



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

CESAR CHAVEZ HIGH SCHOOL

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School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar Chavez High School	39686760108159	Ver 1 – 05/07/2020	Ver 1 – 5/12/2020	Ver 1 – 07/28/2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Cesar Chavez High School is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for the Students with Disabilities student subgroup.

The mission of Chavez High School is to prepare students to be College Ready, Career Bound, Highly Skilled, Successful Citizens.

The purpose of this plan is to guide services and supports to students so that rigorous instruction in academics and social/emotional supports and programs are in place to assist students and staff in fulfilling our mission for all students. (WASC A1 Criteria – Vision and Purpose)

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Cesar Chavez High School's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

# Stakeholder Involvement

How, when, and with whom did the 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 High School developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on May 14, 2020 and obtained board approval on June XX, 2020.

In school year 2019-2020, Cesar Chavez High School initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps through the Decision Making Model (DMM). In February and March 2020, assessment, attendance and discipline data were reviewed and discussed in the creation of the DMM (Decision Making Model) to guide the team in the creation of the 20-21 SPSA. In April 2020, the draft of the 2020-2021 plan was presented to stakeholders through School Site Council, Staff Meetings, and English Language Advisory Council and for further input and adjustments. The revised draft was reviewed and approved with input from SSC, Staff and ELAC in May 2020. (WASC A2 Governance Criteria Criteria) Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates. (WASC A3 Leadership: Data Informed Decision Making and Ongoing Improvement Criteria)

The findings of this needs assessment were discussed in School Site Council, ELAC and Teacher Leadership. In summary, the needs assessment identified gaps in Math with areas of focus such as foundational concepts, English with writing skills, and Science with laboratory activities, reports, and presentations. The need to increase parent involvement was also heavily discussed, with a variety of suggestions and strategies to be implemented in 20-21.

It was determined that continued support in Math, ELA and Science was needed to increase rigor, student engagement, and task alignment to the common core standards. The site will continue to fund three full time instructional coaches, including Math, English, and a New Teacher/Social Studies/World Language/Science coach. It was determined that a firmer plan for content support, including scheduling dates for data analysis of common assessments and reteaching activities across the courses would better support students and teachers.

## Resource Inequities

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

A review of the comprehensive needs assessment determined the need to focus on greater support for students who struggle to meet the requirements for high school graduation and the need to increase college and career readiness. A greater emphasis on social emotional learning, conflict mediation, and mentoring is also needed, as students continued to be suspended for fighting and possession/under the influence of marijuana.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

### ELA/ELD SMART Goal:

By the end of the 2020-21 school year, Chavez High School juniors will increase ELA achievement from 44% to 50% of students meeting or exceeding standards proficiency on the CAASPP testing. This increase will be supported through the implementation of standards-based curriculum and a full time ELA coach to support instruction.

### Math SMART Goal:

By the end of the 2020-21 school year, Chavez High School juniors will increase Math achievement from 18.5% to 20% of students meeting or exceeding standards proficiency on the CAASPP testing. This increase will be supported through the implementation of standards-based curriculum and a full time Math coach to support instruction.

## Identified Need

### ELA/ELD:

The focus on the increase in ELA achievement is based on fluctuating data from year to year on the CAASPP testing. The school has a high number of new teachers and a newly adopted district wide curriculum to support instruction. The plan for increasing achievement in this area includes curriculum to support teacher planning, high quality rigorous first instruction, and standard/task alignment, as well as coaching to support student engagement and scaffolding strategies.

### SBAC Results:

#### ELA

28% 16-17

25% 17-18

44% 18-19

- EL Data
  - o As of May 6th, 2020 we have 267 ELs
  - o We have three ELD Teachers
  - o Four ELD Levels (1-4)
    - ☐ Level 1-One Section
    - ☐ Level 2-Two Sections
    - ☐ Level 3-Three Sections
    - ☐ Level 4-Two Sections
- Reclassification Data, Process, and Importance
- As of May 6th, 2020 Thirty ELs have reclassified
- It is important for students to reclassify in order to be College and Career ready.
- Students must meet five requirements to reclassify via the SUSD Reclassification form:

1. They must score an overall score of a 4 on the ELPAC test
  2. They must meet their grade-level cut-point on the i-Ready Reading Test once.
  3. They must be recommended by their English/ELD teacher for reclassification via a signature
  4. Their parent/guardian must approve for them to exit the EL program via a signature
  5. The Principal must approve via a signature to exit the EL Program via a signature
- EL Testing and implications
  - ELPAC Summative Testing took place during the months of February and March 2020. A total of 143 students were tested on all four domains (reading, writing, listening, and speaking) as of March 13th, 2020.
  - 1. Due to COVID-19 school closure the students who did not take or finish the test will not complete the ELPAC test per State mandates.
  - 2. Students were able to take the iReady test in Reading during the Fall, and Winter windows. However, they were unable to take the Spring test in April due to Covid-19 school closure per State mandates.

#### Seal of Biliteracy

- The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by the time a student has graduated from high school.
- The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.
- 30 Chavez students reached this accomplishment in the 19-20 school year.

#### Math:

The focus on the increase in Math achievement is based on fluctuating data from year to year on the CAASPP testing. The school has a high number of new teachers and a newly adopted district wide curriculum to support instruction. The plan for increasing achievement in this area includes curriculum to support teacher planning, high quality rigorous first instruction, and standard/task alignment, as well as coaching to support student engagement and scaffolding strategies.

#### SBAC Results:

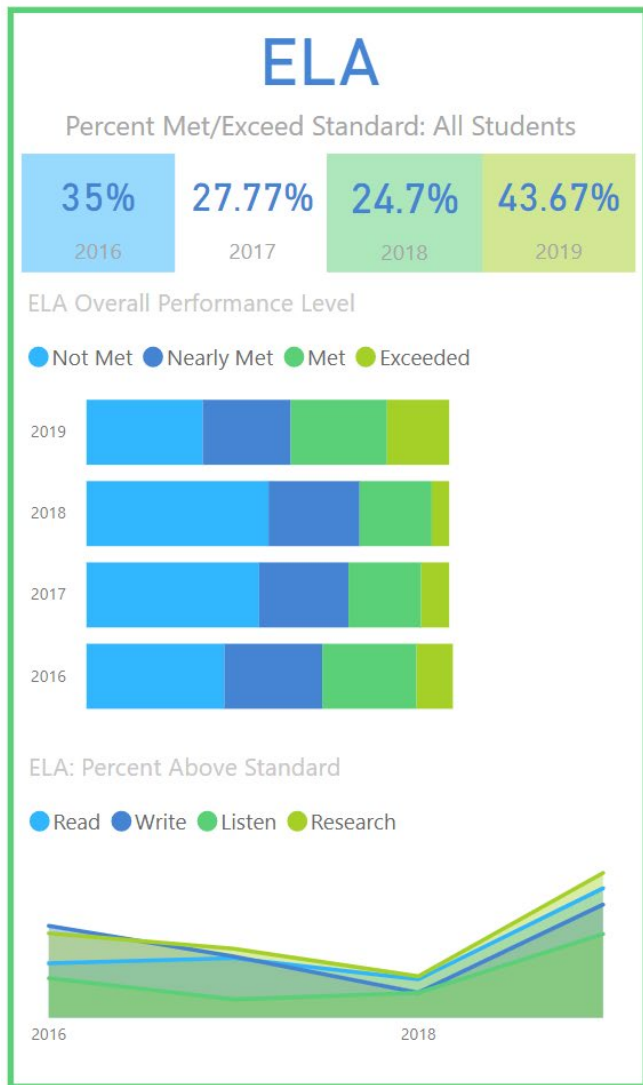
#### Math



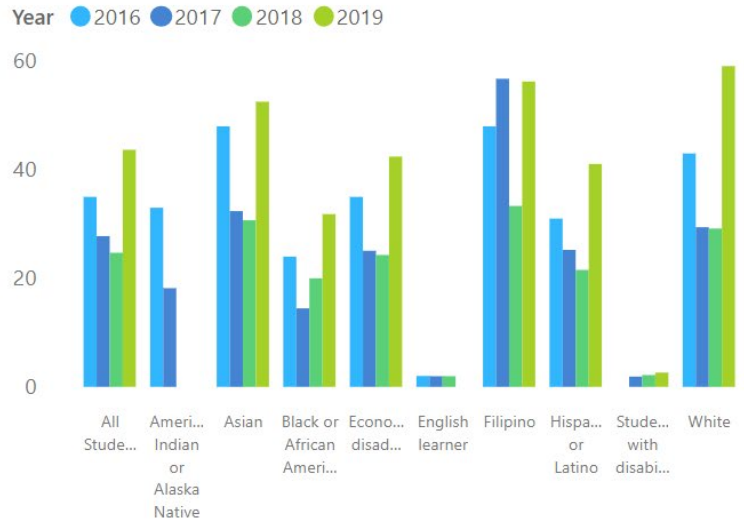
15% 16-17

11% 17-18

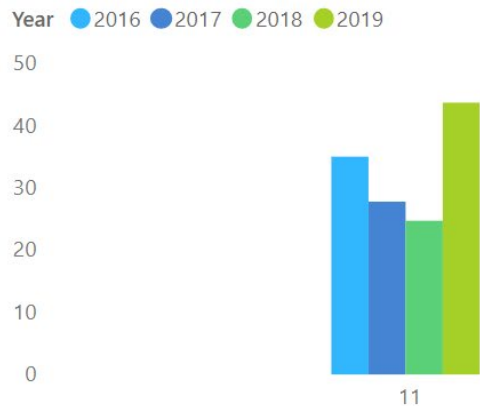
18% 18-19



ELA CAASPP: Percent Met/Exceed Standard

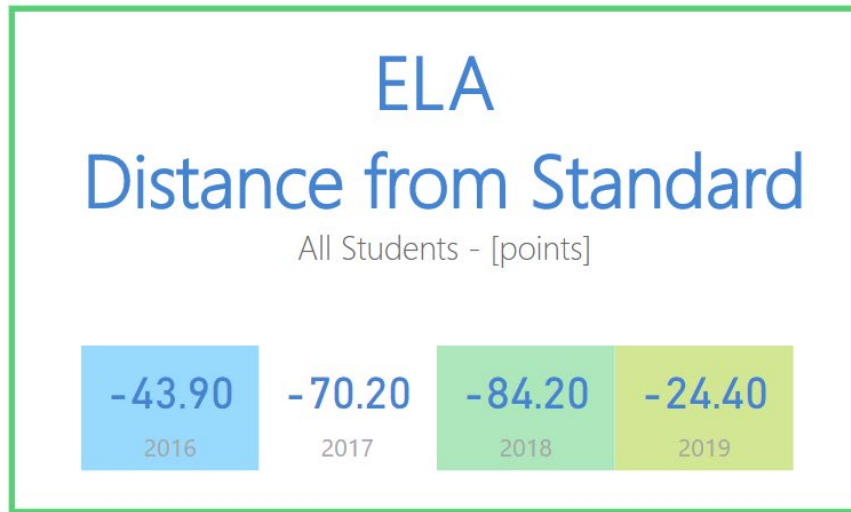


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



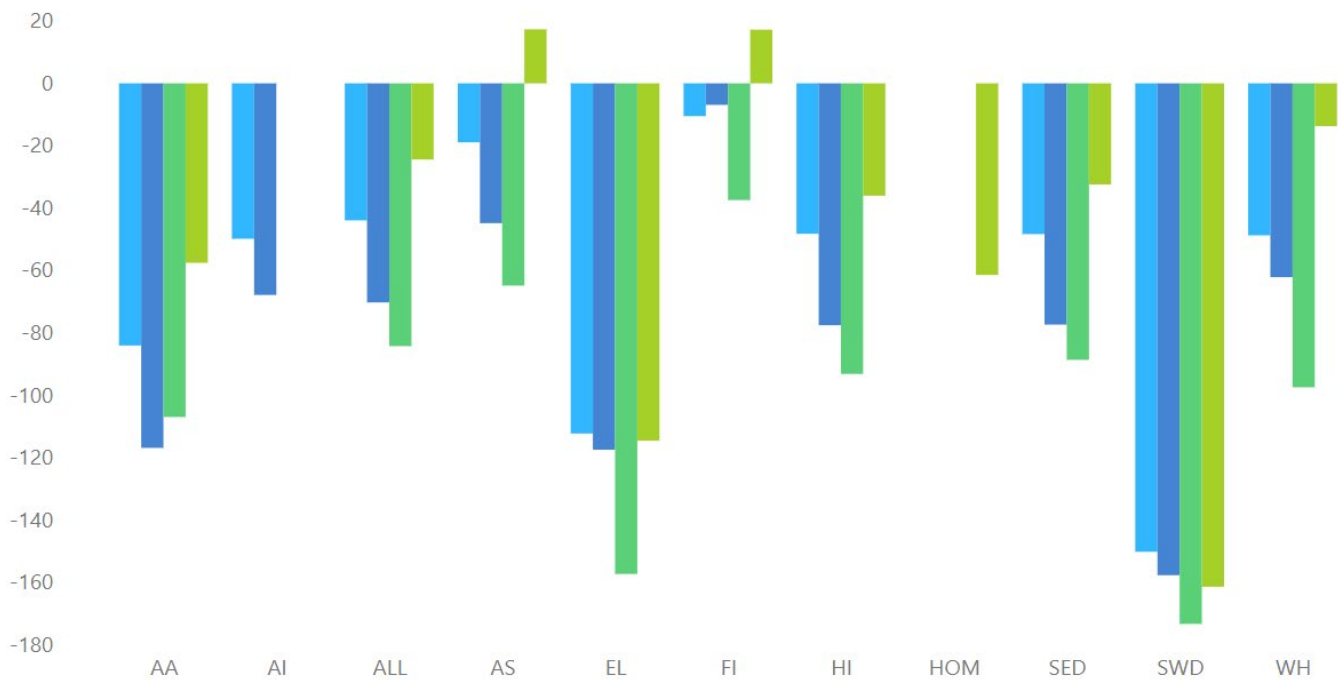
2019 Prelim ELA CAASPP: Area - Percent Above Standard

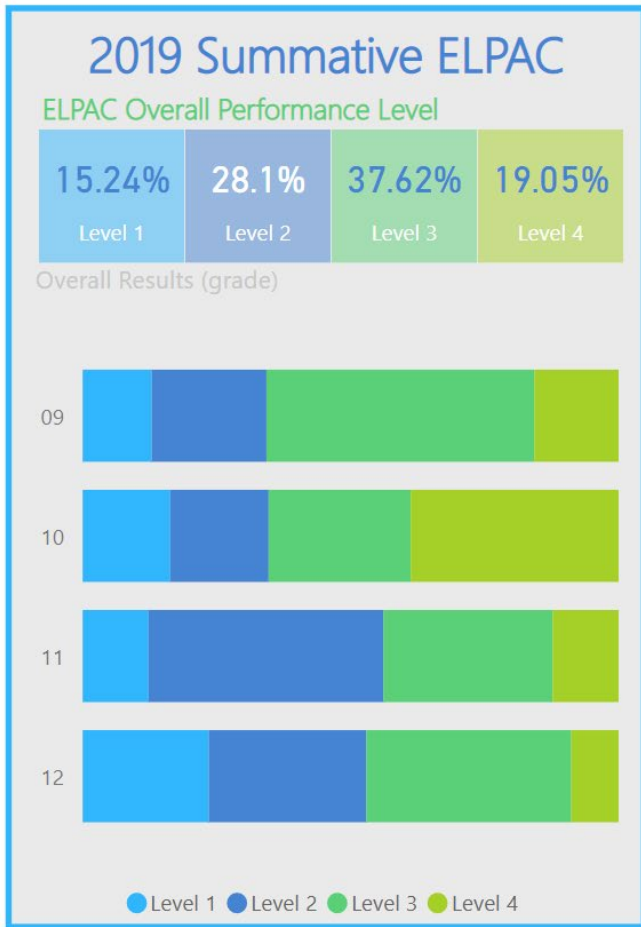




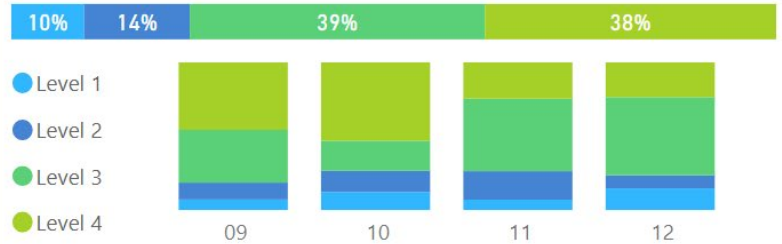
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

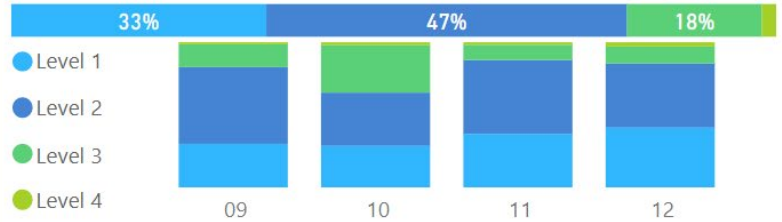




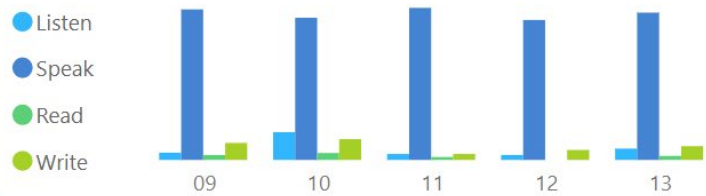
### Oral Language Overall Performance Level



### Written Language Overall Performance Level



### Performance Area: Percent Well Developed



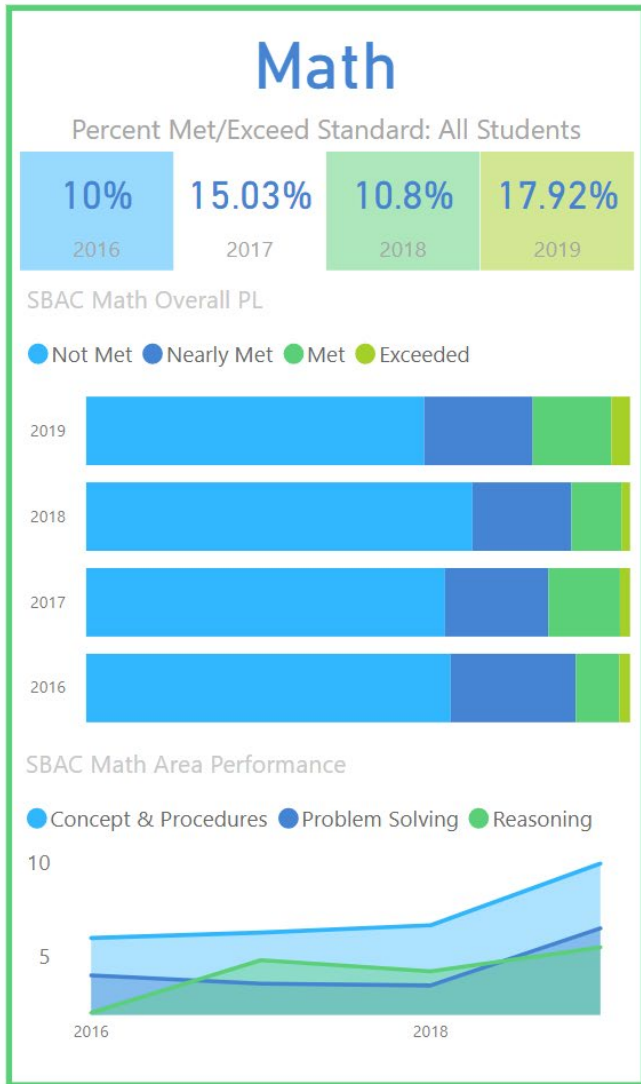
### English Learner Progress Reclassification Rates



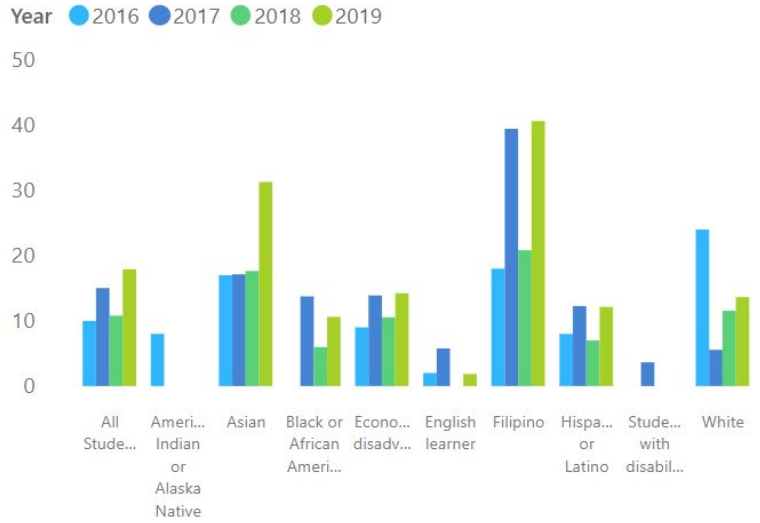
### English Learner Progress Indicator (ELPI)

55.4%

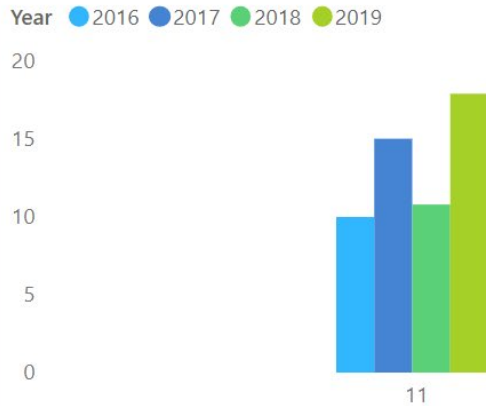
ELPI 2019



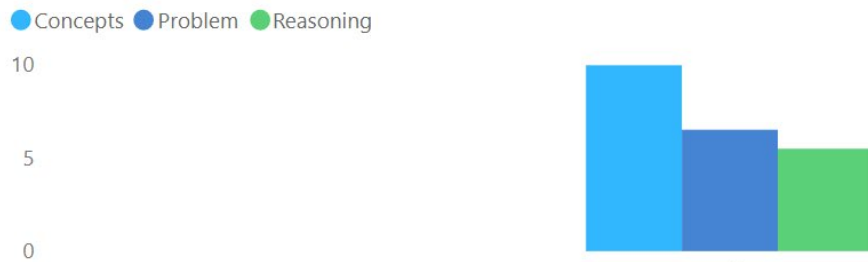
Math CAASPP: Percent Met/Exceed Standard

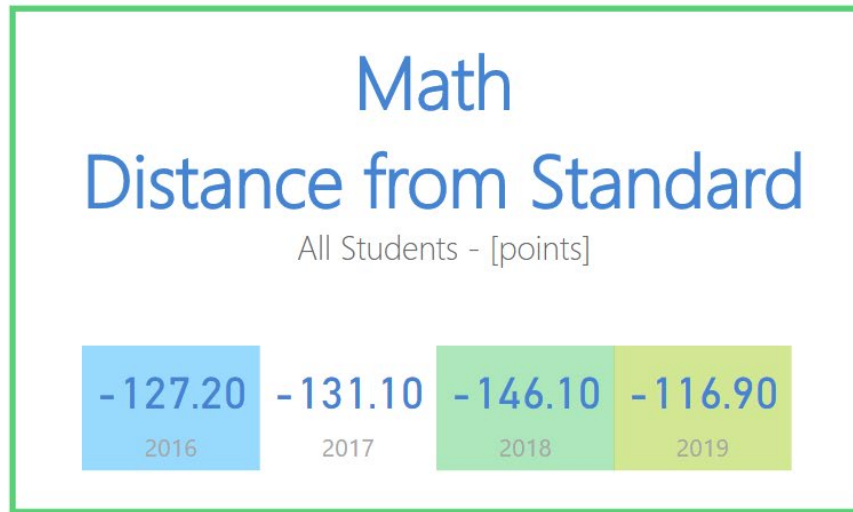


Math CAASPP: Percent Met/Exceed Standard by Grade Level



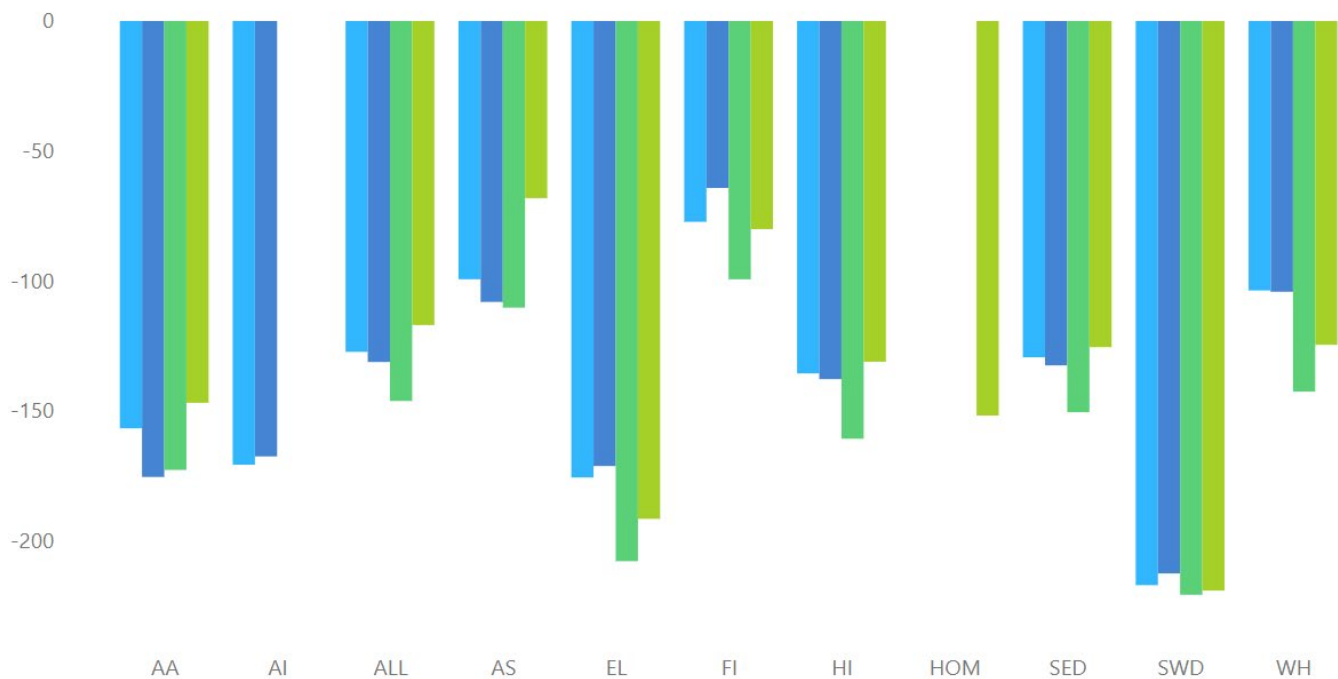
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

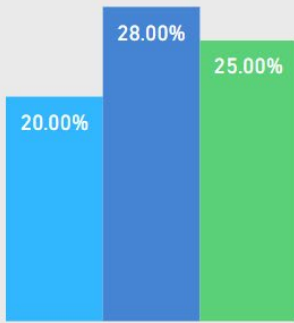
Year ● 2016 ● 2017 ● 2018 ● 2019



## PSAT NMSQT Grade 10

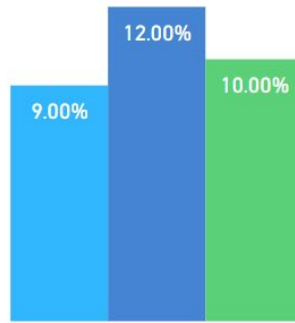
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

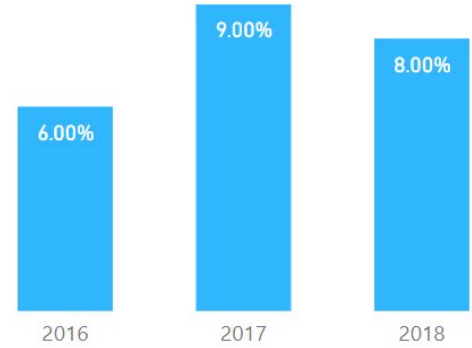


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



## PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

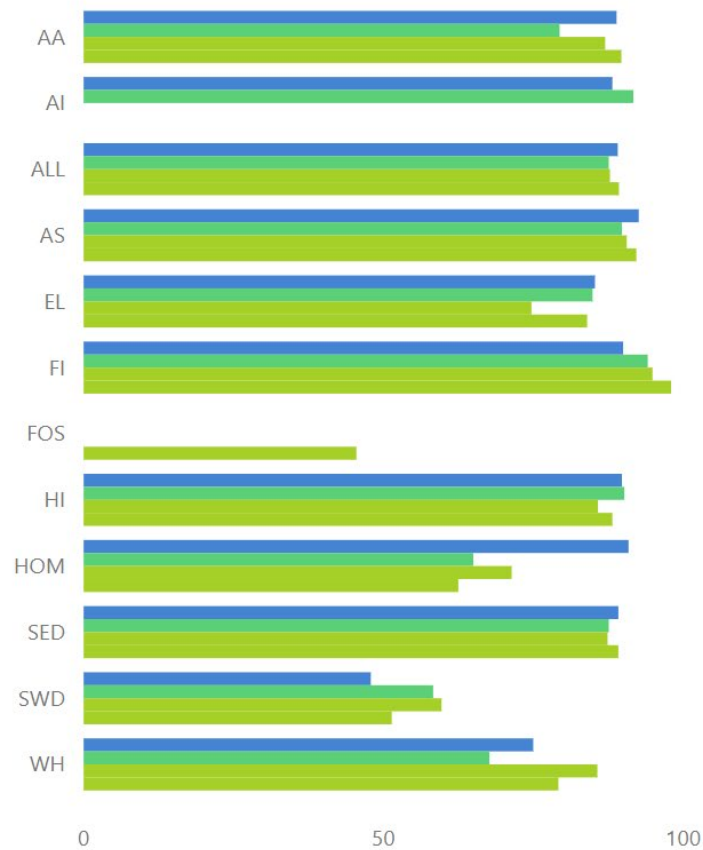
# Graduation Rate

Four Year Cohort - All Students



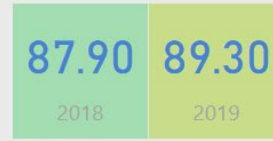
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019



# Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019





## 2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

27.6%

2016

22.9%

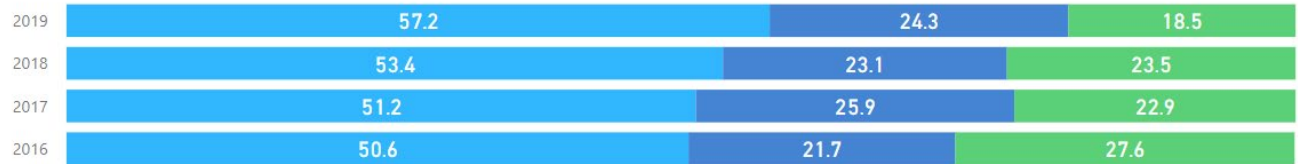
2017

23.5%

2018

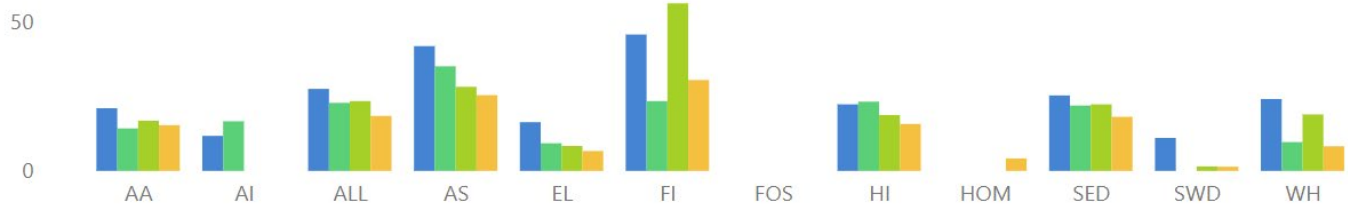
18.5%

2019



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



2019 CCI Percent Prepared by CCI criteria

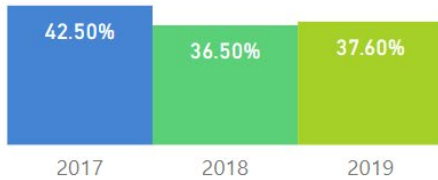
Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
AA	2019	100.00	0	8.30	0.00	0.00	25.00	0.00	0.00
ALL	2019	92.20	0	6.90	0.00	0.00	42.20	7.80	1.00
AS	2019	92.30	0	7.70	0.00	0.00	57.70	0.00	3.80
EL	2019	100.00	0	0.00	0.00	0.00	25.00	12.50	0.00
FI	2019	100.00	0	6.70	0.00	0.00	53.30	0.00	0.00
FOS	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
HI	2019	86.40	0	6.80	0.00	0.00	31.80	18.20	0.00
HOM	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00
SED	2019	91.00	0	6.70	0.00	0.00	41.60	9.00	1.10
SWD	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00
WH	2019	100.00	0	0.00	0.00	0.00	50.00	0.00	0.00



## UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



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SUSD RA 12122019 v3r1

## College-Going Rate

High School Completers

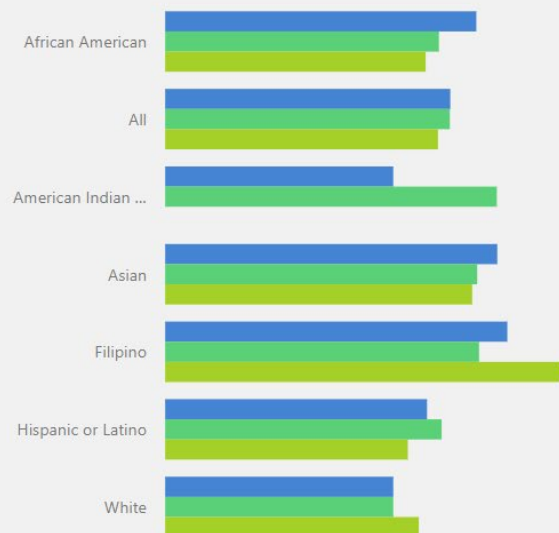
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment



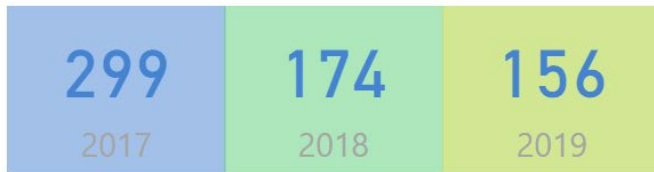
Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18

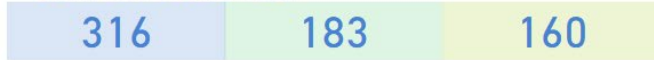


# Advanced Placement

Count of AP Course Passed

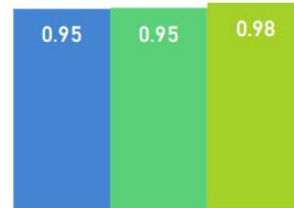


Count of AP Course Taken

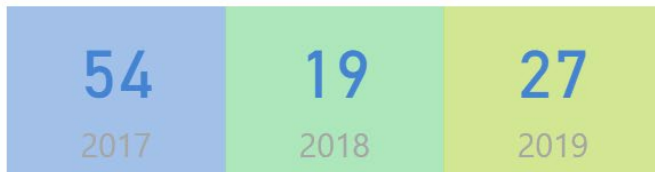


Percent of AP Courses Passed

Year ● 2017 ● 2018 ● 2019



Count of AP Exams Passed

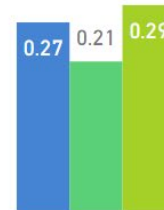


Count of AP Exams Taken



Percent of AP Exams Passed

Year ● 2017 ● 2018 ● 2019



## AP Courses Offered

	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Music Theory	Studio Art
Cesar Chavez High	•	•	•	•		•		•			•		•	•	•
Edison High	•	•	•	•	•			•	•		•		•		
Edward C. Merlo Institute of Environmental Studies	•	•						•					•		
Health Careers Academy	•	•					•								
Pacific Law Academy	•	•	•		•		•	•	•	•					
Stagg Senior High	•	•	•			•	•	•		•			•		
Stockton Unified Early College Academy	•		•	•		•	•	•	•	•		•			

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-24.4 points below	-14.4 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-116.9 points below	-106.9 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teacher Training - Teachers will continue to receive in depth training on new curriculum, instructional strategies and standards through the district in ELA and Math to continuously improve rigor and engagement in high quality instruction. (WASC A4 Staff: Qualified and Professional Development, B1 Rigorous and Relevant Standards Based Curriculum, and B2 Equity and Access to Curriculum)

Substitute pay for teacher release from assigned duty and collaboration time beyond contractual hours for teachers to focus on curriculum and school culture. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, E2 School Culture and Environment that supports high achievement for all students)

Teacher Additional Comp Pay Calculation (Object Code 11500)  
 $50 \text{ teachers} \times 10 \text{ hours} \times \$50/\text{hr} = \$25,000$  (\$15,000 – Title I, \$10,000 – LCFF)

Teacher Substitute Calculation (Object Code 11700)  
 $100 \text{ sub days} \times \$200/\text{day} = \$20,000$  (\$15,000 – Title I, \$5,000 – LCFF)

Instructional Coach - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter. Collaboration, teachers meet for action walks and professional development relevant to their subject matter, including use of assessment data to modify instruction \$134,973 – Title I (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)

AVID support for students and teachers will continue with training and Professional Development for teachers to learn new instructional techniques to engage students and increase rigor, as well as materials and supplies for students and staff, materials and supplies for students, including planners, binders, and other needed materials. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)

AVID Students will have the opportunity for a Spring Field Trip for AVID students to total of 2 universities to introduce students to college life, programs and academic expectations \$3,500 – Title I (WASC B2 Curriculum: Equity and Access to the Curriculum that supports high achievement for all students, C1 Instruction: Student Involvement in Challenging and Relevant Learning Experiences that supports high achievement for all students)

Four AVID Teachers and AVID Coordinator to attend AVID Summer Institute \$5,000 – Title I (WASC A4 Staff: Qualified and Professional Development that supports high achievement for all students)

Data Dives - Teachers, admin and instructional coach meet each semester to review assessment data and grades and calibrate instruction. (WASC A3 Leadership: Data Informed Decision Making Ongoing Improvement that supports high achievement for all students, D1 Using Assessment to Analyze and Report Schoolwide Student Progress that supports high achievement for all students, D2 Using Assessment to Monitor and Modify Learning in the Classroom that supports high achievement for all students, E2 School Culture and Environment that supports high achievement for all students)

Bilingual Assistant to support newcomers in acquiring the English language and understanding subject matter. \$21,237 LCFF (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)

Resources, materials, supplies for instruction - Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. \$142,872 (\$129,070 – Title I, \$13,802 – LCFF) (WASC A5 Resources that supports high achievement for all students, B1 Curriculum: Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students, C2 Instruction: Student Engagement through a Variety of Strategies and Resources that supports high achievement for all students)

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$15,000	11500	Additional Teacher Comp
\$15,000	11700	Teacher Substitute
\$134,973	19101	1.0 FTE Instructional Coach Salary and Benefits
\$3,500	57250	Field Trips – District Transportation - AVID
\$5,000	52150	Conferences - AVID Training for Teachers
\$129,070	43110	Instructional Materials and Supplies

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$10,000	11500	Additional Teacher Comp
\$5,000	11700	Teacher Substitute
\$13,802	43110	Instructional Materials and Supplies

\$ Amount(s)	Object Code	Description
\$21,237	21101	.4375 FTE Bilingual Assist (salary and benefits)

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

Support and intervention for all students in all subjects

## Strategy/Activity

Tutoring for Core Subjects - Teachers provide tutoring to students three days per week for 1.5 hours a day in all core content areas (WASC A5 Resources support high achievement for all students, B2 Equity and Access to the Curriculum that supports high achievement, WASC E2 School Culture)

Program Specialist (WASC A4 Staff: Qualified and Professional Development, D1 Using Assessment to Analyze and Report Schoolwide Student Progress, D2 Using Assessment to Monitor and Modify Learning)

50% - Title I \$50,000 (Object Code 19101) Coordinate SPSA implementation and School Site Council support with admin, identify students who need intervention, grade/credit data, and action walk data, as well as identify students who need additional support and connect them to programs and resources, assist with parent needs assessment and presentations, technology needs and inventory,

50% - LCFF \$55,151 (Object Code 19101) Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, monitor ELD students, data and schedules, assist with ELAC meetings and record keeping.

Benchmark Assessments, Common Assessments, D/F List, EL Data, SBAC will be used to monitor progress and identify those who need additional assistance. This analysis will be done regularly through department meetings and collaboration. (WASC A3 Leadership: Data-Informed Decision Making, A4 Staff: Qualified and Professional Development, D1 Using Assessment to Analyze and Report Schoolwide Student Progress, D2 Using Assessment to Monitor and Modify Learning)

3 @ .5 FTE Assistant Principals - Oversee instructional supports and intervention programs, coordinate services and supports \$310,300 – LCFF (WASC A4 Staff: Qualified and Professional Development)

Supplemental instructional materials, resources, and supplies, including math manipulatives, paper for graphic organizers, writing tools, markers, copy paper, toner/ink, whiteboards, chart paper, etc. to support student learning and extension of curriculum. (WASC A5 Resources)

Maintenance Agreements for duplicating and laminating equipment - \$14,620 (\$11,670 Title I, \$2,950 LCFF) Teachers will use various equipment types to support instruction. Maintenance agreements ensure equipment is available and working properly.

Project Lead the Way Bio Medical Pathway will be added to the Health Careers Pathway, which will require materials and consumables. (\$16,531 Title I) Applicable supplemental materials include paper for graphic organizers, writing tools, whiteboards, chart paper, STEM specific materials, Science

project materials, 3D printers and and PLTW specific materials. (WASC A5 Resources, C1 Instruction: Student Involvement in Challenging and Relevant Learning Experiences, C2 Instruction: Students Engage in a Variety of Strategies and Resources)

### Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$50,000	19101	.5 FTE Program Specialist (50% Salary)
\$16,531	43110	Instructional Materials, including Project Lead the Way
\$11,670	56590	Maintenance Agreement

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$55,151	19101	.5 FTE Program Specialist (50% Salary and all benefits)
\$2,950	56590	Maintenance Agreement



### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Consultants – Instructional \$10,000: will partner with district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers. (WASC A4 Staff Qualified and Professional Development)

AP Training for Teachers \$5,000 – 52150 – Title I (WASC A4 Staff Qualified and Professional Development)

#### Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	52150	Conferences - AP Training for Teachers
\$10,000	58100	Instructional Consultant

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2)

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 deleted.

### Analysis

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

#### Implementation

- 1.1a The instructional coach trained all department chairs in the coaching cycle of co-teaching, demo lessons, and observation/feedback.
- 1.1b Teachers meet with their department monthly and then with their colleagues twice a month to plan for assessments, lesson studies, and to discuss outcomes of leadership walks and professional development needs.
- 1.1c Conferences/training, including AVID, MTSS, MAP, Direct Instruction, Behaviors Systems, Illuminate, Student Engagement, Instructional Strategies
- 1.1d Teachers, admin and instructional coach meet each semester to review assessment data and grades, calibrate instruction, and plan for the next semester
- 1.2 Teachers provide tutoring to students three days per week for 1.5 hours a day in all core content areas
- 1.3a Material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.)
- 1.3b Technology/ equipment (e.g. computers, Chromebook, etc.), web-based programs, etc.
- 1.4 Provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.
- 1.5 Teachers and their department chairs meet after progress reports and report card time to discuss student outcomes and interventions needed. Admin and counselors also meet to review student data, adjust courses and instructors as needed, as well as implement needed interventions.

#### Effectiveness

- 1.1a The model was implemented effectively in some of the departments, although the level of implementation varied
- 1.1b The foundation of the model was implemented in the first quarter of the year. Some departments made further progress than others on common assessments and lesson planning. All departments need further refinement in assessment data analysis.
- 1.1c Teachers are beginning to implement the strategies they have learned. Additional support, training and follow through are still needed.
- 1.1d This process became problematic with the changes in curriculum and inability to get subs to cover for release time.
- 1.2 The program has been effective for the students who take advantage of it. However, too many students who need it don't use it.

- 1.3a The teachers and students have well utilized additional resources and materials for projects and to increase student engagement.
- 1.3b Teachers are using more technology in their classrooms so students can be more interactive in their learning.
- 1.4 EL students continued to show growth and numbers of reclassified students increased
- 1.5 The program has led to a closer watch on student attendance, credits, GPA and A-G compliance.

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

#### Material Changes

- 1.1a It was determined that more support was needed in Math and Science. The Math department chair was released from the classroom to provide full time coaching. The Science department required further intervention and was allotted additional support through the district curriculum department and a consultant agreement with A2Z for weekly coaching.
- 1.1b Many of the departments struggled to meet all of the expectations for their framework of collaboration, common assessments, lesson design and action walks. It was determined to slow down and focus on specific steps and supports needed.
- 1.1c Monthly professional development opportunities were developed based on feedback from meetings with departments and based on data of action walks. Conferences to support further development of instructional strategies were also incorporated as needed and available.
- 1.1d Due to the many curriculum changes, we changed the data focus to D/F lists and interventions. Teachers identified students who were not successful and implemented a system of interventions to support those students and each other.
- 1.2 The students all come to the Career Center for tutoring instead of teacher's classrooms, which allows the students to more easily access assistance when needed.
- 1.3a The amount of resources has increased
- 1.3b Students and teachers have expanded their use of technology in support of learning and engagement.
- 1.4 The district implemented new curriculum
- 1.5 Students in lower grades are monitored more closely than previously in an attempt to intervene early in their high school career and provide interventions and alternative options to help support them.

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.

#### Future Changes

- 1.1a Further support to the departments will be planned as the teachers continue implementation of the Math and ELA supports. Additional support to the Science Dept. is planned for the future, but a specific plan will not be determined until the new curriculum is available.

- 1.1b Many of the departments are still making adjustments to the new curriculum. The focus of collaboration in the future will be determined by the needs of the department as they implement the new adoptions.
- 1.1c There is a need for more training on student engagement and content rigor. Additional teachers will be sent to AVID, will receive coaching and will be provided with curriculum training as the district rolls out new adoptions.
- 1.1d As departments settle in with their new curriculum and assessments are determined, either by site or by district, we will return to the data dive model while continuing with the D/F intervention system.
- 1.2 Continue to provide supports and materials as needed
- 1.3a Teachers continue to seek more materials and resources as they are exposed to new strategies through professional development
- 1.3b Students and teachers will continue to expand their tech resources as the number of chromebooks increase and as teachers are exposed to more tech resources through professional development.
- 1.4 Training and implementation will continue.
- 1.5 The students are encouraged to take more elective and CTE pathways to expand their interests and options.

### **SPSA Year Reviewed: 2019-2020 (Year 3)**

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 deleted.

### **Analysis**

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

#### **Implementation:**

The instructional coaches continued to work with department chairs in the coaching cycle of co-teaching, demo lessons, and observation/feedback and with department members directly to support curriculum implementation.

Teachers continued to meet with their department monthly and then with their colleagues twice a month to plan for assessments, lesson studies, and to discuss outcomes of leadership walks and professional development needs.

Teachers continued to provide tutoring to students three days per week for 1.5 hours a day in all core content areas

Teachers and their department chairs meet after progress reports and report card time to discuss student outcomes and interventions needed. Admin and counselors also meet to review student data, adjust courses and instructors as needed, as well as implement needed interventions.

## Effectiveness

The model was implemented effectively in some of the departments, although the level of implementation varied. New curriculum was implemented in ELA and Math, which took teachers some time to explore.

Some departments made further progress than others on common assessments and lesson planning. All departments continue to need further refinement in assessment data analysis, which is the focus in 20-21.

The teachers and students have well utilized additional resources and materials for projects and to increase student engagement, including the use of technology in their classrooms so students can be more interactive in their learning.

A greater focus on student attendance, credits, GPA and A-G compliance has led to greater supports and communication.

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

## Material Changes

The Science department required further intervention and was allotted additional support through the district curriculum department and a consultant agreement with A2Z for weekly coaching.

Monthly professional development opportunities were developed based on feedback from meetings with departments and based on data of action walks.

Teachers identified students who were not successful and implemented a system of interventions to support those students and each other.

Students and teachers have expanded their use of technology in support of learning and engagement.

The district implemented new curriculum for English and Math

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.

## Future Changes

Further development of unit plans, strategies, common assessment, department wide enrichment and reteaching, along with data analysis is planned for all core content areas.

There will be continued teacher training on student engagement and content rigor. Additional teachers will be sent to AVID, will receive coaching and will be provided with curriculum training.

Monthly meetings with department chairs, admin and coaches will review data and monitor interventions used.

Review of previous learning will be embedded to support student access to new learning, as most students noted they were struggling with distance learning due to COVID-19.

## Goal 2 – School Climate

By the end of the 2020-2021 school year, Chavez High School will have less than 200 days of suspension, no expulsions, less than 15% of the students will be considered chronic truants and school climate will increase with only 5% of students consistently report being bullied on campus, 80% of students report feeling safe at school, and 10% of students report racial tension at school. This increase will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors and a mentoring program.

### School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of the 2020-2021 school year, Chavez High School will have less than 200 days of suspension, no expulsions, less than 15% of the students will be considered chronic truants and school climate will increase with only 5% of students consistently report being bullied on campus, 80% of students report feeling safe at school, and 10% of students report racial tension at school.

## Identified Need

The focus the increase in culture and climate data is based on fluctuating data from year to year in suspension, expulsion, and truancy rates, as well as survey responses. The school has historically had a high number of suspensions and truants reported in the CA, in addition to poor results on climate surveys. The plan for increasing data in this area includes a significant increase in the rigor and instruction the classrooms, trauma informed care, mental health clinicians, leadership and PLUS programs, and a mentoring program.

### School Climate Survey Results:

Students consistently report being bullied on campus

Winter 18 - 5%

Winter 19 - 8%

Winter 20 - 6%

Students report feeling safe at school

Winter 18 - 58%

Winter 19 - 61%

Winter 20 - 58%

Students report there is a teacher or other adult who tells me when I do a good job

Winter 18 - 79%

Winter 19 - 78%

Winter 20 - 79%

Students report racial tension at school

Winter 18 - 20%

Winter 19 - 28%

Winter 20 - 32%

Chronic Truancy

25.0% Feb 17-18

19.6% Feb 18-19

17.9% Feb 19-20



Suspensions:

531 days 17-18

516 days 18-19

462 days 19-20

Expulsions:

10 in 17-18

0 in 18-19

4 in 19-20

Attendance/Chronic Truancy – By the end of the 2020-2021 school year, Chavez High School will have less than 200 days of suspension, no expulsions, less than 15% of the students will be considered chronic truants.

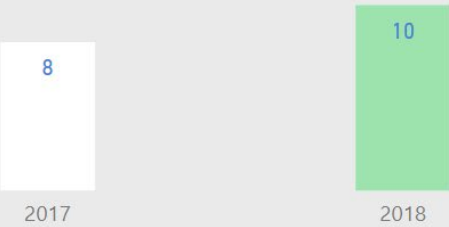
# Suspension Rate

All Students  
percent of unduplicated suspension



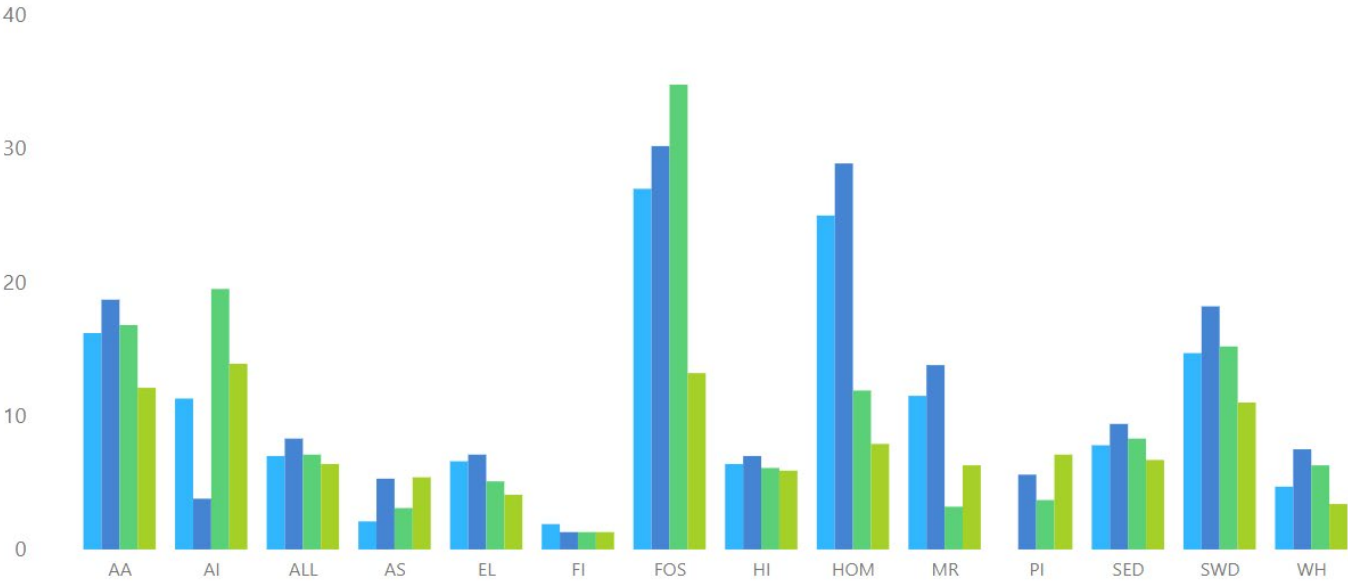
# Expulsion

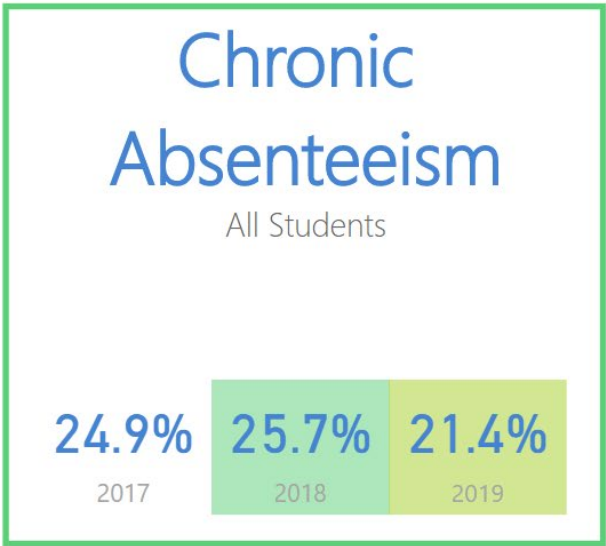
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available



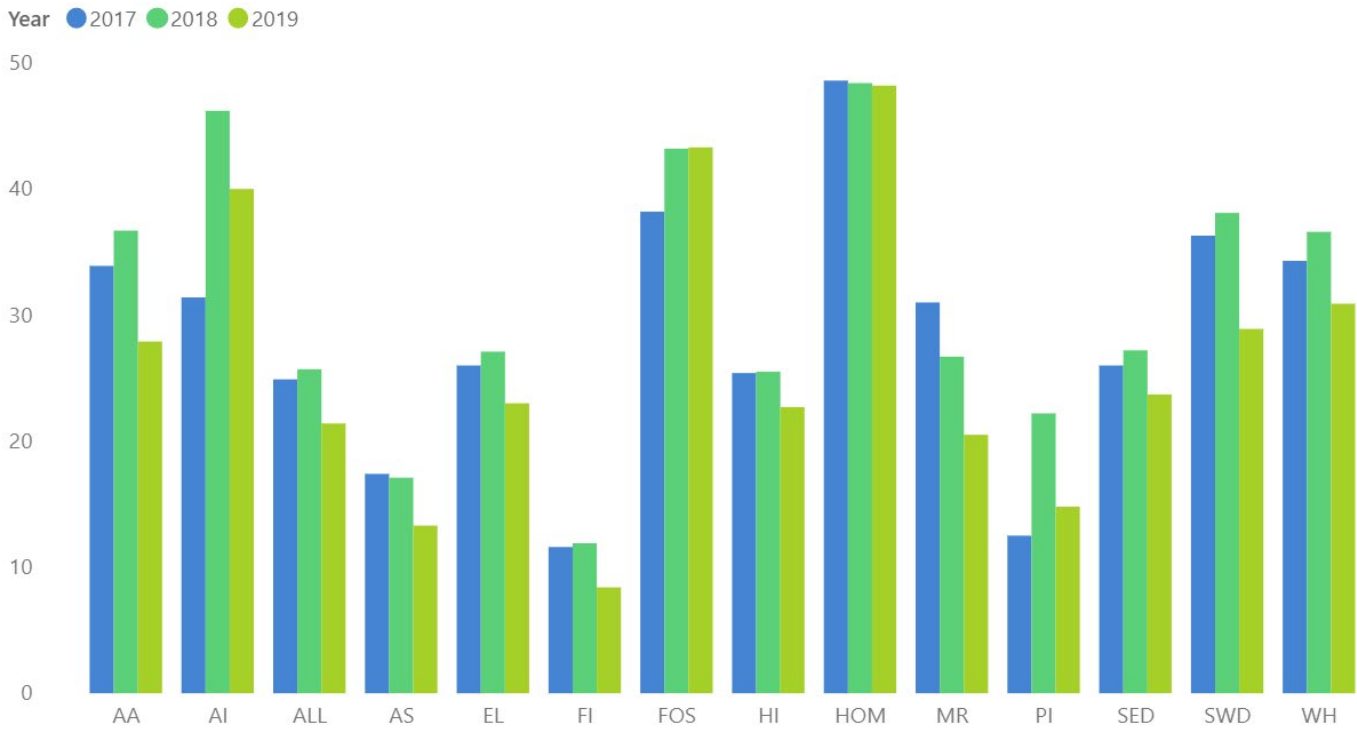
Suspension Rate: Student Group

Year 2016 2017 2018 2019





Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6.4%	6.8%
Chronic Absenteeism (All Students)	17.9%	14%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Continue and increase programs to promote a positive school culture, increase attendance and grades, as well as reduce behaviors. PBIS is used to increase campus climate and safety, PLUS is used to increase student leadership and ownership in school culture, Valley Community Counseling, Anger Management, Point Break, Smoking Cessation, Drug and Gang Prevention, Male and Female Empowerment, mental health clinicians and mentoring services provide individual supports and services to those who need. (WASC E2 School Culture)

Principal and PBIS Coordinator to attend CADA Conference to further develop campus climate and culture strategies, activities and programs– \$2,500 LCFF (WASC E2 School Culture)

Instructional Materials and Supplies for PLUS and leadership classes, posters and supplies to provide positive messages, - \$2,772 LCFF (WASC A5 Resources)

License agreement for HERO, student academic incentive tracking program - \$8,325 Title I (WASC E2 School Culture)

Mentorship with Consultant to provide conflict mediation, restorative practices, community service, anger management, 1:1 mentoring - \$35,000 Title I (WASC E2 School Culture, E3 Personal and Academic Support)

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$35,000	58320	Non-Instructional Consultant

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$2,772	52150	Materials and Supplies
\$2,500	52150	Conference - CADA
\$8,325	58450	License Agreement - HERO

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Assistant Principals provide support for student learning environment through direct student contact, supervision, instructional support, conflict mediation, referrals to academic and social services, mental health services, and health services. \$265,157 – LCFF (A5 Resources, E2 School Culture, E3 Personal and Academic Student Support)

### Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$310,300	13201	3 @ .5 FTE Assistant Principal (Salary and Benefits)

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2

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 deleted.

### Analysis

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

#### Implementation

PBIS programs is used to increase campus climate and safety, PLUS to increase student leadership and ownership in school culture, Valley Community Counseling, Anger Management, Point Break, Smoking Cessation, Drug and Gang Prevention, Male and Female Empowerment, and Child Abuse Prevention Council for Mental Health Services

#### Effectiveness

Attendance rates have increased and suspension rates have decreased. There are no expulsions to date.

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

#### Material Changes

Programs have increased, as have the incentives for student achievement, behavior and attendance. School culture and student connection to the campus has increased.

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.

#### Future Changes

Increase school spirit and career/college culture. Continue with mentoring, mental health services and social/emotional learning components.

### SPSA Year Reviewed: 2019-2020 – Year 3

School Plan for Student Achievement| SY 2020-2021

Version 1 – Board Approved 07/28/2020



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 deleted.

## Analysis

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

### Implementation

PBIS programs was used to increase campus climate and safety, PLUS to increase student leadership and ownership in school culture, Anger Management, Point Break, Smoking Cessation, Drug and Gang Prevention, Male and Female Empowerment, Child Abuse Prevention Council, CSU Interns, and full-time mental health clinician was used for Mental Health Services, mentoring and conflict mediation, and Wellness Center coordination of services was used to ensure students were connected with needed services. Services to students continued remotely during COVID-19.

### Effectiveness

Attendance rates have increased and suspension rates have decreased.

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

### Material Changes

Programs have increased, as have the incentives for student achievement, behavior and attendance. School culture and student connection to the campus has increased.

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.

### Future Changes

Increase school spirit and career/college culture. Continue with mentoring, mental health services and social/emotional learning components.

## Goal 3 – Meaningful Partnerships

By the end of the 20-21, Chavez High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and advisory boards.

### Identified Need

Parent meetings are offered monthly, although they are rarely attended. Giving a personal invitation to parents be part of the mentoring advisory board will increase involvement in that committee, as well as extend an opportunity for personal invitations to other parent meetings. Monthly meetings have been offered for the last three years. There are 0-3 parents in attendance at each meeting. Meetings in the evening which had a specific focus were better attended, as were the parent conference nights, which drew over 150 parents.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Coffee Hour Attendance	3 parents	10 parents attend
Parent Truancy Meeting Attendance	8 parents	15 parents attend
Mentor Advisory Board Attendance	3 parents	10 parents attend
Community Partnerships/Interns	3 Service Providers	5 Service Providers

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, etc. (WASC E1 Parent and Community Engagement)

# of meetings coordinated

# of parents attending

# of parents attending parent/teacher conference

Provide students with mental health services on site. (WASC E3 Personal and Academic Student Supports)

Provide individual and group supports for students who struggle with depression, peer conflicts, anger management, self esteem, family conflicts, and drug/alcohol/tobacco issues through community partnerships and local university interns. (WASC E2 School Culture, E3 Personal and Academic Student Supports)

Parent Meeting - \$6,500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$2307: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$6,500	43400	Meeting Expenses
\$2,307	43400	Non-Instructional Meeting Material Expenses

\$ Amount(s)	Object Code	Description
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Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
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## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 – Year 2

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 deleted.

### Analysis

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

#### Implementation

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, etc.

#### Effectiveness

The number of parents attending college presentations, scholarship nights, and general information sessions has increased.

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

#### Material Changes

More students have registered for financial aid than ever before.

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.

#### Future Changes

The opportunities for parents to be involved in helping their children succeed will continue to increase.

### **SPSA Year Reviewed: 2019-2020 – Year 3**

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 deleted.

#### **Analysis**

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

##### **Implementation**

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, etc.

##### **Effectiveness**

The number of parents attending college presentations, scholarship nights, and general information sessions has not increased.

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

##### **Material Changes**

More students have registered for financial aid than ever before.

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.

##### **Future Changes**

The opportunities for parents to be involved in helping their children succeed will continue to increase.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$450,648
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$871,588

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$450,648

Subtotal of additional federal funds included for this school: \$450,648

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	\$420,940

Subtotal of state or local funds included for this school: \$450,648

Total of federal, state, and/or local funds for this school: \$871,588

## Budget Spreadsheet Overview – Title I

**CHAVEZ****Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 441,841
TOTAL BUDGET DISTRIBUTED BELOW	\$ 441,841
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 8,807
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 8,807
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 15,000					\$ 15,000
11700	Teacher Substitute		\$ 15,000					\$ 15,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.5000	\$ 50,000					\$ 50,000
19101	Instructional Coach	1.0000	\$ 134,973					\$ 134,973
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ 214,973	\$ -	\$ -	\$ -	\$ -	\$ 214,973
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 129,070	\$ 16,531	\$ 2,772			\$ 148,373
43200	Non-Instructional Materials						\$ 2,307	\$ 2,307
43400	Parent Meeting						\$ 6,500	\$ 6,500
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ 129,070	\$ 16,531	\$ 2,772	\$ -	\$ 8,807	\$ 157,180
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans		\$ 3,500					\$ 3,500
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 11,670					\$ 11,670
56530	Equipment Repair							\$ -
52150	Conference		\$ 10,000					\$ 10,000
58450	License Agreement				\$ 8,325			\$ 8,325
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional		\$ 10,000					\$ 10,000
58320	Consultants-Noninstructional				\$ 35,000			\$ 35,000
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ 35,170	\$ -	\$ 43,325	\$ -	\$ -	\$ 78,495
	GRAND TOTAL		\$ 379,213	\$ 16,531	\$ 46,097	\$ -	\$ 8,807	



## Budget Spreadsheet Overview – LCFF

**CHAVEZ****Preliminary Budget Allocation - LCFF  
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 420,940
TOTAL BUDGET DISTRIBUTED BELOW	\$ 420,940
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 10,000				\$ 10,000
11700	Teacher Substitute		\$ 5,000				\$ 5,000
12151	Counselor						\$ -
13201	Assistant Principal	1.5000			\$ 310,300		\$ 310,300
19101	Program Specialist	0.5000	\$ 55,151				\$ 55,151
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.4375		\$ 21,237			\$ 21,237
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 70,151	\$ 21,237	\$ 310,300	\$ -	\$ 401,688
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 13,802				\$ 13,802
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 13,802	\$ -	\$ -	\$ -	\$ 13,802
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 2,950				\$ 2,950
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement				\$ 2,500		\$ 2,500
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 2,950	\$ -	\$ 2,500	\$ -	\$ 5,450
GRAND TOTAL			\$ 86,903	\$ 21,237	\$ 312,800	\$ -	\$ 420,940