Every Girl Robotics Programs.
3. Maintain partnerships with the Davis Art Center and the Davis Schools Art Foundation by submitting grants to develop a culturally relevant Visual and Performing Arts Implementation Plan with outline and timeline if feasible.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/24/2022 - 6/8/2023

## Person(s) Responsible

Principal  
Classroom Teachers  
Support Personnel

## Proposed Expenditures for this Strategy/Activity

Amount	1,500
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

8/24/2022 - 6/8/2023

### 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

8/24/2022 - 6/8/2023

### 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 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; 80% 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 supports, 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.

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. .
8. To support Spanish Language Development (SLD) and ELD instruction will continue to be embedded in the new 2022-23 History and Social Studies Curriculum & Framework with 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.



## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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	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 2022-23.  EL Reclassification increase, at least, by 10% the reclassification rate.
CAASPP 2022-23 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 2022-2023.
K-6, Report Card DJUSD Common Assessments	K-6 students initial scores in the Trimester III, 2023	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, i-Ready 2022 Diagnostic Assessment in Trimester III, 2023	K-6, i-Ready Diagnostic Initial Assessment in Fall 2022	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 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

8/24/2022 - 6/8/2023

## Person(s) Responsible

EL Specialist  
EL Support Staff  
Classroom Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	4,500
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	605
Source	LCFF - Supplemental
Description	Reads Naturally, 10 licences for 3rd-6th grade EL students, \$60.50/student license
Amount	1,500
Source	LCFF - Supplemental
Description	EL program/classroom support materials

## Strategy/Activity 2

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

- 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 activity
- 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, Engage NY) - 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

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/24/2022 - 6/8/2023

## 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-4th grades.
Description	Teachers attend UC Davis Math Project workshops; utilize math resources: Number Talks, Jo Boaler YouCubed, Jo Boaler Mathematical Mindsets, and Association for Supervision and Curriculum Development (ASCD), Math Night, Math Game Binders

## 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

8/24/2022 - 6/8/2023

## Person(s) Responsible

Principal  
Classroom Teacher  
Reading Specialist  
Reading Paraeducators

## Proposed Expenditures for this Strategy/Activity

Amount	10,000
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 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
- 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

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
Classroom Teacher  
Instructional Coach

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1226
<b>Source</b>	LCFF - Base
<b>Description</b>	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

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
Classroom Teachers  
Instructional/Differentiation Coach  
Counselor  
Response to Intervention Coordinator  
EL Specialist  
Reading Specialist  
Resource and Inclusion Specialist  
School Psychologist

Speech & Language Pathologists  
Occupational Therapist Specialists  
Librarian  
MTSS Team  
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	3,000
Source	LCFF - Base
Description	MTSS Coordinator to support MTSS facilitation and planning MTSS, Variable Service Agreement (VSA), Andrea Flores, School Counselor

### Strategy/Activity 6

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

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
Classroom Teachers  
Support Staff

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 7

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
Counselor

Classroom Teacher  
Support Staff

### Proposed Expenditures for this Strategy/Activity

#### Description

CCE Climate Committee Working Group will meet to discuss reinstatement of Playworks; Staff to discuss integration of Playworks into Physical Education.

### Strategy/Activity 8

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 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

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
Counselor  
Librarian  
Classroom Teachers  
Support Staff

### Proposed Expenditures for this Strategy/Activity

#### Amount

877

#### Source

LCFF - Supplemental

#### Description

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.

# 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 2022-23 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 positive 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) 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

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
Classroom Teachers  
Support Staff  
Counselor

### Proposed Expenditures for this Strategy/Activity

#### Description

Continuation of Responsive Classroom Collaboration, Resources, Materials or Training for Teachers and School Counselor.

## Strategy/Activity 2

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.

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
PBIS Team  
Classroom Teachers  
Support Staff  
School Counselor

### Proposed Expenditures for this Strategy/Activity



<b>Source</b>	District Funded
<b>Description</b>	SWIS Suite Data System
<b>Amount</b>	1000
<b>Source</b>	LCFF - Base
<b>Description</b>	PBIS Tier II - CICO Coordinator, Variable Service Agreement (VSA), PBIS Paraeducator
<b>Source</b>	District Funded
<b>Description</b>	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

8/24/2022 - 6/8/2023

#### 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, such as Playworks or any structured recess program.

#### Students to be Served by this Strategy/Activity

1st-6th grade students

#### Timeline

8/24/2022 - 6/8/2023

#### Person(s) Responsible

Principal  
School Counselor  
Yard Supervisors  
Classroom Teachers  
Parent Volunteers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,500
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<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Exploration of Playworks, a Student-Friendly Restorative Practices Flowchart designed to promote student leadership opportunities for CCE 1-6 students during the school day.

## Strategy/Activity 5

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.

### Students to be Served by this Strategy/Activity

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

### Timeline

8/24/2022 - 6/8/2023

### Person(s) Responsible

Principal  
Classroom Teachers  
Instructional/Differentiation Coach  
Counselor  
EL Specialist  
Reading Specialist  
Resource and Inclusion Specialist  
School Psychologist  
Speech & Language Pathologists  
Occupational Therapy Specialists  
Librarian  
MTSS Team  
Spanish Language Arts Paraeducators  
Special Education Paraeducators  
School Nurse

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Parent-Teacher Association (PTA/O)
<b>Description</b>	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.
<b>Description</b>	Build our CCE Speech and Language Pathologist and Special Education Teacher and Student Library and Resources.

## Strategy/Activity 6

Explore alternative education models, such as place-based ethnic studies and outdoor-based learning to support our Graduate Profile.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/24/2022 - 6/8/2023

**Person(s) Responsible**

Principal Outdoor Learning Spaces Coordinator Classroom Teachers Support Staff
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**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	District Funded
<b>Description</b>	Outdoor Learning Spaces Coordinator, DJUSD Variable Service Agreement Stipend, CCE Teacher Kristie Dunbarr

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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### 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
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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
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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
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### 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: 2021-22

### 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.	Four of the six Youth Truth categories met the Expected Outcome of at or above 25% (32nd-63rd percentile) with the exception of Academic Challenge (formally known as Academic Rigor), 3rd percentile and Instructional Methods, 18th percentile.
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 student responses at or above the 60th percentile for Academic Rigor; increase in the number of projects or presentations per student.	Youth Truth Student Survey responses in the Academic Challenge category (formally known as Academic Rigor) rated in the 4th percentile. Student Projects and Presentations increased this school year (6th grade Math Project/Presentations, Early Human Tools, 5th grade Hispanic/Latinx Heritage Month Projects, 3rd grade class Famous American Presentations, 2nd Grade Steelhead Trout 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 100% Increase in Learning Management Systems training in 2021-22 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.	District Professional Development is ongoing to support 21st Century Learning: Ethnic Studies, Outdoor Education, Project Based Learning and Differentiation.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <p>3. Plan a school-wide 2022 César Chávez Day of PBL classroom museums, Civic Engagement Project or simulations utilizing César E. Chávez Model Curriculum.</p> <p>4. Continued implementation of Canvas: Learning Management System to support Classroom and Distance Teaching and Learning.</p> <p>5. Engage students in at least two collaborative or Project-Based Learning Unit in the 2021-22 school year.</p>	<p>1-Monthly Grade-Level Staff Collaboration discussions, utilizing digital resources/tools that support 21st Century learning, Universal Design for Learning and Equity.</p> <p>2-PBL training (4th &amp; 6th grade teachers)</p> <p>3-Grade-Level collaboration for César Chávez Day, Mar. 31.</p> <p>4-Learning Management System, Canvas, maintained for Distance Teaching for COVID-19 quarantine.</p> <p>5-PBL was practiced by two teachers; 4th &amp; 6th</p> <p>6-Differentiation and Universal Design for Learning is embedded in all professional development opportunities during the school year.</p>	<p>Professional Collaboration, PBL, UDL, Ethnic Studies grade-level materials and resources LCFF - Supplemental 633</p>	<p>Professional Collaboration, PBL, UDL, Ethnic Studies grade-level materials and resources LCFF - Supplemental 633</p>
<p>1. To maintain CCE website to support digital access and communication for our school and programs.</p>	<p>1. ITS maintained CCE Website and CCE Learning Management Systems to support digital access and communication for our school and programs.</p>	<p>Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website LCFF - Base 2,500</p>	<p>Instructional Technology Specialist, Variable Service Agreement (VSA) to manage and update CCE website LCFF - Base 2,500</p>
<p>1. Explore STEAM and or Visual and Performing Arts (VAPA) educational approach to support the Graduate Profile initiative (e.g. dance education,</p>	<p>1. CCE Robotics Club for 6th grade after-school program.</p> <p>2. CCE Partnership with Citrus Circuits.</p> <p>3. Davis Schools Arts Foundation offered FREE</p>	<p>Equipment, facilities, stipend for personnel to coordinate STEAM, VAPA or Robotics programs LCFF - Supplemental 1,000</p>	<p>Equipment, facilities, stipend for personnel to coordinate STEAM, VAPA or Robotics programs LCFF - Supplemental 1,000</p>

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.	Field Trips for DJUSD performances at Brunelle. 4. Assessment of Facilities will take place fall of 2022 after the new MPR opens; determine campus space to house a Makerspace.		
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.	DJUSD offered Digital Citizenship Curriculum and Resources for K-6 to teach students how to be responsible, respectful and safe online while using technology. 1. Curriculum/Resources were adapted by the school librarian to make it meaningful for CCE students and teachers.	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.	1. Explore alternative education models, such as outdoor-based learning to support our Graduate Profile.	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.

Overall, the conditions of learning again "In-Person" for the 2021-2022 school year were still challenging for students, teachers and families in a Spanish Immersion Program. At most, students did experience 21st Century learning by engaging in whole class and small group collaborative projects in Spanish. Transitioning back in person presented students again with a rigorous Spanish curriculum developed and organized by our Spanish Immersion Teachers demanding more Spanish "output" from their L1 English students to further develop their L2 Spanish Language Acquisition.

Teachers and students followed Health and Safety Guidelines, to safely engage together as best they were able to by reviewing pre-requisite skills while simultaneously developing grade-level standards; Tier I first best instruction. Teachers leveraged students' 21st Century technological proficiencies by assigning individual and group projects as well as maintaining our Learning Management System, Canvas, to allow students to access digital curriculum and tools in and out of the classroom. This balanced approach aligned well with our DJUSD LCAP, Graduate Profile and Spanish Immersion Program goals that also foster bilingualism, biliteracy and biculturalism.

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

There was a significant increase in Professional Development and Collaboration Planning Time embedded in the daily school schedule which began on November 30, called "Lobos Activos". Each grade-level received 1.5 hours every 3 weeks to collaborate and plan lessons for Project-Based Learning, Ethnic Studies, Differentiation, Collaborative Projects, Universal Design for Learning/Differentiation and digital tools. This collaboration release time allowed teachers to plan for our first schoolwide Cesar E Chavez Day event. A CCE Robotics 6th grade Team met once a week for 5 months, the SPSA funding provided students with Robotics Materials. CCE's Informational Technology Specialist is an essential staff member who supports CCE Families, Students and Staff with technology access, as well as updating our CCE Website and Canvas Learning Management System.

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

No differences.

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

With the opening of the new MPR, the staff is enthusiastic to enjoy more STEAM and Visual and Performing Arts opportunities, utilizing more outdoor campus spaces to support Outdoor Learning, and exploring classroom space to design a Makerspace.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### 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 2021-22 school year. Students, grade K-2 will meet grade-level benchmarks in Reading and Math on DJUSD Common Assessments.

1. English Language Development (ELD) Goal - 30% of English Language (EL) students will show growth of one proficiency level; from Level 3 to Level 4 (specific % pending the 2019-20 English Language Proficiency for California assessment ELPAC data results).
2. Math - One-quarter of the K-6 students will meet or exceed standards in DJUSD Common Assessments 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 - 25% of the K-6 students will meet or exceed standards in DJUSD Common Assessments and/or i-Ready during the first Trimester; 50% 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 2021-22 data results; ELPAC 2021 Summative Assessment given in the Fall 2021; Benchmark Reading Assessments; Rigby K-2.	Every EL student will improve at least one level according to the ELPAC scale (1-4).	ELPAC 2021 Fall; 14 initial ELPAC exams given 1-on-1 (2 ELs, 12 Initially Fluent English Proficient (IFEP))
2. Reclassification Rate	At least 5 students who are one level away for reclassification will be reclassified at the end of the school year 2021-22.  EL Reclassification increase, at least, by 10% the reclassification rate.	ELPAC 2021 Spring Results: 0 students scored novice 20 students scored intermediate 6 students scored English Proficient  7 students reclassified (RFEP) = 26% in 2021-22
CAASPP 2021-22 3rd-6th grade data results	75% of 3rd- 6th grade students met or exceeded ELA/Math standards for 2021-2022.	75% of 3rd- 6th grade students met or exceeded ELA/Math standards for 2021-2022.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		CAASPP 2021-22 will be administered in Spring, April-May 2022.
K-6, Report Card DJUSD Common Assessments	Trimester III, 2022, 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.	DJUSD 2021-22 K-6th Elementary Trimester II Report Card: 65% of K-6 students showed moderate progress receiving 3s for math, reading and writing in comparison to initial/prior Report Cards (Trimester I). i-Ready is not a Report Card Metric.
K-6, i-Ready 2022 Diagnostic Assessment in Trimester III, 2022	Post-2020-21 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%.	Diagnostic 2 School-wide report: Reading: 72% at or above, 24% 1-yr. below, 4% 2 or more years below Math: 68% at or above, 28% 1-yr. Below, 4% 2 or more years below.

## 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	1. The English language services at César Chávez Elementary provided Tier II Supports: a. English Language (EL) Specialist provided a process for assessment of EL students at the beginning and end of the year. Students were grouped according to English proficiency levels for small group instruction within the grade level and were adjusted throughout the year - Tier II support b. English Language Development (ELD) was offered by the EL specialist in 2021-22. Students focused on developing writing skills, reading comprehension and vocabulary development in K-2 - Tier II support. c. A minimum of 2.5 hours/week of ELD support for EL students	EL Paraeducator to support EL Specialist with Assessments, EL files, and EL Parent Outreach Efforts. Variable Service Agreement (VSA), \$5000 LCFF - Supplemental 5,000  Reads Naturally, 10 licences for 3rd-6th grade EL students, \$60.50/student license LCFF - Supplemental 605  EL Program classroom/distance learning support materials LCFF - Supplemental 2,000	EL Paraeducator to support EL Specialist with Assessments, EL files, and EL Parent Outreach Efforts. Variable Service Agreement (VSA), \$5000 LCFF - Supplemental 5,000  Reads Naturally, 10 licences for 3rd-6th grade EL students, \$60.50/student license LCFF - Supplemental 300  EL Program classroom/distance learning support materials LCFF - Supplemental 2,000  CCE EL Reclassification Ceremony LCFF - Supplemental 305



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>for English Language (EL) students provided by EL specialist, paraeducator and classroom teachers - Tier II support</p> <p>d. Imagine Learning (K-6) and Reads Naturally (3rd-6th) will be the online English Language Development Digital Curriculum to supplement the English Language Arts and ELD Benchmark curriculum Tier II support</p> <p>e. EL Specialist and EL Paraeducator will maintain EL student files as required by the State to track student progress.</p> <p>g. Monitor the English and academic progress of all Reclassified Fluent English Proficient (RFEP) students for four years</p> <p>h. EL Paraeducator role will include Parent Outreach to improve EL Parent engagement.</p>	<p>was provided by EL specialist.</p> <p>d. Imagine Learning (K-2) and Reads Naturally (3rd-6th) are asynchronous programs were used for online ELD in addition to Digital Curriculum to supplement the English Language Arts and ELD Benchmark curriculum Tier II support.</p> <p>e. EL Specialist updated EL student files as required by the State to track student progress.</p> <p>g. EL Specialist monitored the English and academic progress of all Reclassified Fluent English Proficient (RFEP) students.</p> <p>h. EL Paraeducator served as our CCE EL Family Outreach Coordinator and assisted EL Specialist with communications and outreach; position will be carried over for the 2022-23 school year.</p>		
<p>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</p> <p>a. Strategic Scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach math from 9:00 a.m. - 9:45 a.m.) - Tier I activity</p> <p>b. Math Paraeducator push-in support for 2nd-4th grades for small group</p>	<p>2. The Envision math curriculum and instruction was improved by teachers because they had access to i-Ready "real-time" data, including MTSS additional academic Tier I, Tier II and Tier III student support, Tier I core instruction/best practices, instructional coaching and curriculum supplementation.</p> <p>a. Strategic Scheduling; Math paraeducator was able to pull-out and push-in for grades 2nd-4th</p> <p>b. Math Paraeducator position was filled at the beginning of 2021-23</p>	<p>Math Paraeducator to support Tier I and Tier II Math push-in support in 2nd-4th grades. District Funded</p> <p>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</p>	<p>Math Paraeducator to support Tier I and Tier II Math push-in support in 2nd-4th grades. District Funded</p> <p>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</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>differentiated instruction in the classroom with paraeducator support, including incorporating feedback from teacher surveys to best utilize paraeducator support - Tier II support</p> <p>c. Instructional coaching for all teachers; Universal Design for Learning (UDL) - Tier II resource</p> <p>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, Engage NY) - Tier I and Tier II strategies/resources</p> <p>e. Report Card data will be used during Wednesday grade-level collaboration to identify mathematical focus for student improvement - Tier I &amp; II activity</p> <p>f. Plan a Family Math Night - Tier I activity</p>	<p>c. Instructional coaching was available for all teachers; Universal Design for Learning (UDL) professional development August 2021 - Tier II resources on Canvas Teacher Collaboration Course.</p> <p>d. Supplemental and digital math resources were utilized in small group or independent student work (e.g. Number Talks, Marcy Cook, Open Up, Khan Academy, Engage NY) - Tier I and Tier II strategies/resources</p> <p>e. i-Ready Math data and student "My Pathway" was utilized and grade-level collaboration allowed teachers to identify mathematical focus for student improvement - Tier I &amp; II activity along with Common Assessment development.</p> <p>f. A Family Math Night was not planned due to COVID-19 volunteer guidelines.</p>		
<p>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.</p> <p>a. Strategic Scheduling; Block Scheduling system per grade level (e.g. all 2nd grade classes will teach</p>	<p>3. Benchmark/Adelante Curriculum was 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.</p> <p>a. Strategic Scheduling; Block Scheduling for small group instruction for Spanish Language Arts.</p> <p>b. Paraeducators worked in Small Guided Reading Groups to support</p>	<p>Reading Paraeducator support for 1-6 Guided Reading Program 8 hrs/wk, 0.2 FTE LCFF - Base 8,000</p>	<p>Reading Paraeducator support for 1-6 Guided Reading Program 8 hrs/wk, 0.2 FTE LCFF - Base 8,000</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>guided reading from 9:00 a.m. - 9:45 a.m.) - Tier I activity</p> <p>b. Paraeducators for Balanced Literacy Groups 1st-6th grades push-in support - Tier I &amp; II support</p> <p>c. Reading Specialist will provide Tier II and Tier III pull-out reading support/interventions</p> <p>d. Instructional Coaching for all teachers - Tier I resource</p> <p>e. Guided Language Acquisition Strategies (GLAD) implementation - Tier I strategy</p> <p>f. Teacher professional learning communities (PLC) focus on Writing - Tier I activity</p> <p>g. Report Card data will be used during Wednesday grade-level collaboration to identify SLA/ELA focus for student improvement - Tier I &amp; II activity</p> <p>h. Plan either a Pajama Reading Night and/or a Family Literacy Night - Tier I activity</p>	<p>Balanced Literacy 1st-3rd grades push-in support - Tier I &amp; II support. An additional Tier II and III support was added to support 1st and 2nd graders.</p> <p>c. Reading Specialist provide small group (Tier II) and one-on-one (Tier III) pull-out reading support/interventions</p> <p>d. Instructional Coaching for all teachers was available as a Tier I resource</p> <p>e. Guided Language Acquisition Strategies (GLAD) were implemented as well as using digital media to serve as visuals (Pear Deck) - Tier I strategy</p> <p>f. Teacher professional learning communities (PLCs) did focused on Writing and comprehension - Tier I activity.</p> <p>g. i-Ready ELA data was utilized and grade-level collaboration allowed teachers to identify literacy focus for student improvement - Tier I &amp; II activity</p> <p>h. Pajama Reading Night was not planned due to COVID-19 volunteer guidelines.</p>		
<p>4. Writing will be the instructional focus for 2021-22 across curriculum</p> <p>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</p>	<p>4. Writing was the the instructional focus for 2021-22 across the curriculum.</p>	<p>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</p>	<p>Teachers attended Heinemann Writing Professional Development in Spanish. LCFF - Base 2,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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		books and publications. LCFF - Base 2,000	
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 plan - Tier I Activity d. Data System & Analysis Development	5. MTSS Team supported students, teachers and families with Tier I-III strategies and activities. a. MTSS team met weekly to collaborate, collect & analyze data to improve tiered school and classroom systems and strategies - Tier I-III activity b. Over 30+ Student Success Team (SST) meetings scheduled weekly with K-6 classroom teachers, families and support staff took place to establish academic and/or social-emotional growth strategies - Tier I Activity. c. MTSS Meetings with grade-levels were scheduled every three weeks to identify Interventions/supports for students in all content areas.	MTSS Team release time for Data Entry & Analysis, Variable Service Agreement Time Card or Stipend LCFF - Base 852  MTSS Coordinator to support MTSS facilitation and planning MTSS, Variable Service Agreement (VSA), Andrea Flores, School Counselor LCFF - Base 3,500	MTSS Team release time to meet and plan at the start of the 2021-22 school year. District Funded  MTSS Coordinator to support MTSS facilitation and planning MTSS, Variable Service Agreement (VSA), Andrea Flores, School Counselor LCFF - Base 3,500
Foster Peer supported collaborative projects; multi-age learning opportunities such as Book Buddies, Math Buddies and PBL/VAPA collaborative projects.	Multi-age and grade projects did occur at most grade-levels as Book Buddies, Narrative Writing and collaborative projects.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Explore academic and social skills tutoring programs or peer-mentorships (e.g. Playworks, Peace Paths, Conflict-Resolution Peer Mentorship program, After-School Tutoring program).	Playworks training was offered by DJUSD specifically for teachers, support staff and supervision staff. One support staff member attended the training and shared training with supervision staff.	CCE Climate Committee Working Group will meet to discuss reinstatement of Playworks; Staff to discuss integration of Playworks into Physical Education.	Playworks Training District Funded
1. 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 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.	CCE Staff collaborated to create projects utilizing the Ethnic Studies Model Curriculum for Cesar E Chavez Day. Additionally, staff attended trainings with the Acosta Education Group Partners and History-Social Studies Project to optimize Ethnic Studies Tenets into the curriculum and instruction.	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 2,500	CCE Staff collaboration focus: Ethnic Studies Model Curriculum for Cesar E Chavez Day. LCFF - Supplemental 2,400

## Analysis

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

In summary, the continued development of the CCE Multi-Tiered Systems of Support (MTSS) is highlighted here as it proved to be a successful implementation for all staff and students with the support of the MTSS Team including the additional data points (Diagnostic Data from i-Ready), Universal Screeners (Speech and Social-Emotional) and teacher Tier I formative assessments collected this year for MTSS collaboration and decision-making to target instruction/supports through differentiation for all students.

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

Having our school counselor serve as our MTSS Coordinator scheduled and facilitated weekly MTSS Meetings and an increase in Teacher Collaboration embedded in the school day on Tuesdays and Thursdays (3-week cycle) were excellent activities/strategies resulting in over 30 SST Meetings supporting students in Tier III and Tier II supports in consultation with Specialists and Support Staff. Weekly Collaboration allowed the MTSS Team and Teachers to analyze data and plan daily lessons and instruction to optimize Spanish Language Development and Academic Growth. The Playworks program with activities were designed to support one of the three rotations for teacher collaboration blocks.

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

An EL Paraeducator position was established to assist the 2021-22 EL Program, and for this year the EL Paraeducator provided additional support with parent communications and translations resulting in adding supplemental funds for these extra hours. The Spanish Reading Program Para I-Bilingual proposed Expenditure was underestimated by \$2,108 in LCFF Base Funds due to an increase in salary with benefits as a result of Measure G. Additionally, Goal #2's Activity 5 Monthly Release Time for MTSS Team's LCFF Base \$852 was not allocated due to DJUSD funding the MTSS Release time during August 2021 in preparation for the new school year. For Goal #3 Activity 2 a PBIS CICO coordinator was not identified and therefore the \$2,000 LCFF base funds were allocated for the PBIS paraeducator district funded position and distributed into Goal #2 Activity 3 and 8 for additional support and training.

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.

Goal #2 Subject title has been revised from "Closing the Achievement Gap" to "Closing the Opportunity Gap" in our 2021-22 SPSA. Goal #2 Basis for the Goal #8. was added "To support Spanish Language Development (SLD) and ELD instruction will continue to be embedded in the new 2022-23 History and Social Studies Curriculum & Framework with 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. Strategy/Activity 1 (h) the EL Paraeducator will continue to serve as an EL Family Outreach Coordinator with additional communications and translations. Strategy/Activity 3 (b) An additional Tier II and III support will continue to be added to support the 2022-23 2nd and 3rd graders so the Reading Specialist can focus on Reading Comprehension skills with 2nd-4th graders - Tier II & Tier III Activity.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 3

All students will feel safe and included on our campus.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS Suite - Positive Behavior Interventions & Supports Online Data System	To provide data for staff decision-making in 2020-21 to support schoolwide 5-Core Values and support Tier I behavior expectations or Tier II/III interventions.	SWIS Suite was activated and piloted for the 2020-21 School Year; March 2022-June 2022.
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.	CCE Students: 100% survey participation rate; CCE Family: 38% participation rate. Survey Themes that received satisfaction levels over 67%: Relationships and Culture. Engagement, Belonging & Peer Collaboration, and Instructional Methods were slightly below satisfaction. Academic Challenge was well below satisfaction.
Counselor Report/MTSS Report	Students are responding to Tiered Interventions.	Students are responding to tiered interventions through MTSS - Academics, PBIS and SEL based on teacher's Request for Assistance (Tier II-III) forms.
Monthly Student Attendance Reports - A2A	Increase of attendance on Mondays and Fridays by 20%; and support to increase attendance/reduce tardiness for individual students and families	Due to COVID-19 Yolo Department Public Health and DJUSD Quarantine Decision Tree guidelines for quarantine, no attendance data comparison is available.

## 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.	Fall Responsive Classroom consultation by certified Responsive Classroom Educator was provided in September 2021 to support Teacher's daily Morning Class meetings.	Continuation of Responsive Classroom Collaboration, Resources, Materials or Training for Teachers and School Counselor. Parent-Teacher Association (PTA/O)	Fall Responsive Classroom consultation provided to CCE staff in September 2021. Parent-Teacher Association (PTA/O)

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. PBIS Year 2 &amp; 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.</p> <p>2. Consistent PBIS implementation to support staff training and parent education.</p> <p>3. Activate the School-Wide Information System Suite (SWIS Suite) online application to track and use data across all three tiers of support for the 2020-21 school year</p> <p>4. PBIS Tier II Implementation of SWIS Suite CICO application (Check-in Check-Out) - Tier II Targeted Intervention.</p> <p>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.</p>	<p>1. PBIS Year 2 Training was offered by Yolo County Office of Education 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.</p> <p>2. District funded PBIS Paraeducator I, 0.8 FTE including additional hours through a Variable Service Agreement.</p> <p>3. The School-Wide Information System Suite (SWIS Suite) was activated and piloted March-June 2022.</p> <p>4. PBIS Tier II Implementation of SWIS Suite CICO application (Check-in Check-Out) - Tier II Targeted Intervention was not implemented.</p> <p>5. Youth-Truth Survey provided staff and stakeholder groups important student and family community data.</p>	<p>SWIS Suite Data System District Funded</p> <p>PBIS Tier II - CICO Coordinator, Variable Service Agreement (VSA), PBIS Paraeducator LCFF - Base 2,000</p> <p>PBIS Paraeducator - Tier I, 0.8FTE District Funded</p>	<p>SWIS Suite Data System District Funded</p> <p>PBIS Tier II - CICO Coordinator, Variable Service Agreement (VSA), PBIS Paraeducator LCFF - Base 2,000</p> <p>PBIS Paraeducator - Tier I, 0.8FTE District Funded</p>
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	Ongoing 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 by the Climate Committee's	A certified support staff member was funded by DJUSD and SIPAT to support alternative lunch recess activities for 1st-6th grades. In addition,	Exploration of Playworks, Peace Paths or a Student-Friendly Restorative Practices Flowchart designed to	Playworks Program - Staffing and Material support LCFF - Supplemental 2,500



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
subcommittee, working in consultation with teacher-staff representatives, such as Playworks or any structured recess program.	DJUSD offered Playworks Professional Development to support staff and supervision staff. One support staff was trained and shared resources with supervision staff.	promote student leadership opportunities for CCE 1-6 students during the school day. LCFF - Supplemental 2,500	
Culturally Responsive Teaching, Special Needs Training: Provide training to teachers and staff regarding the specific disabilities of CCE students with special needs; provide teachers with training to teach them how to use this information when developing and delivering instruction to all students, but particularly to students with disabilities.	A Touch of Understanding hybrid workshop was funded by SIPAT for 6th graders in May 2022.	DJUSD and Site Trainings will be provided including building Persons with Disabilities Awareness Weeks through Children's Literature and school wide assemblies.	A Touch of Understanding Workshop Parent-Teacher Association (PTA/O)
Explore alternative education models, such as place-based ethnic studies and outdoor-based learning to support our Graduate Profile.		Build our CCE Speech and Language Pathologist and Special Education Teacher and Student Library and Resources.	
		Outdoor Learning Spaces Coordinator, DJUSD Variable Service Agreement Stipend, CCE Teacher Kristie Dunbarr District Funded	

## Analysis

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

Youth Truth Student and Staff surveys indicated that Social-Emotional Learning Strategies and Responsive Classroom Methods allowed students to build teacher and student relationships through daily morning meetings and inclusive activities. The SWIS Suite was also implemented and piloted between March-June 2022 to collect baseline data for the 2022-23 school year. School Counselor planned and delivered specialized lessons utilizing the Second Step Curriculum in addition to supporting students with Tier III and Tier II counseling supports. Due to construction, a certified support staff member was trained to offer students Playworks games during 1st-6th grade recesses. In addition, A Touch of Understanding was scheduled to provide 6th graders a hybrid workshop to build awareness and teach more about specific disabilities.

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

Engagement, Relationships and Culture were the highest rated positive percentage results in the 2021 Youth Truth Student Survey Data. The data suggests that CCE established safe and positive community through school culture connections and relationships through Responsive Classroom, PBIS and SEL support in our MTSS system.

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

SWIS Suite was activated this school year and no cost was expended. Playworks was also implemented this school year, therefore the funds were utilized to fund the English Learner Program activities and strategies.

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.

SWIS suite will be activated for the full 2022-23 school year. CCE will try and offer a Variable Service Agreement for a PBIS Tier II - Check-In Check-Out Coordinator, and DJUSD will continue to fund the PBIS Paraeducator position to support our PBIS CARES programs in 2022-23. Playworks with alternative recess activities will be implemented for grades 1-6 in addition to Restorative Practices/Conflict Resolution Leadership opportunities for students. Alternative education models such as place-based ethnic studies and outdoor-based learning to support our Graduate Profile will be funded by DJUSD.



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

## Annual Measurable Outcomes

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

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

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

## Annual Measurable Outcomes

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

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

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 6

## Annual Measurable Outcomes

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

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

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 7

## Annual Measurable Outcomes

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

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

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 8

## Annual Measurable Outcomes

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

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

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

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

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

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

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	30,708.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	18226	0.00
LCFF - Supplemental	12482	0.00
District Funded	0	0.00
Local Categorical	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	18,226.00
LCFF - Supplemental	12,482.00

Expenditures by Budget Reference

Budget Reference	Amount
	18,226.00



Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	7,000.00
	LCFF - Base	11,226.00
	LCFF - Supplemental	5,482.00
	LCFF - Supplemental	7,000.00

# 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
- 6 Parent or Community Members

Name of Members	Role
Veronica Dunn	Principal
Daniel Aguilar	Parent or Community Member
Grace Bassett	Parent or Community Member
Jessica Hubbard	Parent or Community Member
Susan Perez	Parent or Community Member
Amber Whitmer	Parent or Community Member
Veronica Dunn	Principal Parent or Community Member
Gigi Bugsch	Classroom Teacher
Rachel Burgess	Other School Staff
Maria Teresa Manzanedo	Classroom Teacher
Lisa McClintock	Classroom Teacher
Marta Rodriguez	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Climate Committee, Jody Santiago

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 20, 2022.

Attested:



Principal, Veronica L Dunn on May 20, 2022

SSC Chairperson, Grace Bassett on

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

## **Students to be Served by this Strategy/Activity**

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

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

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

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

## **Annual Review and Update**

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

### **Annual Measurable Outcomes**

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

### **Strategies/Activities**

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

## **Analysis**

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

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

## Budget Summary and Consolidation

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

### Budget Summary

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

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

A school may include additional information or more detail.

### Consolidation of Funds

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

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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