School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	Contact Name and Title	Email and Phone
Cesar Chavez Elementary School	Dr. Ignacio Ramirez Principal	ignacio.ramirez@cvusd.us (760) 398-2004
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736766108906	April 29, 2024	June 27, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cesar Chavez Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the district in examining state and local data as part of a comprehensive needs assessment. Our school plan involves a process of developing goals, identifying measurable outcomes, strategies, actions and services that are aligned with those of the district. Throught the data analysis, our plan includes providing supplemental services that support improved performance for high-needs students including our English Learner students and our students with disabilities who are currently scoring significantly below grade level. The plan also includes the development of a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including formative/summmartive assessments such as iReady and district benchmarks to progress monitor the academic levels of all students.

Cesar Chavez Elementary School is a public school located in Coachella, California. The student population is 672, and the school serves grades TK-6. Our 2023-24 enrollment demographics are as follows: 48.2% English Learners, 84.8% Eligible for free/reduced price meals; 0.0% Foster Youth , 89.9% Socioeconomically Disadvantaged students and 9.4% Student With Disabilities.

At Cesar Chavez Elementary School, 28.51% of students met or exceeded the standard for ELA, and 14.22% met or exceeded the standard for Math on the 2023 CAASPP. We have implemented the Transformational Model with classroom lessons for social emotional learning, La Cultural Cura; restorative circles; Xinachtli, Joven Noble groups facilitated by trained certificated staff, and PBIS school-wide expectation and social skills. Our parent liaison supports throughout the year with parent informational workshops on our Transformational model. We offer a Dual Language program for grades K-6, we are a Carnegie STEAM Pathway School, and we implement AVID school wide.

Educational Partner Involvement

How, when, and with whom did your Cesar Chavez Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Cesar Chavez Elementary School engaged different stakeholder groups in the review and update of our SPSA. Our school site's instructional leadership team, made up of grade level leaders, reviewed our current goals, actions, and funds allocated to each of our actions and made recommendations to amend our SPSA to better meet the needs of our students. Our School Site Council, Our English Learner Advisory Committee, and our AVID leadership team reviewed the recommendations from our instructional leadership team and gave their own input. Our SPSA was amended on December 12, 2023 and March 11, 2024 to reflect the needs of our school and the implementation of our current actions.

Resource Inequities

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

Data analysis indicates that our students with disability are performing at a lower level in ELA and Math CAASPP assessments. In addition, students with disabilities have a higher rate of chronic absenteeism.

After analyzing K-2 I-Ready data, we conclude that our K-2 student population is underperforming in the areas of phonemic awarenes, phonics, and high frequency words. Furthermore, our English Learners are outperforming non-English Learners significantly.

I-Ready Data:
Reading:
Students performing below grade level:
Phonics   Phonemic Awareness.   High Frequency Words
K.   27%   8%   43%

1	71%	55%	59%
2	70%	17%	28%

Students performing below grade level in math:
Numbers and Operations was an area of concern as it is a foundational skills for students in grades K-.2
Numbers and Operations
K   34%
1   88%
2   57%
The performance of our English Learners and non-English Learners was very similar in mathematics.

Our students with disabilities are performing significantly lower in reading than their peers. We will be focusing on implementing our MTSS strategies in the SPED classrooms to support our students with disabilities.

Our student performance in the CAASPP for grades 3rd-6th are as follows:
CAASPP ELA – 2023 CA School Dashboard:
28.51% of students that met or exceeded the standard

All: 28.51%
EL: 13.81
SED: 27.25%
SWD: 4.88%

CAASPP Math – 2023 CA School Dashboard:
14.22% of students that met or exceeded the standard

All: 14.22%
EL: 6.6%
SED: 12.77%
SWD: 2.44%

We will be implementing MTSS with our Tier 1 focus being Explicit Direct Instruction, Instructional Routines, and Small Group Instruction. We will be implementing the science of reading to address our students' needs in reading and number talks to address students' need in numbers and operations.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The California School Dashboard shows two state indicators that are in the Orange performance category; Chronic Absenteeism and Suspension Rate. All other categories were in the yellow performance band.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All state indicators for Cesar Chavez Elementary School student groups were within one level from "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Grades K-6
Our school administers the iReady diagnostic to our students three times per year. The winter administration of the assessment points to 21% of our students reading at or above grade level and 38% of our students reading one grade level below grade level. wenty three percent of our students are reading three or more years below grade level. In mathematics, our students 15% of our students scored at grade level, 49% are one grade level below, and 36% are two or more grade level below.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1: Cesar Chavez Elementary School will create equitable access to educational opportunities that will lead to academic success

After analyzing K-2 I-Ready data, we conclude that our K-2 student population is underperforming in the areas of phonemic awareness, phonics, and high frequency words. Furthermore, our English Learners are outperforming non-English Learners significantly.

I-Ready Data:
Reading:
Students performing below grade level:

Phonics	Phonemic Awareness.	High Frequency Words
K.	27%	8%	43%
1	71%	55%	59%
2	70%	17%	28%

Students performing below grade level in math:
Numbers and Operations was an area of concern as it is a foundational skills for students in grades K-.2
Numbers and Operations

K	34%
1	88%
2	57%

The performance of our English Learners and non-English Learners was very similar in mathematics.

CAASPP ELA
Average Distance from Standard:

All Students will improve distance from standard met, from the baseline of 55.5 (Yellow) on the 2023 Dashboard by 17 points annually as measured by the CA School Dashboard, to be Green by 2026.
The stretch goal for All Students is to improve by 22 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

English Learners will improve distance from standard met, from the baseline of -90.9 (Yellow) on the 2023 Dashboard by 28.7 points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for All Students is to improve by 33.4 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

Socioeconomically Disadvantaged Students will improve distance from standard met from the baseline of -59.6 (Yellow) on the 2023 Dashboard by 18.3 points annually as measured by the CA School Dashboard, to be Green by 2026.
The stretch goal for Socioeconomically Disadvantaged Students is to improve by 20 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

Students with Disabilities will improve distance from standard met, from the baseline of -147.7 (Orange) on the 2023 Dashboard by 26 points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for Students with Disabilities is to improve by 47.6 or more points annually as measured by the CA School Dashboard, to be Green by 2026.

Long-Term English Learners data is currently not available.

There are less than 11 students in the following student subgroups:
Homeless, Foster Students, African American, and White. Data is not displayed for privacy.

CAASPP Math
Average Distance from Standard:

All Students will improve distance from standard met, from the baseline of -89.5 (Yellow) on the 2023 Dashboard, by 22 points annually as measured by the CA School Dashboard, to be Green by 2026.
The stretch goal for All Students is to improve by 29.8 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

English Learners will improve distance from standard met from the baseline of -90.9 (Yellow) on the 2023 Dashboard by 22 points annually as measured by the CA School Dashboard, to be Green by 2026.
The stretch goal for All Students is to improve by 30.3 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

Socioeconomically Disadvantaged Students will improve distance from standard met from the baseline of -95 (Yellow) on the 2023 Dashboard by 23.3 points annually as measured by the CA School Dashboard, to be Green by 2026.
The stretch goal for Socioeconomically Disadvantaged Students is to improve by 31.7 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

Students with Disabilities will improve distance from standard met from the baseline of -164.8(Orange) on the 2023 Dashboard by 46.6 points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for Students with Disabilities is to improve by 54.9 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

There are less than 11 students in the following student subgroups:
Homeless, Foster Students, African American, and White. Data is not displayed for privacy.

ELPAC:
Student performance on the ELPAC will increase:
from 14.29 % to 20 % of students scoring at Level 4 - Well Developed
from 39.01 % to 45 % of students scoring at Level 3 - Moderately Developed
from 31.59 % to 25 % of students scoring at Level 2 - Somewhat Developed
from 15.11 % to 10 % of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: -55.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	17	-38.5	Yellow
3 Year Growth	51	-4.5	Green

English Learner

2023 Baseline: -90.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	28.7	-65.2	Yellow
3 Year Growth	86.1	-5	Green

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -59.6	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.3	41.3	yellow

2023 Baseline: -59.6	Annual Growth Target	Dashboard Target	Dashboard Color
3 Year Growth	54.9	4.7	Green

Students with Disabilities

2023 Baseline: -147.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	26	-121.7	Yellow
3 Year Growth	78	69.7	Yellow

CAASPP Math

All Students

2023 Baseline: -89.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	22	-67.5	Yellow
3 Year Growth	66	23.5	Green

English Learner

2023 Baseline: -90.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	22	-67.5	Yellow
3 Year Growth	66	23.5	Green

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -95	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	23.3	-72.2	Yellow
3 Year Growth	69.9	-25.1	Green

Students with Disabilities

2023 Baseline: -164.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	46.6	-118.2	Yellow
3 Year Growth	139.8	-25	Green

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Create equitable access to educational opportunities that will lead to academic success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our students' performance in the i-Ready assessment for grades K-2 shows a need for targeted instruction, timely intervention, and academic support for all of our students including students with disabilities, English learners, and socio economically disadvantaged students.

I-Ready Data:
Reading:
Students performing below grade level in reading:

Phonics	Phonemic Awareness.	High Frequency Words
K. 27%	8%	43%
1 71%	55%	59%
2 70%	17%	28%

MATH
Students performing below grade level in math:
Numbers and Operations was an area of concern as it is a foundational skills for students in grades K-.2
Numbers and Operations

K	34%
1	88%
2	57%

*The performance of our English Learners and non-English Learners was very similar in mathematics.

Our students with disabilities are performing significantly lower in reading than their peers. We will be focusing on implementing our MTSS strategies in the SPED classrooms to support our students with disabilities.

Our student performance in the CAASPP for grades 3rd-6th are as follows and demonstrates a need for targeted instruction and timely intervention for all students, including students with disabilities, ELs, and socioeconomically disadvantaged students.
CAASPP ELA – 2023 CA School Dashboard:
28.51% of students that met or exceeded the standard

All: 28.51%
EL: 13.81
SED: 27.25%
SWD: 4.88%

CAASPP Math – 2023 CA School Dashboard:
14.22% of students that met or exceeded the standard

All: 14.22%
EL: 6.6%
SED: 12.77%
SWD: 2.44%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard 28.51 % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: 28.51% of students that met or exceeded the standard All: 28.51% EL: 13.81 LTEL: HOM: FY: SED: 27.25% SWD: 4.88	CAASPP ELA – 2026 CA School Dashboard: 33.51% of students that met or exceeded the standard All: 33.51% EL: LTEL: HOM: FY: SED:32.25% SWD: 10%
CAASPP Math (Priority 4) CA Dashboard 14.22% of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: 14.22% of students that met or exceeded the standard All: 14.22% EL: 6.6% LTEL: HOM: FY: SED: 12.77% SWD: 2.44%	CAASPP Math – 2026 CA School Dashboard: 19.22% of students that met or exceeded the standard All: 19.22 EL: 11.6% LTEL: HOM: FY: SED: 17.77 SWD:7.44%
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 55.1% of students progressed at least one level	ELPI 2026 CA School Dashboard: 60.1% of students will progress at least one grade level.
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 14.29 % Level 3: Moderately Developed: 39.01 % Level 2: Somewhat Developed: 31.59 % Level 1: Beginning to Develop: 15.11 %	2026 ELPAC: Level 4 – Well Developed: 20 % Level 3: Moderately Developed: 45 % Level 2: Somewhat Developed: 25 % Level 1: Beginning to Develop: 10 %
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 12.44%	2025-26 Percent of Students Reclassified:
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data 12.44%	EL Reclassification Rate – local data

iReady (local Data)	i Ready ELA - at or above grade level. All: 21% EL: 7% LTEL: % HOM: % FY: % SED: 19% SWD: 8%	i Ready ELA - at or above grade level. All: 36% EL: 22% LTEL: HOM: FY: SED: 34% SWD: 23%
iReady (local Data) Math	i Ready Math: All: 15 % EL: 11% LTEL: % HOM: % FY: % SED: 18 % SWD: 7 %	i Ready Math: All: 30% EL: 26% LTEL: HOM: FY: SED: 33% SWD: 22%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6): My school sets high expectations for my academic achievement. Strongly Agree/Agree: 90 %	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 100 %
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 86%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 100%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 77%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 95%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6) My teachers talk to me about my academic progress. Strongly Agree/Agree: 80 %	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 95

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1a	Supplemental Supplies/Materials	Purchase supplemental AVID instructional materials to support students with organizational skills, which should lead to growth in reading and math.These materials include but are not limited to binders, highlighters, planners, pouches, dividers, and folders.	All Students EL SWD SED	iReady	6,000 Title I 3010 4000-4999: Books And Supplies 1.1a
1.2a	Books/Instructional Technology Supplies	Provide library books and technology equipment that supports the implementation of instructional practices. Examples of items include but are not limited to grade level reading books (Spanish and English), LCD projectors, and audio visual equipment and supplies.	All Students EL SWD SED	iReady Reading	5,230 Title I 3010 4000-4999: Books And Supplies 1.2a
1.3b	Instructional Supplies/Material	Purchase supplemental instructional materials in the areas of mathematics, language arts, science, ELD, social emotional learning, and VAPA.	All Students	ELPAC, iReady, Panorama Survey	6,140 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.3b
1.4b	Extra Services-Certifcated	Extra services for teachers to engage in data chats on topics related to ELA, math, EL, STEAM, AVID, and DL.	All Students EL SWD SED	iReady, CAASPP	16,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.4b
1.5b	Extra Services-Certifcated	Extra services for teachers to provide academic intervention	All Students EL SWD SED	iReady, CAASPP scores	3,800 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.5b

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The planned actions were effectively implemented and carried out within the budget allocated. Teachers were able to attend professional development as planned, and instructional materials were provided to support instruction. The area did not work well due to sub shortages will be modified.

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

Some of the major differences in the plan implementation were amendments that were made to the SPSA to provide additional instructional materials, as well as funds for teachers to attend the CABE conference. Funding for these areas came from substitute coverage funds that had been set aside but were not used due to sub shortage.

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

Funds previously allocated for sub coverage will now be used to pay for teachers (extra services) to engage in data chats outside of their contractual day. The focus will be on data chats connected to ELA, math, ELD, STEAM, AVID, and dual language.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 2: Cesar Chaveze Elementary School will provide equitable access to health and wellness to ensure social emotional and academic success.
Cesar Chavez Elementary School will provide equitable access to health and wellness to ensure social emotional and academic success for all students including ELs, SEDs, and SWDs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Chronic Absenteeism continues to be a concern for our school. In addition, the school climate survey shows a high percentage of students not feeling that they have a positive school culture. The areas we will be focusing on will be to reduce chronic absenteims and building community by improving our school climate and cultture.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate TK – 8 (Priority 5)	Chronic Absenteeism 2023 CA School Dashboard All: 37.2 % EL: 33.7 % LTEL: N/A % HOM: N/A % FY: N/A % SED: 38.6 % SWD: 43.2 % 2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 30.30%	Chronic Absenteeism 2026 CA School Dashboard All: 10 % EL: 10 % LTEL: % HOM: % FY: % SED: 10 % SWD: 10 %
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 2.4 % EL: 2.2 % LTEL: N/A % HOM: N/A % FY: N/A %	2026 Suspension Rate CA School Dashboard All: 1.5 % EL: 1.5 % LTEL: 1.5 % HOM: 1.5 % FY: %

	SED: 2.5 % SWD: 6.1 %	SED: 1.5 % SWD: 1.5 %
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0 % EL: % LTEL: % HOM: % FY: % SED: % SWD: %	2026 Expulsion Rate: DataQuest All: 0 % EL: % LTEL: % HOM: % FY: % SED: % SWD: %
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1 , 2024 A. Regular Program School Attendance rate: A. Regular Program School Attendance rate: 92.09% B. Special Education Program School Attendance rate: 87.54% C. Overall Average Attendance Rate: 89.81%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: A. Regular Program School Attendance rate: % B. Special Education Program School Attendance rate: % C. Overall Average Attendance Rate: %
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 77 %	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 95%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 73 %	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 95 %
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 69 %	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 95 %
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)	SEL - School Climate Survey (Spring 2027)

			I have access to a safe place at school. Strongly Agree/Agree: 75 %	I have access to a safe place at school. Strongly Agree/Agree: 95 %

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1b	Extra Services-Classified	Provide extra service hours for classified staff to conduct phone calls for all students who are at risk of becoming chronic absentees. Additional focus and support will be provided to students with disabilities.	All Students EL SWD SED	Attendance rate and Chronic Absenteeism rate	3,960 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 2.1b
2.4b	Extra Services-Certifcated	Extra services for teachers to provide school engagement and restorative practices activities throughout the school year.	All Students EL SWD SED	Attendance rate, Panorama Survey results,	1,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.4b
2.5b	Extra Services-Certifcated	Extra services for teachers to provide behavior intervention support and SST meetings.	All Students EL SWD SED	Attendance rate, suspension rate	1,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.5b
2.6b	School Climate: Community Events	Extra services for teachers to support community events such as but not limited to Cesar Chavez Day, Read Across America, Spelling Bee, Las Posadas, Hispanic Heritage, Science Night, Chinese New Year, Dia De Los Muertos celebration. (up-to 6 hours per event)	All Students EL SWD SED	Panorama Parent and Student Survey, Participation Logs	7,920 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.6b

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our school implemented cultural celebrations, PBIS, SST meetings, and a leadership team for our AVID initiative that includes representatives from all grade levels.

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

The only major differences between the intended implementation and the budgeted allocations are the fact that due to substitute teacher shortages we were unable to hold some of our data chats and classroom walks. The funds that were reallocated in the 2023-2024 SPSA were primarily to allow for professional decelopment and mamterials to support the implementation of AVID school wide.

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

The major changes this year will be to implement a system that targets communicating with families of students that have been chronic absentees.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Goal 3: Cersar Chavez Elementary School will strengthen parent and community partnerships through effective communication for student success.**

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Our student performance in ELA and Math CAASPP is in the Yellow band. Our students with disabilities are performing significantly lower than our all student population and they fall in the orange band. We will be focusing on increasing student attendance to improve access to the curriculum.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back to School Night	2023-24 Attendance at Back to School Night 85%	2026-27 Attendance at Back to School Night 95%
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops: 8	2026-27 Attendance at Parent Liaison Workshops: 20
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal: 12	2026-27 Attendance at Coffee with the Principal: 50
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 5	2026-27 Attendance at ELAC Meetings: 20
LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly.	Spring 2024 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 91 %	Spring 2027 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 99 %
LCAP Family Survey	Spring 2024 LCAP Family Survey	Spring 2027 LCAP Family Survey

My culture, opinions, and input are valued at my student's school	My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%	My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100 %
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 95 %	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100 %
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 91 %	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 100 %
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 94 %	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100 %
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 93 %	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100 %

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1b	Extra Services for Classified staff	Extra services for classified members to provide parent support such as but not limited to (parent workshops, assist in implementing parent education programs and goals and assist parents with the basic use of computers, and parent volunteer training, update and maintain	All Students	Parent attendance logs	2,500 LCFF Supplemental/Concentration 0701 2000-2999: Classified

		school informational website for parents to access.			Personnel Salaries 3.1b
3.2a	Parent Trainings	Parent trainings to include but not limited to CABE and other operating expenditures.	All Students	Parent participation Logs, Panorama Survey	3,715 Title I 3010 5800: Professional/Consulting Services And Operating Expenditures 3.2a
3.3b	Parental Engagement/cultural enrichment	Provide cultural and musical enrichment for students engagement (guitar/Mariachi lessons) which gives parents the opportunity to see their child's progress and performances throughout the year.	All Students	Parent Logs, Panorama Survey	4,930 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 3.3b

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our school implemented cultural celebrations, provided parent workshops, and at least two informational meetings per month. Coffee with the principal was also held in order to provide families with access to information on the functioning of our school. Our cultural celebrations included Hispanic Heritage Month, Chinese New Year, Posadas, and more.

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

The activities budgeted for and provided to our families did not differ significantly from what was budgeted. Our district office provided support with parent events and supplies.

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

The community engagement department will be supporting parent workshop materials and supplies as well as provide staff compensation.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 4: Cesar Chavaez Elementary School will provide professional learning to build the capacity of all staff to enhance learning for all studentts, including ELs, SWD, and SEDs.
In support of our implementation of MTSS Cesar Chavez Elementary will provide our staff with professional development opportunities to strengthen our certificated and classified staff capacity.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our student performance in the CAASPP and iReady shows a need for the implementation of research based instructional strategies that support the learning needs of all students, including our students with disabilities, English Learners, and Socio economically disadvantaged students.

Based on the LCAP survey, our certificated staff shared a need for academic standards and instructional materials, technology, supporting the learning needs and challenges of students, managing student behavior, and teaching strategies to support student learning. Our classified staff share a need for professional development in conflict management, de-escalation tactics, employee emotional needs, and safety.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at professional development opportunities offered during the work day.	Currently, 80% of teachers regularly attend Wednesday professional development.	By 2027, 95% of teachers will attend Wednesday professional development.
Professional growth opportunities will be provided to classified staff throughout the year.	2023-24 New goal, no current baseline	2026-27 The goal is to have 95% of the classified staff attend at least one professional development.
Walkthroughs	25% of teachers are implementing number talks 30% of teachers are implementing the posting, teaching of the objective, and the success criteria 25% of teachers are providing students with opportunities to interact academically in each lesson, and using academic language.	By 2027, 80% of teachers will be implementing number talks 90% of teachers will be posting the objective, teaching the objective, and the success criteria 80% of teachers will provide students with opportunities to interact academically in each lesson and using academic language.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1a	Staff Trainings/PD	Professional Development training for SEI and DL teachers, to include but not limited to AVID, CUE, PBIS, and other standard-based training as needed to support student achievement with professional development that targets the learning needs of students with disabilities and English Learners. Professional Development for classified staff to include but not limited to conflict management and de-escalation tactics.	All Students EL SWD SED	CAASPP/iReady /ELPAC Data	9,000 Title I 3010 5800: Professional/Consulting Services And Operating Expenditures 4.1a

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Not applicable as this is a new goal for the 2024-2025 school year.

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

Not applicable as this is a new goal for the 2024-2025 school year.

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

Not applicable as this is a new goal for the 2024-2025 school year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$71,195.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration 0701	$47,250.00
Title I 3010	$23,945.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $71,195.00

Total of federal, state, and/or local funds for this school: $71,195.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	47,250.00
Title I 3010	23,945.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	29,720.00
2000-2999: Classified Personnel Salaries	11,390.00
4000-4999: Books And Supplies	17,370.00
5800: Professional/Consulting Services And Operating Expenditures	12,715.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	29,720.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	11,390.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	6,140.00
4000-4999: Books And Supplies	Title I 3010	11,230.00
5800: Professional/Consulting Services And Operating Expenditures	Title I 3010	12,715.00

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		37,170.00
Goal 2		13,880.00
Goal 3		11,145.00
Goal 4		9,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dr. Ignacio Ramirez	Principal
Rosana Castro	Parent or Community Member
Alma Delia Lopez	Parent or Community Member
Zuleima Flores	Parent or Community Member
Carina Pimentel	Parent or Community Member
Patricia Dubois	Parent or Community Member
Alicia Valladolid	Other School Staff
Richard Chavez	Classroom Teacher
Dr. Megan Greene	Classroom Teacher
Francine Gonzalez	Classroom Teacher

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature 04-29-24	Committee or Advisory Group Name
Olena Perez	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: 4/29/24

Attested:

Principal Signature

Principal Name: Ignacio Ramirez Date: 4/29/24

SSC President Signature

SSC President: Alma Delia Lopez Date: 04-29-24