



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CHAVEZ ELEMENTARY SCHOOL

2018-19

37-68338-6114300
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Santos, Francisco

Contact Person: Santos, Francisco

Position: Principal

Telephone Number: (619) 362-3200

Address: 1404 S 40th St, Chavez Elementary, San Diego, CA, 92113-4037,

E-mail Address: fsantos@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: *Chavez Elementary School*

SITE CONTACT PERSON: *Francisco Santos*

DUE: April 6, 2018 (Traditional)

May 2, 2018 (year Round)

PHONE: *(619)362-3200* FAX: *(619)362-3249* E-MAIL ADDRESS: *fsantos@sandi.net*

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:


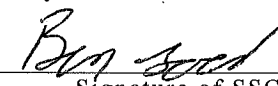
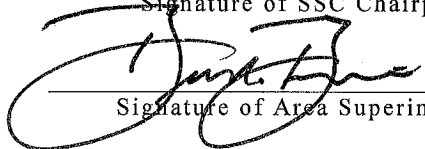
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <i>1/26/18</i> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: *3/20/18*

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u><i>Francisco Santos</i></u> Type/Print Name of School Principal	<u></u> Signature of School Principal	<u><i>5/16/18</i></u> Date
<u><i>Ben Good</i></u> Type/Print Name of SSC Chairperson	<u></u> Signature of SSC Chairperson	<u><i>5/16/18</i></u> Date
<u><i>Bruce Bivins</i></u> Type/Print Name of Area Superintendent	<u></u> Signature of Area Superintendent	<u><i>05/25/18</i></u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The mission of Cesar Chavez Elementary is to create a learning community that empowers every child with the knowledge, skills, and resilience to be successful in a rapidly changing world. The Cesar Chavez Learning Community is striving to achieve this by creating an effective educational collaborative between all members of our learning community, e.g. students, parents, teachers, administration, staff, and local community. This Single Plan for Student Achievement (SPSA) fulfills this mission by providing a learning environment that engages students in a rigorous program that holds students to high expectations. The stakeholders at Chavez Elementary have identified the need to focus on the development, support, and improvement of reading and mathematics skills as two specific areas in which the SPSA will focus on increasing student achievement. In addition, an emphasis on using technology to provide instruction and support for English Learners (EL) to increase proficiency results in reading and math skills. Funds have been allocated for professional development (PD) to continue implementing Professional Learning Communities (PLC) in all grade levels.

The School-Wide SMART Goal for ELA states that 41% or more of all students attending Chavez Elementary School will score proficient on the SBAC. Key actions we plan to implement to produce expected results include:

1. Bi-Weekly grade level PLCs to analyze data, monitor student progress and plan strong first instruction and interventions
2. Students will receive intensive instruction and interventions
3. Differentiated instruction will be provided to support all students
4. Additional small group and/or guided reading instruction will be provided to students who need the support.

The actions are based on the SBAC and DRA2 scores for 2017-2018, which demonstrate that students are able to decode, but struggle with reading comprehension, written conventions, and written strategies. The Professional development, PLCs, and Instructional Leadership Team (ILT) meetings will emphasize monthly grade level goals that focus on specific interventions, strategies, and instruction to support students in the areas of struggle. These key actions will also include supports to enable English Learners to achieve grade level proficiency.

The School-Wide SMART goals for Mathematics state that 34% of all students attending Chavez Elementary School will score proficient on SBAC. Key actions implemented to produce expected results include:

1. Bi-weekly grade level PLCs to analyze data and plan instruction and interventions.
2. Daily mathematics instruction will be provided.
3. Teachers will administer on-going weekly formative assessments and analyze data to drive instruction and provide interventions.
4. Strategically planned small group lessons will be implemented to provide instruction and interventions to support English Learners.

These actions will reflect grade level weekly, biweekly, and monthly goals created in grade level PLCs and PDs that focus on specific interventions and strategies in the area of mathematics. Based on the 2017-2018 SBAC and the end of unit assessment results, students who continue to struggle with number sense, measurement, and geometry will receive additional supports and interventions such as ST Math and small group instruction. These key actions will include strategies to support English Learners in achieving grade level proficiency.

The challenges and barriers that Chavez Elementary faces include:

1. The language barrier of students

2. Home Language
3. 95% free or reduced lunch
4. The staff is concerned with excessive absences and how that is affecting learning

Structures that have and will continue to be implemented to assist and support with these challenges include:

1. Teachers will provide daily ELD instruction
2. A full time counselor, part time nurse, and clerk will monitor attendance
3. PTO will continue to provide incentives for students to improve their attendance and demonstrate positive behavior
4. A Clerk will work closely with the Counselor, Nurse, Project Resource Teacher, and principal to discuss interventions for absences
5. Newsletter and website will address the importance of attending school on a daily basis and ways parents can help to get students to school and on time.

SCHOOL VISION AND REALITY

Cesar Chavez Elementary is a collaborative learning community that embraces diversity by nurturing, motivating and empowering all students to progress and develop emotionally, socially and academically. Chavez students are encouraged to become independent learners who are critical thinkers, resourceful, collaborative and academically resilient. All students are given access to a balanced curriculum and technology to be college and career ready for the 21st century. Cesar Chavez is a Learning Community that strives to create collaboration between all members: students, parents, teachers, administration, staff, and the local community. The classroom learning environments are active, engaging, rigorous and equipped with technology. The stakeholders at Chavez Elementary have identified the need to focus on the development, support, and improvement on reading and mathematics skills. Our staff is highly motivated and committed to collaborate with parents as community to ensure Chavez students are life-long learners who are confident leaders, resilient, independent, problem solvers, and respectful of others.

Our current reality is that all teachers and support staff are working towards their developing an ideal state. All teachers are working towards setting high expectations on students and best first instruction. We are currently working with district resource staff to develop a high performing learning community that focuses on effective teaching practices and student mastery of the objectives. PLCs are an essential structure that allows for teachers to collaborate with other grade level teachers and develop lessons that allow all students access to common core standards.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress and check whether students are mastering the objectives/goals. Analysis of results ensures that teachers better understand all their students and develop strong 1st instruction for all their students. Findings and progress are shared with parents and community via advisory groups, Family Fridays, ELAC and School Site Council (SSC).

SPSA ALIGNMENT TO THE LEA PLAN

Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the “Budget: Resources Aligned to Area Goals” section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet proficient levels in SBAC and DRA. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

At Chavez we scheduled different meetings so the staff, parents, and community were able participate in the process of developing the LCFF budget. The following monthly meetings were opened to the staff, parents and community:

- * Family Friday
- * ELAC
- * SSC
- * SGT
- * PTO
- * Parent survey

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 26% (approx. 19 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 42% (approx. 31 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students (insufficient data)

Subgroup: English Learners students

By June 2019, 20% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 6 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 25% (approx. 16 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 41% (approx. 30 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 25% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Annual Measurable Achievement Objectives (AMAO)

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze students' DRA scores and reading records/conferring notes during their PLCs (twice a month). Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 34% (approx. 25 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 19% (approx. 14 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: English Learners students
 By June 2019, 27% (approx. 11 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 15% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 33% (approx. 21 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 20% (approx. 14 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 20% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 15 % (approx. 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level to analyze end of unit assessments and exit slips twice a month during PLCs. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for students who are dually-identified as receiving EL and Special Ed. services.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Annual Measurable Achievement Objectives (AMAO)

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 35% (approx. 26 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 41% (approx. 31 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: English Learners students

By June 2019, at least 20 % (approx. 8 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 20% (approx. 6 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 25% (approx. 16 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 41% (approx. 30 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 20% (approx. 2 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 25% (approx. 2 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level to analyze end of unit assessments, DRA/ARI during PLCs (Bi-monthly). Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 275 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50% (approx. 138 families) will attend one training on how to support their student's achievement at home to increase the milestones necessary for meaningful graduation.

Targeted Population:

- In addition to maintaining the same level of parent outreach, priority will be placed to target the families whose students are absent more than five days.
- The Principal, Counselor, and the Project Resource Teacher will target parents of struggling students in 3rd grade and will work with them at least 3 times a year.

What data did you use to form these goals?

After reviewing the sign-in sheets from previous parent and family activities, it was apparent that students that are not meeting the grade level expectations in DRA, CELDT, Interim assessments in Literacy and Math have lower rate of parent involvement.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet at least eight times per year to analyze student progress using site developed criteria. Families are contacted every trimester based on progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and Lucy Calkins units and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of SBAC and site based assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- District resource ELST will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Push in support will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- Support by district resource staff and ILT to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials, academic field trips and supplemental curriculum using software.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Admission/Entry Tickets		\$2,000.00	\$2,000.00	0060-30100-00-5859-1000-1110-01000-0000	Title I Basic Program	01, 03	Admission tickets for academic fieldtrip.
Supplies		\$11,970.00	\$11,970.00	0060-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Classroom and intervention supplies
Interprogram Svcs/Field Trip		\$7,000.00	\$7,000.00	0060-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 03	Academic fieldtrips for ELA and other core content areas.
Software License		\$5,000.00	\$5,000.00	0060-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 03	Software Licence for A-Z,

How will you monitor these strategies/activities?

Run special reports or survey the usage of supplemental materials.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired Clsrn Teacher Hrly		\$28,282.00	\$34,048.70	0060-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Pull out support for target students in ELA.

How will you monitor these strategies/activities?

Review the schedules of the activities that are supporting the students.

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3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Release time will added to allow teachers to learn teaching strategies together to better meet the needs of their struggling students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$34,887.00	\$42,000.45	0060-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release time for PLC and cross site visitation and offsite workshops.

How will you monitor these strategies/activities?

PLC notes and a schedule calendar for PLCs

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting graduation requirements by attending to their health needs, providing academic career planning and develop schoolwide character count.

The counselor will continue to ensure we use Character Counts occurs in classrooms, schoolwide events and at home.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.7000	\$55,601.70	\$79,830.66	0060-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	Provide social and emotional for students.

How will you monitor these strategies/activities?

Presentation notes and a schedule calendar for the classroom presentations and school wide assemblies.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Staff will assist parents in attending family engagement events that focus on empowering the parents. Staff will ensure that there are adequate communication, childcare, materials, translators, and refreshments at the events.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Nonclsrn PARAS Hrly		\$300.00	\$385.23	0060-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare for parents events
Tech Professional OTBS Hrly		\$350.00	\$449.45	0060-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Translation for parent events
Interprogram Svcs/Duplicating		\$300.00	\$300.00	0060-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Parent's letter for communication.
Supplies		\$1,811.00	\$1,811.00	0060-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and materials for parents.

How will you monitor these strategies/activities?

Sign-in sheets and calendar events (Family Friday, Back to School/Open House, Parent workshops, Parent Conferences).

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Push-in/Push-out support is provided to increase the number of students meeting grade level standards as evidenced by DRA and site-developed assessments. Increase in Counselor time is provided to support the students in their emotional and social needs so they are able to access the core instruction.</p> <p>Identified Need:: There are students at all grade levels who are not meeting grade level standards. Students will benefit from the push-in/pull-out support.</p> <p>Target Group:: Students not meeting grade level standards.</p> <p>Monitoring:: DRA scores and site developed assessments.</p> <p>Personnel Responsible:: Principal, ILT, Classroom Teachers, Push-in/Pull-out teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Increase the level of access to grade level standards and improve learning, basic supplies are necessary.</p> <p>Identified Need:: All students are in need of basic academic supplies.</p> <p>Target Group:: All students are in need of basic academic supplies for learning.</p> <p>Monitoring:: Administrative approval of instructional request will be based on academic rationale provided</p> <p>Personnel Responsible:: Principal, ILT, classroom teachers</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>

Professional Development Goal:
Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site based assessment.

Identified Need::
Teachers benefit from additional PD and PLC time to analyze student performance and collaboratively plan instruction.

Target Group::
All students

Monitoring::
Monitoring of progress is conducted through the PLCs notes produced by the teachers. Additional monitoring will occur during evaluation and observation processes by the Administrator.

Personnel Responsible::

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.1750	\$4,365.55	\$5,618.23	0060-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provides library support for students.
Inschool Resource Tchr	0.5000	\$44,469.00	\$71,573.71	0060-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Will support ELPAC testing and coordination, supporting with Student Centered Coaching cycle and professional development.
Supplies		\$10,000.00	\$10,000.00	0060-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom intervention materials
Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0060-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Paper for duplication classroom materials.
Short Term Leave Visiting Tchr		\$10,110.00	\$12,171.44	0060-09800-00-1162-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC Testing

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Chavez
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	239	20.5	219	24.7	220	20.0	-0.5	-4.7	241	13.7	219	20.1	222	15.3	1.6	-4.8
Female	111	23.4	100	29.0	105	23.8	0.4	-5.2	112	10.7	100	15.0	105	12.4	1.7	-2.6
Male	128	18.0	119	21.0	115	16.5	-1.5	-4.5	129	16.3	119	24.4	117	17.9	1.6	-6.5
African American	7	-	4	-	5	-	-	-	7	-	4	-	5	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
Hispanic	217	19.4	207	24.2	205	19.0	-0.4	-5.2	219	14.2	207	19.3	207	15.0	0.8	-4.3
Indochinese	6	-	3	-	1	-	-	-	6	-	3	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	3	-	0	-	1	-	-	-	3	-	0	-	1	-	-	-
Multiracial	4	-	2	-	6	-	-	-	4	-	2	-	6	-	-	-
English Learner	122	8.2	123	8.1	110	3.6	-4.6	-4.5	124	7.3	123	10.6	112	8.9	1.6	-1.7
English-Speaking	117	33.3	96	45.8	110	36.4	3.1	-9.4	117	20.5	96	32.3	110	21.8	1.3	-10.5
Reclassified†	67	38.8	44	56.8	64	39.1	0.3	-17.7	67	25.4	44	31.8	64	23.4	-2.0	-8.4
Initially Eng. Speaking	50	26.0	52	36.5	46	32.6	6.6	-3.9	50	14.0	52	32.7	46	19.6	5.6	-13.1
Econ. Disadv.*	239	20.5	207	24.2	210	20.0	-0.5	-4.2	241	13.7	207	19.3	212	16.0	2.3	-3.3
Non-Econ. Disadv.	0	-	12	33.3	10	20.0	-	-13.3	0	-	12	33.3	0	-	-	-
Gifted	49	40.8	44	43.2	35	28.6	-12.2	-14.6	49	30.6	44	29.5	35	22.9	-7.7	-6.6
Not Gifted	190	15.3	175	20.0	185	18.4	3.1	-1.6	192	9.4	175	17.7	187	13.9	4.5	-3.8
With Disabilities	31	0.0	25	4.0	25	8.0	8.0	4.0	31	0.0	25	8.0	25	4.0	4.0	-4.0
WO Disabilities	208	23.6	194	27.3	195	21.5	-2.1	-5.8	210	15.7	194	21.6	197	16.8	1.1	-4.8
Homeless	22	13.6	30	20.0	42	23.8	10.2	3.8	22	18.2	30	20.0	42	19.0	0.8	-1.0
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	1	-	3	-	3	-	-	-	1	-	3	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Chavez
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	62	21.0	85	24.7	73	13.7	-7.3	-11.0	64	18.8	85	34.1	73	24.7	5.9	-9.4
Female	30	26.7	38	28.9	32	18.8	-7.9	-10.1	31	19.4	38	26.3	32	25.0	5.6	-1.3
Male	32	15.6	47	21.3	41	9.8	-5.8	-11.5	33	18.2	47	40.4	41	24.4	6.2	-16.0
African American	1	-	1	-	3	-	-	-	1	-	1	-	3	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	58	20.7	82	24.4	67	13.4	-7.3	-11.0	60	20.0	82	34.1	67	23.9	3.9	-10.2
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Multiracial	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
English Learner	50	18.0	55	7.3	46	4.3	-13.7	-3.0	52	17.3	55	18.2	46	17.4	0.1	-0.8
English-Speaking	12	33.3	30	56.7	27	29.6	-3.7	-27.1	12	25.0	30	63.3	27	37.0	12.0	-26.3
Reclassified†	0	-	9	-	13	30.8	-	-	0	-	9	-	13	38.5	-	-
Initially Eng. Speaking	12	33.3	21	42.9	14	28.6	-4.7	-14.3	12	25.0	21	57.1	14	35.7	10.7	-21.4
Econ. Disadv.*	62	21.0	81	24.7	71	14.1	-6.9	-10.6	64	18.8	81	32.1	71	25.4	6.6	-6.7
Non-Econ. Disadv.	0	-	4	-	10	20.0	-	-	0	-	4	-	0	-	-	-
Gifted	15	40.0	11	36.4	12	25.0	-15.0	-11.4	15	26.7	11	54.5	12	25.0	-1.7	-29.5
Not Gifted	47	14.9	74	23.0	61	11.5	-3.4	-11.5	49	16.3	74	31.1	61	24.6	8.3	-6.5
With Disabilities	8	-	25	4.0	9	-	-	-	8	-	10	20.0	9	-	-	-
WO Disabilities	54	24.1	75	28.0	64	14.1	-10.0	-13.9	56	21.4	75	36.0	64	26.6	5.2	-9.4
Homeless	9	-	12	25.0	14	21.4	-	-3.6	9	-	12	25.0	14	28.6	-	3.6
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Chavez
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	86	20.9	62	24.2	84	16.7	-4.2	-7.5	86	14.0	62	11.3	84	11.9	-2.1	0.6
Female	36	19.4	30	30.0	40	17.5	-1.9	-12.5	36	11.1	30	10.0	40	7.5	-3.6	-2.5
Male	50	22.0	32	18.8	44	15.9	-6.1	-2.9	50	16.0	32	12.5	44	15.9	-0.1	3.4
African American	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	80	18.8	59	25.4	81	14.8	-4.0	-10.6	80	13.8	59	11.9	81	12.3	-1.5	0.4
Indochinese	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
English Learner	42	2.4	42	14.3	42	4.8	2.4	-9.5	42	0.0	42	7.1	42	4.8	4.8	-2.3
English-Speaking	44	38.6	20	45.0	42	28.6	-10.0	-16.4	44	27.3	20	20.0	42	19.0	-8.3	-1.0
Reclassified†	22	54.5	10	60.0	25	28.0	-26.5	-32.0	22	36.4	10	20.0	25	24.0	-12.4	4.0
Initially Eng. Speaking	22	22.7	10	30.0	17	29.4	6.7	-0.6	22	18.2	10	20.0	17	11.8	-6.4	-8.2
Econ. Disadv.*	86	20.9	60	23.3	81	16.0	-4.9	-7.3	86	14.0	60	11.7	81	12.3	-1.7	0.6
Non-Econ. Disadv.	0	-	2	-	3	-	-	-	0	-	12	33.3	0	-	-	-
Gifted	19	36.8	15	40.0	10	30.0	-6.8	-10.0	19	26.3	15	13.3	10	50.0	23.7	36.7
Not Gifted	67	16.4	47	19.1	74	14.9	-1.5	-4.2	67	10.4	47	10.6	74	6.8	-3.6	-3.8
With Disabilities	11	0.0	25	4.0	25	8.0	8.0	4.0	11	0.0	25	8.0	25	4.0	4.0	-4.0
WO Disabilities	75	24.0	55	27.3	74	18.9	-5.1	-8.4	75	16.0	55	12.7	74	13.5	-2.5	0.8
Homeless	9	-	11	18.2	15	13.3	-	-4.9	9	-	11	18.2	42	19.0	-	0.8
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	1	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Chavez
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	91	19.8	72	25.0	63	31.7	11.9	6.7	91	9.9	72	11.1	65	9.2	-0.7	-1.9
Female	45	24.4	32	28.1	33	36.4	12.0	8.3	45	4.4	32	6.3	33	6.1	1.7	-0.2
Male	46	15.2	40	22.5	30	26.7	11.5	4.2	46	15.2	40	15.0	32	12.5	-2.7	-2.5
African American	4	-	2	-	1	-	-	-	4	-	2	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Hispanic	79	19.0	66	22.7	57	31.6	12.6	8.9	79	10.1	66	7.6	59	8.5	-1.6	0.9
Indochinese	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	3	-	0	-	3	-	-	-	3	-	0	-	3	-	-	-
English Learner	30	0.0	26	0.0	22	0.0	0.0	0.0	30	0.0	26	0.0	24	0.0	0.0	0.0
English-Speaking	61	29.5	46	39.1	41	48.8	19.3	9.7	61	14.8	46	17.4	41	14.6	-0.2	-2.8
Reclassified†	45	31.1	25	44.0	26	53.8	22.7	9.8	45	20.0	25	20.0	26	15.4	-4.6	-4.6
Initially Eng. Speaking	16	25.0	21	33.3	15	40.0	15.0	6.7	16	0.0	21	14.3	15	13.3	13.3	-1.0
Econ. Disadv.*	91	19.8	66	24.2	58	32.8	13.0	8.6	91	9.9	66	10.6	60	10.0	0.1	-0.6
Non-Econ. Disadv.	0	-	6	-	5	-	-	-	0	-	6	-	0	-	-	-
Gifted	15	46.7	18	50.0	13	30.8	-15.9	-19.2	15	40.0	18	27.8	35	22.9	-17.1	-4.9
Not Gifted	76	14.5	54	16.7	50	32.0	17.5	15.3	76	3.9	54	5.6	52	11.5	7.6	5.9
With Disabilities	12	0.0	8	-	6	-	-	-	12	0.0	25	8.0	25	4.0	4.0	-4.0
WO Disabilities	79	22.8	64	26.6	57	33.3	10.5	6.7	79	11.4	64	12.5	59	10.2	-1.2	-2.3
Homeless	4	-	7	-	13	38.5	-	-	4	-	7	-	13	30.8	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Cesar Chavez Elementary School



Title I Parent Involvement Policy

In the fall, an annual meeting will be held to share with parents the Title I program and its requirements.

Chavez Elementary will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:

- Improving communication between the school and home.
- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
- Conferencing with teachers.
- Providing training programs to help parents support and work with their children at home and at school
- Advocating for teachers and parents.
- Valuing cultural diversity.
- Providing information regarding language acquisition, assessment, and reclassification.

Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review and improvement of the program.

The school-wide parent newsletter is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The parent center is used to advertise parent meetings and training sessions offered at Chavez Elementary, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to contact parents in the language of the parents.

During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

Parents are notified annually of individual student assessment results by the Research and Reporting Department and Testing Department. An explanation of the information is available in several languages.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Cesar Chavez Elementary School



HOME/SCHOOL COMPACT

Chavez Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-19.

SCHOOL RESPONSIBILITIES

Chavez Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

- Providing instruction that is designed to enable students to become critical thinkers across domains.
- Instill in our students, a) a lifelong love of reading, b) a facility and joy of communicating through language, and c) a deep appreciation of literary and informational texts and the ways in which print expands our universe and our understanding of history and humanity.
- Provide teachers with professional development that will increase their knowledge of curriculum, instruction, and assessment to enhance student learning.
- Instill in our students the ability to think mathematically through a balanced instructional program designed to help students become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:

November 5-9, 2018
March 18-22, 2019

3. Provide parents with frequent reports on their child's progress at parent-teacher conferences, SST meetings, or weekly progress reports provided by teachers.

4. Provide parents reasonable access to staff at Back-to-School Night, Parent Conferences, Open House, at SST meetings, or through one-on-one parent meetings.
5. Provide parents with opportunities to volunteer and participate in their child's classroom, school events, and observe classroom activities.

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

1. Ensuring that my child is in school every day, on time, ready to learn
2. Making sure that homework is completed
3. Monitoring the amount of television my child watches
4. Monitoring the amount of video games my child plays
5. Volunteering in my child's classroom
6. Promoting positive use of my child's extracurricular time
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
8. Serving to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups

STUDENTS RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

1. Commit to being a responsible, respectful, caring participant in my classroom community
2. Take responsibility for my own learning and strive to meet grade-level expectations
3. Do my homework every day and ask for help when I need it.
4. Read at least 30 minutes every day outside of school time.
5. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Chavez Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.5000	\$ 44,469.00
		1162	Short Term Leave Visiting Tchr			\$ 10,110.00
		2231	Other Support Prsnl PARAS	Library Asst	0.1750	\$ 4,365.55
		3000	Employee Benefits			\$ 30,418.83
		4301	Supplies			\$ 10,000.00
		5733	Interprogram Svcs/Paper			\$ 5,000.00
	09800 Total				0.6750	\$ 104,363.38
	30100	1189	Retired Clsrm Teacher Hrly			\$ 28,282.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 34,887.00
		1210	Counselor	School Counselor	0.7000	\$ 55,601.70
		3000	Employee Benefits			\$ 37,109.11
		4301	Supplies			\$ 11,970.00
		5735	Interprogram Svcs/Field Trip			\$ 7,000.00
		5841	Software License			\$ 5,000.00
		5859	Admission/Entry Tickets			\$ 2,000.00
	30100 Total				0.7000	\$ 181,849.81
	30103	2455	Tech Professional OTBS Hrly			\$ 350.00
		2955	Other Nonclsrm PARAS Hrly			\$ 300.00
		3000	Employee Benefits			\$ 184.68
		4301	Supplies			\$ 1,811.00
		5721	Interprogram Svcs/Duplicating			\$ 300.00
	30103 Total					\$ 2,945.68

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Cesar Chavez Elementary School
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Instructional programs are aligned to the CCSS in ELA and Math. The work that takes place in PLCs and PDs around crafting strong 1 st instruction by understanding all the students as learners. Adelante Benchmark is the curriculum that is being used in our Dual Language program. There are also additional PLC days calendared for the Dual Language teachers to meet and collaborate and build capacity in the program. The school develops common formative assessments to ensure that students' areas of need are being addressed.
CLOSING THE ACHIEVEMENT GAP	RTI time is built into the master calendar to ensure that students who are struggling academically are identified and supported. We have three push-in support staff to support students (TK-5 th) who struggling as readers. Students are monitored every six weeks. Intervention programs that are designed for individual needs have been purchased to supplement quality Tier 1 instruction (Mobymax, Razkids, Reading Naturally, and i-ready). Teachers have been trained in QTEL strategies and having a strong Balanced Literacy. We use the integrated ELD model.
PROFESSIONAL DEVELOPMENT	Chavez's professional development is aligned with the district focus around understanding our students as learners and the impacts of Student Centered Coaching Cycles on instruction. We are also focusing on the critical concepts in ELA and Math.
GRADUATION/PROMOTION	Support English Learners and focus on reclassifying a high rate of Long Term English Learners (LTELs) before they leave Chavez. To ensure that this takes place, instructional practices will focus on monitoring and ensuring ELs and LTELs are mastering the lesson/objective. LTELs also will receive additional support from the push-in/intervention support around reading strategies.

PARENT ENGAGEMENT	<p>At Cesar Chavez Elementary we have high level of parent involvement throughout the year. Parents are encouraged and motivated to take an active role in the academic culture at Chavez by having a strong voice during SSC, SGT, PTO and ELAC. All communications are provided in English and Spanish. We are also creating learning opportunities for parents to learn about reading strategies and how they support their children with reading. Parents who are limited in English are encouraged to enroll in our ESL classes for adults at Chavez. The ESL class focuses on building their communication skills in English and create confident learners.</p>
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