

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CHAVEZ ELEMENTARY SCHOOL

2022-23

37-68338-6114300
CDS Code

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

Principal: Santos, Francisco

Contact Person: Santos, Francisco

Position: Principal

Telephone Number: 619/362-3200;

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

E-mail Address: fsantos@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Cesar Chavez Elementary PHONE: 619 362-3200 FAX: 362-32749

SITE CONTACT PERSON: Francisco Santos 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 I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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: <u>9/29/2022</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/06/2022

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

Sonica Subampo
Type/Print Name of SSC Chairperson

Lizeth Gonzalez
Type/Print Name of ELAC Representative

Raice Bruck
Type/Print Name of Area Superintendent

[Signature] 10/6/22
Signature of School Principal / Date

[Signature] 10/6/22
Signature of SSC Chairperson / Date

[Signature] 10/6/22
Signature of ELAC Representative / Date

[Signature] 10/6/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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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 I School wide program school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

SSC Meeting occurred on February 4, 2021 -. Budget was approved.

SSC Meeting occurred on October 6, 2022 SPSA was approved.

ELAC Meeting occurred on January 30, 2021. Reviewed and gave budget recommendations.

ELAC Meeting on September 29, 2022 -. Reviewed SPSA section on English Learners and gave feedback.

RESOURCE INEQUITIES

Chavez root cause analysis involved analyzing data from 20022 CAASPP, 2022 California Dashboard, 2022 Healthy Kids Survey, district site assessments (F&P, DEMI, FAST) and attendance. We noticed a decrease in ELA and Math in the 2022 CAASSP and high chronic absentee rate in 2021-2022. .

Intervention Support

Chronic Absenteeism

- Lack of services to adequately address issues social and emotional needs
- Parent's negative mindset around the importance of attendance
- Covid related impacts of attendance, students need to stay home
- Unstable family dynamics and trauma provide additional family challenges
- Immigration status causes a negative impact on attendance

Suspension

- Post Covid behavior impacting positive behavior on campus
- 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, multiple focuses
- Supplemental materials are expensive and oftentimes ongoing professional development is not provided
- Math intervention

Professional Development

- Three 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
Sonia Sobampo	Other School Personnel
Claudia Garcia	Classroom Teacher
Esmeralda Garcia	Parent
Sarmin Bojorquez	Parent
Graciela Hernandez	Parent
Francisco Santos	Principal
Patricia Lopez	Parent
Ulyssis Juarez	Parent
Jessica Ceja	Classroom Teacher
Jan Bierkan	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We continue fund a full time Counselor and a guidance assistance to help decrease our chronic attendance rate and provide proactive interventions to our students and families. Both supported 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to staffing issues with our guidance assistance, we were unable to fully support students with chronic attendance issues. Covid also negatively impacted our student attendance.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No changes until staffing is resolved.

***Identified Need**

Transitioning out of the pandemic and in person learning the attendance data 2020-2021 still indicates that we are struggling with attendance. We would like to increase this percentage to 95%

Attendance data from the Hoonuit 2021 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 36%
- African American 2% (9 students)
- Hispanic/Latino 69%
- Homeless/Foster 7%
- Student with Disabilities 12.5%
- Socioeconomically Disadvantaged 24.1%

Suspension data from the Hoonuit is 1% 2021-2022

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5th	Feel connected to the school	68%	80%	CAL-SCHLS (CHKS)	Annual
June 2023	TK-5th	School Attendance	81%	97%	Attendance	Monthly
June 2023	TK-5th	Suspension Rate	.07%	0.5%	Suspension	Trimester
June 2023	TK-5th	Decrease Chronic Absenteeism	72%	20%	Chronic Absenteeism	Monthly

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Reduce Chronic Absenteeism	72%	20%	Attendance	Monthly

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June 2023	TK-5	Hispanic or Latino	Reduce Chronic Absenteeism	70%	20%	Attendance	Monthly
June 2023	TK-5	Homeless/Foster	Reduce Chronic Absenteeism	73%	20%	Attendance	Monthly
June 2023	TK-5	Students with Disabilities	Reduce Chronic Absenteeism	74%	20%	Attendance	Monthly
June 2023	TK-5	Socioeconomically Disadvantaged	Reduce Chronic Absenteeism	24.1%	12%	Attendance	Monthly
June 2023	TK-5	Black or African American	Reduce Chronic Absenteeism	45%*Small student group	20%	Attendance	Monthly
June 2023	TK-5	Students with Disabilities	Reduce suspension rate	1%	.05%	Suspension	Yearly

Supporting Black Youth - Additional Goals

- ✓ 1. Chavez's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Chavez is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Chavez's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Chavez will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Chavez will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Chavez's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Chavez will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Chavez will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1 Guidance Assistant / Counselor***Students to be served by this Strategy/Activity**

All students will be served by this strategy. An emphasis on Black Youth.

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

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00601R	School Counselor	0.50000	\$44,771.50	\$65,420.66	0060-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		School counselor will support students and families with chronic absenteeism and other challenges they face
F00601S	Guidance Asst	0.62500	\$21,540.63	\$49,117.23	0060-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Guidance Assistant offers supports such as chronic absenteeism, social emotional skills to support learning, home to school communication.
N006074	Supplies		\$2,045.00	\$2,045.00	0060-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies such as sensory items, markers, fidgets, etc to supplement social emotional needs, chronic absenteeism, and support student engagement for all learners.

***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.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

After reviewing our CAASPP and ELPAC results from 2021-22 we decided to focus on guided reading, deld and writing. The resource teacher lead the inquiry based PLCs and help create a plan to map out the year to ensure students are given time to develop language, reading and writing strategies, and independency as a learner.

Implementation

- Both Dual Language and English Only programs implemented Benchmark Advance ELA curriculum K-5th,
- Inquiry 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.
- Chavez is a focus school and participated in LAP. The goal is UTK=2 teachers to strengthen their skill around Guided Reading to close the reading gap with English Learners. This was done through PLCs, PDs and student watch.
- The resource teacher worked with English Learners (at-risk LTELs and newcomers) with phonics and provide mini-Student-Centered Coaching Cycle to the upper grade teacher.

Outcomes/Effectiveness

- Due to the pandemic the work around Guided Reading with LAP was on put on hold during the school year to support the district shortage of staffing. . .
- CAASPP results in Language Art show a decrease.
- 3rd-grade CAASPP in ELA increased to 44%
- 5th Grade CAASPP ELA increased to 22%
- The teachers' pre and post Fountas and Pinnell data showed a significant increase in reading levels.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major differences occurred.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In 2022-2023 we will continue to use Fast eReading to assess students in their reading level and use F&P assessment to better understand our students as readers. We will also continue to participate in LAP to support literacy for UTK=2nd. We are also going to continue the inclusive Special Education co-teaching plan.

We expect the new FAST eReading and F&P assessment will give us useable data that will assist teachers in understanding their students as readers and their gaps This information is critical so teachers can learning opportunities with specific next steps to create confident readers. .

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

***Identified Need - English Language Arts**

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 Pinnell.
- Gr 3-5 data shows that 33% of students were meeting or exceeding standard on the CAASPP.
- 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 show that 6% in grades 3-5 met standard on the CAASPP.
- 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, CAASPP data shows that 20% in grades 3-5 met or exceeded standard.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Meet or Exceed Standards	24%	34%	CAASPP ELA	Annual
June 2023	TK-5th	Read at Grade Level	34%	44%	Fountas and Pinnell	3 times a year

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Students with Disabilities	Meet or exceed standards	3%	20%	CAASPP ELA	Annual

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June 2023	3rd-5th	English Learner	Meet or exceed standards	4%	20%	CAASPP ELA	Annual
June 2023	3rd-5th	Students with Disabilities	Meet grade level standards	7%	20%	FAST aReading	Trimester
June 2023	3rd-5th	English Learner	Meet grade level standards	6%	20%	FAST aReading	Trimester
June 2023	3rd-5th	Black or African American	Meet grade level standards	37% Baseline year (small group)	40%	FAST aReading	Trimester

*Identified Need - Math

The following data served as basis for our goals:

- 17% of students in gr. 3-5 met or exceeded standard on CAASPP
- 8% of ELs in gr. 3-5 met or exceeded standard on CAASPP
- 3% of students with disabilities in gr. 3-5 met or exceeded standard on CAASPP

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Meet or Exceed Standard	17%	35%	CAASPP Math	Annual
June 2023	2nd -5th	Meet or Exceed Standard	46%	56%	DEMI	2 x year

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	English Learner	will meet or exceed standard	16%	20%	CAASPP Math	Annual
June 2023	TK-5th	Students with Disabilities	will meet or exceed standard	3%	15%%	CAASPP Math	Annual
June 2023	3rd-5th	Black or African American	will meet or exceed standard	0% *Small group size	20%	CAASPP Math	Annual

*Identified Need - English Learners

- 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 and average of 2.4 reading levels.

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- The following data shows percent of students who performed at the expected level of proficiency on the 21-22 summative ELPAC:
 - In Gr. 1, 62% (35/56) of ELs tested at Level 2 or above.
 - In Gr. 2, 21% (7/32) of ELs tested at Level 3 or above.
 - In Gr. 3, 52% (20/32) of ELs tested at Levels 3 or 4.
 - In Gr. 4, 1% (1/54) of ELs tested at Level 4 and may be eligible for reclassification.
 - In Gr. 5, 11% (2/34) of ELs tested at Level 4 and may be eligible for reclassification.
 - 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 10% of our eligible candidates for reclassification in 2021-2022.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Achieve a score of Level 4	3%	20%	Summative ELPAC	Once a year

*Identified Need - Graduation/Promotion Rate

The following data is from CASSPP 2020-21:

Gr 3 data shows that 21% of students met or exceeded standard on the 2020-2021 CAASPP

Gr 5 data shows that 34% of students met or exceeded standard on the 2020-2021 CAASPP.

Gr 3 data shows that 16% of English Learners met or exceeded standard on the 2020-2021 CAASPP

Gr. 5 data shows that 0% of English Learners met or exceeded standard on the 2020-2021 CAASPP

Gr 3 data shows that 3% of Students with Disabilities met or exceeded standard on the 2020-2021 CAASPP.

Gr. 5 data shows that 3% of Students with Disabilities met or exceeded standard on the 2020-2021 CAASPP

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd Grade	Meet/Exceed Standard	21%	35%	CAASPP ELA	Annual
June 2023	5th Grade	Meet/Exceed Standard	34%	45%	CAASPP ELA	Annual

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd Grade	English Learner	Meet/Exceed Standard	10%	20%	CAASPP ELA	Annual
June 2023	3rd Grade	English Learner	Meet/Exceed Expectation	6%	20%	FAST aReading	3 x year
June 2023	3rd Grade	Hispanic or Latino	Meet/Exceed Standard	27%	40%	CAASPP ELA	Annual
June 2023	3rd Grade	Hispanic or Latino	Meet/Exceed Expectation	36%	45%	FAST aReading	3 x year
June 2023	5th Grade	English Learner	Meet/Exceed Expectation	0%	20%	FAST aReading	3 x year
June 2023	5th Grade	Hispanic or Latino	Meet/Exceed Expectation	42%	60%	FAST aReading	3x year

Strategy/Activity 1-PLCs

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

All students

***Strategy/Activity - Description**

GRADE LEVEL COLLABORATIONS/PLC

VAPA 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.

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.

Resource teacher will support teachers during PLC around student data, lesson design, to strengthen Tier I instruction. RT models and coaches around effective teaching strategies to have high level of engagement during learning. Provides small group intervention to students showing need based on the data. Provides PD for classroom teachers to improve instruction.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00601V	Inschool Resource Tchr	0.60000	\$59,349.60	\$85,494.43	0060-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher supports student engagement and Tier I instruction through teacher PD and student small group intervention.
N0060AK	Interprogram Svcs/VAPA		\$22,000.00	\$22,000.00	0060-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	[no data]		VAPA to support release time for PLCS to support instructional needs of students
N0060AL	Prof&Curriclm Dev Vist Tchr		\$14,000.00	\$17,333.40	0060-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers to give classroom teachers the opportunity to participate in PLCs to improve instruction and achievement.
	Inschool Resource Tchr				0060-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F00601U	Resource teacher to support teacher PD and student small group intervention.

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 databases
- Help students learn how to incorporate these resources into their own papers and projects

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- 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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00601T	Library Asst	0.17501	\$5,272.53	\$7,236.97	0060-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Library assistant selects grade level books for all students, shared reading experiences to build reading strategies and engagement with all students, supports ELPAC testing.

Strategy/Activity 3- Additional Intervention Supports (Materials/Software/Field Trips, etc)

***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, Mathematics, English Learners..... 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00601T	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]		Field trips support classroom instruction by offering extended learning opportunities for all students.
N00605D	Supplies		\$22,326.00	\$22,326.00	0060-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental supplies such as pencils, journals, paper, white board markers, etc to support all students in progressing toward learning goals.
N00607C	Software License		\$5,000.00	\$5,000.00	0060-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Software such as IXL and Raz Kids, etc. to supplement classroom instruction.
N006095	Supplies		\$1,912.00	\$1,912.00	0060-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies such as pencils, journals, paper, white board markers, etc to support all students in progressing toward learning goals.
N0060AM	Interprogram Svcs/Paper		\$4,000.00	\$4,000.00	0060-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Duplications of instructional and intervention materials to support student achievement.

Strategy/Activity 4: Multilingual Learner Supports

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

Multilingual Learners

***Strategy/Activity - Description**

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.
ELPAC Support for assessment to organize testing materials and assess multilingual learners.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00601U	Inschool Resource Tchr	0.40000	\$39,566.40	\$56,996.28	0060-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Resource teacher to provide small group interventions to multilingual learners. Coordinates ELPAC assessments and administers ELPAC. Monitors progress of multilingual learners and leads ELAC.
N00604X	Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,381.00	0060-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers to organize and assess multilingual learners on ELPAC.
	Inschool Resource Tchr				0060-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F00601V	Resource teacher to support teacher PD and student small group intervention.

Strategy/Activity 5: SWD Supports

***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.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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, Zoom Coffee with Principal, monthly calendars, verbal announcements by teachers, school website, social media, 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. Five week parent nutrition class offered via zoom.
2. Understanding the ELPAC and results workshop.

EFFECTIVENESS OF STRATEGIES

In terms of our parent participation goal, the Cal Schools Parent Survey 2021-2022 showed that 83% of parents said they attended a school event. Similarly, 89% said they attended a parent-teacher conference, and 67% said they attended a general school meeting.

In terms of our communication goal, the Cal Schools Parent Survey 2021-22 showed that 64% of the parents feel very well on how school lets them know how their child is doing in school between report cards.

In addition, the following is data for the category of "Parental Involvement" on the Cal Schools Parent Survey 2021-2022

- 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.

We would like to see an increase in the category of Strongly Agree.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major difference occurred.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The site will continue to seek out parent training opportunities through the district and the community. For 2021-22 we are attempting to find more workshop opportunities around health and wellness for families.

***Identified Need**

The following data is from CSPA 2021-2022

- School allows input and welcomes parents' contributions 24% SA, 59% Agree
- School encourages me to be an active partner with the school in educating my child 38% SA, 52% Agree
- School actively seeks the input of parents before making important decisions 24% SA, 59 Agree
- Parents feel welcome to participate at this school 45% SA, 34% 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.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents involvement in school	75%	85%	CAL - SCHLS (CSPA)
June 2023	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 (CSPA)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
February 2023	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".
- 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
 - School wide 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00602E	Other Nonclsrn PARAS Hrly		\$300.00	\$411.03	0060-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide childcare so parents can participate in school meetings and events to increase engagement and education.

Chavez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N00602L	Inservice supplies		\$1,827.00	\$1,827.00	0060-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Inservice supplies such as water, coffee, and pastries to encourage participation and engagement of parent events
N00608J	Tech Professional OTBS Hrly		\$700.00	\$959.07	0060-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Translation services at family events so that parents of all languages can be included and understand the meetings

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 197,771
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)	\$ 359,459

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)	\$ 83,029
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 83,029

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)	\$ 78,659
[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): \$ 78,659

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 359,459

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Chavez Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.4	\$39,566.40
Chavez Elementary			3000 Benefits		0	\$17,429.88
Chavez Elementary		Inschool Resource Tchr Total			0.4	\$56,996.28
Chavez Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.175	\$5,272.53
Chavez Elementary			3000 Benefits		0	\$1,964.44
Chavez Elementary		Library Asst Total			0.175	\$7,236.97
Chavez Elementary		(blank)	1192 Prof&Curricim Dev Vist Tchr	Prof&Curricim Dev Vist Tchr	0	\$10,000.00
Chavez Elementary			3000 Benefits		0	\$2,381.00
Chavez Elementary			4301 Supplies	Supplies	0	\$2,045.00
Chavez Elementary		(blank) Total			0	\$14,426.00
Chavez Elementary	09800 LCFF Intervention Support Total				0.575	\$78,659.25
Chavez Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.6	\$59,349.60
Chavez Elementary			3000 Benefits		0	\$26,144.83
Chavez Elementary		Inschool Resource Tchr Total			0.6	\$85,494.43
Chavez Elementary		School Counselor	1210 Counselor	Counselor	0.5	\$44,771.50
Chavez Elementary			3000 Benefits		0	\$20,649.16
Chavez Elementary		School Counselor Total			0.5	\$65,420.66
Chavez Elementary		(blank)	1192 Prof&Curricim Dev Vist Tchr	Prof&Curricim Dev Vist Tchr	0	\$14,000.00
Chavez Elementary			3000 Benefits		0	\$3,333.40
Chavez Elementary			4301 Supplies	Supplies	0	\$22,326.00
Chavez Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$4,000.00
Chavez Elementary		(blank) Total			0	\$43,659.40
Chavez Elementary	30100 Title I Basic Program Total				1.1	\$194,574.49
Chavez Elementary	30103 Title I Parent Involvement	(blank)	2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$700.00
Chavez Elementary			2955 Other Nonclism PARAS Hrly	Other Nonclism PARAS Hrly	0	\$300.00
Chavez Elementary			3000 Benefits		0	\$370.10
Chavez Elementary			4304 Inservice supplies	Inservice supplies	0	\$1,827.00
Chavez Elementary		(blank) Total			0	\$3,197.10
Chavez Elementary	30103 Title I Parent Involvement Total				0	\$3,197.10
Chavez Elementary	30106 Title I Supplmnt Prog Imprvmt	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.625	\$21,540.63
Chavez Elementary			3000 Benefits		0	\$27,576.60
Chavez Elementary		Guidance Asst Total			0.625	\$49,117.23
Chavez Elementary		(blank)	4301 Supplies	Supplies	0	\$1,912.00
Chavez Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$5,000.00
Chavez Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$22,000.00
Chavez Elementary			5841 Software License	Software License	0	\$5,000.00
Chavez Elementary		(blank) Total			0	\$33,912.00
Chavez Elementary	30106 Title I Supplmnt Prog Imprvmt Total				0.625	\$83,029.23

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Cesar Chavez Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, *Webster* has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Chavez does the following to communicate and connect and encourage parent involvement: Each year Chavez's school leadership works closely with all parent groups ELAC, Governance Team The School Site Council, parents and family members that attend Family Friday/ Principal Coffee. Ideas and information are shared and collected. The document is then made available to all Chavez families through direct distribution during Back to School Night, Principal Coffees, School Website, as well as in the front office.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Webster school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Chavez will inform parents and students through multiple means:

- Back to School Night
- Principal Coffees
- School Messenger System
- School Wide Class DOJO if possible

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or

home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Chavez holds meetings at different times during the year to do all we can to capture as many families as we can to make sure they have the information to support their children's education

- SSC meetings are in the afternoons
- Principal Coffees are in the mornings
- Back to School Night is in the evening
- Principal will meet with any parent at their desired time

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan. (20 U.S.C. § 6318[c][3])

Chavez's leadership team engages parents and families through:

- Parent Surveys (Once a year or as needed)
- Principal Coffees (Once a month)
- ELAC Meetings (3 to 4 times a year)
- SSC Meetings (Once a month)
- SGT Meetings (Once a month)

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Chavez will share Title 1 information during our Back to School Night and if needed during a Principal Coffee.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- During Back to School Night
- Principal Coffees
- Parent Request

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Chavez holds a welcome back principal coffee the first week of school. After the first week of school, Principal Coffees will be held every month. We also request parents not wait if they have a question. The principal's door is always open.

e) If the school wide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

Parent input is needed and encouraged. All Parent comments/suggestions are taken seriously and are added to the document with all stakeholders having input.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Chavez is dedicated to support our families in understanding the ins and outs of public education. We set aside two weeks in the year to meet with all parents to discuss the academic challenges, the rigor of what is expected as well as all of the different assessments used to determine students' academic abilities.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Chavez works closely with outside partners and the school district Parent and Family Engagement department to provide parent classes in the areas of Behavior, Early Literacy and how best to support your child.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

During Chavez's welcome back staff meeting, the value of parents and their support is highlighted. Classroom teachers are encouraged to seek out parent volunteers, (room moms/Dads/Grandmas).

All staff members are mandated to respond to all parent phone calls, emails, or class Dojos in 24 hours. Principal has also shared this information with families and has requested if staff members are not responding to inform them.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Chavez maintains a parent room open to all parents from preschool to 5th grade. We hold a variety of parent classes in the parent room.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

When possible, all information is shared with Webster families in English and Spanish. When using the school "Messenger System" to email families we use all available translations. When using the school-wide Dojo parents can select to translate all messages in their home language.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Translation services are used for Parent Teacher Conferences, IEP meetings, 504 meetings and any other time when appropriate.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Chavez, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Chavez will always do its best to communicate in the parents' first language. Chavez's school campus is in compliance with all ADA regulations. We support all families being actively engaged in our school culture and we value parent participation.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-23
Cesar Chavez Elementary

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Cesar Chavez Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards.
2. Hold parent-teacher conferences (2 per year) during which this compact will be discussed as it relates to the individual child’s achievement (20 U.S.C. § 6318[d][2]).
 - November 14-18: Academic concerns and interventions will be discussed at this meeting
 - March 20-24: Decisions to retain or promote will be discussed at this meeting
 - Parents or teachers may request an additional parent conference at any time throughout the school year (20 U.S.C. § 6318[d][2][B])
3. As Safety Precautions allow, provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows (20 U.S.C. § 6318[d][2][C]):
 - *Learn about Common Core State Standards at Workshop Wednesday*
 - *Participate in classroom activities and parent conferences*
 - *Assist teachers by volunteering to assist with classroom projects*
 - *Consult with the teacher if concerns arise*
 - *Attend school-wide functions*
 - *Assist with fundraisers*
4. Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - Principal of Chavez has an open door policy for parents who need to meet and discuss concerns regarding their child.

- Schoolwide communication to parents is done through Class Dojo in English and Spanish
- School Messenger phone system also sends phone calls to parent in English and Spanish

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	219	24.7	220	20.0	209	18.7	221	32.6	223	26.5	1.8	-6.1	219	20.1	222	15.3	211	16.6	222	23.9	227	16.7	-3.4	-7.2
Female	100	29.0	105	23.8	94	26.6	124	42.7	112	25.9	-3.1	-16.8	100	15.0	105	12.4	95	16.8	124	26.6	115	12.2	-2.8	-14.4
Male	119	21.0	115	16.5	115	12.2	97	19.6	111	27.0	6.0	7.4	119	24.4	117	17.9	116	16.4	98	20.4	112	21.4	-3.0	1.0
African American	4	-	5	-	5	-	4	-	8	-	-	-	4	-	5	-	5	-	4	-	8	-	-	-
Asian	0	-	0	-	0	-	3	-	2	-	-	-	0	-	0	-	0	-	3	-	2	-	-	-
Filipino	3	-	2	-	1	-	1	-	0	-	-	-	3	-	2	-	1	-	1	-	0	-	-	-
Hispanic	207	24.2	205	19.0	195	19.5	206	33.5	211	26.5	2.3	-7.0	207	19.3	207	15.0	196	15.8	207	24.2	215	17.2	-2.1	-7.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	-	3	-	1	-	0	-	-	-	0	-	1	-	4	-	1	-	0	-	-	-
Multiracial	2	-	6	-	2	-	6	-	2	-	-	-	2	-	6	-	2	-	6	-	2	-	-	-
English Learner	123	8.1	110	3.6	108	2.8	104	5.8	100	3.0	-5.1	-2.8	123	10.6	112	8.9	111	9.0	105	9.5	103	5.8	-4.8	-3.7
English-Speaking	96	45.8	110	36.4	101	35.6	117	56.4	123	45.5	-0.3	-10.9	96	32.3	110	21.8	100	25.0	117	36.8	124	25.8	-6.5	-11.0
Reclassified†	44	56.8	64	39.1	50	40.0	61	68.9	54	64.8	8.0	-4.1	44	31.8	64	23.4	49	26.5	61	49.2	54	38.9	7.1	-10.3
Initially Eng. Speaking	52	36.5	46	32.6	51	31.4	56	42.9	69	30.4	-6.1	-12.5	52	32.7	46	19.6	51	23.5	56	23.2	70	15.7	-17.0	-7.5
Econ. Disadv.*	207	24.2	210	20.0	199	18.1	206	32.0	205	23.4	-0.8	-8.6	207	19.3	212	16.0	201	15.9	207	23.2	208	15.9	-3.4	-7.3
Non-Econ. Disadv.	12	33.3	10	20.0	10	30.0	15	40.0	18	61.1	27.8	21.1	12	33.3	10	0.0	10	30.0	15	33.3	19	26.3	-7.0	-7.0
Gifted	44	43.2	35	28.6	22	13.6	21	47.6	2	-	-	-	44	29.5	35	22.9	21	23.8	21	47.6	2	-	-	-
Not Gifted	175	20.0	185	18.4	187	19.3	200	31.0	221	25.8	5.8	-5.2	175	17.7	187	13.9	190	15.8	201	21.4	225	16.0	-1.7	-5.4
With Disabilities	25	4.0	25	8.0	28	0.0	33	3.0	31	3.2	-0.8	0.2	25	8.0	25	4.0	28	3.6	33	3.0	32	3.1	-4.9	0.1
WO Disabilities	194	27.3	195	21.5	181	21.5	188	37.8	192	30.2	2.9	-7.6	194	21.6	197	16.8	183	18.6	189	27.5	195	19.0	-2.6	-8.5
Homeless	30	20.0	42	23.8	52	25.0	59	32.2	36	22.2	2.2	-10.0	30	20.0	42	19.0	52	17.3	59	22.0	26	7.7	-12.3	-14.3
Foster	0	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	4	-	1	-	0	-	-	-	3	-	3	-	4	-	1	-	0	-	-	-

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2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	85	24.7	73	13.7	68	26.5	0	-	75	21.3	-3.4	-	85	34.1	73	24.7	69	31.9	81	29.6	77	26.0	-8.1	-3.6
Female	38	28.9	32	18.8	30	36.7	0	-	37	18.9	-10.0	-	38	26.3	32	25.0	30	33.3	51	31.4	39	17.9	-8.4	-13.5
Male	47	21.3	41	9.8	38	18.4	0	-	38	23.7	2.4	-	47	40.4	41	24.4	39	30.8	30	26.7	38	34.2	-6.2	7.5
African American	1	-	3	-	1	-	0	-	3	-	-	-	1	-	3	-	1	-	1	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Hispanic	82	24.4	67	13.4	61	29.5	0	-	72	22.2	-2.2	-	82	34.1	67	23.9	61	31.1	77	29.9	74	27.0	-7.1	-2.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	3	-	0	-	0	-	-	-
Multiracial	1	-	2	-	1	-	0	-	0	-	-	-	1	-	2	-	1	-	2	-	0	-	-	-
English Learner	55	7.3	46	4.3	38	5.3	0	-	34	2.9	-4.4	-	55	18.2	46	17.4	39	20.5	33	12.1	36	16.7	-1.5	4.6
English-Speaking	30	56.7	27	29.6	30	53.3	0	-	41	36.6	-20.1	-	30	63.3	27	37.0	30	46.7	48	41.7	41	34.1	-29.2	-7.6
Reclassified†	9	-	13	30.8	8	-	0	-	9	-	-	-	9	-	13	38.5	8	-	26	53.8	9	-	-	-
Initially Eng. Speaking	21	42.9	14	28.6	22	50.0	0	-	32	28.1	-14.8	-	21	57.1	14	35.7	22	45.5	22	27.3	32	25.0	-32.1	-2.3
Econ. Disadv.*	81	24.7	71	14.1	66	25.8	0	-	69	14.5	-10.2	-	81	32.1	71	25.4	67	31.3	74	28.4	70	24.3	-7.8	-4.1
Non-Econ. Disadv.	4	-	2	-	2	-	0	-	6	-	-	-	4	-	2	-	2	-	7	-	7	-	-	-
Gifted	11	36.4	12	25.0	3	-	0	-	2	-	-	-	11	54.5	12	25.0	3	-	8	-	2	-	-	-
Not Gifted	74	23.0	61	11.5	65	26.2	0	-	75	21.3	-1.7	-	74	31.1	61	24.6	66	30.3	73	23.3	77	26.0	-5.1	2.7
With Disabilities	25	4.0	9	-	9	-	0	-	15	0.0	-4.0	-	10	20.0	9	-	9	-	7	-	15	6.7	-13.3	-
WO Disabilities	75	28.0	64	14.1	59	30.5	0	-	60	26.7	-1.3	-	75	36.0	64	26.6	60	35.0	74	32.4	62	30.6	-5.4	-1.8
Homeless	12	25.0	14	21.4	27	29.6	0	-	9	-	-	-	12	25.0	14	28.6	27	33.3	21	23.8	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	1	-	0	-	0	-	-	-	1	-	2	-	1	-	0	-	0	-	-	-

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2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	62	24.2	84	16.7	69	11.6	0	-	81	23.5	-0.7	-	62	11.3	84	11.9	70	10.0	73	32.9	82	6.1	-5.2	-26.8
Female	30	30.0	40	17.5	31	22.6	0	-	39	20.5	-9.5	-	30	10.0	40	7.5	32	15.6	38	36.8	40	2.5	-7.5	-34.3
Male	32	18.8	44	15.9	38	2.6	0	-	42	26.2	7.4	-	32	12.5	44	15.9	38	5.3	35	28.6	42	9.5	-3.0	-19.1
African American	1	-	1	-	3	-	0	-	3	-	-	-	1	-	1	-	3	-	0	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	3	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	59	25.4	81	14.8	64	12.5	0	-	76	21.1	-4.3	-	59	11.9	81	12.3	65	10.8	67	32.8	77	5.2	-6.7	-27.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Multiracial	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	2	-	1	-	-	-
English Learner	42	14.3	42	4.8	42	2.4	0	-	43	0.0	-14.3	-	42	7.1	42	4.8	43	4.7	37	16.2	44	0.0	-7.1	-16.2
English-Speaking	20	45.0	42	28.6	27	25.9	0	-	38	50.0	5.0	-	20	20.0	42	19.0	27	18.5	36	50.0	38	13.2	-6.8	-36.8
Reclassified†	10	60.0	25	28.0	14	42.9	0	-	19	68.4	8.4	-	10	20.0	25	24.0	14	35.7	14	78.6	19	26.3	6.3	-52.3
Initially Eng. Speaking	10	30.0	17	29.4	13	7.7	0	-	19	31.6	1.6	-	10	20.0	17	11.8	13	0.0	22	31.8	19	0.0	-20.0	-31.8
Econ. Disadv.*	60	23.3	81	16.0	66	12.1	0	-	72	22.2	-1.1	-	60	11.7	81	12.3	67	10.4	70	31.4	73	5.5	-6.2	-25.9
Non-Econ. Disadv.	2	-	3	-	3	-	0	-	9	-	-	-	2	-	3	-	3	-	3	-	9	-	-	-
Gifted	15	40.0	10	30.0	9	-	0	-	2	-	-	-	15	13.3	10	50.0	9	-	4	-	2	-	-	-
Not Gifted	47	19.1	74	14.9	60	11.7	0	-	81	23.5	4.4	-	47	10.6	74	6.8	61	9.8	69	31.9	82	6.1	-4.5	-25.8
With Disabilities	25	4.0	10	0.0	11	0.0	0	-	11	0.0	-4.0	-	7	-	10	0.0	11	0.0	16	6.3	11	0.0	-	-6.3
WO Disabilities	55	27.3	74	18.9	58	13.8	0	-	70	27.1	-0.2	-	55	12.7	74	13.5	59	11.9	57	40.4	71	7.0	-5.7	-33.4
Homeless	11	18.2	15	13.3	11	9.1	0	-	15	20.0	1.8	-	11	18.2	15	0.0	11	0.0	24	29.2	13	0.0	-18.2	-29.2
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	72	25.0	63	31.7	72	18.1	0	-	67	35.8	10.8	-	72	11.1	65	9.2	72	8.3	68	7.4	68	19.1	8.0	11.7
Female	32	28.1	33	36.4	33	21.2	0	-	36	38.9	10.8	-	32	6.3	33	6.1	33	3.0	35	8.6	36	16.7	10.4	8.1
Male	40	22.5	30	26.7	39	15.4	0	-	31	32.3	9.8	-	40	15.0	32	12.5	39	12.8	33	6.1	32	21.9	6.9	15.8
African American	2	-	1	-	1	-	0	-	2	-	-	-	2	-	1	-	1	-	3	-	2	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	2	-	1	-	1	-	0	-	0	-	-	-	2	-	1	-	1	-	0	-	0	-	-	-
Hispanic	66	22.7	57	31.6	70	17.1	0	-	63	38.1	15.4	-	66	7.6	59	8.5	70	7.1	63	7.9	64	20.3	12.7	12.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Multiracial	0	-	3	-	0	-	0	-	1	-	-	-	0	-	3	-	0	-	2	-	1	-	-	-
English Learner	26	0.0	22	0.0	28	0.0	0	-	23	8.7	8.7	-	26	0.0	24	0.0	29	0.0	35	0.0	23	0.0	0.0	0.0
English-Speaking	46	39.1	41	48.8	44	29.5	0	-	44	50.0	10.9	-	46	17.4	41	14.6	43	14.0	33	15.2	45	28.9	11.5	13.7
Reclassified†	25	44.0	26	53.8	28	32.1	0	-	26	61.5	17.5	-	25	20.0	26	15.4	27	14.8	21	23.8	26	38.5	18.5	14.7
Initially Eng. Speaking	21	33.3	15	40.0	16	25.0	0	-	18	33.3	0.0	-	21	14.3	15	13.3	16	12.5	12	0.0	19	15.8	1.5	15.8
Econ. Disadv.*	66	24.2	58	32.8	67	16.4	0	-	64	34.4	10.2	-	66	10.6	60	10.0	67	6.0	63	7.9	65	18.5	7.9	10.6
Non-Econ. Disadv.	6	-	5	-	5	-	0	-	3	-	-	-	6	-	5	-	5	-	5	-	3	-	-	-
Gifted	18	50.0	13	30.8	10	10.0	0	-	2	-	-	-	18	27.8	13	0.0	9	-	9	-	2	-	-	-
Not Gifted	54	16.7	50	32.0	62	19.4	0	-	65	33.8	17.1	-	54	5.6	52	11.5	63	6.3	59	6.8	66	16.7	11.1	9.9
With Disabilities	8	-	6	-	8	-	0	-	5	-	-	-	8	-	6	-	8	-	10	0.0	6	-	-	-
WO Disabilities	64	26.6	57	33.3	64	20.3	0	-	62	37.1	10.5	-	64	12.5	59	10.2	64	9.4	58	8.6	62	21.0	8.5	12.4
Homeless	7	-	13	38.5	14	28.6	0	-	12	25.0	-	-	7	-	13	30.8	14	0.0	14	7.1	12	16.7	-	9.6
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	1	-	0	-	-	-

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APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: CHAVEZ ELEMENTARY**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820****SCHOOL YEAR: 2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Strategy/Activity 1*****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

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.70000	\$87,191.85	30100-1210	Counselor will work with small groups, presentations, and address social emotional supports for students.	Counselor was able to support the social and emotional needs of students by doing classroom presentations, individual counseling, refer students and families to outside counseling agencies,	Counselor was very limited in how often she could run support groups due to the CDC guidelines during COVID. Absentees had a negative impact on the counselor being able to provide support to the needed students.	No modifications but SSC acknowledges the importance of a counselor to address chronic attendance issues, especially during the pandemic.

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					reconnecting students that were struggling with transitioning back to in person learning.		
Guidance Asst	0.62500	\$46,538.73	30106-2404	Guidance assistant will work with attendance and social emotional support for students.	N/A	N/A	We see a high need to continue with Guidance Assistant because of the high number of absentees and behavior issues.

Goal 2 - English Language Arts							
Strategy/Activity 1-PLCs							
*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>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	0.50000	\$67,368.91	30100-1109	Resource teacher will plan and coordinate PLCs.	Resource teacher facilitated PLCs and provide support with student data to support	The delay in selecting a new resource teacher during school and	No modifications but SSC acknowledges the importance of a resource teacher

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					developing strong tier 1 instruction.	training them on supporting PLCs.	supporting to PLCs and provide essential support with student data, instructional materials, technology support and modeling strong strategies to strengthen Tier 1 and better understand our students as learners.
Interprogram Svcs/VAPA		\$45,000.00	30100-5738	PLC release time.	VAPA ensured consistent PLCs for teachers to collaborate, and students experience Arts.	Staffing with VAPA and COVID restrictions	No modifications but SSC acknowledges the importance of VAPA in providing release time for teachers to have PLC.
Prof&Curriclm Dev Vist Tchr		\$17,372.45	30106-1192	PLC release time.	Released teachers for PLCs to collaborate and focus on data and students' instructional needs.	Due to COVID, limited subs	No modifications but SSC acknowledges the importance of release time for teachers to have PLCs.

Strategy/Activity 3- Additional Intervention Supports

***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**

Directions:

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

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$16,972.00	30100-4301	Supplemental supplies such as classroom library books, guided reading books, journals, whiteboards, markers, etc.	Materials for improving students' language and reading skills.		No modifications but SSC acknowledges the importance of supplies to support students learning.
Supplies		\$16,279.00	30106-4301	Supplemental supplies such as classroom library books, guided reading books, journals,	Materials for improving students' language and reading skills.		No modifications but SSC acknowledges the importance of supplies to support students learning.

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				whiteboards, markers, etc.			
Interprogram Svcs/Field Trip		\$5,000.00	30106-5735	Academic field trips such as the Science Fleet museum.	Field trips allowed opportunity for students to learn outside the classroom.	Due to COVID restrictions it limited the amount of field tips	No modifications but SSC acknowledges the importance of field trips to enrich the learning.
Software License		\$10,000.00	30106-5841	Supplemental software licenses such as Raz Kids and IXL.	Online intervention programs supported students with Tier 2 intervention with Reading.	Internet connection	Due to the learning loss during the pandemic, it is essential to continue the funding for software licenses.
Inschool Resource Tchr -	--	--	30100-1109	Small group support for identified students.	The resource teacher was able to identify students that needed additional support and met with them to work with on strengthening their language and reading skills.	COVID impacted student attendance which limited their support.	No modifications but SSC acknowledges the importance of resource teacher to support Tier 1 instruction,

Goal 3 - Mathematics

Strategy/Activity 1: PLCs

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time	Release time for PLCs. Teachers collaborate and design strong Math lessons.		No modifications but SSC acknowledges the importance of release time to

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							strengthen instruction in Math
Inschool Resource Tchr -	--	--	30100-1109	PLC and PD release time.	Supported teachers with collaboration around Math concepts	The delay in selecting a new resource teacher during school and training them on supporting PLCs.	No modifications but SSC acknowledges the importance of resource teacher to support Tier 1 instruction around Math

Strategy/Activity 2: Additional Intervention Supports

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Software License	--	--	30106-5841	Supplemental software such as IXL.	Online intervention programs supported students with Tier 2 intervention with Math	Internet connection	Due to the learning loss during the pandemic, it is essential to continue the funding for software licenses.
Supplies	--	--	30100-4301	Supplemental supplies such as math manipulatives, chart paper, markers, white board markers, etc.	Distributed Math manipulatives and materials so students could have them at home and be more successful during in person and online learning.	N/A	Due to the learning loss during the pandemic, it is essential to continue the funding for supplies for Math manipulatives and materials.
Supplies	--	--	30106-4301	Supplemental supplies such as math manipulatives, chart paper, markers, white board markers, etc.	Distributed Math manipulatives and materials so students could have them at school and at home and be more successful during online learning.	N/A	Due to the learning loss during the pandemic, it is essential to continue the funding for supplies for Math manipulatives and materials.

Goal 4- Supporting 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30100-5738	PLC release time.	VAPA ensured consistent PLCs for teachers to collaborate and design strong lessons for ELs, and		

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					allow our ELs to experience Arts.		
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time.	Released teachers for PLCs to collaborate and focus on our ELs and what they need to develop their language and reading skills.		
Software License	--	--	30106-5841	Supplemental software such as Raz Kids and IXL.	Online intervention programs supported EL students with Tier 2 intervention to strengthen their academic language and reading skills.	N/A	
Supplies	--	--	30100-4301	Supplemental supplies such as classroom library books, guided reading books, journals, whiteboards, markers, etc.	Materials for improving EL Students' language and reading skills.	N/A	
Inschool Resource Tchr -	--	--	30100-1109	Small group support for English Learner students and PLCs/PDs for English Learners.	The resource teacher was able to identify EL students who needed additional support and met with them to work with on strengthening their language and reading skills.	The delay in selecting a new resource teacher during school and training them on supporting PLCs.	

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30100-5738	PLC release time	VAPA ensured consistent PLCs for teachers to collaborate and	Staffing with VAPA and COVID restrictions	No modifications but SSC acknowledges the importance of VAPA

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					focus on students with disabilities.		in providing release time for teachers to have PLC.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time	Released teachers for PLCs to collaborate and focus on data regarding students with disabilities and their instructional needs.	Due to COVID, limited subs	No modifications but SSC acknowledges the importance of release time for teachers to have PLCs.

Goal 7 - 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
- School wide 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Chavez Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Tech Professional OTBS Hrly		\$931.63	30103-2455	Translations services for parents.	N/A.	Due to CDC guidelines during the pandemic, gatherings were not allowed. Also, low connectivity prevented zoom meetings to occur	It is essential to continue the funding for translation, especially since the parents have struggled connecting with the school during the pandemic.
Other Nonclsrn PARAS Hrly		\$399.27	30103-2955	Childcare for parent events and meetings.	N/A	N/A	It is essential to continue the funding for childcare support, especially since the parents have struggled connecting with the school during the pandemic.
Inservice supplies		\$2,005.00	30103-4304	Supplemental materials for parent events such as light refreshments (coffee, juice, pastries) and colored paper,	N/A	N/A	It is essential to continue the funding for supplies

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				markers, chart paper.			

Goal 8- Graduation/Promotion Rate							
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>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.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</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.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30100-5738	PLC release time	VAPA ensured consistent PLCs for teachers to collaborate.	N/A	No modifications but SSC acknowledges the importance of VAPA

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							in providing release time for teachers to have PLC.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time	Released teachers for PLCs to collaborate	N/A	No modifications but SSC acknowledges the importance of release time for teachers to have PLCs.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	30100-1210	Leads trauma informed trainings for staff, second step classroom presentations and small groups.		N/A	Due to the learning loss and low connectivity during the pandemic, it is essential to continue the funding for the

Chavez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							Guidance Assistance to support Black Youth.
Guidance Asst -	--	--	30106-2404	Small group supports	N/A The guidance assistance never reported to site.	N/A	Due to the learning loss and low connectivity during the pandemic, it is essential to continue the funding for the Guidance Assistance to support Black Youth.

What are my leadership strategies in service of the goals?

SCHOOL NAME: CHAVEZ ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 1-PLCs

***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 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Chavez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr	0.50000	\$67,368.91	09800-1109	Resource teacher will plan and coordinate PLCs.	Resource teacher facilitated PLCs and provided support with student data to support developing strong tier 1 instruction.	The delay in selecting a new resource teacher during school and training them on supporting PLCs.	No modifications but noticed how important the resource teacher is to the PLC process.
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Strategy/Activity 2 - Additional Library support

*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 databases
- Help students 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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.17501	\$6,771.81	09800-2231	Additional library support for students.	Ensured that every student was exposed to the importance of reading to develop academic language and to love to read.	COVID impacting student attendance.	No modifications but acknowledge the importance of having additional library time.

Strategy/Activity 3- Additional Intervention Supports

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$6,626.00	09800-4301	Supplemental supplies such as classroom library books, guided reading books, journals, whiteboards, markers, etc.	Materials for improving students' language and reading skills.	N/A	No modifications but acknowledge the importance of supplies to support students learning.
Inschool Resource Tchr -	--	--	09800-1109	Small group support for identified students.	The resource teacher was able to identify students that needed additional support and met with them to work with on strengthening their language and reading skills.	COVID impacted student attendance which limited their support.	No modifications but noticed how importance of a resource teacher is in supporting ELA instruction

Goal 3 - Mathematics

Strategy/Activity 1: PLCs

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time	Release time for PLCs. Teachers collaborate and design strong Math lessons.		No modifications but notice and acknowledge the importance of release time to

Chavez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							strengthen instruction in Math
Inschool Resource Tchr	--	--	09800-1109	PLC and PD release time.	Supported teachers with collaboration around Math concepts	The delay in selecting a new resource teacher during school and training them on supporting PLCs.	No modifications but noticed and acknowledge the importance of resource teacher in supporting Tier 1 instruction around Math

Strategy/Activity 2: Additional Intervention Supports

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Chavez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies	--	--	09800-4301	Supplemental supplies such as math manipulatives, chart paper, markers, white board markers, etc.	Distributed Math manipulatives and materials so students could have them at home and be more successful during in person and online learning.	N/A	No modifications but noticed and acknowledge the importance of resources to support Math

Goal 4- Supporting 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$11,981.00	09800-1192	ELPAC assessments.	Additional support for completing ELPAC testing	Internet connection	No modifications but noticed the importance of additional support for ELPAC testing

Chavez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	09800-4301	Supplemental supplies such as classroom library books, guided reading books, journals, whiteboards, markers, etc.	Materials for improving EL Students' language and reading skills.	N/A	No modifications but noticed the importance of materials to support EL students and developing their language.
Inschool Resource Tchr	--	--	09800-1109	Small group support for English Learner students and PLCs/PDs for English Learners.	The resource teacher was able to identify EL students who needed additional support and met with them to work with on strengthening their language and reading skills.	The delay in selecting a new resource teacher during school and training them on supporting PLCs and EL students.	No modifications but noticed the importance of a resource teacher in supporting EL Students, strengthening Tier 1 and increasing reclassification rate.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time	Released teachers for PLCs to collaborate and focus on data regarding students with disabilities and	Due to COVID, limited subs	No modifications but noticed the importance of release time for teachers to have PLCs.

Chavez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					their instructional needs.		

Goal 8- Graduation/Promotion Rate							
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>Professional Learning Communities Teaches 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.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</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.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time	Released teachers for PLCs to collaborate	N/A	No modifications but noticed the importance of release time for

							teachers to have PLCs.
What are my leadership strategies in service of the goals?							