



School Plan for Student Achievement

School Name	Contact Name and Title	Email and Phone
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CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736766108906	May 4, 2021	June 24, 2021

Plan Summary [2021-22]

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

This School Plan describes a School-wide Program that includes strategies, actions, and services that address the requirements for Comprehensive Support and Improvement. Our hard working staff are both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Cesar Chavez Elementary School change with the times and maintain flexibility in this and future generations.

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

General Information

A description of the school, its students, and its community.

Cesar Chavez Elementary is a public school located in Coachella, California in a large suburb setting. The student population of Cesar Chavez Elementary is 850, and the school serves TK-6. We value the family feeling on our campus, and our most important goals are the academic and social development of our students. Our devoted staff members share a common philosophy of excellent instruction, high expectations and the belief that the elementary experience sets the foundation for a lifetime of learning. In the spirit of collaboration, all teachers meet regularly in professional learning communities for professional development, data analysis, and discussions pinpointing how to better meet students' academic and behavioral needs. All staff members have been trained in the PBIS Positive Behavior Intervention and Supports, which is evident campus-wide in classrooms and common areas. Students follow our guidelines for success: "Be Respectful, Be Responsible and Be Safe. We have a school wide PBIS management system used by all staff that recognizes students for meeting behavior expectations from anywhere in the school. Students also receive positive reinforcement for their acts of kindness at awards assemblies and drawings weekly. All students receive social emotional learning instruction in and participate in hands-on activities throughout the year to promote a caring environment, including Kindness Week in January. Cesar Chavez fosters an inclusive environment of support students with special learning and therapeutic needs in grades TK-Sixth grade. Our campus climate facilitates awareness and acceptance, and students of all ages are challenged to display their personal best in pursuit to achieve academic excellence. Our enrollment demographics are as follows: 53.3% English Learners, 12.68 Redesignated Fluent English Proficient; 87.2 % Eligible for free/reduce meals; 45% female students; 52% male students; and enrolls 91% economically disadvantaged students. There are 41 equivalent full-time teachers. At Cesar Chavez Elementary, 19.47% of students scored at or above the proficient level for math, and 27.54 % scored at or above that level for reading. We have implemented the blended model Transformational Learning. We have begun teaching classroom lessons for social emotional learning, La Cultural Cura; restorative circles; Xinachtli and Joven Noble groups for our sixth graders facilitated by trained certificated staff; PBIS school-wide expectation and social skills. Our parent liaison supports throughout the year with parent informational workshops on our blended model.

SPSA Highlights

A brief overview of the SPSA, including any key features that should be emphasized.

The Cesar Chavez School SPSA will articulate goals, objectives, and action plans that will focus on increased student achievement in English Language Arts, Math, and English Language Development. Student intervention, increased student daily attendance, professional development and parent engagement will be a priority to achieve these goals. All stakeholders, students, parents, and staff will be engaged in raising student achievement for all students. Additionally, a clean, healthy, safe environment and implementation of Positive Behavior and Intervention Supports will be a goal for all students.

Need Assessment: Review of Performance

Assessment of Greater Progress

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard), local self-assessment tools and other data, stakeholder input, or other information, describe what progress toward SPSA goals that the school proudest of, and how does the school plan to maintain or build upon that success?

This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have led to improved performance for these students.

The CAASPP data indicated that we are making progress in the number of reclassified students (RFEP). We currently have 12.68% RFEP enrollment. The CAASPP RFEP data indicates that 66% of Met or Exceeded the standard in ELA and 46% Met or Exceeded the standard in Mathematics. Our number of total suspensions decreased from 12 to 5 suspensions. Our 5x5 suspension rate placement report indicated suspension for students with disabilities declined.

Assessment of Needs and Performance Gaps

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

What steps is the school planning to take to address these areas with the greatest need for improvement? (Surveys, Classroom Observations, Analysis of Instructional Program [teaching and learning, curriculum, professional development.]) This may include identifying any specific examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students.

In analyzing our 2018-2019 CAASPP data, we found that 72.08% of all students did not meet the standard in English Language Arts and 80.53% of all students did not meet the standard in Mathematics. Our student group data indicated:

- * Latino/Hispanic 72.22% did not meet the standard in ELA and 80.42% did not meet the standard in Mathematics.
- * Economically Disadvantaged data 72.97% of students did not meet the standard in ELA and 81.88% did not meet the standard in Mathematics.
- * English Learners 87.88% did not meet the standard in ELA and 90.91% in Mathematics.
- * Students with Disabilities are -184 points from meeting the standard in Mathematics and -153 points from meeting the standard in ELA
- * Reclassified Fluent English Proficient (RFEP) - 33% did not meet the standard in ELA; 53% did not meet the standard in Mathematics
- * Chronic absenteeism - 14%

We will decrease our chronic absenteeism by implementing school wide PBIS practices, student engagement, and family engagement opportunities will also promote an inclusive environment. We will offer continued opportunities for students to receive additional services such as social skills lessons and counseling. We will continue to focus our site plan on improving student proficiency in English language arts and math. In addition, the school will work to educate families about the importance of consistent attendance. School level goals and priorities include refining our language arts instruction, strengthening our math instruction, and increasing opportunities for family involvement and parent education related to supporting students' learning. Teachers will meet bimonthly and analyze ELA, Mathematic and behavior data to drive whole and small group classroom instruction. Teachers are growing as educators by participating in professional development and collaborating to improve their teaching practices in all academic areas.

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California School Dashboard; local assessments, including Math and ELA, district benchmarks, and teacher-created assessments; and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholders.

No resource inequities were identified. There is a concern that students with disabilities are performing below other student groups, and the District's Special Education staff will support the school with coaching for instructional strategies to better support the needs of those students in the classroom. Additionally, to support our Students with Disabilities, we will purchase instructional materials in Mathematics, English Language Arts, Science/STEM, Social Emotional Learning and Social Studies such as Newsella, Read 180, IXL, SeeSaw, NearPod, Pear Deck, Read Naturally, MobyMax, and Renaissance Learning.

The school has also identified the need for increased mathematics and language art support in grades third through sixth.

Need Assessment: Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC, other Parent Advisory Committees, Leadership Teams, departments, district staff, etc.; dates of elections, trainings, meetings aligned to agendas and minutes.)

Site Administration met with the School Site Council (SSC); English Language Advisory Committee (ELAC); Coffee with Principal, Staff Meetings, Title I and Leadership Meetings.

SSC meeting dates and topics:

September, 2020– SSC training; review of by-laws; first reading and input for parent involvement policy. Review SPSA

October, 2020 - SPSA was adopted the SSC and reviewed using progress monitoring tool

December, 2020– second reading and approval of parent involvement policy; review of implementation of SPSA actions, review of Dashboard results; review and evaluation of current implementation and effectiveness of SPSA actions

April 13, 2021 - Review and evaluation of current implementation and effectiveness of SPSA actions; 2019 -2020 budget review

April 13, 2021 - Review CAASPP data

May 5, 2021 - SSC SPSA Approval

May 6, 2021 - Review of interim assessments data; ELAC report; revisions of proposed 2020-2021 SPSA and budgets

Suggestions and Input:

The SPSA was created by a thorough examination of data and stakeholder input. The plan was approved by the School Site Council and ELAC committees with updates throughout the 2020 -

2021 school year. Other input was derived from staff, grade level teams and public safety personnel. The SPSA is a working document and is revisited and revised as necessary, throughout the year. Stakeholders, including SSC, ELAC and Staff, decided that additional assistance in reading should be supported in the early grades and intensive intervention in all grade levels.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

During SSC, Staff, ELAC and Leadership meetings, the progress monitoring tool was used to evaluate what was working and what areas needed to be adjusted to best meet the needs of our students. Funds were reallocated and goals were added to best meet the academic needs for all our students.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description

Amount

Total Funds Provided to the School for the SPSA Year Through the ConApp

\$0

Total Federal Funds Provided to the School from the LEA for CSI (if applicable)

\$0

Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$70,456.00

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Describe how the district has supported the CSI, TSI, and ATSI needs of the school and alignment of its plan with the LCAP and other district plans.

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School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.21%	0.23%	0.12%	2	2	1
African American	0.32%	0.34%	0.24%	3	3	2
Asian	%	%	0%			0
Filipino	0.11%	%	0%	1		0
Hispanic/Latino	97.96%	97.86%	97.88%	912	867	832
Pacific Islander	%	%	0%			0
White	0.54%	0.45%	0.94%	5	4	8
Two or More Responses	0.11%	0.23%	0.71%	1	2	1
Not Reported	0.75%	0.9%	0.12%	7	8	6
Total Enrollment				931	886	850

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	135	107	112
Grade 1	127	124	102
Grade 2	125	126	125
Grade3	133	122	128
Grade 4	130	130	128
Grade 5	144	131	122
Grade 6	137	146	133
Total Enrollment	931	886	850

Conclusions based on this data:

1. Total enrollment has dropped a total of 8.7% in the past three years.
2. Kinder and First grade enrollment have had the largest drop.
3. Second and fourth grades have had steady enrollment numbers over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	573	481	453	61.5%	54.3%	53.3%
Fluent English Proficient (FEP)	85	108	118	9.1%	12.2%	13.9%
Reclassified Fluent English Proficient (RFEP)	60	56	61	9.8%	9.8%	12.7%

Conclusions based on this data:

1. English learner enrollment is at 53.3 percent. The data indicates that EL enrollment has declined in the last three years. All teachers have been trained on Wonders ELD and have a daily designated ELD schedule focused on a language objective.
2. FEP enrollment is 13.9%. The data indicates that our FEP enrollment has increased in the last three years. Teachers will continue to monitor FEP students.
3. RFEP enrollment is 12.7%. The data indicates that we have increased the number of reclassified students in the last three years. Teachers will continue to monitor RFEP students for the next four years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	132	133	126	129	132	126	129	132	126	97.7	99.2	100
Grade 4	142	130	127	138	130	124	138	130	124	97.2	100	97.6
Grade 5	140	150	135	139	150	133	139	150	133	99.3	100	98.5
Grade 6	130	142	148	130	142	147	130	142	147	100	100	99.3
All	544	555	536	536	554	530	536	554	530	98.5	99.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	235	234	237	3.88	2.27	10.3	9.30	9.09	14.2	22.4	21.2	26.9	64.3	67.4	48.4
Grade 4	240	241	239	8.70	10.0	7.26	13.7	17.6	8.87	26.8	24.6	23.3	50.7	47.6	60.4
Grade 5	243	244	245	3.60	6.67	9.02	18.7	23.3	20.3	27.3	25.3	26.3	50.3	44.6	44.3
Grade 6	249	249	249	6.92	7.75	7.48	23.8	25.3	31.9	40.7	37.3	27.2	28.4	29.5	33.3
All	N/A	N/A	N/A	5.78	6.68	8.49	16.4	19.1	19.4	29.2	27.2	26.0	48.5	46.9	46.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.43	1.52	13.49	25.58	34.85	37.30	68.99	63.64	49.21
Grade 4	6.52	13.08	6.45	46.38	43.08	37.90	47.10	43.85	55.65
Grade 5	5.76	9.33	11.28	42.45	46.00	45.11	51.80	44.67	43.61
Grade 6	9.23	9.15	12.93	46.15	48.59	46.94	44.62	42.25	40.14
All Grades	6.72	8.30	11.13	40.30	43.32	42.08	52.99	48.38	46.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.55	1.52	6.35	34.88	25.76	41.27	63.57	72.73	52.38
Grade 4	10.87	9.23	2.42	42.03	44.62	39.52	47.10	46.15	58.06
Grade 5	5.76	16.00	11.28	48.20	46.67	57.89	46.04	37.33	30.83
Grade 6	13.08	7.80	10.20	50.00	56.03	55.78	36.92	36.17	34.01
All Grades	7.84	8.86	7.74	43.84	43.58	49.06	48.32	47.56	43.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.55	4.55	11.90	59.69	56.82	60.32	38.76	38.64	27.78
Grade 4	5.07	13.08	7.26	52.90	60.77	46.77	42.03	26.15	45.97
Grade 5	5.76	4.67	6.02	52.52	54.67	56.39	41.73	40.67	37.59
Grade 6	7.69	12.06	14.29	62.31	63.12	62.59	30.00	24.82	23.13
All Grades	5.04	8.50	10.00	56.72	58.77	56.79	38.25	32.73	33.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.88	5.30	11.90	44.19	40.15	42.06	51.94	54.55	46.03
Grade 4	12.32	10.00	6.45	42.03	55.38	43.55	45.65	34.62	50.00
Grade 5	10.79	15.33	14.29	37.41	46.00	40.60	51.80	38.67	45.11
Grade 6	20.00	21.99	17.01	50.00	55.32	57.82	30.00	22.70	25.17
All Grades	11.75	13.38	12.64	43.28	49.19	46.42	44.96	37.43	40.94

Conclusions based on this data:

1. The 2018-2019 achievement for all students indicated 46.04% of our students are not meeting the standard. The two year comparative data indicates that overall the percentage of students not meeting the standard decreased by 2.47%. The two year comparative data indicates third grade decreased students below standard by 11.19% and fifth decreased 15.17%.
2. Reading, demonstrating understanding of literary and non-informational text is an area of strong focus with 46.79% of students below standard. There was an overall decrease of 1.59%.The two year comparative data indicates third grade decreased students below standard by 19.78% and fifth grade decreased 8.19%.
3. Writing, producing clear and purposeful writing is an area of strong focus with 43.77% of students below standard. There was a 3.79% decrease in students below standard.The two year comparative data indicates third grade decreased students below standard by 11.19% and fifth grade decreased 15.21%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	132	132	126	129	131	126	129	131	126	97.7	99.2	100
Grade 4	142	130	127	140	130	124	140	130	124	98.6	100	97.6
Grade 5	140	150	134	140	148	133	140	147	133	100	98.7	99.3
Grade 6	130	142	148	130	141	146	130	141	146	100	99.3	98.6
All	544	554	535	539	550	529	539	549	529	99.1	99.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	238	236	238	4.65	3.05	7.14	18.6	16.0	15.0	28.6	24.4	27.7	48.0	56.4	50.0
Grade 4	241	242	240	5.71	3.08	4.03	11.4	19.2	11.2	35.0	37.6	34.6	47.8	40.0	50.0
Grade 5	243	244	246	2.86	8.16	6.77	13.5	10.2	12.7	25.0	31.9	36.0	58.5	49.6	44.3
Grade 6	246	247	245	8.46	9.93	8.22	13.0	15.6	12.3	24.6	29.7	26.0	53.8	44.6	53.4
All	N/A	N/A	N/A	5.38	6.19	6.62	14.1	15.1	12.8	28.3	30.9	31.0	52.1	47.7	49.5

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.63	14.50	14.29	33.33	24.43	29.37	55.04	61.07	56.35
Grade 4	9.29	11.54	7.26	29.29	30.00	25.00	61.43	58.46	67.74
Grade 5	9.29	10.88	12.78	25.71	29.93	33.83	65.00	59.18	53.38
Grade 6	15.38	14.89	12.33	16.15	26.95	26.71	68.46	58.16	60.96
All Grades	11.32	12.93	11.72	26.16	27.87	28.73	62.52	59.20	59.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.75	5.34	11.11	43.41	27.48	34.92	48.84	67.18	53.97
Grade 4	4.29	8.46	7.26	40.71	40.00	33.06	55.00	51.54	59.68
Grade 5	3.57	8.16	6.02	32.14	37.41	41.35	64.29	54.42	52.63
Grade 6	7.69	7.09	4.79	35.38	40.43	43.15	56.92	52.48	52.05
All Grades	5.75	7.29	7.18	37.85	36.43	38.37	56.40	56.28	54.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.75	3.82	10.32	61.24	50.38	50.79	31.01	45.80	38.89
Grade 4	7.14	6.92	5.65	44.29	48.46	33.87	48.57	44.62	60.48
Grade 5	7.14	7.48	6.02	35.71	43.54	47.37	57.14	48.98	46.62
Grade 6	10.00	9.22	7.53	41.54	45.39	37.67	48.46	45.39	54.79
All Grades	7.98	6.92	7.37	45.45	46.81	42.34	46.57	46.27	50.28

Conclusions based on this data:

1. The 2018-2019 overall achievement data indicated 49.48% of students are not meeting the standard. The two year comparative data indicated that the percentage of student below standard decreased 14.21% in fifth grade. The two year comparative data indicated that overall the percentage of students not meeting the standard decreased 2.6%.
2. Concepts & Procedures Applying mathematical concepts and procedures is an area of strong focus with 59.55% of students below standard.
3. Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problem is an area of strong focus with 54.44% of students below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1423.9	1423.9	1436.8	1433.1	1393.5	1402.1	85	63
Grade 1	1440.9	1428.2	1448.4	1441.8	1432.9	1414.1	74	65
Grade 2	1482.0	1495.5	1486.9	1504.2	1476.7	1486.3	71	72
Grade 3	1478.1	1494.8	1475.3	1493.9	1480.6	1495.2	78	70
Grade 4	1512.5	1497.9	1508.5	1486.4	1515.9	1508.9	72	76
Grade 5	1531.4	1515.4	1527.3	1514.6	1535.0	1515.7	80	51
Grade 6	1534.3	1535.2	1518.8	1532.3	1549.4	1537.6	80	55
Grade 7		*		*		*		*
All Grades							540	453

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.59	11.11	31.76	41.27	29.41	31.75	*	15.87	85	63
1	14.86	6.15	40.54	24.62	24.32	35.38	20.27	33.85	74	65
2	39.44	22.22	36.62	40.28	15.49	29.17	*	8.33	71	72
3	*	12.86	26.92	51.43	42.31	22.86	26.92	12.86	78	70
4	25.00	13.16	47.22	39.47	15.28	27.63	*	19.74	72	76
5	40.00	13.73	45.00	39.22	*	35.29	*	11.76	80	51
6	30.00	20.00	42.50	45.45	25.00	29.09	*	5.45	80	55
All Grades	26.30	14.13	38.52	40.18	22.96	29.80	12.22	15.89	540	453

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	17.46	28.24	44.44	18.82	25.40	*	12.70	85	63
1	35.14	12.31	29.73	30.77	17.57	38.46	17.57	18.46	74	65
2	60.56	40.28	25.35	40.28	*	12.50	*	6.94	71	72
3	19.23	40.00	39.74	31.43	28.21	17.14	*	11.43	78	70
4	50.00	34.21	29.17	27.63	*	15.79	*	22.37	72	76
5	62.50	33.33	25.00	39.22	*	11.76	*	15.69	80	51
6	33.75	36.36	50.00	41.82	15.00	12.73	*	9.09	80	55
All Grades	42.96	30.68	32.59	35.98	15.19	19.21	9.26	14.13	540	453

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.70	22.35	31.75	48.24	42.86	17.65	12.70	85	63
1	14.86	3.08	17.57	13.85	31.08	24.62	36.49	58.46	74	65
2	28.17	9.72	32.39	37.50	22.54	37.50	16.90	15.28	71	72
3		7.14	*	20.00	46.15	57.14	43.59	15.71	78	70
4	16.67	7.89	31.94	27.63	34.72	40.79	16.67	23.68	72	76
5	28.75	0.00	43.75	19.61	16.25	54.90	*	25.49	80	51
6	31.25	16.36	18.75	29.09	35.00	43.64	15.00	10.91	80	55
All Grades	18.70	8.17	25.19	25.83	33.70	42.60	22.41	23.40	540	453

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.29	12.70	37.65	79.37	*	7.94	85	63
1	51.35	33.85	33.78	53.85	14.86	12.31	74	65
2	57.75	33.33	35.21	59.72	*	6.94	71	72
3	*	14.29	65.38	72.86	26.92	12.86	78	70
4	44.44	22.37	44.44	64.47	*	13.16	72	76
5	60.00	7.84	35.00	72.55	*	19.61	80	51
6	43.75	29.09	53.75	61.82	*	9.09	80	55
All Grades	45.74	22.30	43.70	66.00	10.56	11.70	540	453

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	22.22	43.53	52.38	15.29	25.40	85	63
1	25.68	4.62	55.41	64.62	18.92	30.77	74	65
2	63.38	51.39	26.76	41.67	*	6.94	71	72
3	48.72	55.71	43.59	35.71	*	8.57	78	70
4	63.89	31.58	25.00	40.79	*	27.63	72	76
5	71.25	62.75	20.00	21.57	*	15.69	80	51
6	41.25	47.27	57.50	41.82	*	10.91	80	55
All Grades	50.56	38.63	39.07	43.05	10.37	18.32	540	453

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.17	80.00	79.37	*	17.46	85	63
1	18.92	9.23	39.19	35.38	41.89	55.38	74	65
2	36.62	12.50	39.44	73.61	23.94	13.89	71	72
3		2.86	41.03	57.14	58.97	40.00	78	70
4	*	3.95	61.11	64.47	25.00	31.58	72	76
5	27.50	5.88	57.50	64.71	15.00	29.41	80	51
6	28.75	18.18	25.00	47.27	46.25	34.55	80	55
All Grades	18.89	7.73	49.44	60.49	31.67	31.79	540	453

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.35	33.33	40.00	49.21	17.65	17.46	85	63
1	*	3.08	62.16	47.69	27.03	49.23	74	65
2	22.54	11.11	71.83	70.83	*	18.06	71	72
3	*	18.57	67.95	74.29	25.64	7.14	78	70
4	33.33	15.79	52.78	71.05	*	13.16	72	76
5	43.75	0.00	48.75	86.27	*	13.73	80	51
6	27.50	38.18	71.25	50.91	*	10.91	80	55
All Grades	27.04	17.00	58.89	64.24	14.07	18.76	540	453

Conclusions based on this data:

1. Overall, 29.80% of students tested at level 2 and 40.18% tested at level 3.
2. Overall, in the area of Written Domain, 64.24% of students scored Somewhat/Moderately.
3. Overall, in the area of Reading, 31.67% of students scored beginning level. In third grade, 40% of our students scored beginning.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
886	91.4	54.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	481	54.3
Foster Youth	2	0.2
Homeless	3	0.3
Socioeconomically Disadvantaged	810	91.4
Students with Disabilities	74	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.3
American Indian	2	0.2
Hispanic	867	97.9
Two or More Races	2	0.2
White	4	0.5

Conclusions based on this data:

- 54.3% of students enrolled are English Learners.
- 91.4% of students enrolled are socioeconomically disadvantaged.
- 97.9% of students are Hispanic/Latino.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. English Language Arts data indicated a .4 point decrease and is -53.4 points below standard. Cesar Chavez is at the orange performance level.
2. Mathematics data indicated that there was a 2.8 point decrease. Cesar Chavez is at the orange performance level.
3. Conditions & Climate data indicated that suspension rate increased by 0.5%. Cesar Chavez is at the orange performance level.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 53.4 points below standard Maintained ++0.1 points 513	 Yellow 50 points below standard Increased ++3.2 points 379	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 56.9 points below standard Maintained ++0.9 points 473	 Red 153.2 points below standard Declined Significantly -24.9 points 52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Orange 53.6 points below standard Maintained -0.1 points 505	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 87.1 points below standard Declined -8.1 points 255	Reclassified English Learners 26.3 points above standard Maintained -2.6 points 124	English Only 63.1 points below standard Declined -8.6 points 133
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Conclusions based on this data:

1. ELA overall data indicates we are -53.4 points below standard. ELA overall scores need to increase an average of 12.4 points yearly to ensure all students meet the standard by 2023.
2. ELA data indicates that our English Learner subgroup is -51 points below standard. EL subgroup needs to increase yearly an average of 11.5 points to meet the standard by 2023. Social-economically disadvantaged is -56.9 points from standard and need to increase yearly an average of 13.3 points to meet the standard by 2023.
3. ELA data indicates that our Hispanic subgroup is -53.6 points below standard and must increase an average yearly of 11.5 points to meet the standard by 2023. Students with Disabilities is -153.2 points below standard and needs to increase yearly an average of 37.1 points to show we are making progress towards meeting the standard by 2023.

School and Student Performance Data

Academic Performance Mathematics






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






This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 72.3 points below standard Maintained -2.8 points 512	 Orange 64.7 points below standard Maintained ++2.2 points 379	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 75.8 points below standard Maintained -2.4 points 472	 Red 184.5 points below standard Declined Significantly -23.6 points 52

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 72.5 points below standard Maintained -2.7 points 504			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.7 points below standard Declined -4.9 points 255	7.2 points below standard Declined -6.5 points 124	94.1 points below standard Declined Significantly -16.5 points 132

Conclusions based on this data:

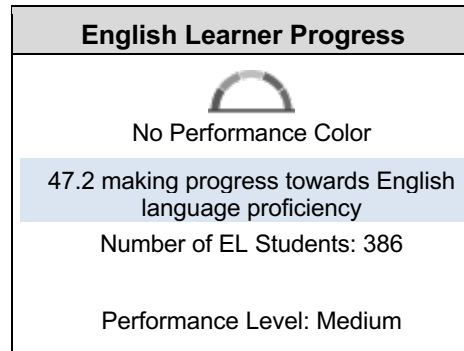
- Mathematics overall data indicates a -72.3 points below standard. Mathematics overall scores need to increase an average of 11.9 points yearly to ensure all students meet the standard by 2023.
- Mathematics data indicates that the English Learner subgroup is -64.7 points below standard. EL subgroup needs to increase yearly an average of 10 points to meet the standard by 2023. Social-economically disadvantaged is -75.8 points from standard and need to increase yearly an average of 12.9 points to meet the standard by 2023.
- Mathematics data indicates that the Hispanic subgroup is -72.5 points below standard and must increase an average yearly of 11.9 points to meet the standard by 2023. Students with Disabilities is -184.5 points below standard and needs to increase yearly an average of 39.9 points to show we are making progress towards meeting the standard by 2023.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.6	28.2	3.8	43.2

Conclusions based on this data:

1. 47.2% of English Learners are making progress towards English language proficiency (386 EL students). 3.8% of ELs maintained ELPI Level 4 (15 students).
2. 43.2% of ELs progressed at least one ELPI level (167 students). 28% of ELs maintained ELPI Levels 1,2L,,2H,3L,3H (109 students).
3. 24.6% of ELs decreased at least one ELPI level (95 students).

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 14.5 Increased +0.9 929	 Orange 11.9 Maintained +0.4 547	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 41.7 Increased +41.7 12	 Orange 14.9 Increased +0.5 847	 Orange 22 Declined -2.5 100

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">14.4</div> Increased +1 909	Two or More Races  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">18.2</div> 11	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

1. Chronic overall absenteeism rate is at 14.5%. Hispanic chronic absenteeism rate is at 14.4%.
2. English Learner chronic absenteeism rate is at 11.9% .
3. Students with Disabilities chronic absenteeism rate is at 22%. Socioeconomically disadvantaged chronic absenteeism rate is at 14.9%.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

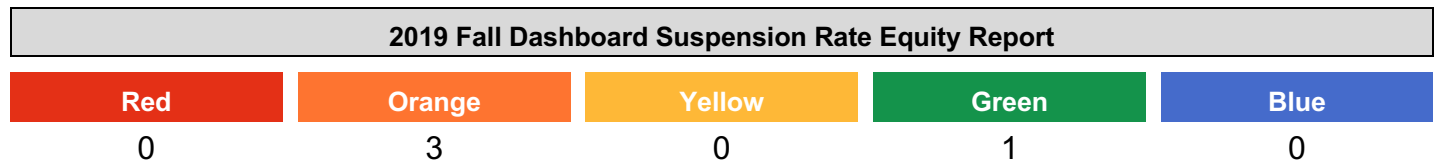
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.3 Increased +0.5 942	English Learners  Orange 1.1 Increased +0.3 548	Foster Youth  No Performance Color Less than 11 Students - Data Not 9
Homeless  No Performance Color 7.7 Increased +7.7 13	Socioeconomically Disadvantaged  Orange 1.3 Increased +0.4 859	Students with Disabilities  Green 2.9 Declined -2 103

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 3	American Indian  No Performance Color Less than 11 Students - Data 3	Asian	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Orange 1.2 Increased +0.5 918	Two or More Races  No Performance Color 0 11	Pacific Islander	White  No Performance Color Less than 11 Students - Data 6

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	1.3

Conclusions based on this data:

1. Data indicates that the suspension rate increased by 1.3%. We had a total of 12 suspension and we increased by 4 suspensions this year.
2. English Learner suspension rate increased 1.1%. (total of 6 suspensions). Socioeconomically disadvantaged suspension rate increased 1.3% (total of 11 suspensions).
3. Students with Disabilities suspension rate declined by 2.9% (total of 3 suspensions).

Goals and Actions

Goal

Goal #	Description
1	For all students, we will increase an average of 12.4 points yearly in English Language Arts and 11.3 points in Mathematics, in order for all students to meet the standard by 2023. For our student groups, we will decrease by 10% in the lowest band in English Language Arts and Mathematics for all student, Latino/Hispanic and economically disadvantaged students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in</p>	<p>2- Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school Spring 2020</p> <p>I. Professional Development: ELA CCSS: 4</p>				<p>2- Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>2023-24 Goals</p> <p>I) Professional Development: ELA CCSS: 5</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework	ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 1 History- Social Science: 2				ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 4
II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.	II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 3 Science NGSS: 1 History- Social Science: 2				II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 4 Science NGSS: 4 History- Social Science: 4
III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom	III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 1				III. Progress Implementing Policies/Programs: ELA CCSS: 5 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 4

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
walkthroughs, teacher pairing).					
IV. Rate the School's progress in Implementing standards for CTE/Health/PE /VAPA/World Language.	IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 3 PE: 2 VAPA: 5 World Lang: 5				IV. Progress Implementing other adopted academic standards: CTE: 2 Health Education: 5 PE: 4 VAPA: 5 World Lang: 5
V. Engaging with teachers and school administrators for the following activities:	V. Engaging with teachers and school administrators for the following activities:				V. Engaging with teachers and school administrators for the following activities:
A) Identifying professional learning needs for teachers and staff as a whole:	A) Identifying professional learning needs for groups of teachers or staff as a whole: 4				A) Identifying professional learning needs for groups of teachers or staff as a whole: 4
B) Identifying professional learning needs for individual teachers and staff:	B) Identifying professional learning needs for individual teachers: 3				B) Identifying professional learning needs for individual teachers: 4
C) Providing support for teachers on standards they have not mastered:	C) Providing support for teachers on standards they have not mastered: 4				C) Providing support for teachers on standards they have not mastered: 5

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5 by 5 Grid)</p>	<p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>2018-19 CA Dashboard Results</p> <p>ELA: All Students: 27.9% English Learners: 12.1% Socioeconomically Disadvantaged: 27.0% Hispanic/Latino : 27.8% Students with disabilities: 2.0%</p> <p>MATH: All Students: 19.5% English Learners: 9.1% Socioeconomically Disadvantaged: 18.1% Hispanic/Latino : 19.6% Students with disabilities: 2.0%</p>				<p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>2023-24 Goals:</p> <p>ELA: All Students: 39% English Learners: 24% Socioeconomically Disadvantaged: 37% Hispanic/Latino : 38% Students with disabilities: 12%</p> <p>MATH: All Students: 30% English Learners: 19% Socioeconomically Disadvantaged: 28% Hispanic/Latino : 30% Students with disabilities: 12%</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
D. EL progress (% of EL students improving 1 ELPAC Proficiency Level)	<p>D. EL progress:</p> <p>2018-19 ELPAC Scores for English Learner Progress:</p> <p>4 - Well Developed: 14.1%</p> <p>3 - Moderately Developed: 40.1%</p> <p>2 - Somewhat Developed: 29.8%</p> <p>1 - Beginning Stage: 15.9%</p>				<p>D. EL progress:</p> <p>2023-24</p> <p>ELPAC Performance Data:</p> <p>4 - Well Developed: 24%</p> <p>3 - Moderately Developed: 50%</p> <p>2 - Somewhat Developed: 16%</p> <p>1 - Beginning Stage: 10%</p>
E. EL reclassification	E. EL reclassification: 12.7%				E. EL reclassification: 22%
State Priority: 7-Course Access	7-Course Access:				7-Course Access:
A. A broad course of study: CTE Pathway Completion	A. A broad course of study: CTE Pathway Completion Rate -n/a				A. A broad course of study: CTE Pathway Completion Rate - n/a
B. Programs/Services developed and provided to unduplicated pupils:	B. Programs/Services developed and provided to unduplicated pupils: Percentage of				B. Programs/Services developed and provided to unduplicated pupils: Percentage of

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
Placement on CA 5 by 5 Grid	<p>students meeting or exceeding standards on SBAC</p> <p>* 2018-19 CA Dashboard Data:</p> <p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -54.5 Change: Maintained Points change: -0.9</p> <p>Math Color: Orange Status: Low Distance/points from 3: -72.3 Change: Maintained Points change: -2.8</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -51</p>				<p>students meeting or exceeding standards on SBAC</p> <p>2023-24 Goals: Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -42.1 Change: Increase Change from Baseline: +12.4</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -60.1 Change: Increase Change from Baseline: +12.2</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -39.5</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	<p>Change: Maintained Points change: +2.2</p> <p>Math Color: Orange Status: Low Distance/points from 3: -64.7 Change: Maintained Points change: +2.2</p> <p>3) Socioeconomic ally Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -57.9 Change: Maintained Points change: -0.2</p> <p>Math Color: Orange Status: Low Distance/points from 3: -75.8 Change: Maintained Points change: -2.4</p> <p>4) Hispanic/Latino :</p>				<p>Change: Increase Change from Baseline: +11.5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -54.7 Change: Increase Change from Baseline: +10</p> <p>3) Socioeconomic ally Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -44 Change: Increase Change from Baseline: +13.9</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -62.9 Change: Increase Change from Baseline: +12.9</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	<p>ELA Color: Orange Status: Low Distance/points from 3: -54.6 Change: Maintained Points change: -1.0</p> <p>Math Color: Orange Status: Low Distance/points from 3: -72.5 Change: Maintained Points change: -2.7</p>				<p>4) Hispanic/Latino :</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -42.2 Change: Increase Change from Baseline: +12.4</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -60.6 Change: Increase Change from Baseline: +11.9</p>
C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA	<p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Red Status: Very Low Distance/points from 2: -153.2 Change: Declined Significantly</p>				<p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -116.1</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	Points change: -24.9 Math Color: Red Status: Very Low Distance/points from 1: -184.5 Change: Declined Significantly Points change: -23.6				Change: Increase Significantly Change from Baseline: +37.1 Math Color: Yellow Status: Very Low Distance/points from 3: -144.6 Change from Baseline: Increase Significantly Change from Baseline: +39.9

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

During the 2020-2021 academic school year, there was a significant difference in the planned expenditures and the actual expenditures used due to the COVID-19 pandemic and virtual learning. Students were learning virtually 100% of the school year and less funds were spent on in-person teacher collaboration and supplemental learning experiences. Funds were reallocated towards materials and supplies, intervention and supplemental technology platforms and applications that were utilized while students were learning from home virtually.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were substantial difference between the estimated budget expenditures and the actual expenditures due to the impact of COVID-19 and virtual learning. Less funds were used for teacher collaboration data review and were relocated towards supplemental programs, intervention, materials and supplies for students.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

1.1 - No, due to virtual learning, teachers were not able to collaborate and substitutes teachers were not need. Funds were relocated to 1.4.

1.2 -Yes, Intervention materials were purchased in the areas of ELA, Science and Mathematics

1.3 -Yes, Teachers attended virtual conferences throughout the year (CABE, CUE, AVID. UDL)

1.4 -Yes, teaches provided small group intervention sessions, PBIS Team met throughout the year and focused on PBIS virtual learning expectations and preparing for the upcoming year; AVID team meetings were held virtually; students were able participate virtually in the Geometric Fair, Science Night, and Spelling Bee.

1.6 - No, due to virtual learning, subs were not needed to cover teachers for collaboration meeting focused on data analysis. Modification was made in order to purchase PBIS management system.

1.7. - Yes, Trainings were provided to teachers (AVID-WICOR, IXL,)

1.8 - Yes, AVID instructional materials were purchased.

1.9 - Yes. Instructional materials for at risk students. Less funds were used and funds were reallocated to 1.13

1.10 - No, due to virtual learning funds were not used. New goal was set and funds were reallocated.

1.11 - Yes, instructional materials were purchased

VAPA - Cesar Chavez Elementary visual arts provide an incredible opportunity for students to draw, paint, design, and imagine new visual worlds. The visual and performing arts reflect our belief that all children should have access to challenging curriculum content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow. Arts instruction allows students to foster their creative and critical-thinking skills in keeping with the objectives of the new state standards. We hear from our students and families how VAPA fosters creativity and engagement. Our students attend and enjoy showcasing their work yearly at the District's Geometric Art Fair.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Due to virtual learning and the COVID-19 pandemic, changes were made to goals and actions and services were modified to achieve our academic goal.

Goal 1.1 - Less substitute coverage was needed for 2020-2021. \$8,000 was relocated to 1.4 for additional extra services for teachers to provide after school interventions.

Goal 1.4 - An increase need for after school intervention; therefore, \$3,300 from 1.1 was relocated.

Goal 1.6 - Less substitute coverage was needed for 2020-2021. Modification was made to purchase PBIS management system to assist with implementation Positive Behavior Interventions (PBIS) to include implementation materials. Increased funding with \$3,799 from LCFF carryover.

Goal 1.9 - LCFF Funds (\$1,000) were relocated to 1.13 to purchase technology equipment to support intervention lesson delivery to at risk students in Mathematics and English Language Arts, Social Studies

Goal 1.12 - Title I carryover funds (\$4,654) - New strategy - extra services for teachers to plan, coach, and collaborate with grade levels in the areas of ELA, Mathematics, technology, PBIS implementation and parent workshops.

Goal 1.13 - Increase funding to purchase technology equipment to support intervention lesson delivery to at risk students in Mathematics and English Language Arts, Social Studies. Relocated (1.9 LCFF \$1,000; LCFF 1.10 4,250, LCFF 3.3 - \$2,000)

Identified Need(s) for 2021-2022

An explanation of why the school has developed this goal and related actions.

In analyzing our 2018-2019 data, we found that 72.08% of all students did not meet grade level standards in English Language Arts and 80.53% of all students did not meet grade level standards in Mathematics. Our student group data indicated:

* Latino/Hispanic: 72.22% did not meet the standard in ELA and 80.42% did not meet the standard in Mathematics.

* Economically Disadvantaged: 72.97% of students did not meet the standard in ELA and 81.88% did not meet the standard in Mathematics.

* English Learners: 87.88% did not meet the standard in ELA and 90.91% in Mathematics.

* Students with Disabilities are -184 points from meeting the standard in Mathematics and -153 points from meeting the standard in ELA

* Reclassified Fluent English Proficient (RFEP) - 64% Met/Exceeded in ELA and 46.45% Met/Exceeded in Mathematics

Actions for 2021-2022

<u>Action #</u>	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Grade level teacher collaboration -data analysis, goal setting and instructional planning.	Substitutes to cover teachers for collaboration, data analysis, goal setting and instructional planning.	Principal AAll &	Sept - May	Title I 3010 1000-1999: Certificated Personnel Salaries 5,000.00
2	Instructional intervention materials enrichment and professional development for all academic areas	Purchase of intervention material, enrichment and professional development in the areas mathematics, language arts, science, and social emotional learning to include but not limited to (Read 180, library books, Read Naturally, Discovery Education, STEAM, Pear-deck, Mindfulness, GoGuardian, Reading Recovery) Title I \$2,000 as funds become available.	Principal AAll &	Sept - May	Title I 3010 4000-4999: Books And Supplies 10,100.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
3	Professional Development - Trainings for SEI and DL teachers (CABE), Computer-Using Educators (CUE), Association of Two-Way and Dual Language Education (ATDLE), Universal Design for Learning (UDL) conferences and other standards-based training as needed.	Trainings for SEI and DL teachers to include California Association of Bilingual Educators (CABE), Computer-Using Educators (CUE), Association of Two-Way and Dual Language Education (ATDLE), Universal Design for Learning (UDL) conferences and other standards-based training as needed.	Principal	October - May	Title I 3010 5000-5999: Services And Other Operating Expenditures 2,906.00
4	Extra services for certificated staff to provide academic and behavior intervention support	Extra services for teachers to provide academic and behavior intervention support and school engagement such as but not limited to: (SST coordinator, Spelling Bee Coordinator, , Writing Fair Coordinator, Geometric Art Site Coordinator,	Principal	Aug-June	Title I 3010 1000-1999: Certificated Personnel Salaries 10,000.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
	and school engagement .	STEM Coordinator and Team members, Science Fair Coordinator, AVID Team, GATE coordinator, Read Across America Committee, UDL Team members, EL Rise Team members).			
5	Professional Development for teachers to include but not limited to: AVID pathway, WICORE, CABE, CUE, STEAM,	Teacher trainings to include but not limited to: AVID pathway, WICORE, CABE, CUE, STEAM, and other standards base training as needed.	Principal AAll &	Oct - May	LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 3,736.00
6	Instructional Materials - Purchase AVID instructional materials to support at risk students. F	Purchase AVID instruction materials to support at risk students. For example but not limited to (binders, highlighters, planners, pouches, dividers, folders)	Principal	Aug - April	LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 5,000.00
7	Instructional Materials - Purchase instructional materials to support	Purchase instructional materials to support at risk students in the areas of Mathematics, English Language Arts, Science/STEAM, and Social Studies for example but not limited to; (library books, UBTech, Mystery	Principal	Aug-April	LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 4,600.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
	at risk students in the areas of Mathematics, English Language Arts, Science/STEAM,	Science Odessey Math, Reading Renaissance, SeeSaw,)			
8	Instructional Materials - Purchase of language arts and mathematics supplemental instructional material to support at risk students	Purchase of language arts and mathematics supplemental instructional material to support at risk students such as but not limited to (Odessey Math, Newsella, Reading Renaissance)	Principal & AAll	Aug - April	LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 4,250.00
9	Instructional Materials Purchase instructional materials to support at risk students in the all academic areas	Purchase instructional materials to support at risk students in the areas of Mathematics, English Language Arts, Science/STEM, Social Emotional Learning and Social Studies such as but not limited to (Newsella, Read 180, Read Naturally, MobyMax, IXL, Renaissance Learning)	Principal & AAll		LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1,000.00
10	Instructional Materials -	Purchase of instructional materials to support English Learners in the areas of	Principal & AAll		Title I 3010 5000-5999: Services And Other Operating Expenditures

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
	Purchase of instructional materials to support English Learners	mathematics and English Language Arts such as but not limited to (Ellevation, Newsella, IXL ELA)			2,770.00
11	Purchase of technology equipment to support intervention lesson delivery to at risk students.	Purchase of technology equipment to support intervention lesson delivery to at risk in the areas of mathematics, English Language, Art, Science for example but not limited to: (hotspots, document cameras, iPads, chargers) LCFF \$5,000 as funds become available.	Principal		LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 3,400.00

Goals and Actions

Goal

Goal #	Description
2	Improve conditions of learning in a fiscally solvent and operationally efficient manner.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority: 1. Basic Services	1.Basic Services				1.Basic Services
A. Access to Curriculum-Aligned Instructional Materials: Williams Report	A. Access to Curriculum-Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency				A. Access to Curriculum-Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency
B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): January, 2021 - FIT Inspection Results Overall: Rated Good with 95.42% Overall cleanliness rated Good with 100% Interior Services rated Fair with 75.0%				B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 96% Overall cleanliness: Rated Good with 100% Interior Services Rated Fair with 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Restrooms: Rated Good with 100%				Restrooms: Rated Good with 100%

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

We continued to improve conditions of learning in a fiscally solvent and operationally efficient manner.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

For 2020 - 2021, weekly walk throughs were conducted to ensure the overall cleanliness on campus for interior surfaces and restrooms. Additional training was provided by Maintenance and Operations to review cleaning procedures and regulations. Daily and monthly cleaning schedules were reviewed. Summer cleaning and maintenance were implemented.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Yes - FiT Inspection Results maintained at 94.42% School rating - GOOD (7 out of 8 categories were ranked as GOOD)
No - Category B Interior surfaces at 75% School rating - FAIR

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Work orders were submitted for interior surface areas needing maintenance. Custodians provided a monthly campus walk through schedule to report areas in need of maintenance.

Identified Need

An explanation of why the school has developed this goal and related actions.

Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School
NGSS adopted materials
Social Studies adopted materials

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source

Goals and Actions

Goal

Goal #	Description
3	Increase engagement and collaboration among students, parents, staff and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making:</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grade 5 for at least 100 families.</p> <p>B) Seeking input from parents in decision making: We met quorum 6 times this year for the following parent committees: SCC and ELAC.</p>				<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grade 5 for at least 120 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C) Promoting Parental Participation:	C) Promoting Parental Participation: Increased baseline percentage by at least 20 percent for our parent population (unduplicated) attendance at parenting workshops as measured by sign in sheets.				C) Promoting Parental Participation: Increase baseline percentage by at least 30 percent for our parent population (unduplicated) attendance at parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement A. School Attendance B. Chronic Absenteeism	5-Pupil Engagement August 10, 2020 - March April 16, 2021 A. Regular Program School Attendance rate: TK-3 Attendance rate: 90.41% 4-6 Attendance rate: 91.42% B. Chronic Absenteeism rate: 2019 Dashboard All Students: 929 Chronic Absenteeism Color: Orange Status: High				5-Pupil Engagement 2023-24 Goals A. School Attendance rate: TK-3 Attendance rate: 95% 4-6 Attendance rate: 95% B. Chronic Absenteeism rate: All Students: 929 Chronic Absenteeism Color: Green Status: Medium

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Percentage: 14.5% Change: Increased Percentage change: +0.9%</p> <p>English Learners: 547 Chronic Absenteeism Color: Orange Status: High Percentage: 11.9% Change: Maintained Percentage change: +0.4%</p> <p>Socio-economically Disadvantaged: 847 Chronic Absenteeism Color: Orange Status: High Percentage: 14.9% Change: Increased Percentage change: +0.5%</p> <p>Hispanic: Chronic Absenteeism Color: Orange</p>				<p>Percentage: 10% Change: Decrease Significantly Change from Baseline: - 4.5%</p> <p>English Learners: 547 Chronic Absenteeism Color: Green Status: Medium Percentage: 8.5% Change: Decrease Significantly Change from Baseline: - 3.4%</p> <p>Socio-economically Disadvantaged: 847 Chronic Absenteeism Color: Green Status: Medium Percentage: 10.0% Change: Decrease Significantly Change from Baseline: - 4.9%</p> <p>Hispanic: Chronic Absenteeism Color: Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Status: High Percentage: 14.4% Change: Increased Percentage change: +1.0%</p> <p>Students with Disabilities: 98 Chronic Absenteeism Color: Orange Status: Very High Percentage: 22% Change: Declined Percentage change: -2.5%</p>				<p>Status: Medium Percentage: 10.0% Change: Decrease Significantly Change from Baseline: -4.4 %</p> <p>Students with Disabilities: 100 Chronic Absenteeism Color: Yellow Status: High Percentage: 17% Change: Decrease Significantly Change from Baseline: - 5.0%</p>
6-School Climate A. Pupil suspension rate	6-School Climate * A. Pupil suspension rate: 1.3% CA School Dashboard 2018-19 Pupil Suspension Rate: Orange All Students: Suspension Color: Orange Status: Medium Percentage: 1.3%				6-School Climate A. Pupil suspension rate: 0.8% 2023-24 Goals: All Students: Suspension Color: Blue Status: Very Low Percentage: 0.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Change: Increased Percentage change: +1.1%</p> <p>English Learners: 548 Suspension Color: Orange Status: Medium Percentage: 1.1% Change: Increased Percentage change: +0.3%</p> <p>Socio- economically Disadvantaged: 859 Suspension Color: Orange Status: Low Percentage: 1.3% Change: Increased Percentage change: +0.4%</p> <p>Hispanic: 918 Suspension Color: Orange Status: Medium Percentage: 1.2% Change: Increased Percentage change: +0.5%</p>				<p>Change: Decline Change from Baseline: - 0.5%</p> <p>English Learners: 548 Suspension Color: Blue Status: Very Low Percentage: 0.8% Change: Decline Change from Baseline: - 0.3%</p> <p>Socio- economically Disadvantaged: 859 Suspension Color: Blue Status: Very Low Percentage: 0.7% Change: Decline Change from Baseline: - 0.6%</p> <p>Hispanic: 918 Suspension Color: Blue Status: Very Low Percentage: 1.0% Change: Decline Change from Baseline: - 0.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 103 Suspension Color: Green Status: Medium Percentage: 2.9% Change: Declined Percentage change: -2%				Students with Disabilities: 100 Suspension Color: Green Status: Low Percentage: 1.9% Change: Decline Change from Baseline: -1.0%
B. Pupil expulsion rate	B. Pupil expulsion rate: 0%				B. Pupil expulsion rate: 0%%
C. California Healthy Kids School Survey	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.				C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

During the 2020-2021 academic school year, there was a significant difference in the planned expenditures and the actual expenditures used due to the COVID-19 pandemic and virtual learning. Students were learning virtually 100% of the school year and less funds were spent on parental engagement, school climate and supplemental learning experiences. Funds were reallocated towards materials and supplies, intervention and supplemental technology platforms and applications that were utilized while students were learning from home virtually.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were substantial difference between the estimated budget expenditures and the actual expenditures due to the impact of COVID-19 and virtual learning. Less funds were used for parental engagement and school climate and were reallocated towards supplemental programs, intervention, materials and supplies for students.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

3.1 No, due to virtual learning fewer parent workshops guided by parent liaison were conducted. Funds were reallocated to 3.4 - purchase of instructional material

3.2. Yes, despite virtual learning, musical enrichment lessons were provided via zoom session

3.3 No, due to virtual learning, ballet folklorico dance was not conducive to a distance learning environment. Funds were relocated to 1.13

3.4a Yes, parent attended virtual parent training for CAFE and funds were used for other operating expenditures for parent meetings.

3.4c Yes, Instructional materials were purchased to support at risk students in the areas of Mathematics and English Language Arts.

Parent Liaison - Our parent liaison encouraged and empowered our parents to become involved with their child's education. Through parent workshops, the parents have become more involved in their children's education, the better their entire class's motivation, behavior, and grades become. Encouraging parent engagement is more than common courtesy. It's one of the best ways to create a positive learning environment for every student.

The Riverside County Latino Commission Counseling Center is staffed by licensed clinicians as well as experienced and professional therapists almost all of whom are bi-lingual. They provide mental health services to the largely Hispanic community in the Coachella Valley. These services include individual psychotherapy for children, adolescents, and adults. The Latino Commission also provides therapy to couples and families who, like individuals, experience problems involving personal conflicts, drug or alcohol abuse, depression, anxiety, anger and a host of other emotional and psychological issues. The counseling services through the Latino Commission have supported many of our students and families to meet the social emotional needs for all students.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Due to virtual learning and the COVID-19 pandemic, changes were made to goals and actions and services were modified to achieve our academic goal.

LCFF 3.1 funds (\$2,500) were reallocated to LCFF 3.5 to purchase instructional materials to support at risk students in the areas of mathematics, English Language Arts, Science/STEM and Social Studies.

LCFF 3.3 funds (\$2,000) were reallocated to LCFF 1.13 for the purchase of technology equipment to support intervention lesson delivery to at risk students in the areas of mathematics, English Language Arts, Science/STEM and Social Studies.

Identified Need

An explanation of why the school has developed this goal and related actions.

Increase engagement and collaboration among students, parents, staff and community members in both Structured English Instruction (SEI) and Dual Language Programs (DL). All students will benefit from the school engaging and sustaining the trust and involvement of parents and community in the educational process.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Extra Services for Certificated staff	Extra services for parent liaison to provide parent workshops, assists in implementing parent education programs and goals and assist parents with the basic use of computers, and parent volunteer training, update and maintain school informational website for parents to access.	Principal AAll	Aug-May	LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 3,000.00
2	Parental Engagement - cultural enrichment	Provide cultural and musical enrichment for students engagement (guitar/Mariachi lessons) which gives parents the opportunity to see their child's progress and performances throughout the year.	Principal	Sept - May	LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 4,000.00
3	Parental Engagement - cultural engagement	Provide cultural and student engagement (folklorico dance) which gives parents the opportunity to see their child's progress and performances throughout the year.	Principal AAll	Sept - May	LCFF Supplemental/Concentration 0701 2,000.00
4	Parent Trainings	Parent trainings to include but not limited to CABE and other operating expenditures.	Principal Parent Liaison	Aug-May	Title I 3010 5000-5999: Services And Other Operating Expenditures 5,094.00
5	School Climate - Blended Model	Extra services for teachers to support community events such as but not limited to Cesar Chavez Day, FindFood distribution,	Principal AAll	Sept-May	LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		and Dia De Los Muertos celebration.			3,600.00
6	School Climate - Blended Model	Extra Services for teachers to collaborate and implement transformational learning model such as but not limited to (PBIS implementation, Joven Noble, and Xinacti)	Principal	Sept - May	LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 5,000.00

District Funded Site-Based Services

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: District funded personnel and services for Goals 1, 2 and 3					
Actions to be Taken to Reach This Goal		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Reading assessment and intervention online program (Lexia) E.S.		August, 2020 - June, 2021	Reading Assessment & Intervention - Lexia 4000-4999: Books And Supplies	662,250	Title I
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Math intervention - online resources K-12		August, 2020 - June, 2021	1.7 Salary/Benefits 4000-4999: Books And Supplies	330,000	Title I
Title I Staffing 17 Visual and Performing Arts (VAPA) Teachers - E.S.		August, 2020 - June, 2021	VAPA Teachers 5000-5999: Services And Other Operating Expenditures	1,987,167	Title I
Title I Staffing Visual and Performing Arts (VAPA) Aides - E.S.		August, 2020 - June, 2021	VAPA Aides 2000-2999: Classified Personnel Salaries	529,755	Title I

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
<p>Title I Staffing</p> <p>6 Instructional Specialists - certificated (100%)/ TOSAs K-12</p>	<p>August, 2020 - June, 2021</p>	<p>Instructional Specialists</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>641,451</p>	<p>Title I</p>
<p>Title I Professional Development</p> <p>Professional Development: Contract with Riverside County Office of Education, provide continuous training in the area of writing and supporting site leadership.</p>	<p>August, 2020 - June, 2021</p>	<p>RCOE Provided professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>194,333</p>	<p>Title I</p>
<p>Title I SEL/Blended Model</p> <p>Latino Counseling Commission - Social Emotional Counseling</p>	<p>August, 2020 - June, 2021</p>	<p>Social Emotional Counseling</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>1,881,256</p>	<p>Title I</p>
<p>LCFF Staffing</p> <p>Up to 11 Assistant Administrators of Instructional Improvement TK - 6 salaries</p>	<p>August, 2020 - June, 2021</p>	<p>Asst. Administrators at Elementary Schools</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>1,243,849</p>	<p>LCFF</p>

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
LCFF Staffing 14 Counselor Salaries TK-12	August, 2020 - June, 2021	Counselor salaries 5800: Professional/Consulting Services And Operating Expenditures	2,282,721	LCFF
LCFF Technology Hotspots for students to have access to Wifi during Distance Learning - TK-12	January - June, 2021	Hotspots	475,000	LCFF
LCFF SEL/Blended Model 21 PBIS/ Restorative Justice Lead Stipends (\$2,500 stipend each) TK-12	August, 2020 - June, 2021	PBIS/RJ Lead Stipends 1000-1999: Certificated Personnel Salaries	67,050	LCFF
Title IV SEL/Blended Model Restorative Justice (subs, materials, contracts, PD) TK-12	August, 2020 - June, 2021	RJ Implementation 5000-5999: Services And Other Operating Expenditures	104,480	
Title IV SEL/Blended Model PBIS Stipends, subs, materials, contracts, PD - TK-12	August, 2020 - June, 2021	PBIS Implementation 5700-5799: Transfers Of Direct Costs	147,228	

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
	Completion Date			
Title IV SEL/Blended Model Transformational Learning Activities - TK-12	August, 2020 - June, 2021	TL Implementation 5000-5999: Services And Other Operating Expenditures	104,480	

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Of the four following options, please select the one that describes this school site.

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

Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs

Allocation (\$)

LCFF Supplemental/Concentration 0701

\$34,586.00

Title I 3010

\$35,870.00

Subtotal of state or local funds included for this school: \$70,456.00

Total of federal, state, and/or local funds for this school: \$70,456.00

Recommendation 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:

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 4, 2021.

Attested:



Principal, Dora Juarez on May 4, 2021



SSC Chairperson, Rosana Castro on May 4, 2021

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Dora Juarez	Principal
Alma Delia Lopez	Parent or Community Member
Rosana Castro	Parent or Community Member
Sarah Hassan	Parent or Community Member
Alicia Valladolid	Parent or Community Member
Judy Silva	Other School Staff
Margarita Valdez	Classroom Teacher
Pedro Ruiz	Parent or Community Member
Richard Chavez, alternate	Classroom Teacher

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