

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CHAVEZ ELEMENTARY SCHOOL

2020-21

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
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**SCHOOL NAME: Cesar Chavez Elementary****DUE: October 5, 2020****SITE CONTACT PERSON: Francisco Santos****PHONE: 619 362-3200****FAX: 619 362-3240****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)** **CSI School****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: 09/25/2020 |
| <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 checked="" type="checkbox"/> Other (list): <u>Family Friday</u> | Date of presentation: 10/02/2020 |

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: 10/05/2020

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.Francisco Santos

Type/Print Name of School Principal

/Francisco Santos/ 10/05/2020

Signature of School Principal / Date

Sonia Sobampo

Type/Print Name of SSC Chairperson

/Sonia Sobampo/ 10/05/2020

Signature of SSC Chairperson / Date

Jorge Amador

Type/Print Name of ELAC Chairperson

/Jorge Amador/ 10/05/2020

Signature of ELAC Chairperson / Date

Bruce Bivins

Type/Print Name of Area Superintendent

10/6/2020

Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title One Schoolwide program school.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT

SSC Meeting occurred on February 4, 2020 -. Budget was approved.

SSC Meeting occurred on October 5, 2020. SPSA was approved.

ELAC Meeting occurred on January 30, 2020. Reviewed and gave budget recommendations.

ELAC Meeting on September 25, 2020 -. Reviewed SPSA section on English Learners and gave feedback.

RESOURCE INEQUITIES

Resource inequities exist in 3 areas, instructional materials, intervention support and professional development.

Intervention Support**Chronic Absenteeism**

- Lack of services to adequately address issues
- Parent's negative mindset around the importance of attendance
- unstable family dynamics and trauma provide additional family challenges
- Immigration status causes a negative impact on attendance

Suspension

- Behaviors for suspensions followed district procedure
- Progressive discipline followed
- Teachers contract allows teachers to suspend students from classrooms
- Students with disabilities not having adequate supports to manage behavior that manifests due to disability

Tier 3 intervention for ELs and at risk students in ELA and math

- Lack of funds to hire a resource teacher to provide pullout or push in teacher that will allow more students to be seen.

- PARAs training needed to support SWD
- Counselor only district funded 1 day requires the majority of our Title I budget to be spent on adding additional counselor time to support SEL and absenteeism rather than use on other important areas.

Instructional Materials

- Lacking a cohesive district wide ELA adoption that is Common Core Aligned
- Supplemental materials are expensive and often times ongoing professional development is not provided
- Math intervention, ELD curriculum and updated classroom library books are lacking.

Professional Development

- Two hours per month for professional development is not enough time for teachers to grow professionally in all the areas of need
- Funds are used for PLC which leaves very little funds for visiting teachers or teacher hourly.
- Lack of funds for experts to lead professional development around our school's instructional needs causes principal and school staff to lead PD.

| SCHOOL SITE COUNCIL MEMBERSHIP | |
|---------------------------------------|------------------------|
| Member Name | Role |
| Michael Hernandez | Classroom Teacher |
| Sonia Sobampo | Other School Personnel |
| Zuleika Rodriguez | Classroom Teacher |
| Angelica Calvillo | Parent |
| Laura Dominguez | Parent |
| Jorge Amadar | Parent |
| Francisco Santos | Principal |
| Jastine Aceves | Parent |
| Trina Good | Classroom Teacher |
| Tarik Bey | Parent |

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Last year we hired a guidance assistance to help decrease our chronic attendance rate and provide proactive interventions to our students and families. She would support students with high absentees by connecting with them daily in small group settings, do home visits with the counselor to build relationships with parents, and provide positive incentives to improve attendance.

*Major Differences

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

Due to staffing issues with our guidance assistance, we were unable to fully support students with chronic attendance issues.

*Changes

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

No changes until staffing is resolved

*Goal 1 - Safe, Collaborative and Inclusive Culture

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| | | | | | | |
|-----------|--------|------------------------------|--------|------|---------------------|-----------|
| June 2021 | 5th | Feel connected to the school | 68% | 80% | CAL-SCHLS (CHKS) | Annual |
| June 2021 | TK-5th | School Attendance | 94.45% | 97% | Attendance | Monthly |
| June 2021 | TK-5th | Suspension Rate | 1.1% | 0.5% | Suspension | Trimester |
| June 2021 | TK-5th | Decrease Chronic Absenteeism | 23.3% | 12% | Chronic Absenteeism | Monthly |

*Identified Need

Data from the 2018-19 CHKS shows that 68% of students feel connected to the school. We would like to increase this percentage to 80%
 Attendance data for 2019-2020 shows that our attendance rate was 95.3% (Before the Covid 19 pandemic)
 Attendance data from the California Dashboard 2019 shows English Learners, Hispanic/Latino and Homeless/Foster, Students with Disabilities, and Socioeconomically Disadvantaged students at Red with the following percentages for chronic absenteeism:

- English Learners 25.3%
- Hispanic/Latino 23.7%
- Homeless/Foster 21.5%
- Student with Disabilities 24.3%
- Socioeconomically Disadvantaged 24.1

Suspension data from the California Dashboard shows overall Chavez at green with 1.1% However, Students with Disabilities was at Orange with 3.9% in suspension for school year 2019.

*Online Learning Implications

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Incredible Years TK/4 -2nd to support students, parents and teachers when social and emotional needs are impacting the learning.
- Social-Emotional Learning and Restorative Justice Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day’s learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Attendance Clerk, Counselors and Guidance Counselor will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District’s Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|-------|---------------------------------|----------------------------|----------------------|-------------------|--------------------|-----------|
| June 2021 | TK-5 | English Learner | Reduce Chronic Absenteeism | 25.3% | 12% | Attendance | Monthly |
| June 2021 | TK-5 | Hispanic or Latino | Reduce Chronic Absenteeism | 23.7% | 11% | Attendance | Monthly |
| June 2021 | TK-5 | Homeless/Foster | Reduce Chronic Absenteeism | 21.5% | 10% | Attendance | Monthly |
| June 2021 | TK-5 | Students with Disabilities | Reduce Chronic Absenteeism | 24.3% | 12% | Attendance | Monthly |
| June 2021 | TK-5 | Socioeconomically Disadvantaged | Reduce Chronic Absenteeism | 24.1% | 12% | Attendance | Monthly |
| June 2021 | TK-5 | Black or African American | Reduce Chronic Absenteeism | *Small student group | 10% | Attendance | Monthly |
| June 2021 | TK-5 | Students with Disabilities | Reduce suspension rate | 3.9 | 1% | Suspension | Yearly |

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will be served by this strategy.

***Strategy/Activity - Description**

GUIDANCE ASSISTANT/COUNSELOR (ATTENDANCE)

Counselor:

- Teaches 2nd Step
- Attendance presentations for students and parents
- Attendance groups
- Lead Monthly Attendance Review Team meetings
- Home visits
- Lead Character Ed. assemblies
- Attendance Celebration-Awards
- Run RTI meetings
- Individual counseling
- Student council
- Safety patrol
- Support parents with family challenges
- Refer students to outside resources (Logan Heights Family Health Center).

Guidance assistant:

- Attendance support
- Home visit
- Parent Letters
- Attendance awards
- Referrals to outside agency
- Parent contracts
- Monitor target students with chronic absenteeism on weekly basis
- Individual check-ins

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|-----------------------|---------|-------------|----------------|---|--------------------------------|--------------------|-----------|--|
| F006020 | School Counselor | 0.70000 | \$60,950.40 | \$87,880.40 | 0060-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program | [no data] | | The counselor facilitates and/or participates the following: - Attendance Presentations - Attendance groups - Monthly Attendance meetings - Home visits -Attendance Celebration |
| F006021 | Guidance Asst | 0.62500 | \$20,322.50 | \$45,655.80 | 0060-30106-00-2404-3110-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | The guidance assistant facilitates and/or participates the following: - Attendance Presentations - Attendance groups - Monthly Attendance meetings - Home visits -Attendance Celebration |

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| | | | | | | | | | |
|---------|----------|--|------------|------------|---|-----------------------|-----------|--|---|
| N006035 | Supplies | | \$3,485.00 | \$3,485.00 | 0060-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Materials for improving student attendance. |
|---------|----------|--|------------|------------|---|-----------------------|-----------|--|---|

***Additional Supports for this Strategy/Activity**

Monthly Attendance Review Team meetings which include the administrator, counselor, guidance assistant, attendance clerk, and nurse. At these meetings we review student absences and decide on a plan of action for students who are showing chronic attendance issues.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementation

- Both Dual Language and English Only programs implemented Benchmark Advance ELA curriculum K-5th,
- Focused PLCs on strengthening Tier 1 instruction by collaborating, analyzing data, anticipating learning behaviors, checking for understanding (what are the students telling us), and reflecting on what effective instructional strategies worked.
- We received professional development sessions through Benchmark Education to assist and strengthen its implementation.
- The resource teacher worked with English Learners (at-risk LTELs and newcomers) with phonics and reading strategies.
- Student-Centered Coaching Cycle 3rd and 5th grade

Outcomes/Effectiveness (due to the pandemic, reflecting on 18-19 outcomes)

- Every grade level was able to teach a minimum of six units.
- The Language Arts on SBAC showed a 14 point increase.
- 3rd-grade SBAC in ELA increased to 44%
- 5th Grade SBAC ELA increased to 22%
- The teachers' pre and post Fountas and Pinnel data showed a significant increase in reading levels.

*Major Differences

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

No major differences occurred.

*Changes

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

In 20-21 we are going to utilize IXL program which is a diagnostic assessment and personalized curriculum. We are also going to pilot the inclusive Special Education co-teaching plan.

We expect the new diagnostic assessment, IXL program, to give us more useable data that will assist teachers in better understanding the strengths and needs of all students so that they are able to adapt their instruction accordingly. The accompanying curriculum will provide students with additional instruction and practice at their specific point of need based on the results of the diagnostic assessment.

Participate in ELLA Coaching Cycle

Use Benchmark Advance/Adelante curriculum and Professional Development to ensure ELs are being supported through integrated and designated ELD.

*Goal 2 - English Language Arts

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|---------|--------------------------|---------------------|-------------------|--------------------|----------------|
| June 2021 | 3rd-5th | Meet or Exceed Standards | 33% | 40% | CAASPP ELA | Annual |
| June 2021 | TK-5th | Read at Grade Level | 45% | 60% | Fountas and Pinnel | 3 times a year |

*Identified Need

The following data served as the basis for our goals:

- TK-5th data shows that 45% of students were reading at or above grade level on the Fountas and Pinnel.
- Gr 3-5 data shows that 33% of students were meeting or exceeding standard on the SBAC.
- Students with disabilities in TK-2 end of year F&P data shows that 2 of 17 students (10%) were reading at grade level
- Students with disabilities SBAC data shows that 6% in grades 3-5 met standard on the SBAC.
- For English Learners, end of year data shows that 50% were at or above grade level on the F&P in grades TK-2.
- For English Learners, SBAC data shows that 20% in grades 3-5 met or exceeded standard.

*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

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- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|---------|----------------------------|--|---------------------|-------------------|-------------------------------|-----------|
| June 2021 | 3rd-5th | Students with Disabilities | Meet or exceed standards | N/A | 40% | CAASPP ELA | Annual |
| June 2021 | 3rd-5th | English Learner | Meet or exceed standards | N/A | 50% | CAASPP ELA | Annual |
| June 2021 | 3rd-5th | Students with Disabilities | make at least one year's growth on IXL program | *Incomplete data | 40% | Other (Describe in Objective) | Trimester |
| June 2021 | 3rd-5th | English Learner | make at least one year's growth on IXL program | *Incomplete data | 40% | Other (Describe in Objective) | Trimester |
| June 2021 | 3rd-5th | Black or African American | make at least one year's growth on IXL program | *Small group size | 40% | Other (Describe in Objective) | Trimester |

Strategy/Activity 1-PLCs

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

GRADE LEVEL COLLABORATIONS/PLC

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Visiting teachers are funded so that teachers can meet 3 hours, twice a month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|-----------------------------|---------|-------------|----------------|---|--------------------------------|--|-----------|--|
| F006022 | Inschool Resource Tchr | 0.60000 | \$57,052.20 | \$81,234.11 | 0060-09800-00-1109-1000-1110-01000-3104 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Coach teachers on strengthening Tier 1 instruction |
| F006023 | Inschool Resource Tchr | 0.40000 | \$38,034.80 | \$54,156.07 | 0060-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Coach teachers on strengthening Tier 1 instruction |
| N006062 | Interprogram Svcs/VAPA | | \$45,432.00 | \$45,432.00 | 0060-30100-00-5738-1000-1110-01000-1313 | Title I Basic Program | [no data] | | Supporting release teachers for PLCs by using VAPA's AEP program |
| N0060BR | Prof&Curriclm Dev Vist Tchr | | \$12,000.00 | \$14,674.80 | 0060-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Release teachers for PLC/PD/Coaching cycle |

Strategy/Activity 2 - Additional Library support

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Library Duties that Support Staff and Student

- Support students and staff in the use of SDUSD Databases found in Destiny. Library catalog system
- Inform students of any changes in data bases
- Help student learn how to incorporate these resources into their own papers and projects
- Copy and or print resource materials for teachers and students
- Collaborate with teachers and students regarding the acquisition of new library materials
- Research our library collection and databases for materials used in our monthly library displays
- Reference students to bibliographic materials as resources.
- Review purpose of the card catalog and information that can be found when using it
- Show students that they can trust the quality of library resources provided to them.
- Maintain a school library center that provides a teaching and learning environment that is inviting, safe, readily accessible, and conducive to student learning.
- Help students in organizing study group sessions by providing space and materials.
- Support staff in researching any new supplemental materials needed for common core subjects.

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- Provide ELL parents with resources to help their students succeed.
- support independent research and learning
- Provide Spanish library books for our ELL community.
- Provide our students enrolled in secondary college with resources and materials needed to succeed in their college courses.

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|-----------------------|---------|------------|----------------|---|---------------------------|--|-----------|------------------------------------|
| F00601Z | Library Asst | 0.17501 | \$5,059.19 | \$6,742.38 | 0060-09800-00-2231-2420-1110-01000-3104 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Will support library extended time |

***Additional Supports for this Strategy/Activity**

Strategy/Activity 3- Additional Intervention Supports

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

School will provide classroom and intervention materials to support English Language Arts. Software or online intervention programs such as IXL will be purchased to support classroom learning and provide interventions for students that are not at grade level. Academic field trips are an important part of supporting learning that take place in the classroom.

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|------------------------------|-----|-------------|----------------|---|--------------------------------|--------------------|-----------|---|
| N006027 | Interprogram Svcs/Paper | | \$5,000.00 | \$5,000.00 | 0060-30100-00-5733-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Copying paper for student ELA activities |
| N0060BS | Software License | | \$7,000.00 | \$7,000.00 | 0060-30106-00-5841-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Online intervention program to support literacy. |
| N0060BT | Interprogram Svcs/Field Trip | | \$5,000.00 | \$5,000.00 | 0060-30106-00-5735-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Educational Fieldtrips to support the learning that is taking place in the classroom. |
| N0060BU | Supplies | | \$10,605.00 | \$10,605.00 | 0060-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Supplemental materials that enhance ELA instruction. |

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementation

- Teachers in grades K- 5 utilized the Envision Math program
- Students utilized ST Math online program.
- Students utilized IXL online program

Outcomes

- Twenty four percent of students in gr. 3-5 met or exceeded standard on SBAC, an increase of three points.
- Ten percent of ELs in gr. 3-5 met or exceeded standard on SBAC
- Three percent of students with disabilities in gr. 3-5 met or exceeded standard on SBAC

*Major Differences

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

No major differences occurred.

*Changes

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

In 20-21 we are going to utilize IXL which is a diagnostic assessment and personalized curriculum.

| *Goal 3 - Mathematics | | | | | | | |
|--|--------------|-------------------------------|--|----------------------------|-------------------------------|-------------------------------|------------------|
| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency | |
| June 2021 | 3rd-5th | Meet or Exceed Standard | 24% | 35% | CAASPP Math | Annual | |
| June 2021 | TK-5th | At grade level on IXL Program | Baseline year | 60% | Other (Describe in Objective) | 3 x year | |
| *Identified Need | | | | | | | |
| <p>The following data served as basis for our goals:</p> <ul style="list-style-type: none"> - Thirty five percent of students in gr. 3-5 met or exceeded standard on SBAC - Twenty percent of ELs in gr. 3-5 met or exceeded standard on SBAC - Eleven percent of students with disabilities in gr. 3-5 met or exceeded standard on SBAC | | | | | | | |
| *Online Learning Implications | | | | | | | |
| <ul style="list-style-type: none"> -In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. -Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. - It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades. -Structures and digital tools to support student collaboration -Flexibility for teachers to provide both whole group, small group and individual instruction -Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery -Professional development for educators -English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners -Standards-Based Grading | | | | | | | |
| *Annual Measurable Outcomes (Closing the Equity Gap) | | | | | | | |
| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | 3rd-5th | English Learner | will meet or exceed standard | 9% | 20% | CAASPP Math | Annual |
| June 2021 | TK-5th | English Learner | perform at grade level on IXL assessment | Baseline year | 60% | Other (Describe in Objective) | 3 x year |

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| | | | | | | | |
|-----------|---------|----------------------------|--|-------------------|------|-------------------------------|----------|
| June 2021 | TK-5th | Students with Disabilities | will meet or exceed standard | 3% | 15%% | CAASPP Math | Annual |
| June 2021 | 3rd-5th | Students with Disabilities | perform at grade level on IXL assessment | Baseline year | 60% | Other (Describe in Objective) | 3 x year |
| June 2021 | 3rd-5th | Black or African American | perform at grade level on IXL assessment | *Small group size | 60% | Other (Describe in Objective) | 3 x year |

Strategy/Activity 1: PLCs

*Students to be served by this Strategy/Activity

All students will benefit from this strategy.

*Strategy/Activity - Description

GRADE LEVEL COLLABORATIONS/PLC

Visiting teachers are funded so that teachers can meet 3 hours, twice a month. During this time, teachers will monitor and analyze data and collaborate around student's mastery and differentiated learning opportunities for struggling learners.

*Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|----|-----------------------------|-----|--------|----------------|---|--------------------------------|--------------------|---|--|
| | Interprogram Svcs/VAPA | | | | 0060-30100-00-5738-1000-1110-01000-1313 | Title I Basic Program | [no data] | Goal 2 - English Language Arts Ref Id : N006062 | Supporting release teachers for PLCs by using VAPA's AEP program |
| | Prof&Curriclm Dev Vist Tchr | | | | 0060-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | Goal 2 - English Language Arts Ref Id : N0060BR | Release teachers for PLC/PD/Coaching cycle |
| | Inschool Resource Tchr | | | | 0060-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 2 - English Language Arts Ref Id : F006023 | Coach teachers on strengthening Tier 1 instruction |

Strategy/Activity 2 - Additional Intervention Supports

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

School will provide classroom and intervention materials to support Mathematics. Software or online intervention programs such as IXL will be purchased to support classroom learning and provide interventions for students that are not at grade level.

*Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|----|-----------------------|-----|--------|----------------|----------------------------|----------------|--------------------|-----------|-----------|
|----|-----------------------|-----|--------|----------------|----------------------------|----------------|--------------------|-----------|-----------|

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| | | | | | | | | |
|--|------------------|--|--|---|-------------------------------|-----------|---|--|
| | Software License | | | 0060-30106-00-5841-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmt | [no data] | Goal 2 - English Language Arts Ref Id : N0060BS | Online software licenses for Math such as IXL to support classroom instruction. |
| | Supplies | | | 0060-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N006035 | Mathematics manipulatives and materials to support classroom and interventions for students. |
| | Supplies | | | 0060-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmt | [no data] | Goal 2 - English Language Arts Ref Id : N0060BU | Mathematics manipulatives and materials to support classroom and interventions for students. |

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

IMPLEMENTATION

In 20-21, Benchmark Advance/Adelante curriculum is being implemented to support ELs and ensure teachers are providing ELD.

A 1.0 resource teacher was funded to work with teachers around strengthening 1st instruction and supporting struggling English Learners and LTELs.

We participated in the district VAPA AEP program which allowed for three hours of PLC, twice a month. During this time, teachers analyzed data/student work and planned instruction. ELD was included on the agenda each month.

EFFECTIVENESS

- The Resource Teacher worked with English Learners (at risk LTELs and newcomers). Their pre and post data showed a significant increase in reading levels.
- Due to the pandemic, we cannot do a year-to-year comparison. CDE recommend using 18-19 as the baseline (not 19-20).
- The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:
- In Gr. 1, 54% (24/44) of ELs tested at Level 2 or above.
- In Gr. 2, 25% (15/59) of ELs tested at Level 3 or above.
- In Gr. 3, 42% (16/38) of ELs tested at Levels 3 or 4.
- In Gr. 4, 3% (1/30) of ELs tested at Level 4 and may be eligible for reclassification.
- In Gr. 5, 6% (2/33) of ELs tested at Level 4 and may be eligible for reclassification.

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Approximately (45/63) 71% of current 4th and 5th grade ELs may be at risk of being LTELs.

Reclassification data shows that we were able to reclassify 72% of our eligible candidates for reclassification in 18-19.

*Major Differences

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

No major differences occurred.

*Changes

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

Our goal will be to increase the number of students that are moving up to the expected annual growth rate. Data from 18-19 will serve as baseline due to the impact of the pandemic COVID 19. The resource teacher will work with teachers to ensure integrated and designated ELD is supporting ELs.

*Integrated English Language Development

- The Benchmark program includes strategies for teacher to use as necessary and appropriate for integrated ELD.
- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.
- Professional Development specific to ELD will be offered to teachers
- Coaching support for integrated ELD will be given by OLA and Resource teacher.
- Classroom walkthroughs focus on collecting evidence of integrated ELD

*Designated English Language Development

- The Benchmark program contains a comprehensive designated ELD component that meets the State Standards as well as ELD standards.
 - Designated ELD will be on the daily schedule.
 - During grade level collaborations, the agenda will include discussion about and planning for designated ELD.
 - Training will be provided by Benchmark Education.
 - English Learners will be closely monitored for growth on assessments.
- The Benchmark program includes strategies for teachers to use as necessary and appropriate for designated ELD.
- English Learners will be closely monitored for growth on assessments.
 - During grade level collaborations, the agenda will include time for discussion about and planning for designated ELD.
 - Professional Development specific to designated ELD will be offered to teachers
 - Coaching support for integrated ELD will be given by OLA and Resource teacher.
 - Classroom walkthroughs focus on collecting evidence of designated ELD

| *Goal 4 - English Learners | | | | | | | |
|--|--------------|----------------------|--|----------------------------|--------------------------|-------------------------------|------------------|
| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | 3rd-5th | English Learner | meet or exceed standard | 9% | 20% % | Summative ELPAC | Annually |
| June 2021 | Tk-5th | English Learner | be at or above grade level on IXL diagnostic | Baseline year | 80% | Other (Describe in Objective) | 3 x year |
| June 2021 | TK-5th | English Learner | At/Above Expectation | 28% | 38% | Fountas and Pinnel | 3 x year |
| *Identified Need | | | | | | | |
| <p>- The Resource teacher worked with English Learners (at risk LTELs and newcomers). Their pre and post data showed significant increase in reading levels. For example, over a three-month period, students in his 3rd and 4th grade groups grew an average of three levels in reading (F&P), and students in his 5th grade group grew an average of 2.4 reading levels.</p> <p>- Due to the significant changes in the scale score ranges for the ELPAC we cannot do a year to year comparison. CDE recommend using 18-19 as the baseline (not 17-18).</p> <p>- The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:</p> <ul style="list-style-type: none"> - In Gr. 1, 54% (24/44) of ELs tested at Level 2 or above. - In Gr. 2, 25% (15/59) of ELs tested at Level 3 or above. - In Gr. 3, 42% (16/38) of ELs tested at Levels 3 or 4. - In Gr. 4, 3% (1/30) of ELs tested at Level 4 and may be eligible for reclassification. - In Gr. 5, 6% (2/33) of ELs tested at Level 4 and may be eligible for reclassification. <p>- Approximately (45/63) 71% of current 4th and 5th grade ELs may be at risk of being LTELs.</p> <p>Reclassification data shows that we were able to reclassify 72% of our eligible candidates for reclassification in 18-19.</p> | | | | | | | |
| *Online Learning Implications | | | | | | | |
| <ul style="list-style-type: none"> -District will provide students with targeted small group support through a push-in integrated model. -The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. -Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner. - Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses. -Online professional development modules with iELD (integrated English Language) - | | | | | | | |

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

- These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
- Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|-------|-----------------|------------|---------------------|-------------------|--------------------|-----------|
| June 2021 | 2-5 | English Learner | reclassify | 54% | 80% | Summative ELPAC | Annually |

Strategy/Activity 1

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

RESOURCE TEACHER

A resource teacher is being funded to work with small intervention groups which target English Learners needing more intensive support in language arts and ELD. Specifically she will work with at-risk LTELs and newcomers.

*Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|-----------------------------|-----|------------|----------------|---|---------------------------|--------------------|---|---|
| N00604T | Prof&Curriclm Dev Vist Tchr | | \$3,271.00 | \$4,000.11 | 0060-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | English Learners | | ELPAC testing (release time for teachers) |
| N0060B2 | Retired NonClrm Tchr Hrly | | \$1,955.00 | \$2,390.77 | 0060-09800-00-1986-2100-4760-01000-0000 | LCFF Intervention Support | English Learners | | ELPAC testing |
| | Inschool Resource Tchr | | | | 0060-09800-00-1109-1000-1110-01000-3104 | LCFF Intervention Support | English Learners | Goal 2 - English Language Arts Ref Id : F006022 | ELPAC testing |

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Last year, case managers, school psychologist, and school counselor met monthly to monitor our students with disabilities (SWD) and discussed services and interventions that were having positive impacts on their growth. Case managers were also participating in lesson design approach with the general teachers and co-teaching the lessons. We found that our approach in monitoring our SWD had a positive impact on their growth and meeting their IEP goals.

*Major Differences

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

Due to COVID, we were unable to complete the monthly monitoring meetings around our SWD and case managers were not able participate in the co-facilitating lessons.

*Changes

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

For 2020-2021 we will continue to use the same monitoring structure on our SWD.

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Goal 5- Students with Disabilities | | | | | | | | | |
|--|-----------------------|--|--|---------------------|-------------------------------|-------------------------------|--------------------|-----------|-----------|
| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency | | | |
| June 2021 | TK-5th | Students will meet IEP goals as discussed with case managers | 60% | 80% | Progress Reports on IEP Goals | 3 x year | | | |
| *Identified Need | | | | | | | | | |
| Administration will work with case manager to monitor progress on individual IEP goals as well as students making individual progress. | | | | | | | | | |
| *Online Learning Implications | | | | | | | | | |
| <p>-Implementation of IEP Services in Online Learning Setting</p> <p>-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).</p> <p>-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</p> <p>-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.</p> <p>-All staff will be working as a team to support all students to accelerate their learning.</p> | | | | | | | | | |
| *Annual Measurable Outcomes | | | | | | | | | |
| By Date | Grade | Student Subgroup | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency | | |
| June 2021 | TK-5 | English Learner | Students will meet IEP goals as discussed with case managers | 60% | 80% | Progress Reports on IEP Goals | 3 x year | | |
| Strategy/Activity 1 | | | | | | | | | |
| *Students to be served by this Strategy/Activity | | | | | | | | | |
| School will monitor all students with IEPs. | | | | | | | | | |
| *Strategy/Activity - Description | | | | | | | | | |
| Administrator will have monitoring meetings with case managers and teachers to ensure students are making progress towards IEP goals, During teacher monitoring meetings, students with IEPs will be a focus point with data indicating their progress. The resource teacher will work with classroom teachers to develop strategies for students with IEPs as needed. | | | | | | | | | |
| *Proposed Expenditures for this Strategy/Activity | | | | | | | | | |
| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| | | | | | | | | | |
|--|---------------------------|--|--|--|---|--------------------------|-----------|--|---|
| | Inschool Resource Tchr | | | | 0060-30100-00-1109- 1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 2 - English Language Arts Ref Id : F006023 | Work with teachers to develop appropriate strategies when working with SWD. |
| | | | | | | | | | |

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

| By Date | Grade | Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|-------|-------------|-------------------------------|----------------------|-------------------|------------------------------------|-----------|
| June 2021 | TK-5 | Black youth | *Maintain low suspension rate | *Small student group | 0% | Suspensions (Classroom and School) | Monthly |

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Chavez's site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Chavez will develop and implement a site-specific system for tracking classroom referrals.
3. Chavez will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Chavez will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Chavez will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Chavez is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

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

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our District will continue to provide Trauma Informed Care and Incredible Years for our educators to build capacity in understanding the complexities of diverse student population and best practices to empower student and develop a strong learning community.

*Online Learning Implications

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
 -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Black Youth and all other students.

*Strategy/Activity - Description

-Our School counselor and Guidance Assistant lead classroom discussions, school wide events and PDs that focus on embracing diversity and monitoring Chavez's Black Youth. Counselor facilitates programs (2 steps, Trauma Informed and Incredible Years) that builds agency among our students.

*Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|----|-----------------------|-----|--------|----------------|---|--------------------------------|--------------------|---|--|
| | School Counselor | | | | 0060-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program | [no data] | Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F006020 | The guidance counselor facilitates and/or participates the following: - Attendance Presentations - Attendance groups - Monthly Attendance meetings - Home visits -Attendance Celebration |
| | Guidance Asst | | | | 0060-30106-00-2404-3110-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F006021 | The guidance counselor facilitates and/or participates the following: - Attendance Presentations - Attendance groups - Monthly Attendance meetings - Home visits -Attendance Celebration |

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

IMPLEMENTATION

In the SPSA, our goal was to effectively communicate with all parents regarding student progress. We did so through informal parent meetings, report cards, parent/teacher conferences, and an ELPAC parent workshop.

We reached out to parents via flyers, automated phone calls, Family Fridays, monthly calendars, verbal announcements by teachers, school website, and the marquee. We also communicated all of the events in both English and Spanish.

In addition to the above, parent workshops are actively sought out and offered by the school site.

1. In 18-19 we utilized a grant to bring in the Parent Institute for Quality Education who offered a 9-week workshop on parent involvement around supporting literacy.
2. Five week parent nutrition class was offered in the Spring
3. Understanding the ELPAC and results workshop.

In order to encourage participation in groups such as ELAC and SSC, we utilized funds for child-care expenses and translation.

EFFECTIVENESS OF STRATEGIES

Due to the Covid 19 we are using data from 2018-2019

In terms of our parent participation goal, the Cal Schools Parent Survey 2018-19 showed that 78% of parents said they attended a school event. Similarly, 97% said they attended a parent-teacher conference, and 78% said they attended a general school meeting.

In terms of our communication goal, the Cal Schools Parent Survey 2018-19 showed that 96% feel that the school lets them know how their child is doing in school between report cards which means we fell 4% short of our goal.

In addition, the following is data for the category of "Parental Involvement" on the Cal Schools Parent Survey 2018-19

- School allows input and welcomes parents' contributions 47% SA, 49% Agree
- School encourages me to be an active partner with the school in educating my child 42% SA, 49% Agree

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- School actively seeks the input of parents before making important decisions 38% SA, 52 Agree
 - Parents feel welcome to participate at this school 59% SA, 29% Agree
 When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively encourage parental involvement.
 We would like to see an increase in the category of Strongly Agree.

*Major Differences

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

No major difference occurred.

*Changes

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

The site will continue to seek out parent training opportunities through the district and the community. For 19-20 we are attempting to find more workshop opportunities around health and wellness for families.

*Goal 7- Family Engagement

| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
|-----------|-------------------------------|---|---------------------|-------------------|--------------------|
| June 2021 | Other (Describe in Objective) | Parents involvement in school | 75% | 85% | CAL - SCHLS (CSPS) |
| June 2021 | Other (Describe in Objective) | Parents/guardians will feel that the school lets them know how their child is doing in school between report cards. | 96% | 99% | CAL - SCHLS (CSPS) |

*Identified Need

The basis for establishing our goal is driven by the category of "Parental Involvement" on the Cal Schools Parent Survey 2018-19
 - School allows input and welcomes parents' contributions 47% SA, 49% Agree
 - School encourages me to be an active partner with the school in educating my child 42% SA, 49% Agree
 - School actively seeks the input of parents before making important decisions 38% SA, 52 Agree
 - Parents feel welcome to participate at this school 59% SA, 29% Agree
 When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively encourage parental involvement.

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
 - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
 - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

- This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes**

| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
|-----------|-------------------------------|--|---------------------|-------------------|--------------------|
| June 2021 | Other (Describe in Objective) | parents/guardians will participate in at least one school event per the CSPA | 78 | 85 | Attendance |

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families will benefit.

***Strategy/Activity - Description**

PARENT WORKSHOPS

We are funding child care costs, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
- Title 1 Presentation
- ELAC meetings
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher)
- Health and Wellness
- Home strategies to support literacy at home

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|-----------------------------|-----|------------|----------------|---|----------------------------|--------------------|-----------|---|
| N00607I | Inservice supplies | | \$2,343.00 | \$2,343.00 | 0060-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Light refreshments for parent meetings or workshops |
| N00608T | Other Nonclsrn PARAS Hrly | | \$300.00 | \$398.37 | 0060-30103-00-2955-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Child care during parent workshops or meetings |
| N00609F | Tech Professional OTBS Hrly | | \$350.00 | \$464.78 | 0060-30103-00-2455-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Support parents with translation |

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementations - Effectiveness

Last year we implemented some structures that allow us to monitor our students, analyze student data, and develop our capacity around learning behaviors.

- full implementation of Benchmark Advance and Adelante with fidelity, TK-5
- Bi-Weekly PLCs to monitor student progress, modify tier 1 instruction, and plan tier 2 small group instruction. Teachers worked collaboratively to look at student progress and plan/modify instruction.
- A Google monitoring form was created to allow teachers to reflect on the progress or regression their students are showing throughout the year. The monitoring form collects student data on F&P reading levels, ELPAC results, i-ready results, and end of unit results.
- Created a school goal centered around teachers' ability to analyze student data, provide focused feedback, and create learning goals for students. Teachers could connect their work with school goal
- Book study around data analysis and conferring with students to strengthen understanding of student analysis

*Major Differences

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

No major differences occurred.

***Changes**

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

In 20-21 we are going to utilize a new diagnostic assessment system IXL to monitor all students.

***Goal 8- Graduation/Promotion Rate**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|-----------|----------------------|---------------------|-------------------|--------------------|-----------|
| June 2021 | 3rd Grade | Meet/Exceed Standard | 44% | 50% | CAASPP ELA | Annual |
| June 2021 | 5th Grade | Meet/Exceed Standard | 22% | 40% | CAASPP ELA | Annual |

***Identified Need**

Due to the pandemic we will use 2018-2019 data:
 Gr 3 data shows that 44% of students met or exceeded standard on the 2018-19 SBAC.
 Gr 5 data shows that 22% of students met or exceeded standard on the 2018-19 SBAC.
 Gr 3 data shows that 10% of English Learners met or exceeded standard on the 2018-19 SBAC.
 Gr. 5 data shows that 3% of non-RFEP English Learners met or exceeded standard on the 2018-19 SBAC.
 Gr 3 data shows that 8% of Students with Disabilities met or exceeded standard on the 2018-19 SBAC.
 Gr. 5 data shows that 9% of Students with Disabilities met or exceeded standard on the 2019-19 SBAC.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|-----------|--------------------|-------------------------|---------------------|-------------------|-------------------------------|-----------|
| June 2021 | 3rd Grade | English Learner | Meet/Exceed Standard | 10% | 20% | CAASPP ELA | Annual |
| June 2021 | 3rd Grade | English Learner | Meet/Exceed Expectation | Baseline year | 80% | Other (Describe in Objective) | 3 x year |
| June 2021 | 3rd Grade | Hispanic or Latino | Meet/Exceed Standard | 27% | 40% | CAASPP ELA | Annual |
| June 2021 | 3rd Grade | Hispanic or Latino | Meet/Exceed Expectation | Baseline year | 80% | Other (Describe in Objective) | 3 x year |

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| | | | | | | | |
|-----------|-----------|--------------------|-------------------------|---------------|-----|-------------------------------|----------|
| June 2021 | 5th Grade | English Learner | Meet/Exceed Expectation | Baseline year | 80% | Other (Describe in Objective) | 3 x year |
| June 2021 | 5th Grade | Hispanic or Latino | Meet/Exceed Expectation | Baseline year | 80% | Other (Describe in Objective) | 3x year |

Strategy/Activity 1

*Students to be served by this Strategy/Activity

3rd Grade Students

*Strategy/Activity - Description

Professional Learning Communities
 Teachers participate in PLCs twice a month to analyze student work/data and make adjustments to Tier 1 instruction and plan differentiated small groups for Tier 2 intervention instruction.
 Professional Book Study-Teaching Practices from American's Best Urban Schools.
 ILT continuously reviewing student data and collaborating around understanding our students and leading the focus of PDs.

*Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|----|-----------------------------|-----|--------|----------------|---|-------------------------------|--------------------|---|---|
| | Prof&Curriclm Dev Vist Tchr | | | | 0060-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprmnt | [no data] | Goal 2 - English Language Arts Ref Id : N0060BR | Release teachers for PLC/PD/Coaching cycle. |

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Integrating Priorities and Strategies

- Facilitate PLCs to left and name the learnings from schoolwide professional development
- Work with ILT to create a school focus around strengthening Tier 1 instruction. Aligning professional development around understanding our students as learners and providing effective teaching strategies that allow students to take on the learning.
- Identifying root causes and areas to focus on
- Work on ensuring our ELs are adequately getting impactful integrated and designated ELD
- Analyzing data to identify students' strengths and areas of growth
- Support teachers to plan next steps by using student data and set smart
- Resource to continue the work around student-centered coaching cycles

Leadership Actions

- Classroom/zoom classroom visits to monitor and collect data on Tier 1 Instruction and instructional practices
- Specific feedback regarding instruction and student engagement
- Coaching targeted teachers to improve/strengthen practice
- Plan and Facilitate professional development using a strategic plan as your guide
- Reflect with triad to monitor progress towards school focus

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Chavez Budget Summary

| DESCRIPTION | AMOUNT |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application (30100, 30103) | \$ 199,160 |
| Total Federal Funds Provided to the School from the LEA for CSI (31820) | \$ 0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820) | \$ 376,463 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------------------|-------------------------|
| Title I Supplemental (30106) | \$82,936 |
| [List federal program here] | [\$[Enter amount here]] |
| [List federal program here] | [\$[Enter amount here]] |

Subtotal of additional federal funds included for this school (30106): \$82,936

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

| State or Local Programs | Allocation (\$) |
|------------------------------------|-------------------------|
| LCFF Intervention (09800) | \$94,367 |
| [List state or local program here] | [\$[Enter amount here]] |
| [List state or local program here] | [\$[Enter amount here]] |

Subtotal of state or local funds included for this school (09800): \$ 94,367

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$376,936

| School | Resource Description | Job Code Title | Account | Account Description | FTE | Budgeted Amount | |
|--------------------------------------|---|--|--|-----------------------------|-----------------------------|---------------------|----------------------|
| Chavez Elementary | 09800 LCFF Intervention Support | Inschool Resource Tchr | 1109 | Pull/Out Push In | 0.6000 | \$ 57,052.20 | |
| | | Inschool Resource Tchr | 3000 | | | \$ 24,181.91 | |
| | | Library Asst | 2231 | Other Support Prsnl PARAS | 0.1750 | \$ 5,059.19 | |
| | | Library Asst | 3000 | | | \$ 1,683.19 | |
| | | | 1192 | Prof&Curriclm Dev Vist Tchr | | \$ 3,271.00 | |
| | | | 1986 | Retired NonClstrm Tchr Hrly | | \$ 1,955.00 | |
| | | | | 3000 | | \$ 1,164.88 | |
| | | 09800 LCFF Intervention Support Total | | | 0.7750 | \$ 94,367.37 | |
| | 30100 Title I Basic Program | Inschool Resource Tchr | 1109 | Pull/Out Push In | 0.4000 | \$ 38,034.80 | |
| | | Inschool Resource Tchr | 3000 | | | \$ 16,121.27 | |
| | | School Counselor | 1210 | Counselor | 0.7000 | \$ 60,950.40 | |
| | | School Counselor | 3000 | | | \$ 26,930.00 | |
| | | | 4301 | Supplies | | \$ 3,485.00 | |
| | | | 5733 | Interprogram Svcs/Paper | | \$ 5,000.00 | |
| | | | 5738 | Interprogram Svcs/VAPA | | \$ 45,432.00 | |
| | | | 30100 Title I Basic Program Total | | | 1.1000 | \$ 195,953.47 |
| | 30103 Title I Parent Involvement | | | 2455 | Tech Professional OTBS Hrly | | \$ 350.00 |
| | | | | 2955 | Other Nonclstrm PARAS Hrly | | \$ 300.00 |
| | | | | 3000 | | | \$ 213.15 |
| | | | | 4304 | Inservice supplies | | \$ 2,343.00 |
| | 30103 Title I Parent Involvement Total | | | | \$ 3,206.15 | | |
| 30106 Title I Supplmnt Prog Imprvmnt | Guidance Asst | 2404 | Guidance/Attendance Asst | 0.6250 | \$ 20,322.50 | | |
| | Guidance Asst | 3000 | | | \$ 25,333.30 | | |
| | | 1192 | Prof&Curriclm Dev Vist Tchr | | \$ 12,000.00 | | |
| | | 3000 | | | \$ 2,674.80 | | |
| | | 4301 | Supplies | | \$ 10,605.00 | | |
| | | 5735 | Interprogram Svcs/Field Trip | | \$ 5,000.00 | | |
| | | | 5841 | Software License | | \$ 7,000.00 | |
| | 30106 Title I Supplmnt Prog Imprvmnt Total | | | 0.6250 | \$ 82,935.60 | | |
| Grand Total | | | | 2.5000 | \$ 376,462.59 | | |

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Cesar Chavez Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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

Cesar Chavez Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title I Parent Involvement Policy for Cesar Chavez Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

- The school convenes an annual meeting to inform parents of Title I Students about Title I Requirements and about the right of parents to be involved in the Title I program.
- Added to the Family Friday once a month.
- Voice messages to all homes through School Messenger alerting parents that document will be sent home.
- Email message sent home through School Messenger alerting parents that the document will be sent home.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title I Policy and programming main topic on SSC agenda.
- The School provides parents with timely information through the school bulletin, school calendar, flyers, phone calls, marquee and website to advertise parent meetings.

To involve parents in the Title I, Part A programs, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- School Site Council Meetings
- Site Governance Team (SGT) meetings
- PTO Meetings
- Coffee with the principal

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings at Boone are held on various days of the week. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- The school provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings, Site Governance Team (SGT) meetings, English Learner Advisory Council (ELAC), PTO Meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting the school administration. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

- The school provide parents of Title I students with timely information about Title I programs.
- The School provides parents with timely information through the school bulletin boards, school newsletters, flyers, phone calls, marquee and website to advertise parent meetings.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.
- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All assemblies for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Fridays
- Monthly post of Cesar Chavez School Calendars with meeting announcements and information on school website.
- School Messenger calls and emails with meeting announcements and information.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child’s class, and opportunities to observe classroom activities.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parents are provided parent workshops to support student achievement.
- Teachers adhere to the District's at-risk, identification, intervention and support timelines
- The principal and teachers meet with parents when students are in severe academic jeopardy.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- The school distributes a School Parent Compact to all parents outlining how parents, the entire school, and students will share the responsibility for improved student academic achievement.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Parents are provided parent workshops to support student achievement.
- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All Student assemblies open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Fridays
- Monthly post of Cesar Chavez Calendars with meeting announcements and information on school website.
- School Messenger calls and emails with meeting announcements and information.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time. The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Funds were included in our Parent Involvement Budget (30100) for translation services to accommodate parents who do not speak or understand English or Spanish.
- Funds were included in our Parent Involvement Budget for child care during parent workshops.

- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- The principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, or call.

This policy was adopted by Cesar Chavez Elementary on October 2, 2020 and will be in effect for the period of 2020-2021

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: November 6, 2020.

Francisco Santos

Signature of authorized official here

October 2, 2020

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

CESAR CHAVEZ ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Cesar Chavez Elementary distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School Night/Open House parent meeting and monthly Family Fridays.
- Back to School Night/Open House and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff,

parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- During Back to School Night, during the first month of school, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- During the school year, school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year such as CAASP, ELPAC, GATE, and F&P Benchmark..

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting. The school website, school bulletin boards, school monthly calendars, flyers, phone calls, marquee are used to advertise parent meetings and training sessions offered at our school and off site such as:
- The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- The school provides written and oral information to families in both Spanish and English. Translation is also provided to better service our families.
- The school bulletin boards, school newsletters, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as:

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School Night/Open House parent meeting and Monthly Principal Chats.
- With the support of the District's Family Engagement Department, the school administered a needs-assessment to survey parents on topics and activities that would support their child.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language through Back to School Night, Parent Conferences. Family Friday and communications sent home to parents.

This Compact was adopted by Chavez Elementary on October 2, 2020 and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: November 6, 2020.

Francisco Santos

Signature of Authorized Official here

October 2, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

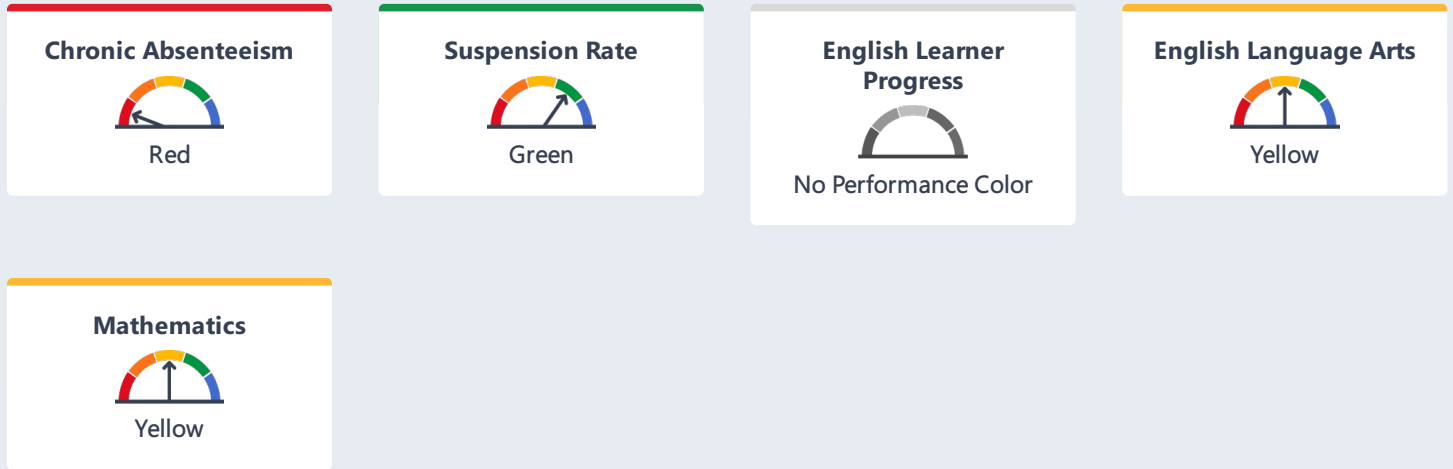
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Chavez Elementary

Explore the performance of Chavez Elementary under California's Accountability System.

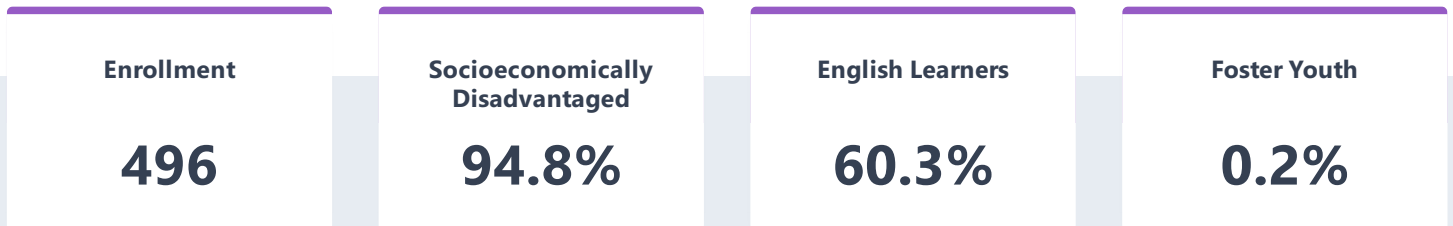


School Details

| | | | |
|----------------------------------|--|---|-----------------------------|
| NAME Chavez Elementary | ADDRESS 1404 South 40th Street San Diego, CA 92113-4037 | WEBSITE http://new.sandi.net/sch... | GRADES SERVED K-5 |
|----------------------------------|--|---|-----------------------------|

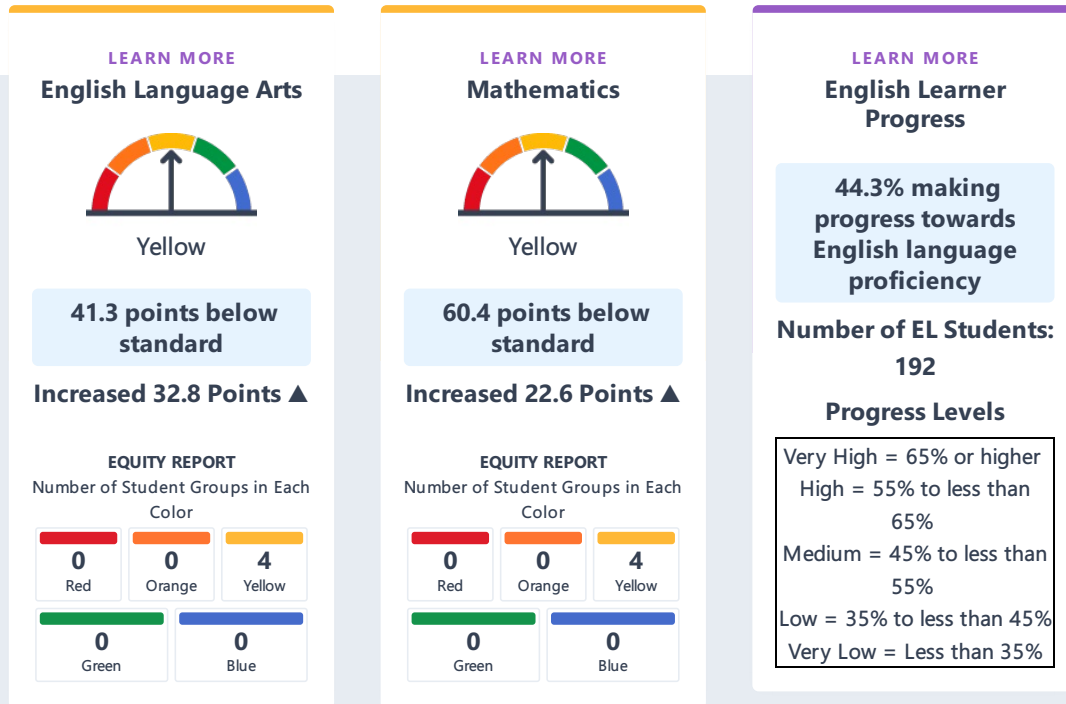
Student Population

Explore information about this school's student population.



Academic Performance

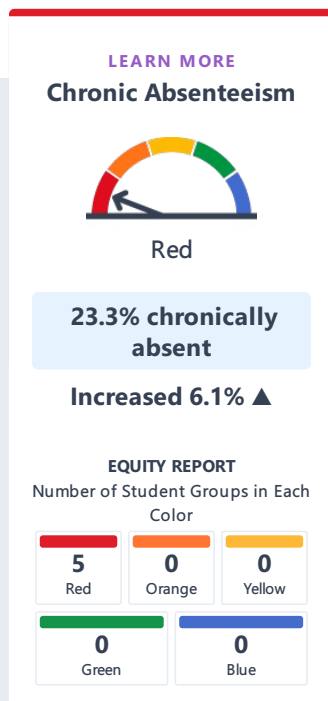
View Student Assessment Results and other aspects of school performance.



CHAVEZ ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1.1% suspended at least once

Declined 1.2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|-------------------|--------------------|--------------------|
| 0 Red | 1 Orange | 0 Yellow |
| 3 Green | 1 Blue | |

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Yellow

41.3 points below standard

Increased 32.8 Points ▲

Number of Students: 213

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

106.4 points below standard

Increased 14.8 Points ▲

Number of Students: 35

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



Yellow

52 points below standard

Increased 30.4 Points ▲

Number of Students: 160

Hispanic



Yellow

39.7 points below standard

Increased 33.9 Points ▲

Number of Students: 199

Homeless



Yellow

39.2 points below standard

Increased 20.1 Points ▲

Number of Students: 56

Socioeconomically Disadvantaged



Yellow

44 points below standard

Increased 30.8 Points ▲

Number of Students: 201

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 75.3 points below standard

74.2 points below standard

41.3 points below standard

English Language Arts Data Comparisons: English Learners

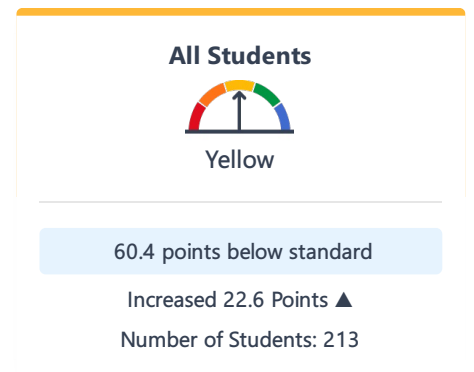
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

| Current English Learners | Reclassified English Learners | English Only |
|----------------------------|-------------------------------|----------------------------|
| 96.9 points below standard | 21 points above standard | 16.9 points below standard |
| Increased 16.9 Points ▲ | Increased 38.8 Points ▲ | Increased 46.2 Points ▲ |
| Number of Students: 99 | Number of Students: 61 | Number of Students: 35 |

Mathematics

All Students







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



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

| | | |
|---|--|--|
|  <p>Red</p> <p>No Students</p> |  <p>Orange</p> <p>No Students</p> |  <p>Yellow</p> <p>English Learners</p> <p>Hispanic</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> |
|  <p>Green</p> <p>No Students</p> |  <p>Blue</p> <p>No Students</p> |  <p>No Performance Color</p> <p>African American</p> <p>Asian</p> |



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

140.2 points below standard

Declined 5.1 Points ▼

Number of Students: 35

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



Yellow

66.2 points below standard

Increased 26.3 Points ▲

Number of Students: 160

Hispanic



Yellow

59 points below standard

Increased 26.1 Points ▲

Number of Students: 199

Homeless



Yellow

51.3 points below standard

Increased 23 Points ▲

Number of Students: 56

Socioeconomically Disadvantaged



Yellow

63.5 points below standard

Increased 21.4 Points ▲

Number of Students: 201

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

| | 2017 | 2018 | 2019 |
|--------------|----------------------------|----------------------------|----------------------------|
| All Students | 80.2 points below standard | 82.9 points below standard | 60.4 points below standard |

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

| Current English Learners | Reclassified English Learners | English Only |
|-----------------------------|-------------------------------|----------------------------|
| 102.7 points below standard | 7 points below standard | 64.8 points below standard |
| Increased 10.3 Points ▲ | Increased 43.1 Points ▲ | Increased 6 Points ▲ |
| Number of Students: 99 | Number of Students: 61 | Number of Students: 35 |

English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)

English Learner Progress

44.3% making progress towards English language proficiency

Number of EL Students: 192

Performance Level

Low

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

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.

| | |
|--|-------|
| ELs Who Decreased at Least One ELPI Level | 16.1% |
| ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H | 39.5% |
| ELs who Maintained ELPI Level 4 | 0.5% |
| ELs Who Progressed at Least One ELPI Level | 43.7% |

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Red

23.3% chronically absent

Increased 6.1% ▲

Number of Students: 510

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American



No Performance Color

0% chronically absent

No Data

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

46.2% chronically absent

Increased 29.5% ▲

Number of Students: 13

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



Red

24.3% chronically absent

Increased 11.8% ▲

Number of Students: 74

English Learners



Red

25.3% chronically absent

Increased 8.4% ▲

Number of Students: 308

Hispanic



Red

23.7% chronically absent

Increased 6.1% ▲

Number of Students: 469

Homeless



Red

21.5% chronically absent

Increased 3% ▲

Number of Students: 93

Socioeconomically Disadvantaged



Red

24.1% chronically absent

Increased 6.9% ▲

Number of Students: 485

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students



Green

1.1% suspended at least once

Declined 1.2% ▼

Number of Students: 529

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

No Students



Green

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

Homeless



No Performance Color

African American

Asian

Filipino

Foster Youth

Two or More Races

White



African American



No Performance Color

0% suspended at least once

No Data

Number of Students: 12

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 14

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



Orange

3.9% suspended at least once

Increased 2.4% ▲

Number of Students: 76

English Learners



Green

1.6% suspended at least once

Declined 0.8% ▼

Number of Students: 320

Hispanic



Green

1.2% suspended at least once

Declined 1.3% ▼

Number of Students: 487

Socioeconomically Disadvantaged



Green

1.2% suspended at least once

Declined 1% ▼

Number of Students: 502

Homeless



Blue

0% suspended at least once

Declined 3.2% ▼

Number of Students: 100



2015-2019 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 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 239 | 20.5 | 219 | 24.7 | 220 | 20.0 | 209 | 18.7 | 221 | 32.6 | 12.1 | 13.9 | 241 | 13.7 | 219 | 20.1 | 222 | 15.3 | 211 | 16.6 | 222 | 23.9 | 10.2 | 7.3 |
| Female | 111 | 23.4 | 100 | 29.0 | 105 | 23.8 | 94 | 26.6 | 124 | 42.7 | 19.3 | 16.1 | 112 | 10.7 | 100 | 15.0 | 105 | 12.4 | 95 | 16.8 | 124 | 26.6 | 15.9 | 9.8 |
| Male | 128 | 18.0 | 119 | 21.0 | 115 | 16.5 | 115 | 12.2 | 97 | 19.6 | 1.6 | 7.4 | 129 | 16.3 | 119 | 24.4 | 117 | 17.9 | 116 | 16.4 | 98 | 20.4 | 4.1 | 4.0 |
| African American | 7 | - | 4 | 31.6 | 5 | - | 5 | - | 4 | - | - | - | 7 | - | 4 | - | 5 | - | 5 | - | 4 | - | - | - |
| Asian** | 0 | - | 0 | 89.5 | 0 | - | 0 | - | 3 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 3 | - | - | - |
| Filipino | 1 | - | 3 | 65.4 | 2 | - | 1 | - | 1 | - | - | - | 1 | - | 3 | - | 2 | - | 1 | - | 1 | - | - | - |
| Hispanic | 217 | 19.4 | 207 | 24.2 | 205 | 19.0 | 195 | 19.5 | 206 | 33.5 | 14.1 | 14.0 | 219 | 14.2 | 207 | 19.3 | 207 | 15.0 | 196 | 15.8 | 207 | 24.2 | 10.0 | 8.4 |
| Indochinese** | 6 | - | 3 | 52.9 | 1 | - | 3 | - | - | - | - | - | 6 | - | 3 | - | 1 | - | 3 | - | - | - | - | - |
| Native American | 0 | - | 0 | 64.7 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 1 | - | 0 | 47.6 | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 3 | - | 0 | 42.9 | 1 | - | 3 | - | 1 | - | - | - | 3 | - | 0 | - | 1 | - | 4 | - | 1 | - | - | - |
| Multiracial | 4 | - | 2 | 50.0 | 6 | - | 2 | - | 6 | - | - | - | 4 | - | 2 | - | 6 | - | 2 | - | 6 | - | - | - |
| English Learner | 122 | 8.2 | 123 | 8.1 | 110 | 3.6 | 108 | 2.8 | 104 | 5.8 | -2.4 | 3.0 | 124 | 7.3 | 123 | 10.6 | 112 | 8.9 | 111 | 9.0 | 105 | 9.5 | 2.2 | 0.5 |
| English-Speaking | 117 | 33.3 | 96 | 45.8 | 110 | 36.4 | 101 | 35.6 | 116 | 56.0 | 22.7 | 20.4 | 117 | 20.5 | 96 | 32.3 | 110 | 21.8 | 100 | 25.0 | 116 | 37.1 | 16.6 | 12.1 |
| Reclassified† | 67 | 38.8 | 44 | 56.8 | 64 | 39.1 | 50 | 40.0 | 61 | 68.9 | 30.1 | 28.9 | 67 | 25.4 | 44 | 31.8 | 64 | 23.4 | 49 | 26.5 | 61 | 49.2 | 23.8 | 22.7 |
| Initially Eng. Speaking | 50 | 26.0 | 52 | 36.5 | 46 | 32.6 | 51 | 31.4 | 55 | 41.8 | 15.8 | 10.4 | 50 | 14.0 | 52 | 32.7 | 46 | 19.6 | 51 | 23.5 | 55 | 23.6 | 9.6 | 0.1 |
| Econ. Disadv.* | 239 | 20.5 | 207 | 24.2 | 210 | 20.0 | 199 | 18.1 | 206 | 32.0 | 11.5 | 13.9 | 241 | 13.7 | 207 | 19.3 | 212 | 16.0 | 201 | 15.9 | 207 | 23.2 | 9.5 | 7.3 |
| Non-Econ. Disadv. | 0 | - | 12 | 33.3 | 10 | 20.0 | 10 | 30.0 | 15 | 40.0 | - | 10.0 | 0 | - | 12 | 33.3 | 0 | - | 10 | 30.0 | 15 | 33.3 | - | 3.3 |
| Gifted | 49 | 40.8 | 44 | 43.2 | 35 | 28.6 | 22 | 13.6 | 21 | 47.6 | 6.8 | 34.0 | 49 | 30.6 | 44 | 29.5 | 35 | 22.9 | 21 | 23.8 | 21 | 47.6 | 17.0 | 23.8 |
| Not Gifted | 190 | 15.3 | 175 | 20.0 | 185 | 18.4 | 187 | 19.3 | 200 | 31.0 | 15.7 | 11.7 | 192 | 9.4 | 175 | 17.7 | 187 | 13.9 | 190 | 15.8 | 201 | 21.4 | 12.0 | 5.6 |
| With Disabilities | 31 | 0.0 | 25 | 4.0 | 25 | 8.0 | 0 | - | 35 | 5.7 | 5.7 | - | 31 | 0.0 | 25 | 8.0 | 25 | 4.0 | 28 | 3.6 | 35 | 2.9 | 2.9 | -0.7 |
| WO Disabilities | 208 | 23.6 | 194 | 27.3 | 195 | 21.5 | 181 | 21.5 | 186 | 37.6 | 14.0 | 16.1 | 210 | 15.7 | 194 | 21.6 | 197 | 16.8 | 183 | 18.6 | 187 | 27.8 | 12.1 | 9.2 |
| Homeless | 22 | 13.6 | 30 | 20.0 | 42 | 23.8 | 52 | 25.0 | 59 | 32.2 | 18.6 | 7.2 | 22 | 18.2 | 30 | 20.0 | 42 | 19.0 | 52 | 17.3 | 59 | 22.0 | 3.8 | 4.7 |
| Foster | 2 | - | 0 | 50.0 | 0 | - | 0 | - | 0 | - | - | - | 2 | - | 1 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 1 | - | 3 | 50.0 | 3 | - | 4 | - | 0 | - | - | - | 1 | - | 3 | - | 3 | - | 4 | - | 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 62 | 21.0 | 85 | 24.7 | 73 | 13.7 | 68 | 26.5 | 81 | 44.4 | 23.4 | 17.9 | 64 | 18.8 | 85 | 34.1 | 73 | 24.7 | 69 | 31.9 | 81 | 29.6 | 10.8 | -2.3 |
| Female | 30 | 26.7 | 38 | 28.9 | 32 | 18.8 | 30 | 36.7 | 51 | 52.9 | 26.2 | 16.2 | 31 | 19.4 | 38 | 26.3 | 32 | 25.0 | 30 | 33.3 | 51 | 31.4 | 12.0 | -1.9 |
| Male | 32 | 15.6 | 47 | 21.3 | 41 | 9.8 | 38 | 18.4 | 30 | 30.0 | 14.4 | 11.6 | 33 | 18.2 | 47 | 40.4 | 41 | 24.4 | 39 | 30.8 | 30 | 26.7 | 8.5 | -4.1 |
| African American | 1 | - | 1 | 31.6 | 3 | - | 1 | - | 1 | - | - | - | 1 | - | 1 | - | 3 | - | 1 | - | 1 | - | - | - |
| Asian** | 0 | - | 0 | 89.5 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Filipino | 0 | - | 1 | 65.4 | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 1 | - | 0 | - | 0 | - | 1 | - | - | - |
| Hispanic | 58 | 20.7 | 82 | 24.4 | 67 | 13.4 | 61 | 29.5 | 77 | 45.5 | 24.8 | 16.0 | 60 | 20.0 | 82 | 34.1 | 67 | 23.9 | 61 | 31.1 | 77 | 29.9 | 9.9 | -1.2 |
| Indochinese** | 1 | - | 0 | 52.9 | 0 | - | 3 | - | - | - | - | - | 1 | - | 0 | - | 0 | - | 3 | - | - | - | - | - |
| Native American | 0 | - | 0 | 64.7 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | 47.6 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 1 | - | 0 | 42.9 | 1 | - | 2 | - | 0 | - | - | - | 1 | - | 0 | - | 1 | - | 3 | - | 0 | - | - | - |
| Multiracial | 1 | - | 1 | 50.0 | 2 | - | 1 | - | 2 | - | - | - | 1 | - | 1 | - | 2 | - | 1 | - | 2 | - | - | - |
| English Learner | 50 | 18.0 | 55 | 7.3 | 46 | 4.3 | 38 | 5.3 | 33 | 12.1 | -5.9 | 6.8 | 52 | 17.3 | 55 | 18.2 | 46 | 17.4 | 39 | 20.5 | 33 | 12.1 | -5.2 | -8.4 |
| English-Speaking | 12 | 33.3 | 30 | 56.7 | 27 | 29.6 | 30 | 53.3 | 48 | 66.7 | 33.4 | 13.4 | 12 | 25.0 | 30 | 63.3 | 27 | 37.0 | 30 | 46.7 | 48 | 41.7 | 16.7 | -5.0 |
| Reclassified† | 0 | - | 9 | 56.8 | 13 | 30.8 | 8 | - | 26 | 76.9 | - | - | 0 | - | 9 | - | 13 | 38.5 | 8 | - | 26 | 53.8 | - | - |
| Initially Eng. Speaking | 12 | 33.3 | 21 | 42.9 | 14 | 28.6 | 22 | 50.0 | 22 | 54.5 | 21.2 | 4.5 | 12 | 25.0 | 21 | 57.1 | 14 | 35.7 | 22 | 45.5 | 22 | 27.3 | 2.3 | -18.2 |
| Econ. Disadv.* | 62 | 21.0 | 81 | 24.7 | 71 | 14.1 | 66 | 25.8 | 74 | 44.6 | 23.6 | 18.8 | 64 | 18.8 | 81 | 32.1 | 71 | 25.4 | 67 | 31.3 | 74 | 28.4 | 9.6 | -2.9 |
| Non-Econ. Disadv. | 0 | - | 4 | 33.3 | 10 | 20.0 | 2 | - | 7 | - | - | - | 0 | - | 4 | - | 0 | - | 2 | - | 7 | - | - | - |
| Gifted | 15 | 40.0 | 11 | 36.4 | 12 | 25.0 | 3 | - | 8 | - | - | - | 15 | 26.7 | 11 | 54.5 | 12 | 25.0 | 3 | - | 8 | - | - | - |
| Not Gifted | 47 | 14.9 | 74 | 23.0 | 61 | 11.5 | 65 | 26.2 | 73 | 39.7 | 24.8 | 13.5 | 49 | 16.3 | 74 | 31.1 | 61 | 24.6 | 66 | 30.3 | 73 | 23.3 | 7.0 | -7.0 |
| With Disabilities | 8 | - | 25 | 4.0 | 9 | - | 0 | - | 8 | - | - | - | 8 | - | 10 | 20.0 | 9 | - | 9 | - | 35 | 2.9 | - | - |
| WO Disabilities | 54 | 24.1 | 75 | 28.0 | 64 | 14.1 | 59 | 30.5 | 73 | 47.9 | 23.8 | 17.4 | 56 | 21.4 | 75 | 36.0 | 64 | 26.6 | 60 | 35.0 | 73 | 32.9 | 11.5 | -2.1 |
| Homeless | 9 | - | 12 | 25.0 | 14 | 21.4 | 27 | 29.6 | 21 | 42.9 | - | 13.3 | 9 | - | 12 | 25.0 | 14 | 28.6 | 27 | 33.3 | 21 | 23.8 | - | -9.5 |
| Foster | 1 | - | 0 | 50.0 | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 0 | - | 1 | 50.0 | 2 | - | 0 | - | 0 | - | - | - | 0 | - | 1 | - | 2 | - | 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 86 | 20.9 | 62 | 24.2 | 84 | 16.7 | 69 | 11.6 | 73 | 28.8 | 7.9 | 17.2 | 86 | 14.0 | 62 | 11.3 | 84 | 11.9 | 70 | 10.0 | 73 | 32.9 | 18.9 | 22.9 |
| Female | 36 | 19.4 | 30 | 30.0 | 40 | 17.5 | 31 | 22.6 | 38 | 36.8 | 17.4 | 14.2 | 36 | 11.1 | 30 | 10.0 | 40 | 7.5 | 32 | 15.6 | 38 | 36.8 | 25.7 | 21.2 |
| Male | 50 | 22.0 | 32 | 18.8 | 44 | 15.9 | 38 | 2.6 | 35 | 20.0 | -2.0 | 17.4 | 50 | 16.0 | 32 | 12.5 | 44 | 15.9 | 38 | 5.3 | 35 | 28.6 | 12.6 | 23.3 |
| African American | 2 | - | 1 | 31.6 | 1 | - | 3 | - | 0 | - | - | - | 2 | - | 1 | - | 1 | - | 3 | - | 0 | - | - | - |
| Asian** | 0 | - | 0 | 89.5 | 0 | - | 0 | - | 3 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 3 | - | - | - |
| Filipino | 1 | - | 0 | 65.4 | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - |
| Hispanic | 80 | 18.8 | 59 | 25.4 | 81 | 14.8 | 64 | 12.5 | 67 | 31.3 | 12.5 | 18.8 | 80 | 13.8 | 59 | 11.9 | 81 | 12.3 | 65 | 10.8 | 67 | 32.8 | 19.0 | 22.0 |
| Indochinese** | 2 | - | 1 | 52.9 | 0 | - | 0 | - | - | - | - | - | 2 | - | 1 | - | 0 | - | 0 | - | - | - | - | - |
| Native American | 0 | - | 0 | 64.7 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | 47.6 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 1 | - | 0 | 42.9 | 0 | - | 1 | - | 1 | - | - | - | 1 | - | 0 | - | 0 | - | 1 | - | 1 | - | - | - |
| Multiracial | 0 | - | 1 | 50.0 | 1 | - | 1 | - | 2 | - | - | - | 0 | - | 1 | - | 1 | - | 1 | - | 2 | - | - | - |
| English Learner | 42 | 2.4 | 42 | 14.3 | 42 | 4.8 | 42 | 2.4 | 37 | 2.7 | 0.3 | 0.3 | 42 | 0.0 | 42 | 7.1 | 42 | 4.8 | 43 | 4.7 | 37 | 16.2 | 16.2 | 11.5 |
| English-Speaking | 44 | 38.6 | 20 | 45.0 | 42 | 28.6 | 27 | 25.9 | 36 | 55.6 | 17.0 | 29.7 | 44 | 27.3 | 20 | 20.0 | 42 | 19.0 | 27 | 18.5 | 36 | 50.0 | 22.7 | 31.5 |
| Reclassified† | 22 | 54.5 | 10 | 60.0 | 25 | 28.0 | 14 | 42.9 | 14 | 85.7 | 31.2 | 42.8 | 22 | 36.4 | 10 | 20.0 | 25 | 24.0 | 14 | 35.7 | 14 | 78.6 | 42.2 | 42.9 |
| Initially Eng. Speaking | 22 | 22.7 | 10 | 30.0 | 17 | 29.4 | 13 | 7.7 | 22 | 36.4 | 13.7 | 28.7 | 22 | 18.2 | 10 | 20.0 | 17 | 11.8 | 0 | - | 22 | 31.8 | 13.6 | - |
| Econ. Disadv.* | 86 | 20.9 | 60 | 23.3 | 81 | 16.0 | 66 | 12.1 | 70 | 27.1 | 6.2 | 15.0 | 86 | 14.0 | 60 | 11.7 | 81 | 12.3 | 67 | 10.4 | 70 | 31.4 | 17.4 | 21.0 |
| Non-Econ. Disadv. | 0 | - | 2 | 33.3 | 3 | - | 10 | 30.0 | 3 | - | - | - | 0 | - | 2 | - | 0 | - | 10 | 30.0 | 3 | - | - | - |
| Gifted | 19 | 36.8 | 15 | 40.0 | 10 | 30.0 | 9 | - | 4 | - | - | - | 19 | 26.3 | 15 | 13.3 | 10 | 50.0 | 9 | - | 4 | - | - | - |
| Not Gifted | 67 | 16.4 | 47 | 19.1 | 74 | 14.9 | 60 | 11.7 | 69 | 29.0 | 12.6 | 17.3 | 67 | 10.4 | 47 | 10.6 | 74 | 6.8 | 61 | 9.8 | 69 | 31.9 | 21.5 | 22.1 |
| With Disabilities | 11 | 0.0 | 25 | 4.0 | 25 | 8.0 | 0 | - | 35 | 5.7 | 5.7 | - | 11 | 0.0 | 7 | - | 25 | 4.0 | 28 | 3.6 | 16 | 6.3 | 6.3 | 2.7 |
| WO Disabilities | 75 | 24.0 | 55 | 27.3 | 74 | 18.9 | 58 | 13.8 | 57 | 36.8 | 12.8 | 23.0 | 75 | 16.0 | 55 | 12.7 | 74 | 13.5 | 59 | 11.9 | 57 | 40.4 | 24.4 | 28.5 |
| Homeless | 9 | - | 11 | 18.2 | 15 | 13.3 | 11 | 9.1 | 24 | 25.0 | - | 15.9 | 9 | - | 11 | 18.2 | 42 | 19.0 | 52 | 17.3 | 24 | 29.2 | - | 11.9 |
| Foster | 0 | - | 0 | 50.0 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 1 | - | 0 | 50.0 | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 91 | 19.8 | 72 | 25.0 | 63 | 31.7 | 72 | 18.1 | 67 | 22.4 | 2.6 | 4.3 | 91 | 9.9 | 72 | 11.1 | 65 | 9.2 | 72 | 8.3 | 68 | 7.4 | -2.5 | -0.9 |
| Female | 45 | 24.4 | 32 | 28.1 | 33 | 36.4 | 33 | 21.2 | 35 | 34.3 | 9.9 | 13.1 | 45 | 4.4 | 32 | 6.3 | 33 | 6.1 | 33 | 3.0 | 35 | 8.6 | 4.2 | 5.6 |
| Male | 46 | 15.2 | 40 | 22.5 | 30 | 26.7 | 39 | 15.4 | 32 | 9.4 | -5.8 | -6.0 | 46 | 15.2 | 40 | 15.0 | 32 | 12.5 | 39 | 12.8 | 33 | 6.1 | -9.1 | -6.7 |
| African American | 4 | - | 2 | 31.6 | 1 | - | 1 | - | 3 | - | - | - | 4 | - | 2 | - | 1 | - | 1 | - | 3 | - | - | - |
| Asian** | 0 | - | 0 | 89.5 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Filipino | 0 | - | 2 | 65.4 | 1 | - | 1 | - | 0 | - | - | - | 0 | - | 2 | - | 1 | - | 1 | - | 0 | - | - | - |
| Hispanic | 79 | 19.0 | 66 | 22.7 | 57 | 31.6 | 70 | 17.1 | 62 | 21.0 | 2.0 | 3.9 | 79 | 10.1 | 66 | 7.6 | 59 | 8.5 | 70 | 7.1 | 63 | 7.9 | -2.2 | 0.8 |
| Indochinese** | 3 | - | 2 | 52.9 | 1 | - | 0 | - | - | - | - | - | 3 | - | 2 | - | 1 | - | 0 | - | - | - | - | - |
| Native American | 0 | - | 0 | 64.7 | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 1 | - | 0 | 47.6 | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 1 | - | 0 | 42.9 | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Multiracial | 3 | - | 0 | 50.0 | 3 | - | 0 | - | 2 | - | - | - | 3 | - | 0 | - | 3 | - | 0 | - | 2 | - | - | - |
| English Learner | 30 | 0.0 | 26 | 0.0 | 22 | 0.0 | 28 | 0.0 | 34 | 2.9 | 2.9 | 2.9 | 30 | 0.0 | 26 | 0.0 | 24 | 0.0 | 29 | 0.0 | 35 | 0.0 | 0.0 | 0.0 |
| English-Speaking | 61 | 29.5 | 46 | 39.1 | 41 | 48.8 | 44 | 29.5 | 32 | 40.6 | 11.1 | 11.1 | 61 | 14.8 | 46 | 17.4 | 41 | 14.6 | 43 | 14.0 | 32 | 15.6 | 0.8 | 1.6 |
| Reclassified† | 45 | 31.1 | 25 | 44.0 | 26 | 53.8 | 28 | 32.1 | 21 | 47.6 | 16.5 | 15.5 | 45 | 20.0 | 25 | 20.0 | 26 | 15.4 | 27 | 14.8 | 21 | 23.8 | 3.8 | 9.0 |
| Initially Eng. Speaking | 16 | 25.0 | 21 | 33.3 | 15 | 40.0 | 16 | 25.0 | 11 | 27.3 | 2.3 | 2.3 | 16 | 0.0 | 21 | 14.3 | 15 | 13.3 | 16 | 12.5 | 0 | - | - | - |
| Econ. Disadv.* | 91 | 19.8 | 66 | 24.2 | 58 | 32.8 | 67 | 16.4 | 62 | 22.6 | 2.8 | 6.2 | 91 | 9.9 | 66 | 10.6 | 60 | 10.0 | 67 | 6.0 | 63 | 7.9 | -2.0 | 1.9 |
| Non-Econ. Disadv. | 0 | - | 6 | 33.3 | 5 | - | 5 | - | 5 | - | - | - | 0 | - | 6 | - | 0 | - | 5 | - | 15 | 33.3 | - | - |
| Gifted | 15 | 46.7 | 18 | 50.0 | 13 | 30.8 | 10 | 10.0 | 9 | - | - | - | 15 | 40.0 | 18 | 27.8 | 35 | 22.9 | 9 | - | 9 | - | - | - |
| Not Gifted | 76 | 14.5 | 54 | 16.7 | 50 | 32.0 | 62 | 19.4 | 58 | 22.4 | 7.9 | 3.0 | 76 | 3.9 | 54 | 5.6 | 52 | 11.5 | 63 | 6.3 | 59 | 6.8 | 2.9 | 0.5 |
| With Disabilities | 12 | 0.0 | 8 | 4.0 | 6 | - | 0 | - | 11 | 9.1 | 9.1 | - | 12 | 0.0 | 8 | - | 25 | 4.0 | 28 | 3.6 | 35 | 2.9 | 2.9 | -0.7 |
| WO Disabilities | 79 | 22.8 | 64 | 26.6 | 57 | 33.3 | 64 | 20.3 | 56 | 25.0 | 2.2 | 4.7 | 79 | 11.4 | 64 | 12.5 | 59 | 10.2 | 64 | 9.4 | 57 | 8.8 | -2.6 | -0.6 |
| Homeless | 4 | - | 7 | 18.2 | 13 | 38.5 | 14 | 28.6 | 14 | 28.6 | - | 0.0 | 4 | - | 7 | - | 13 | 30.8 | 52 | 17.3 | 14 | 7.1 | - | -10.2 |
| Foster | 1 | - | 0 | 50.0 | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 0 | - | 2 | 50.0 | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 2 | - | 0 | - | 1 | - | 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

SCHOOL NAME: CHAVEZ ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture**Strategy/Activity 1*****Strategy/Activity - Description**

According to the California Dashboard, Chronic Absenteeism was the area that Chavez was Red in. Chavez has created a task force that focuses on school attendance. The group meets once a month and review student attendance data and creates a plan to support students with chronic attendance issues. The following are the different interventions that the School Counselor and Guidance Assistance do to address chronic absenteeism.

GUIDANCE ASSISTANT/COUNSELOR (ATTENDANCE)

Counselor:

- Teaches 2nd Step
- Attendance Presentations for students and parents
- Attendance groups
- Lead Monthly Attendance Review Team meetings
- Home visits
- Lead Character Ed. Assemblies
- Attendance Celebration-Awards
- Run RTI meetings
- Individual Counseling
- Student Council
- Safety Patrol
- Support Parents with family challenges
- Refer students to outside resources (Logan Heights Family Health Center).

Guidance Assistant:

Attendance Support

- Home visit
- Parent Letters
- Attendance Awards
- Referrals to outside agency
- Parent contracts

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

-Monitor target students with chronic absenteeism on weekly basis
-individual check-ins

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------|---------|----------------|----------------|---|---|---|--|
| School Counselor | 0.70000 | \$83,615.31 | 30100-1210 | The counselor facilitates and/or participates the following: - Attendance Presentations - Attendance groups - Monthly Attendance meetings - Home visits -Attendance Celebration | Meeting monthly to focus on students with Chronic Absenteeism and creating a plan to redirect student attendance. These meetings showcased the urgency of supporting the students and families that have negative attendance. Families felt they matter when the school reached out and provided support. | Attendance did not improve. We will be integrating Saturday School and attendance incentives. | Attendance Challenge by grade. Heavy focus on attendance and the importance of coming to school. Celebrate classrooms that have the best attendance and acknowledgment for attendance improvement. |
| Guidance Asst - | 0.62500 | \$43,387.56 | 30106-2404 | The guidance counselor facilitates and/or participates the | Guidance Assistant co-facilitate the different interventions for | Guidance Assistant never show up due to health issues. | Work with HR to get staffing issue Guidance Assistant resolved. |

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

| | | | | | | | |
|----------|--|-------------|------------|---|---|--|--|
| | | | | following: - Attendance Presentations - Attendance groups - Monthly Attendance meetings - Home visits -Attendance Celebration | positively impact students with chronic absenteeism. | | |
| Supplies | | \$14,000.00 | 30100-4301 | Materials for improving student attendance. | | | |

Note/Reminders (optional): An evaluation of all activities could not be done with online learning

| Goal 2 - English Language Arts | | | | | | | |
|---|------------|-----------------------|-----------------------|--|---|---|---|
| Strategy/Activity 1 | | | | | | | |
| *Strategy/Activity - Description | | | | | | | |
| <u>GRADE LEVEL COLLABORATIONS/PLC</u> | | | | | | | |
| Visiting teachers are funded so that teachers can meet 3 hours, twice a month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. | | | | | | | |
| *Proposed Expenditures for this Strategy/Activity | | | | | | | |
| <u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. | | | | | | | |
| <u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. | | | | | | | |
| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
| Inschool Resource Tchr | 0.30000 | \$39,535.05 | 30100-1109 | Coach teachers on strengthening 1st instructions | Lead ILT, support PLCs around Tier 1 instruction and effective instructional practices and co-facilitated coaching cycle with ELLA and OLA | Schedule conflicts limited the work with the Coaching cycles and PLCs | Map out the year with future coaching cycles and PLCs so there are no conflicts |
| Prof&Curriclm Dev Vist Tchr | | \$13,384.37 | 30100-1192 | Release teachers for PLC/PD/Coaching cycle. | Selected teachers participated in ELLA coaching cycle to understand students as readers, collect student data on their reading strategies, collaborate on the next steps with the | Inconsistency with VAPA subs to release all the teachers. | Collaborate with VAPA to select a better schedule |

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

| | | | | | | | |
|------------------------------|--|-------------|------------|---|--|--|---|
| | | | | | high leverage reading strategies to support students as readers. | | |
| Services & Other Operating | | \$6,524.00 | 30100-5000 | Supporting release teachers for PLCs by using VAPA's AEP program. | Allowed teachers to participate in PLCs by grade levels | Inconsistency with VAPA subs to release all the teachers | Collaborate with VAPA to select a better schedule |
| Interprogram Svcs/Field Trip | | \$7,000.00 | 30100-5735 | Educational Fieldtrips to support the learning that is taking place in the classroom. | | | |
| Software License | | \$15,000.00 | 30100-5841 | Online intervention program to support literacy. | | | |
| Interprogram Svcs/Paper | | \$5,000.00 | 30100-5733 | Copying paper for student ELA activities | | | |
| Prof&Curriclm Dev Vist Tchr | | \$1,602.13 | 30106-1192 | Release teachers for PLC/PD/Coaching cycle. | | | |
| Services & Other Operating | | \$43,711.00 | 30106-5000 | Supporting release teachers for PLCs by using VAPA's AEP program | Allowed teachers to participate in PLCs by grade levels | Inconsistency with VAPA subs to release all the teachers | Collaborate with VAPA to select a better schedule |

Note/Reminders (optional): An evaluation of all activities could not be done with online learning

| Goal 3 - Mathematics | | | | | | | |
|--|------------|-----------------------|-----------------------|---|--|---|---|
| Strategy/Activity 1 | | | | | | | |
| *Strategy/Activity - Description | | | | | | | |
| <u>GRADE LEVEL COLLABORATIONS/PLC</u> | | | | | | | |
| Visiting teachers are funded so that teachers can meet 3hours, twice a month. During this time, teachers will monitor and analyze data and collaborate around student's mastery and differentiated learning opportunities for struggling learners. | | | | | | | |
| *Proposed Expenditures for this Strategy/Activity | | | | | | | |
| <u>Analysis:</u> | | | | | | | |
| Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. | | | | | | | |
| <u>Description:</u> | | | | | | | |
| Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. | | | | | | | |
| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
| Software License | -- | -- | 30100-5841 | Online intervention program to support students with math | IXL provided a diagnostic and intervention at the student's level. The program also provided next steps for the teacher. | Inconsistency of student not completing the diagnostic | Receive more training on how to understand the program. |
| Interprogram Svcs/Paper | -- | -- | 30100-5733 | Copying paper for student Math activities | | | |
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30100-1192 | Release teachers for PLC/PD/Coaching cycle. | Teachers in PLCs analyze data, interventions during small groups and co-plan lessons with effective teaching strategies. | Inconsistency with VAPA subs to release all the teachers. | Collaborate with VAPA to select a better schedule |

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

| | | | | | | | |
|--------------------------------|----|----|------------|--|---|--|---|
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30106-1192 | Release teachers for PLC/PD/Coaching cycle. | Teachers in PLCs analyze data, interventions during small groups and co-plan lessons with effective teaching strategies | Inconsistency with VAPA subs to release all the teachers. | Collaborate with VAPA to select a better schedule |
|--------------------------------|----|----|------------|--|---|--|---|

Note/Reminders (optional): An evaluation of all activities could not be done with online learning

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

RESOURCE TEACHER

A resource teacher is being funded to work with small intervention groups which target English Learners needing more intensive support in language arts and ELD. Specifically, she will work with at-risk LTELS and newcomers.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------|-----|----------------|----------------|--|---|--|---|
| Software License | -- | -- | 30100-5841 | Use online intervention program to support ELs in literacy | IXL provided a diagnostic and intervention plan to support reading development. The program also provided data to next steps for the teacher to support the students. | Inconsistency of student not completing the diagnostic | Receive more training on how to understand the program. |
| Supplies | -- | -- | 30100-4301 | Supplemental materials that enhance ELD instruction (e.g. Benchmark materials) | | | |

Note/Reminders (optional): An evaluation of all activities could not be done with online learning

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Administrator will have monitoring meetings with case managers and teachers to ensure students are progressing towards IEP goals. During teacher monitoring meetings, students with IEPs will be a focus point with data indicating their progress.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|------------------------|-----|----------------|----------------|---|---|--|---|
| Inschool Resource Tchr | -- | -- | 30100-1109 | Work with teachers to develop appropriate strategies when working with SWD. | Include Sp Ed teachers to participate in the coaching cycles and PLCs. This build a strong inclusive learning community and SWD being one of the targets/ focus point. Strengthen the understanding of effective teaching strategies for SWD. | Inconsistency of subs to release teachers. | Work on scheduling of subs |

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

PARENT WORKSHOPS

We are funding child care costs, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
- Title 1 Presentation
- ELAC meetings
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher)
- Health and Wellness
- Home strategies to support literacy at home

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------------|-----|----------------|----------------|---------------------------------|--|--|---|
| Tech Professional OTBS Hrly | | \$457.78 | 30103-2455 | Support parent with translation | Translators supported the parent community by ensuring they understood the material and topics | Schedule conflicts with translators. | Scheduling better |

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

| | | | | | | | |
|---------------------------|----|------------|------------|--|--|--|--|
| | | | | | during meeting and presentations | | |
| Other Nonclsrn PARAS Hrly | | \$392.37 | 30103-2955 | Child care during parent workshops or meetings | Allow parents with children to attend meetings or presentations. | | |
| Inservice supplies | | \$2,179.00 | 30103-4304 | Light refreshments for parent meetings/workshops | This is provided to increase participation and engagement during parent workshops, coffee with principal and ELAC. | | |
| School Counselor | -- | -- | 30100-1210 | The counselor assists with attendance, parenting strategies and wellness presentations to parents. | Provide parents with tools to support their child. | | |
| Interprogram Svcs/Paper | -- | -- | 30100-5733 | Copying paper for flyers and workshop handouts. | Increase communication school to home. | | |

Note/Reminders (optional): An evaluation of all activities could not be done with online learning

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning Communities
 Teachers participate in PLCs twice a month to analyze student work/data and make adjustments to Tier 1 instruction and plan differentiated small groups for Tier 2 intervention instruction.
 Professional Book Study-Teaching Practices from American's Best Urban Schools.
 ILT continuously reviewing student data and collaborating around understanding our students and leading the focus of PDs.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|--------------------------------|-----|----------------|----------------|---|---|--|--|
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30100-1192 | Release teachers for PLC/PD/Coaching cycle. | Teachers participating in PLCs to analyze data on design strong Tier 1 instruction with effective instructional strategies. | Not enough time to go deeper and inconsistent of VAPA subs | Add additional time to allocate more opportunities for teachers to collaborate and analyze data to inform their next steps |
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30106-1192 | Release teachers for PLC/PD/Coaching cycle. | Teachers get to participate in student centered coaching cycle around understanding students as readers and effective | Not enough time to complete the cycle. | Start the coaching cycle sooner |

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

| | | | | | instructional strategies. | | |
|---|--|--|--|--|---------------------------|--|--|
| Note/Reminders (optional): An evaluation of all activities could not be done with online learning | | | | | | | |
| What are my leadership strategies in service of the goals? | | | | | | | |
| | | | | | | | |

SCHOOL NAME: CHAVEZ ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Library Duties that Support Staff and Student

- Support students and staff in the use of SDUSD Databases found in Destiny. Library catalog system
- Inform students of any changes in data bases
- Help student learn how to incorporate these resources into their own papers and projects
- Copy and or print resource materials for teachers and students
- Collaborate with teachers and students regarding the acquisition of new library materials
- Research our library collection and databases for materials used in our monthly library displays
- Reference students to bibliographic materials as resources.
- Review purpose of the card catalog and information that can be found when using it
- Show students that they can trust the quality of library resources provided to them.
- Maintain a school library center that provides a teaching and learning environment that is inviting, safe, readily accessible, and conducive to student learning.
- Help students in organizing study group sessions by providing space and materials.
- Support staff in researching any new supplemental materials needed for common core subjects.
- Provide ELL parents with resources to help their students succeed.
- support independent research and learning
- Provide Spanish library books for our ELL community.
- Provide our students enrolled in secondary college with resources and materials needed to succeed in their college courses.

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

Analysis:

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

Description:

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

Chavez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------|---------|----------------|----------------|-------------------------------------|--|--|--|
| Library Asst - | 0.17501 | \$6,083.09 | 09800-2231 | Will support library extended time. | Scheduled library visits to ignite enjoyment of literacy, strengthening comprehension skills and reading strategies on how to become better readers. | Scheduling all classrooms once a week. Limited with Library Assistant. | Reduce rotation time to ensure everyone visit the library once a week. |

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

RESOURCE TEACHER

A resource teacher is being funded to work with small intervention groups which target English Learners needing more intensive support in language arts and ELD. Specifically he will work with at-risk LTELS and newcomers.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------------|---------|----------------|----------------|---|---|--|---|
| Inschool Resource Tchr | 0.70000 | \$92,248.46 | 09800-1109 | Work with teachers during PLCs and PD on understanding English Learners and co-plan learning opportunities for English Learner to develop language. Collaborate with teachers to ensure integrated and designated ELD is taking place daily.. | Collaborations with teachers around understanding our learners and anticipating their struggles and providing the support as English Learners. * Integrated ELD *designated ELD * Collaborate Conversation | Scheduling conflicts on meeting days | Better planning around releasing days. |
| Prof&Curriclm Dev Vist Tchr | | \$4,246.29 | 09800-1192 | Release teachers for plan around under performing | | | |

Chavez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

| | | | | students and LETLs | | | |
|---|--|--|--|-----------------------|--|--|--|
| Note/Reminders (optional): No evaluation of PD subs due to not using them with online learning. | | | | | | | |
| | | | | | | | |

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

PARENT WORKSHOPS

We are funding child care costs, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
- Title 1 Presentation
- ELAC meetings
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher)
- Health and Wellness
- Home strategies to support literacy at home

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------|-----|----------------|----------------|-----------|------------------------------------|--|---|
| | | | | | | | |

Chavez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

| | | | | | | | |
|--|----|----|------------|--|---|----------------|--|
| Inschool Resource Tchr - NEW POSN, SBB2512274 | -- | -- | 09800-1109 | Resource teacher assists with the ELAC Meetings and workshops around supporting their child's academic pathway. | The parent engagement during selected topics. | Low attendance | Survey parents on needed topics so there is a high outcome of parents. |
|--|----|----|------------|--|---|----------------|--|

Note/Reminders (optional):

What are my leadership strategies in service of the goals?