

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------|--------------------------------------|
| Cesar Chavez Language Academy | Aida Diaz Principal | adiaz@srcs.k12.ca.us 707-890-3890 |

Goal 1

Goal Description

Goal 1:

CCLA has a goal of increasing academic achievement in the areas of English Language Arts and Math, as well as improving English Learner Progress as measured on the ELPAC by 5% each year.

Teachers on Special Assignment: Two Elementary Reading Specialists (Spanish & English), One School Culture and Climate TOSA & Instructional Support Bilingual Instructional Assistants in the areas of Spanish Literacy, English Language Development, Middle School Math & Science support, and support for our Newcomer Program

Extended Learning Opportunities for Students: After school tutoring with teachers and Instructional Aides

Provide Online Educational Platforms in order to increase student comprehension and retention of state standards.

Student Engagement Specialist for elementary who provides lunch time and after school enrichment activities.

Colors of Spanish Music Consultant who provides TK & 1st grade students with weekly music and movement in order to increase Spanish Language Development.

Summer School in order to target Tier 2 students in the area of literacy.

***Cesar Chavez Language Academy has been identified as an CSI school in the following areas; English Learner Students, Hispanic Students, Students with Disabilities, Socioeconomically disadvantaged students and white students.**

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|----------------|--|---|
| 2022 California School Dashboard for ELA, Math and English Learner Progress. Teacher feedback. | (2019) Elementary ELA: 35.7 points below standard, Math: 46.5 points below standard, English Learner Progress: 42.2% making progress. Grades 7-8: ELA 97.5 below standard, math 160.3 below standard, 34.5% making progress towards proficiency. Per CAASPP results: Elementary, 30.77% met or exceeded standards in ELA and 22.22% in math. Secondary: 20.94% met or exceeded standards in ELA and 8.34 in math. | Due to COVID, state testing was paused, therefore there is no data for year 1. | | 2022/2023 ELA: Maintained Math: We declined by .6% English Learner Progress: 49.8% making progress Per CAASPP results | Increase standardized test scores (CAASPP) by 5% each year. Percent proficient in ELA (3-6) 50%, Math (3-6) 37%; ELA (7-8) 36% and math (7-8) 24%. Increase Elementary English Learner Progress to 57.2%. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|----------------------------|--|----------------------|-----------------------|
| 1.1 | Online Educational Platforms Continue to purchase online academic programs for English Language Development, Spanish Language Development, English Language Arts and Math (in Spanish): Reflex Math, STAR Reading, NewsELA, Learning A-Z, Go Guardian, Lets Go Learn, Renaissance Learning, Explore Learning, Imagination Station, BookWidgets, Clever Prototypes, BrainPOP, ESGI (Kinder Digital | Yes | Fully Implemented | Partially Effective | | \$46,712.00 | \$24,506.37 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|----------------------------|--|----------------------|-----------------------|
| | License), Savas Learning, TouchMath, etc. | | | | | | |
| 1.2 | Teachers on Special Assignment (3) 1. Elementary Reading Specialist (TOSA), a total of 2.0 FTE to provide literacy intervention program (Multi-tiered System of Supports) and provide additional Professional Development for teachers, focusing on Literacy & English Language Development in order to increase re-designation rates. 2. MTSS TOSA to support the climate and culture in Grades 7 & 8 along with new teacher support. | No Yes | Fully Implemented | Effective | | \$350,058.50 | \$214,480.71 |
| 1.3 | Student Engagement Elementary Continue to employ Full Time Student Engagement Activities Worker that will support students during and after school through extracurricular and enrichment learning opportunities. | No Yes | Fully Implemented | Effective | | \$55,549.08 | \$43,920.85 |
| 1.4 | Bilingual Instructional Aides (7) Lower Elementary (TK-2nd grade) will retain three part-time IAs to support in the area of early literacy in Spanish. Upper Elementary (3-6) | Yes | Fully Implemented | Effective | | \$298,980.61 | \$167,819.83 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|----------------------------|--|----------------------|-----------------------|
| | will have two 7 hour IAs to support in the area of redesignation for English Learners. Middle school will retain 2 part-time IAs to support Newcomer students. | | | | | | |
| 1.5 | Colors of Spanish Music Consultant Colors of Spanish music and movement will offer weekly Spanish Language Development classes in TK & 1st grade. | No Yes | Fully Implemented | Effective | | \$33,800.00 | \$22,211.00 |
| 1.6 | Extended Learning Opportunities Continue to offer extended learning opportunities for students, especially EL, LI and Foster Youth by offering after school tutoring in 1st-8th grade. | Yes | Fully Implemented | Partially Effective | | \$16,000.00 | \$300.00 |
| 1.7 | Additional FTE for Elementary Library Tech This allows for 10 additional hours per week in order to process the inventory of new materials in the library. | Yes | Fully Implemented | Effective | | \$13,706.46 | \$10,212.66 |
| 1.8 | Additional funding for Music/Band program (instruments & repairs) | Yes | Partially Implemented | Effective | | \$7,000.00 | \$3,211.36 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|----------------------------|--|----------------------|-----------------------|
| | This allows for the purchase of more musical instruments as well as money for repairs on existing ones. | | | | | | |
| 1.9 | Supplemental Instructional Materials Fund additional instructional materials to support Multilingual Learners and Differently Abled Learners. | Yes | | | | | \$16,208.00 |
| 1.11 | Subscriptions Subscription to AVID for elementary and secondary. | Yes | Partially Implemented | Partially Effective | | \$5,944.00 | \$149.99 |
| 1.13 | Technology Hardware Purchase technology equipment to support students within the classroom. | Yes | Partially Implemented | Effective | | \$15,000.00 | \$0 |
| 1.14 | Summer School Provide remedial and enrichment services to students during summer break. | Yes | Fully Implemented | Effective | | \$55,000.00 | \$0 |

Goal 2

Goal Description

Goal 2:

CCLA has a goal of decreasing suspension rates and chronic absenteeism as reported on the California Dashboard.

One full-time Elementary Counselor to facilitate the implementation of lunch bunch, SEL Program of Toolbox and participate in Tier 2 Care Team support, SSTs, 504s, one-to-one support and refer to inhouse and out of house therapists.

Two full time Restorative Specialists will work with students to help with conflict management, pre-circles, circles, communication between student-teachers and students-students and suspension re-entries.

The School & Climate Teacher on Special Assignment will work with classroom teachers to implement Tier I Interventions and provide Professional Development on student engagement strategies in the classroom so that students will be successful during their academic school day.

A school will contract with Humanidad Therapy to offer 4 therapists for TK-8 students which will help support 75 students at any one time.

Programs that support Social Emotional Learning during lunch with sports, after school sports programs, clubs and equipment.

One full time campus supervisor to help administration with campus security and truancy issues.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|----------------|--|--|
| 2022 California School Dashboard in the areas of Chronic Absenteeism & Suspensions OR Aeries Reports | Elementary: 2.1% Suspended at least once, 7.5% Chronically Absent Middle School: 10% Suspended at least once, 27.2% Chronically Absent | Elementary: 0.44 % Suspended at least once, 34.38% Chronically Absent. Middle School: 9 % Suspended at least once, 29.95% Chronically Absent | | 2023 Suspension rates for Elementary: decreased Middle School: decreased Absenteeism: made progress in Elementary and maintained in middle school. | Elementary: 1.0% Suspended, 3.5% Chronically Absent Middle School: 5% Suspended, 10% Chronically Absent |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|----------------------------------|--------------|----------------------|----------------------------|--|----------------------|-----------------------|
| 2.1 | Parent Involvement Opportunities | Yes | Fully Implemented | Effective | | \$3,000.00 | \$59.81 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|----------------------------|--|----------------------|-----------------------|
| | Continue to encourage parent involvement, recording parent hours. Provide more parent involvement opportunities by partnering with community organizations. Offer 4 parent trainings per year (Literacy, Math, Online Resources). | | | | | | |
| 2.2 | Elementary School Counselor Continue to retain 1.0 FTE School Counselor to facilitate implementation of Restorative Circle, BEST Plus an Tool Box program to promote social/emotional development including implementation of multi-tiered system of supports. | Yes | Fully Implemented | Very Effective | | \$81,500.00 | \$67,751.79 |
| 2.3 | Student Advisor 0.06 FTE To increase Student Advisor position to 1.0 FTE from 7.5 hours to 8 hours. | Yes | Fully Implemented | Effective | | \$13,811.02 | \$2,724.68 |
| 2.4 | Increasing School-to-Home Communication Continue to increase communication: *Social Media *Family Engagement Facilitator *Newsletter *School Bulletin Board | Yes | Fully Implemented | Effective | | \$2,000.00 | \$677.35 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-------------------------------|--|-------------------------|--------------------------|
| | *ParentSquare Calendar and SmartAlerts/E-mails | | | | | | |
| 2.5 | Family Engagement Facilitators Two full time Family Engagement Facilitators. Use school LCAP funds to fund the additional FEF will work with EL TOSA to monitor the progress of EL students and hold SSTs for Long Term English Learners. | Yes | Fully Implemented | Effective | | \$127,434.50 | \$65,756.98 |
| 2.6 | Restorative Specialist Increase from .4FTE to 1.0 Restorative Specialist to provide Tier 1 and 2 supports to students and assist with implementation of BEST program and Tool Box curriculum. Restorative specialist will also facilitate student groups to improve school culture and climate through pre-circles, circles, conflict management and engagement with students during lunch time. | Yes | Fully Implemented | Effective | | \$76,200.10 | \$104,804.70 |
| 2.7 | Contract with Humanidad Therapy Offer school based therapy to Tier 2 and Tier 3 students. | No Yes | Fully Implemented | Very Effective | | \$140,000.00 | \$42,000.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|----------------------------|--|----------------------|-----------------------|
| | | | | | | | |
| 2.8 | Receptionist 0.75 FTE Bilingual receptionist 0.75 FTE. | Yes | Fully Implemented | Effective | | \$52,389.00 | \$33,911.72 |
| 2.9 | Student incentives We want to be able to provide some students incentives for all grades to promote student behaviors and engagements | Yes | Partially Implemented | Effective | | \$35,000.00 | \$597.60 |
| 2.10 | Social Emotional Learning Programs and activities to support the social emotional learning for students: Challenge Day, National Academy of Athletics, Portuguese Futbol Academy, Playworks, Clubs and Recess, Recess Equipment, Positive images and outside Motivational speakers/programs. | Yes | Fully Implemented | Effective | | \$98,960.00 | \$17,885.00 |
| 2.11 | Athletics Funding for a competitive athletic program for grades 6-8. | Yes | Fully Implemented | Effective | | \$20,000.00 | \$0 |
| 2.12 | Campus Supervisor Campus supervisor to support student safety and provide additional supervision for Middle School students. | Yes | Fully Implemented | Effective | | \$41,883.40 | \$43,561.58 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|----------------------------|--|----------------------|-----------------------|
| 2.13 | Testing Coordinator Responsible for organizing SBAC testing, and other district-wide or site adopted standardized tests. This position will also help collect various data on school-wide initiatives to help guide instruction and spending. | Yes | | | | | \$0 |

Goal 3

| Goal Description |
|---|
| <p>Goal 3:</p> <p>CCLA will increase the number of teachers participating in Grade Level/Department release days as well as TWDI Professional Development.</p> <p>Each teacher will be provided with release time to work with their department/grade level team in a PLC in a specific area of focus/Continuous Cycle of Improvement.</p> <p>CCLA will increase the number of PDs and professional consultants in the area of two way dual immersion pedagogy.</p> <p>CCLA teachers will be provided with opportunities to continue to bond with each other after a recent merger between the TK-6 program and the 7-8 program.</p> |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|----------------|---|---|
| Number of teachers participating in Professional Development & Collaboration | Since we are a newly merged school, we are lacking in cohesive data for TK-8 and can start with | YouthTruth 2021-2022: (1) 42% of middle school and 53% of elementary school teachers agreed or strongly agreed that their | | We have been able to send 10 teachers to NABE in New Mexico and 5 more to CABA. We are also working on getting more | By year three, 100% of the Elementary staff and 80% of the Middle School staff will be AVID certified. All teachers will participate in |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|-------------------------------------|--|----------------|---|--|
| | YouthTruth data baseline in year 1. | professional development was meaningful. (2) 38% of middle school and 53% of elementary school teachers felt that this year's professional development was closely connected to our school priorities. We have about 9 teachers signed up to attend the AVID conference in the summer of 2022. | | teachers trained in AVID as well as going to the DLI conference in Sacramento this summer | at least 3 release days during the school year, focusing on a Continuous Cycle of Improvement. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|----------------------------|--|----------------------|-----------------------|
| 3.1 | Release Time for Collaboration Release days for all staff: continue to provide collaboration opportunities and Professional Development to improve scope and sequence using common core state standards, school-wide data, and dual immersion research focusing on grades TK-8. Provide collaboration opportunities and PD in adherence to school charter and PLCs by offering grade level release days, once per Trimester. This also includes two additional release days for Elementary teachers for assessments. Total of 176 release days. | Yes | Fully Implemented | Very Effective | | \$67,800.00 | \$13,363.40 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Action Evaluation | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|----------------------------|--|----------------------|-----------------------|
| 3.2 | Professional Development: AVID Increase the number of staff attending the AVID conference each year. Bring in consultants, such as TWDI specialist Dr. Jose Medina, SSU Consultants, Alliance Redwoods and Rewards Training. | Yes | Partially Implemented | Effective | | \$10,000.00 | \$0 |