School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez K-8 School	56725386055321	October 21, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Cesar E. Chavez School is a kindergarten through eighth grade school that serves the La Colonia area located within the city of Oxnard, California. The school has been in operation since before it was renamed from Juanita School in 1993 to its current name, Cesar E. Chavez School. The school was named as a tribute to the labor leader, Cesar E. Chavez, who at one time lived in La Colonia and organized the grape boycott of the 1960's. The school primarily serves the local community.

Chavez is committed to creating successful students that resembles the newly established OSD Student Profile through excellent first instruction. Chavez offers both a research-based Dual Language Instruction (DLI) program and a Structured English Immersion (SEI) program. Chavez also supports students through a Positive Behavior Interventions and Supports (PBIS), and a Multi-Tiered System of Support for all students. Chavez students are members of the Chavez Academy of Literacy, Communication and Technology (CALCAT). Middle school students take elective courses that enrich those skills. The current elective offerings for middle school are AVID, Technology through Science, STEM, Environmental science, Study Skills, Geography, and Journalism.

Chavez School follows the Cycle of Inquiry and uses a distributed leadership model to build capacity amongst teachers to evaluate and improve the educational practices of the school in efforts to increase the overall academic achievement of all learners.

The distributed leadership model is divided into two categories: committees and Professional Learning Communities (PLCs). Teachers sign up for two committees and participate in improving the school based on the committee type. Currently there are 11 committees: Leadership, PBIS, Safety, PTA, ELAC, SSC, Parent Engagement, Literacy, School Spirit, Social, and Technology. We also send a teacher to participate in the district's curriculum council. These committees support the goals of the school by making sure that we attend to the multi-faceted needs of the school. Leadership allows teachers to have a say in the instructional direction and the shaping of the mission and vision of the school. The PBIS committee works to implement the positive behavior intervention and support plans adopted by the district throughout the school. The safety committee focuses on developing needed plans and procedures to ensure students and staff are safe and secure on campus daily and during emergencies. The ELAC, SSC, PTA, and Parent Engagement teams focus on creating opportunities to engage our parent and community stakeholders in the school and get their valuable input. Each group has specific goals and target different aspects of the school.

PLCs are created by grade level and are headed up by the grade level members of the Leadership committee. PLC meeting are run utilizing the research of Richard DuFour and use one of the critical PLC questions.
What do we expect our students to learn?
How will we know they are learning?
How will we respond when they don't learn?
How will we respond if they already know it?

PLCs bring collaborative teams together to examine data and evidence-based practices to make adjustments to the instructional methods and best meet the needs of our students. This year, Chavez is investing in a professional development program to improve the efficacy of our PLCs through a combination of all-staff and leadership team training. This supports our goals by doing the work of creating a unified understanding of the standards and holding our students to high expectations.

Once again, Chavez School is committed to shaping students based on the Oxnard School District's Student Profile. To reach these goals, Chavez uses the MTSS, focusing on excellent first instruction, then targeted intervention. Students are selected for targeted intervention based on data analysis and recommendations from staff, the Coordination of Services Team (CST) and the Student Success Team (SST).

These specialized targeted intervention services are categorized as Tier II and Tier III services. Tier II and III intervention services are provided by teachers during Universal Access and English Language sessions. Intervention support providers and K-1 paraeducators are also provided to work with small group settings.

The Chavez school DLI program is now in its 8th year, with full DLI classes available from grades K-6. 7th grade students take a Spanish Literature class for their elective to support their DLI instruction. DLI courses are both self-contained or dual-taught depending on the number of students enrolled in the program per grade level.

The DLI programs use research-based Bliteracy Units of Focus (BUFs) as their curriculum. BUF development and training is supported by the District Office and at the site level. The teachers are provided release time in lieu of staff meeting or additionally time after school for training and opportunities for collaboration and planning.
Chavez understands that learning can only take place in a safe and positive environment. The PBIS committee is responsible for overseeing the implementation of the CHAMPS behavior management method as well as developing daily routines and establishing school culture. Last year, the school created our guidelines of success using the acronym SOAR.

Stay Healthy and Safe
Organized and Prepared
Act Responsibly and Ask for Help
Respect Yourself and Others

To support our DLI program and honor the home language of many of our students, there is also a Spanish version of the SOAR using the acronym VUELA (the Spanish word for "soar", which is used in reference to our mascot of an eagle).

Valora tu salud y seguridad
Unidos respetándonos
Esfuérzate por organizarte
Listos estando preparados
Actúa responsablemente y pide ayuda

These guidelines are posted throughout classrooms and throughout the school and are the basis of all created rules and expectations using CHAMPS.

The PBIS is continuing to improve on existing guidelines regarding recess, cafeteria behavior, and hallway expectations. This is an ongoing process that must constantly adapt due to COVID and the changing demands of state and county health requirements.

Chavez school believes that all school stakeholders are important and critical to the success of students. This year, Chavez has also created a new Parent Engagement committee to brainstorm new ways to get the community involved in the school. Past events have included Celebration of Learning Night, Successful Transition to High School information meetings, and Success in Middle School information meetings.

All event information is communicated through the Chavez website, Twitter, Facebook, BlackBoard Connect call outs, PeachJar, and EdConnect text messages.

We plan to increase our parent education training which will include; Triple P sessions, MICOP Mommy and Me classes, Healthy Living by VCBH and how to navigate and access the different technology platforms to maximize their students learning.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The 2020-2021 school year was conducted primarily through distance learning. As a result, all classroom observations were done through “virtual drop-ins” where school administration would observe the classes when the teachers met for synchronous instruction.

Administration provided feedback on the use of Common Core State Standards in Reading and Writing. English Language Development and use of Mathematical Mindset was another focus to improve student engagement and academic growth.

Data analysis conducted during teacher collaborations indicated that more time for teacher collaboration with a focus on first instruction continues to be necessary. DLI drop-ins and observations indicate that Oracy continues to be a priority with an next step goal of using Academic Vocabulary within Core Content.

Drop-in visits and analysis indicates that there is a need to increase rigor across all areas of instruction. The pandemic created a number of unforeseen challenges, but high expectations must be maintained for all students. The school must provide the needed scaffolds and supports for students to reach those standards.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The Oxnard School District decided to utilize the STAR 360 as its primary method of measuring student growth due to the complexities involved in administering the CAASPP remotely.

STAR 360 scores and curricular assessments are used by teachers to identify students who need intervention and modify instruction based on Common Core State Standards.
The ELPAC was administered to all EL students both online and in-person. This data is used for both reclassification and to identify student areas of growth for EL teachers (grouping, interventions, etc.).

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

The school has identified a need to build a comprehensive school-wide writing program with an emphasis on vertical alignment and grade level calibration.

In order to design that program, data will be collected from the STAR 360 assessments 4 times a year, along with other assessment measures. Teachers will use PLC collaboration time to focus on planning first instruction, concentrating on developing and implementing this plan throughout the 2021-2022 school year.

This will be applied in all content areas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. An Instructional Specialist for science and a Math manager work directly with teachers to support instruction in Science and Math. Additionally, The DLI (Dual Language Immersion) Director provides professional development for teachers and works with the principal to support biliteracy instruction. Site administration functions as instructional leaders.

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

Teachers will be participating in multiple collaboration meetings both in grade levels and vertical teaming with specific focus on Writing, English Language Arts, Mathematics, and Dual Language Instruction. Professional Learning Teams are to focus on the cycle of inquiry through DuFour's Four Essential Questions.

Teachers will be provided intensive training on PLCs and how to maximize their effectiveness. The leadership team, who are the leaders of each grade level, will be provided ongoing training.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model will ensure that instructional strategies are aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction and are provided by the district.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing.

For the middle school, the master schedule is determined by student needs. Students are scheduled by their needs first. If room allows, students are given elective choices for enrichment and exploration of other subjects.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

The district adopts standards-aligned materials and provides them for use in all classrooms. The district ensures that all intervention materials are backed by research. Funds are allocated to the school to purchase any additional materials determined necessary to meet student needs.

Opportunity and Equal Educational Access

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

The school follows the District's MTSS model.

To support Tier I, first instruction and intervention, teachers are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices. The intention is to plan and adjust lessons for student scaffolds and instruction concentrating on Instructional Claims (a broad statement outlining the outcomes achieved through standards mastery) they have determined as a focus.

To identify whether a student needs Tier II or Tier III interventions, the school utilizes an SST (Student Success Team) which comprises the ORC, Counselor, Administrator, Classroom Teacher and a partnership with the local social worker. This team creates a plan with possible solutions for students to help them achieve their goals.

The Counselor, ORC, Special Education, Paraeducators, ISP's, and Literacy Intervention Teacher provide daily intervention to support the academic and emotional needs of students.

Evidence-based educational practices to raise student achievement

The DLI program and its BUFs (Biliteracy Unit Frameworks) are created and supported by evidence-based practices to support high achievement for all students in both English and Spanish.
The school utilizes CHAMPS as its primary classroom management tool to support students in developing scholarly behavioral habits.
AVID strategies are employed to develop notetaking, organizational skills and critical thinking.
Visible Thinking Strategies are utilized to help students access higher Depths of Knowledge (rigor).

Parental Engagement

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

Chavez plans to increase parent grade level activities within the limitations of COVID guidelines (which are decided by VCPH and the CDC).

It is our intention to increase parent engagement by grade level through hosting Reading and Math Nights. We also intend to host Triple P sessions, MICOP Mommy and Me classes and Healthy Living by VCPH.

Feedback from our staff and community indicate a need for additional technology tool training for parents and families. This includes training for Canvas, Lexia, ST Math and other educational applications.

The school also conducts Back to School Night and trimester parent conferences. Parents are also encouraged to become involved in site-based parent groups such as School Site Council, Parent Teacher Association (PTA), and the English Learner Advisory Committee (ELAC), which are being held via Zoom during the pandemic. These parent groups play an active role in developing and monitoring school goals.

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

Parent involvement is a priority at our school. Multiple parent education and involvement activities have been planned for families. All events have been scheduled in the master calendar and communicated to all stakeholders through the school website, phone calls, PeachJar, email and shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Learner Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school. Parent representation is also maintained on the School Site Council and they are instrumental in monitoring the execution of the School Plan for Student Achievement (SPSA).

Funding

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

Categorical funding will support evidence based first instruction, interventions, and Common Core California State Standards for student achievement through teacher collaboration.

This funding is provided for first through second grade Paraprofessionals and Intervention Support Specialists for both K-5 and in Middle School with the goal of helping current Long Term English Learners (LTELs) and preventing students from becoming LTELs.

School Counselor, Outreach Specialist and Teachers will collaborate and develop plans to service Special Populations Student Groups including Migrant, English Learners, Homeless/Foster and African American students.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

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

The school consulted with parents from SSC, and ELAC, and with teachers during Leadership meetings, staff meetings and grade level meetings as part of the planning process for this SPSA/Annual Review and Update during the last school year 2020-2021 and the beginning of the current school year 2021-2022.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Funding was allocated for teachers to tutor students in small groups after school, but students did not participate, so much of the funding was not utilized. Funding was also allocated for two Intervention Service Providers to work with small groups during the school day, but they were hired late in the year and then were removed to become temporary teachers in other schools.

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%	0%	0%	0	0	0
African American	0.11%	0.11%	0.2%	1	1	2
Asian	0%	0%	0.1%	0	0	1
Filipino	0.11%	0.11%	0.1%	1	1	1
Hispanic/Latino	98.44%	98.42%	98.1%	882	874	832
Pacific Islander	0.11%	0.11%	0.1%	1	1	1
White	1.23%	1.24%	1.3%	11	11	11
Multiple/No Response	0%	0%	0%	0	0	0
			Total Enrollment	896	888	848

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	95	96	72
Grade 1	93	92	97
Grade 2	92	92	93
Grade3	95	89	93
Grade 4	106	101	90
Grade 5	108	104	98
Grade 6	96	105	103
Grade 7	109	101	104
Grade 8	102	108	98
Total Enrollment	896	888	848

Conclusions based on this data:

The school is largely categorized as Hispanic/Latino (98%), however this data does not necessarily reflect the nuances of the population. There is a significant population of students from the Mixteco indigenous people, which are grouped into the same category. Students from Mixteco families are usually in a tri-lingual environment which created challenges for support from home. This population is approximately 10% of our school.

A majority of our students are second generation Americans, many of whom are the children of previous students in this community.

There continues to be declining enrollment in our lower grades, which resulted in the closing of a kindergarten class at the beginning of the year.

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	537	480	479	59.9%	54.1%	56.5%
Fluent English Proficient (FEP)	211	266	231	23.5%	30.0%	27.2%
Reclassified Fluent English Proficient (RFEP)	80	111	48	14.3%	20.7%	10.0%

Conclusions based on this data:

Chavez continues to remain between 50 and 60 percent of students designated as ELs. Last year, fewer students reclassified than previous years (10% vs 20% the year before.) Middle school students who remain classified as English Learners (Long-Term English Learners, LTELs) will require more targeted support and interventions to meet reclassification criteria. Students in the primary grades in the DLI program will focus on the foundational skills of reading, writing, and oracy. In addition, the school-wide focus on writing across the curriculum will benefit ELs and set the foundation to develop solid reading and critical thinking skills. Recognizing the large number of EL's at Chavez and the need to reclassify, we have made a priority to fund programs to ensure academic growth for English Learners.

Additional support needs to be developed for our Mixteco population who have unique needs due to the lack of written Mixteco language and the typical development of their language skills (Mixteco first, then Spanish, then English.)

School and Student Performance Data

Star Early Literacy

Cesar E. Chavez K-8 School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	71	11	15%	8	11%	6	8%	46	65%	661
Grade 1	96	23	24%	11	11%	17	18%	45	47%	711
Grade 2	92	56	61%	23	25%	5	5%	8	9%	715

Conclusions based on this data:

Second graders are given the Early Literacy test when they score below a certain level on Star Reading. It is a concern that so many of our second grade students took the Early Literacy test at the end of last school year. While the Kindergarten scores are similar to those seen pre-pandemic and are on par with those seen throughout the District, it is concerning that as students move up through the grades, the percent of students at/above benchmark drops. In efforts to mitigate this, this year we will focus on providing intervention in small groups within first instruction.

School and Student Performance Data

Star Reading

Cesar E. Chavez K-8 School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	91	45	49%	20	22%	8	9%	18	20%	2	177
Grade 3	95	28	29%	22	23%	21	22%	24	25%	2.4	309
Grade 4	90	36	40%	10	11%	14	16%	30	33%	2.4	382
Grade 5	97	42	43%	20	21%	12	12%	23	33%	2.2	455
Grade 6	102	45	44%	22	22%	11	11%	24	24%	2.1	528
Grade 7	100	31	31%	29	29%	18	18%	22	24%	2.3	614
Grade 8	94	41	44%	27	29%	15	16%	11	12%	2	635

Conclusions based on this data:

Data indicates that as students move up through the grades, fewer of them score at grade-level targets. Spring data shows that 3rd grade is evenly distributed (about 25% of students in each area) but by the time they reach 8th grade the majority of students (40%) are in the Urgent Intervention level with only 11% in the At/Above Benchmark level. This indicates that students may not be properly prepared for increased rigor and complexity in reading English.

First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets.

School and Student Performance Data

Star Math

Cesar E. Chavez K-8 School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	96	4	4%	14	15%	14	15%	64	67%	3.4	421
Grade 2	91	41	45%	17	19%	17	19%	16	18%	2.1	405
Grade 3	95	15	16%	27	28%	10	11%	43	45%	2.9	542
Grade 4	91	31	34%	20	22%	9	10%	31	34%	2.5	570
Grade 5	97	35	36%	16	16%	12	12%	34	35%	2.5	622
Grade 6	90	37	41%	18	20%	11	12%	24	27%	2.2	658
Grade 7	104	35	34%	26	25%	22	21%	21	20%	2.3	672
Grade 8	89	29	33%	23	26%	14	16%	23	26%	2.3	695

Conclusions based on this data:

Data indicates that as students move up the grades, fewer of them score at grade-level targets. However, unlike reading, math scores are slightly more stable. In first grade, 67% of students were meeting their goals for math. By the 8th grade, that had reduced to 23%, while not ideal, does show more stability. Students need to This indicates that students will benefit from use of instructional scaffolds and supports for mathematical tasks that require increased rigor and complexity. First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover and reach grade level targets.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective first instruction and data-driven instruction
To provide opportunities for teachers to collaborate to improve teaching and learning
To provide equipment, materials and technology resources that support high quality instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten- 2nd grade: STAR 360 Early Literacy Assessment 2020-2021 2nd grade - 8th grade: STAR 360 Reading Assessment	Year of Assessment 2021-2022 Kindergarten: 12% of students in Kindergarten scored At/Above Benchmark according to the FALL STAR 360 Early Literacy English Assessment Grade 1: 20 % of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 Early Literacy English Assessment Grade 2: 7% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR English Early Literacy Skills Assessment 14% of students in 2nd grade scored At/Above Benchmark	Year of Assessment 2021-2022 All grade Levels will achieve an average SGP of 50 or more in STAR 360 English Early Literacy and/or Reading. Additionally, all students in: Kindergarten: 75% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment Grade 1: 70% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment Grade 2: 60% of students in 1st grade will score At/Above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	according to the FALL STAR English Reading Assessment. Grade 3: 6% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Reading Assessment Grade 4: 13% of students in 4th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment Grade 5: 24% of students in 5th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment Grade 6: 22% of students in 6th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment Grade 7: 21% of students in 7th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment Grade 8: 21% of students in 8th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment **7 students not tested	Benchmark by the End of the Year on STAR 360 Early Literacy Assessment 50% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 3: 50% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 4: 50% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 5: 50% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 6: 65% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 7: 50% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 8: 50% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment
DLI Students in grades:	Year of Assessment 2021-2022	Year of Assessment 2020-2021

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten - 2nd grade STAR Early Literacy Spanish Assessment 2nd Grade - 6th grade STAR 360 Reading in Spanish Assessment	Kindergarten: 42% of students in Kindergarten scored At/Above Benchmark according to the FALL STAR 360 Early Literacy Spanish Assessment Grade 1: 29% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 Early Literacy Spanish Assessment Grade 2: 44% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR Spanish Early Literacy Skills Assessment. 28% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR Spanish Reading Assessment. Grade 3: 34% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Spanish Reading Assessment. Grade 4: 64% of students in 4th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment Grade 5: 42% of students in 5th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment Grade 6: 52% of students in 6th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment	All grade Levels will achieve an average SGP of 50 or more in STAR 360 Spanish Early Literacy and/or Spanish Reading. Additionally, all students in: Kindergarten: 80% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment Grade 1: 70% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment Grade 2: 85% of students in 2nd grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment 75% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment Grade 3: 50% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment Grade 4: 75% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment Grade 5: 70% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Grade 6: 85% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment
1st - 8th grade: STAR 360 Mathematics Assessments	Year of Assessment 2021-2022 Grade 1: 30% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 English Math Assessment Grade 2: 15% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR English Math Assessment. Grade 3: 9% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Math Assessment Grade 4: 13% of students in 4th grade scored At/Above Benchmark according to the FALL STAR Math Assessment Grade 5: 6% of students in 5th grade scored At/Above Benchmark according to the FALL STAR Math Assessment Grade 6: 9% of students in 6th grade scored At/Above Benchmark according to the FALL STAR Math Assessment Grade 7: 8% of students in 7th grade scored At/Above Benchmark according to the FALL STAR Math Assessment	Year of Assessment 2021-2022 All grade Levels will achieve an average SGP of 50 or more in STAR 360 Mathematics. Additionally, all students in: Grade 1: 75% of students in 1st grade will score At/Above Benchmark by the End of the Year on the STAR 360 English Math Assessment Grade 2: 60% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 3: 50 % of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 4: 50% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 5: 50% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 6: 55% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 8: 7% of students in 8th grade scored At/Above Benchmark according to the FALL STAR Math Assessment **18 students were not tested	Grade 7: 50% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 8: 50% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Increase SGP in all students in grades 1st - 8th grade by moving 10% of students from low to typical growth on STAR 360 Mathematics.
3rd-8th grade: English Language Arts CAASPP 3rd-8th grade: Mathematics CAASPP	According to the CAASPP 2018-2019 data, students in: 3rd grade: ELA 30% Met/Exceeded Standard 51% Not Met Standard Math 27% Met/Exceeded Standard 44% Not Met Standard 4th grade ELA 38% Met/Exceeded Standard 35% Not Met Standard Math 32% Met/Exceeded Standard 25% Not Met Standard 5th grade ELA 36% Met/Exceeded Standard 38% Not Met Standard Math 11% Met/Exceeded Standard 51% Not Met Standard	Increase the amount of students in 3rd - 8th grade in MET/Exceed Standard on the 2021-2022 CAASPP Assessment by 5% in each ELA and Math. Additionally, decrease the percentage of students in 3rd-8th grade in the Nearly Met and Not Met standard by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th grade ELA 23% Met/Exceeded Standard 45% Not Met Standard Math 11% Met/Exceeded Standard 65% Not Met Standard 7th grade ELA 14% Met/Exceeded Standard 56% Not Met Standard Math 6% Met/Exceeded Standard 74% Not Met Standard 8th grade ELA 19% Met/Exceeded Standard 50% Not Met Standard Math 7% Met/Exceeded Standard 76% Not Met Standard	
Kindergarten -8th grade: English Learners ELPAC Assessments Reclassification Percentage of English Learners in 3rd - 8th grade	According the the 2018 ELPAC data: 16.1% of all English Learners scored at Level 1 (Beginning) 30.6% of all English Learners scored at Level 2 (Somewhat Developed) 36.3% of all English Learners scored at Level 3 (Moderately Developed) 17.1% of all English Learners scored at Level 4 (Well Developed) The total percent of English Learners reclassified during the 2019-2020 school year was 20.7% (N=111).	All English Learner students in all grade levels will increase one level on the ELPAC 2021-2022. Increase the number of students Reclassified 2021-2022 by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional programs and instrument repairs. Repair or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	LCFF 4000-4999: Books And Supplies Warehouse Materials
1600	LCFF 5000-5999: Services And Other Operating Expenditures Duplo Equipment Maintenance (1250) and Maintenance Agreement for Xerox machines (2159)
948	LCFF 5700-5799: Transfers Of Direct Costs Publication and Graphic Services
3755	LCFF 4000-4999: Books And Supplies Replace and/or add old computer equipment and color printers
959	LCFF 4000-4999: Books And Supplies Materials and Supplies
1000	LCFF 4000-4999: Books And Supplies Other materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Full Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Curriculum materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

8th Grade Students

Strategy/Activity

Counselor will hold presentations for 8th grade students addressing the following topics: How to succeed in school, calculating your GPA, promotion requirements, and my five year plan to College Readiness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries counselor salary

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers collaborate in both grade level and vertical grade to plan first instruction, analyze student data, monitor student progress towards mastering ELA, SLA, Math, ELD standards, discuss common assessments and intervention and enrichment opportunities collaboration during scheduled PLC meetings. Grade level teams will be guided in identifying Priority Standards, creating Learning Targets, creating I can statements and creating common formative assessments (CFAs). The STAR 360 Mathematics, Reading (Spanish and English) and Early Literacy assessment (Spanish and English), along with CAASPP, IAB's, and curriculum embedded assessments will be administered at least 3 times a year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14000	LCFF 5800: Professional/Consulting Services And Operating Expenditures RAMSE Consulting services to provide professional development on Professional Learning Communities to whole staff and coaching to Leadership Team and administration.
6250	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours for collaboration and common planning ($5000+ fringes)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct Student Monitoring Conferences facilitated by Administration two times per year to analyze the STAR 360 Reading, Mathematics, and Early Literacy and/or other curriculum embedded assessment data and identify patterns of academic growth, address students learning needs, identify students who are at risk of not meeting grade level goals, identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	LCFF

	1000-1999: Certificated Personnel Salaries Cost of substitutes 4 days two times for the year ($200 per day)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School: English Learners, Migrant, Foster and Homeless

Strategy/Activity

Teachers will provide small group instruction and offer extra support for students' work completion in efforts to decrease the number of Ds and Fs. Additionally, administration will hold student assemblies and parent meetings to review academic expectations and share promotion requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of school wide systematic writing instruction (K-8) based on Common Core Writing Standards. Writing assessments in all genres will be administered to students 3 times a year. Writing will be analyzed and monitored by teachers during collaboration each trimester to identify patterns of academic growth and to guide first instruction. This will be done by grade level and in vertical collaboration teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries

	Teacher Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to support the Core Academics of students, the administration will conduct learning walkthroughs with instructional Look For's and provide timely feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

To mitigate learning loss and monitor student progress, the school will continue implementing the MTSS/RTI Model of supports for students. through the CoST and SST process in order to provide Tier I, II, and III-level interventions in small group to students below grade level in ELA and Math during Core Instruction, ELD, and before/after school tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3125	LCFF 1000-1999: Certificated Personnel Salaries Substitute Teachers ($2500 + benefits)
58013	LCFF - Intervention 1000-1999: Certificated Personnel Salaries

	Cost of two site funded ISPs one to support upper elementary and one to support Middle School
	District Funded 1000-1999: Certificated Personnel Salaries 1 Literacy Intervention teacher District funded to provide reading intervention with use of LLI Program
83793	Title I 2000-2999: Classified Personnel Salaries 4 Paraeducators to support Grades 1st and 2nd grade to support small group instruction
1300	LCFF 2000-2999: Classified Personnel Salaries Clerical OT ($1000 + benefits)
4500	LCFF 1000-1999: Certificated Personnel Salaries Tutoring Teacher extra hours

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Accelerated Reader program will be implemented and monitored by teachers. Students in grades 3rd to 8th will be encouraged to read independently to meet their trimester point goals with 85% accuracy. Students in Kinder to 2nd grade will be encouraged to read independently 8 books per trimester with 80% accuracy. Provide incentives for those that reach their goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian
	District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader Program
2000	LCFF 4000-4999: Books And Supplies

	Materials and supplies: Incentives
1300	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian OT ($1000 + benefits)
1000	LCFF 4000-4999: Books And Supplies Library books

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide English Learners access to books in efforts to support their English Language Development Literacy skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4646	Title III 4000-4999: Books And Supplies Purchase AR Library Books to support ELs (ELD)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide Designated and Integrated ELD instruction to increase English Language proficiency. Teachers will ensure full implementation of district adopted ELD curriculum and provide supports with use of scaffolds and strategies to make the content comprehensible to the English Learners. Ensure that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners, Long Term English Learners (LTELS) and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the Director of EL Services. To mitigate the learning loss during this pandemic, the school will provide an intervention support teacher to offer small group instruction and offer after school tutoring for ELs students who are not meeting or are falling behind in their academic goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
960	LCFF 1000-1999: Certificated Personnel Salaries cost of subs for meetings
2418	Title III 1000-1999: Certificated Personnel Salaries extra hours tutoring
30338	Title III 1000-1999: Certificated Personnel Salaries Salary of Intervention teacher to support small group instruction to ELs

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in K-6th grade

Strategy/Activity

Implementation of Dual Language Immersion Program in Kindergarten through Seventh Grade. Teachers in K-3 will implement the Biliteracy Unit Framework roll out from the DLI units created for student achievement. Teachers will collaborate in order to plan first instruction and analyze data.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy and math skills; and enhance students' involvement in the school's Communication Arts, Literacy, and Technology Strand Focus. Teachers will monitor the goal for students to work on Lexia for their recommended time by the Lexia Program and on ST Math for 30-90 minutes per week (depending on grade level) .

All Students will be given the opportunity to learn through technology apps, software, and subscriptions enhancing reading and writing skills through learning experiences focused on supporting intervention and enriching activities for one to one devices. (Myon, Lexia and ST Math and AR)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn program, Lexia, and ST Math,

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with Special Needs

Strategy/Activity

Provide students with special needs differentiated support and accommodations specified in their IEPs in their General Education class. Monitor students' progress on goals and objectives and make recommendations for necessary supports and services through their Annual, Initial, and Triennial IEP meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2880	LCFF 1000-1999: Certificated Personnel Salaries Cost of Subs to release teachers for IEPs or purchase of prep periods
2880	LCFF 1000-1999: Certificated Personnel Salaries Cost of subs for RSP Teachers or purchase of prep periods

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Student with special needs

Strategy/Activity

Conduct Section 504 meetings to determine student eligibility for supports and/or accommodations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
480	LCFF 1000-1999: Certificated Personnel Salaries Cost of Subs or purchase of prep periods

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Dual Language Immersion (DLI) meetings regularly to support teachers in the biliteracy program. collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed. New teachers to DLI will be offered opportunities to observe more experienced teachers and opportunities to collaborate to improve student achievement in the DLI program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies materials to suppor DLI classes
1000	LCFF 1000-1999: Certificated Personnel Salaries Substitute Teachers, or extra hours

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct New Teacher meetings monthrly to support new teachers with planning instruction, classroom management, and other issues that may affect student learning and teacher retention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation a districtwide Learning Management System (LMS), CANVAS as a platform students to attend class via distance learning, complete and upload assignments, grades, attendance. Teachers will receive Professional Development via canvas modules.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Canvas LMS

Strategy/Activity 21

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documentation and sensitive student information.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5000-5999: Services And Other Operating Expenditures Contract for Shredding Services

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade Class

Strategy/Activity

A class of 5th grade students will participate in a pilot program of the Youth Cinema Project. Project based learning will be supported by the Youth Cinema Project (YCP) this project will support one class of students in creating a movie.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Youth Cinema Project Contract with District

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (such as virtual experiences, assemblies and/or guest speakers). This will expand students' interest for career and college readiness and enhance their overall learning experience.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trip services

Strategy/Activity 24

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will provide opportunities for teachers to attend professional development in ELA, DLI, Math, and ELD in integrated and designated ELD to improve instructional practices, improve

student progress and engagement. (District adopted technology platforms and programs Lexia, St Math, canvas, PLC, etc...)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries teacher extra hours to attend PD

Strategy/Activity 25

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School students

Strategy/Activity

Academic incentives will be provided to motivate and engage students in Middle School to maintain targeted GPA. Students who reach the targeted GPAs will participate in the Renaissance Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 26

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students in AVID, which include English Learners, Migrant, Homeless, Foster, African-American and GATE

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 7-8 (as allowed by the Covid-19 guidelines otherwise it will be a virtual fieldtrip).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Field Trip transportation and/or services, entrance fees, and operations (see Goal 1 #29)
1000	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team will meet monthly to create and monitor the Single Plan for Students Achievement; discuss, plan and develop support for teachers and students with implementation of the focus strand, and district adopted curriculum and technology platforms; analyze data and make recommendations to the school program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra hours for Leadership Team Members

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in 1st-8th grade

Strategy/Activity

The After School Program will be offered to students in grades 1st-8th and will provide enrichment for students through opportunities for collaborative learning and hands-on academic and physical activities through Zoom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No addiitonal cost

Strategy/Activity 29

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in 1st-8th grade

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No addiitonal cost

Strategy/Activity 30

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents through Zoom with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No additonal cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We were not able to measure the overall effectiveness of the strategies/activities implemented to reach our goal due to COVID-19. Instruction continued primarily through distance learning methods through March of 2021, when some students returned to a hybrid learning model. Data validity continues to be unstable due to the following: inconsistencies in instructional time provided to students; data collected was inconsistent and unreliable due to a large number of students that did not take the assessments; and the state assessments were cancelled. STAR assessment data is being used for future planning with the understanding that it will only provide a partially accurate picture.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds have been assigned to bolster support for intiatives taken in the previous year: improving the effectiveness of professional learning communities, utilizing the cycle of inquiry, monitoring student progress through MTSS, and extending opportunities for students to learn and meet goals. Additionally, support is being provided to support the DLI program and support for our ELD students.

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.

Cesar E. Chavez School will ensure that the metrics, goals and expected outcomes are monitored at least 3 times during the year. The CAASP test is being re-instated this year, so this will serve as new baseline data for future progress monitoring. Appropriate goals will be set in next year's SPSA. Maintaining a focus on data analysis during our PLCs will help grade levels monitor student progress at all levels, inform instruction, and identify students for intervention or enrichment opportunities when needed. Funding will be allocated to support the training and implementation of PLCs which will set cohesive instructional goals for the school and develop pathways to attain them.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absenteeism	Based on the 2019-20 end of year attendance report, Chavez had an overall 96.26% Average Daily Attendance Rate. Based on the 2019-20 end of year absenteeism report 15.97% of students were identified as Chronic Absentees.	Increase Chavez attendance rate to 98%. Decrease the amount of student chronic absenteeism by 3%.
Suspension Rates	Based on the EOY District Suspension Data from 2019-2020, the suspension rate was 1.70% (N=15).	Decrease the amount of students suspended from school by 1%.
Panorama Survey	Based on the 2019-20 end of year Panorama Survey, 51% of students had a "growth mindset" and 48% of students believed they can "regulate their emotions."	Increase the percent of students in each category by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the positive behavior support model and school-wide. PBIS committee will identify areas of need and opportunities to improve the PBIS model. The specific focus this year will be establishing an incentive program based on SOAR during distance learning, establishing structured playground activities, and implementing clear and common expectations for all grade levels. Posters and/or banners will be printed and displayed in all classrooms and common areas as supports for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries PBIS team extra hours
	Print PBIS posters (See Goal 1)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will continue the implementation of restorative approaches for Positive Behavior Interventions and Supports including restorative circles and community circles. MS SEL focus during Advisory....

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additonal cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students who experience hardships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries for Outreach Specialist
1000	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries for ORC: Extra time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional concerns, individually and/or in small groups or class setting. (Tier I, II, III)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Classified Salaries for Counselor

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored at the end of each trimester during the school year to identify trends and patterns of behavior and types of incidents. this data will serve to reevaluate the structures and procedures and identify additional needs in supporting student positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor and ORC and admin

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will follow the MTSS/RTI pyramid for behavior and social-emotional supports. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students to identify supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Staffing and extra hours (See Goal 1 Activity # 10)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in emergency preparedness drills: fire drills (monthly);earthquake drills (bi-monthly); lockdown drills (2x's yearly); and Schoolwide Evacuation (once a year).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Create structure in the playground by clearly identifying areas for specific activities during recess and lunch in efforts to support students in making positive choices and create a more safe play environment for students.. Areas will color coded to correspond to the activities and equipment that can be use in certain areas, i.e.basketball courts will be the orange area and only basketballs should be used in that area.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies Playground equipment, signage and cones

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to improve school connectedness and support students making positive choices, administration will create and share a weekly video bulletin for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Admin

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Safety Committee will revise and monitor the Comprehensive School Safety Plan, provide Disaster Preparedness training to staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Safety Committee extra hours (maybe classified extra hours as well if part of the committee)
1000	LCFF 4000-4999: Books And Supplies Materials to support implementation of safety plan

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods. There is a need to have multiple areas supervised at all times which requires the site to fund additional hours to keep students safe. The school will provide professional development by continuing to train campus supervisors in effective ways to support students with positive behavior and discipline. Training will include CHAMPS, PBIS, and NCPI when Covid-19 guidelines allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: 7 Campus Assistants
16449	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: For an additional campus supervisor (4 hours) for 130 days
1331	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Subs or Extra Time

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to support the Core Academics of students, the Administration, ORC, and Counselor will hold regular social skills and "Guidelines for Success" assemblies once per trimester via Zoom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries staff salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3rd to 8th Grade

Strategy/Activity

Kinder through eighth grade students will participate in the Panorama SEL Survey to identify individual student needs, to identify school trends, and provide Tier II interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

To increase meaningful participation and build school culture, the school will implement spirit weeks throughout the year and conduct Schoolwide Webinars with positive message and recognition of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance will be monitored by Attendance Technician, Outreach Consultant and Administration. School will hold meetings on a biweekly basis and provide specific interventions and support to students and families when concerned with absences and/or tardies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified and Admin salaries

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will provide social/emotional support and community services for students by the Healthy Start Social Worker in collaboration with school counselor and ORC.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

EL Students

Strategy/Activity

Parents and guardians of English Learners in need of supports and strategies for student behavior expectations may be referred by the ORC to Parenting Workshops, such as Project2Inspire and/or Triple P Classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
466	LCFF 2000-2999: Classified Personnel Salaries campus supervisor extra hours for baby sitting
200	LCFF 4000-4999: Books And Supplies Refreshments, snacks and food for parents and students

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Suspension rate information is not application for the 2020-2021 school year as the vast majority of the year was done in distance learning. The suspension rate data for 2021-2022 will serve as a baseline. Appropriate goals will be set in future SPSAs. All actions for this school year will be scheduled and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester via collaboration with focus on data analysis. The PBIS team, counselor, ORC, administrators, and staff will continue to work on improving positive school climate and the social emotional support of our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences occurred due to the continuing of COVID distance learning through March of 2021.

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.

The school will develop school climate by focusing on social-emotional learning lessons integrated through the day, the training and and use of additional campus supervisors, and working with all stakeholders to investigate and provide additional supports for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Parent Participation in ELAC Meetings	An average of 6 parents attended ELAC Meeting last year.	Increase parent attendance to ELAC Meetings by 100% this year as measured by the parent sign in sheets at the different education.
Parent Needs Assessment Survey	A baseline will be establish this year	To have 25% of the parents respond to the survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 meetings will be held via Zoom to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The parent compact will be developed and revised at parent meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Parent Involvement Policy will be developed and revised in collaboration with School Site Council.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Education will be provided by the school, which will include transition to HS, to Middle School, out of Kindergarten, Early Literacy, A-G requirements, Computer Classes etc. in order to increase parent and family involvement in schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor
	District Funded 2000-2999: Classified Personnel Salaries ORC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

EL Students and all students

Strategy/Activity

Parent/Teacher conferences will be held in the Fall and the Spring to inform families of student ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

998	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Extra Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Coffee with the Principal meetings will be held to offer training opportunities for parents to learn how they can assist their child at home in ELA, Math, and learn about school goals. These meeting will have Mixteco and Spanish interpreters.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Mixteco Translation (See goal 3 activity #5)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

IEP meetings will be held to plan individual student support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Substitute Teachers (Goal # 1)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate School Site Council (SSC) meetings and jointly develop agendas with parent input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries for teachers and admin members

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Notify parents of upcoming events through school marquee, Connect Ed Calls, student iPads, OSD app, display cases, and updated school website with information for parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Translation (See goal 3 activity #5)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten

Strategy/Activity

Hold a Kindergarten Orientation for incoming Kinder parents to discuss academic expectations and parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teachers salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Parent meetings

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Invite parents of EL students whom been reclassified to a Reclassification Celebration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF 4000-4999: Books And Supplies Refreshments, cake and medals

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

The school will provide opportunities for parents to attend site based parent training to help low income families with student success, such as District Office training, teacher parent education nights, and CABE parent professional development for both teachers and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Staff salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Homeless and Foster Youth

Strategy/Activity

The School will provide support to homeless and foster youth families through the school counselor, outreach specialist and Social Worker. Their needs will be communicated through ORC to the site staff and will include home visits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries

	ORC
	District Funded 1000-1999: Certificated Personnel Salaries Counselor

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. Students of parents who attend the meeting will be provided with an incentive to encourage more participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Classified Salaries: Translation (See goal 3 activity #5)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

Administration and school Counselor will hold a virtual webinar for Middle school parents of students who get D and/or F on their Progress Reports to talk about expectations, give information to parents of how they can support their student at home. Additionally, topics that will be addressed are: the importance of attendance, A-G Requirements, Promotion Requirements and Calculating the GPA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Personnel Services

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

8th Grade

Strategy/Activity

Invite parents to participate in their child's promotion to High school celebration ceremony. (Ceremony specifics will be determined as time nears following the district and CDC guidelines for safety).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Expenses related to 8th grade promotion

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct a Parent Needs Survey to help identify parent needs and supports for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

While Cesar E. Chavez School has been able to successfully communicate with parents through EdConnect calls, Blackboard text messages, Twitter, Facebook, school marquee, website, and PeachJar. We need to continue our efforts of l communicating with our families in order to help them support their children and the school in accomplishing our goal of student success. We are hoping to receive feedback from the data in the parent survey, to further increase parent communication, and increase active parent involvement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for parent nights celebrating our academy focus, CALCAT, and parenting classes. Due to school closures from COVID-19, many of the funds were not used. This year, we plan on hosting celebratory nights focusing on presenting student work by grade level. In addition, our counselor and ORC are working with VCBH and the FRC to provide parenting classes in an effort provide strategies for their children at home that parallel strategies used at school.

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.

As COVID restrictions lift, we will increase the number of parent meetings held in person. If restrctions do not allow, we will continue to offer that same information via webinar. Additionally, we will continue to hold events via webinar if we feel that the number of parents can attend would be improved by using that method. Parent presentations include tips to succeed in Middle School, Promotion requirements and a Successful Transition to High School, and Succeeding in Distance Learning. We plan to be more proactive in an effort to get more participation in parent meetings.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$122,193.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$294,889.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$83,793.00
Title III	$38,400.00

Subtotal of additional federal funds included for this school: $122,193.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount ($)
LCFF	$114,683.00
LCFF - Intervention	$58,013.00

Subtotal of state or local funds included for this school: $172,696.00

Total of federal, state, and/or local funds for this school: $294,889.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	83,793.00	0.00
Title III	38,400.00	0.00
LCFF	114,683.00	0.00
LCFF - Intervention	58,013.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	114,683.00
LCFF - Intervention	58,013.00
Title I	83,793.00
Title III	38,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	36,175.00
2000-2999: Classified Personnel Salaries	LCFF	21,846.00
4000-4999: Books And Supplies	LCFF	38,114.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,600.00
5700-5799: Transfers Of Direct Costs	LCFF	948.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	58,013.00
2000-2999: Classified Personnel Salaries	Title I	83,793.00
1000-1999: Certificated Personnel Salaries	Title III	32,756.00

2000-2999: Classified Personnel Salaries	Title III	998.00
4000-4999: Books And Supplies	Title III	4,646.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	267,245.00
Goal 2	25,446.00
Goal 3	2,198.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Bertha Anguiano	Principal
Elsa Cortes	Classroom Teacher
Laura Silva	Classroom Teacher
Rosalinda Rodarte	Classroom Teacher
Teresa Silvas	Other School Staff
Alejandra Flores	Parent or Community Member
Alicia Fabian Lopez	Parent or Community Member
Maria Tersa Salazar	Parent or Community Member
Lizette Reyes	Parent or Community Member
Modesto Gomez de la Cruz	Parent or Community Member

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
	School Site Council
	English Learner Advisory Committee

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 10/21/2021.

Attested:

Principal, Bertha M. Anguiano on 10/21/21

SSC Chairperson, Maria Teresa Salazar on 10/21/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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
	School Site Council
	English Learner Advisory Committee

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 10/21/2021.

Attested:

Principal, Bertha M. Anguiano on 10/21/21

SSC Chairperson, Maria Teresa Salazar on 10/21/21