



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 06/22/2021

CESAR CHAVEZ HIGH SCHOOL

Contents

School Plan for Student Achievement (SPSA) Template	3
Purpose and Description	3
Stakeholder Involvement.....	4
Resource Inequities.....	5
Goals, Strategies, Expenditures, & Annual Review.....	6
LCAP/SPSA Goal 1 – Student Achievement	6
Identified Need	7
Annual Measurable Outcomes	19
Strategy/Activity 1.....	20
Strategy/Activity 3.....	25
Annual Review – Goal 1	26
Analysis.....	26
Analysis.....	28
Goal 2 – School Climate	31
Identified Need	32
Annual Measurable Outcomes	36
Strategy/Activity 1.....	37
Strategy/Activity 2.....	39
Annual Review – Goal 2	40
Analysis.....	40
Analysis.....	41
Goal 3 – Meaningful Partnerships.....	42
Identified Need	42
Annual Measurable Outcomes	42
Strategy/Activity 1.....	43
Annual Review – Goal 3	45
Analysis.....	45
Analysis.....	46
Budget Summary.....	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budget Spreadsheet Overview – Title I	48
Budget Spreadsheet Overview – LCFF	49
Amendments	50

Version 2.....	50
Version 3 (Final 2020-2021 Version)	56
2020-2021 Title I Allocation Revision Statement.....	56
2021-2022 SPSA Continuation Statement	56
Goal 1:	57
Strategy/Activity 1.....	57
Strategy/Activity 2.....	62
Strategy/Activity 3.....	65
Goal 2:	68
Strategy/Activity 1.....	68
Strategy/Activity 2.....	70
Goal 3:	73
Strategy/Activity 1.....	73
2021-2022 Staffing Overview	78
2020-2021 SPSA Evaluation.....	79
Comprehensive School Profile Data:.....	80
Recommendations and Assurances:.....	81

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 2 – Ver 3 – 04/15/2021	Ver 1 – 5/12/2020 Ver 2 – 02/23/2021 Ver 3 – 05/25/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 06/22/2021

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.

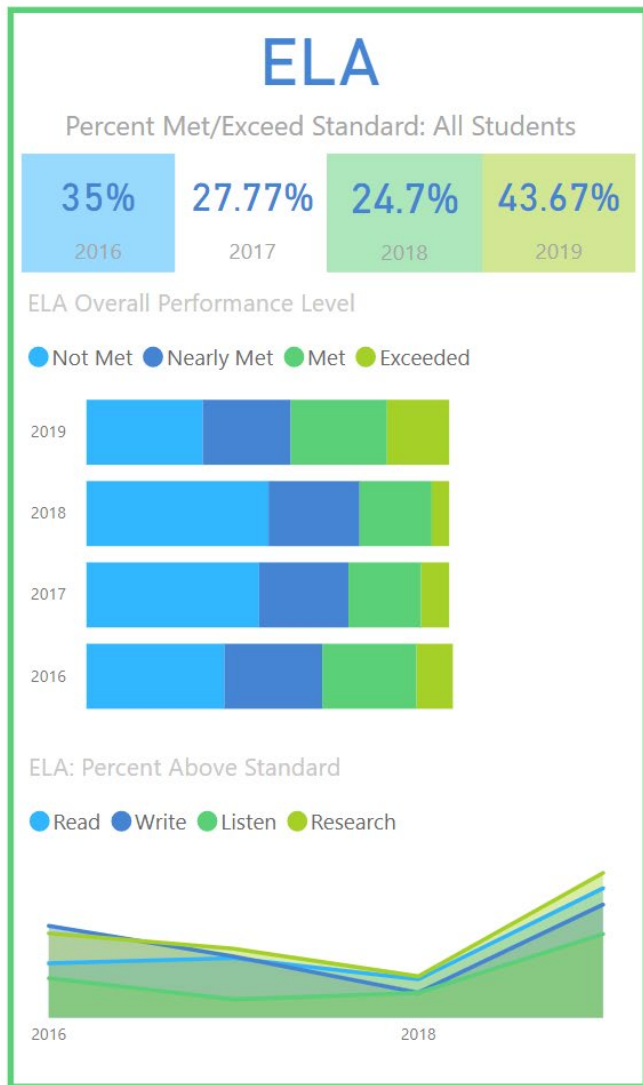
SBAC Results:

Math

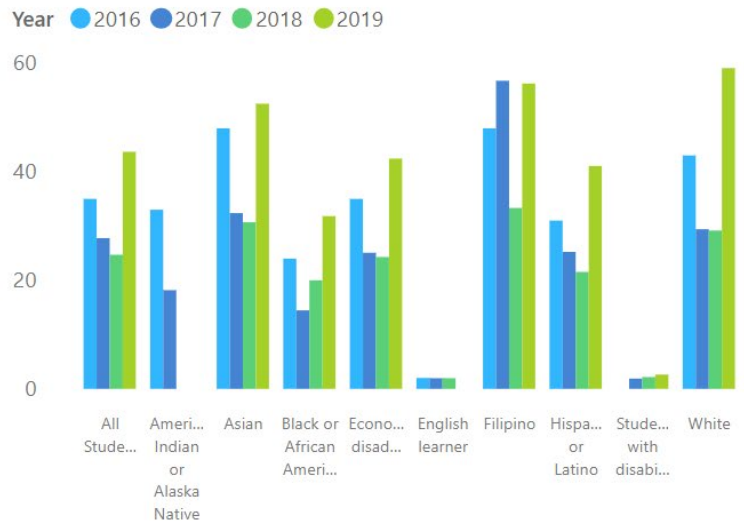
15% 16-17

11% 17-18

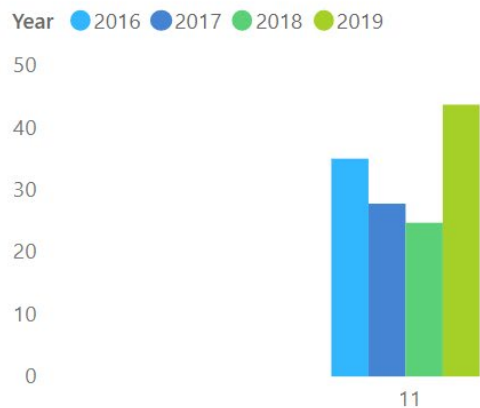
18% 18-19



ELA CAASPP: Percent Met/Exceed Standard

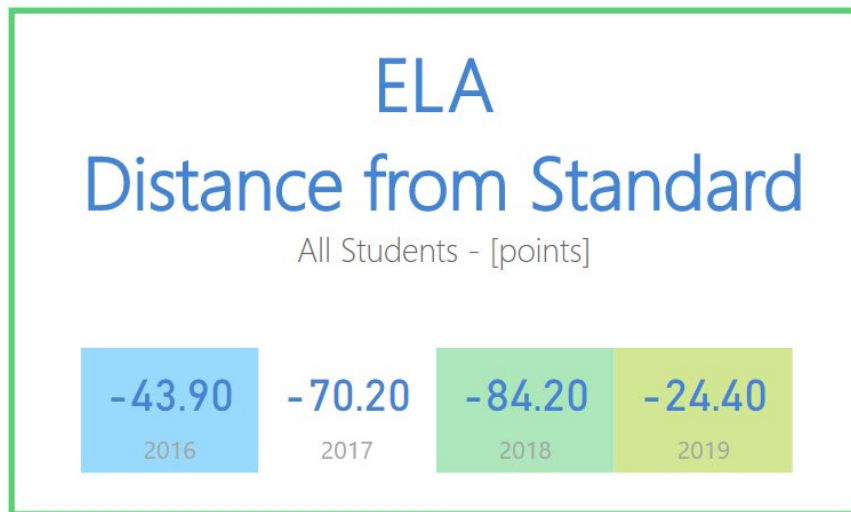


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



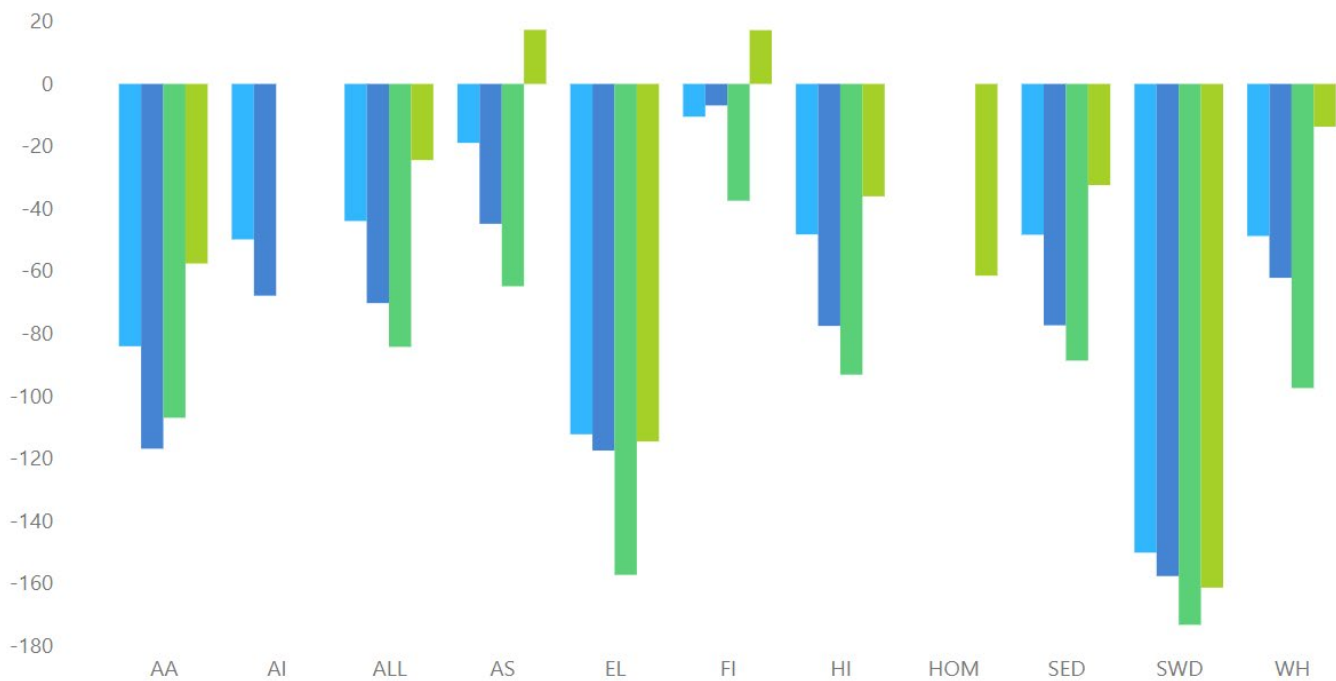
2019 Prelim ELA CAASPP: Area - Percent Above Standard

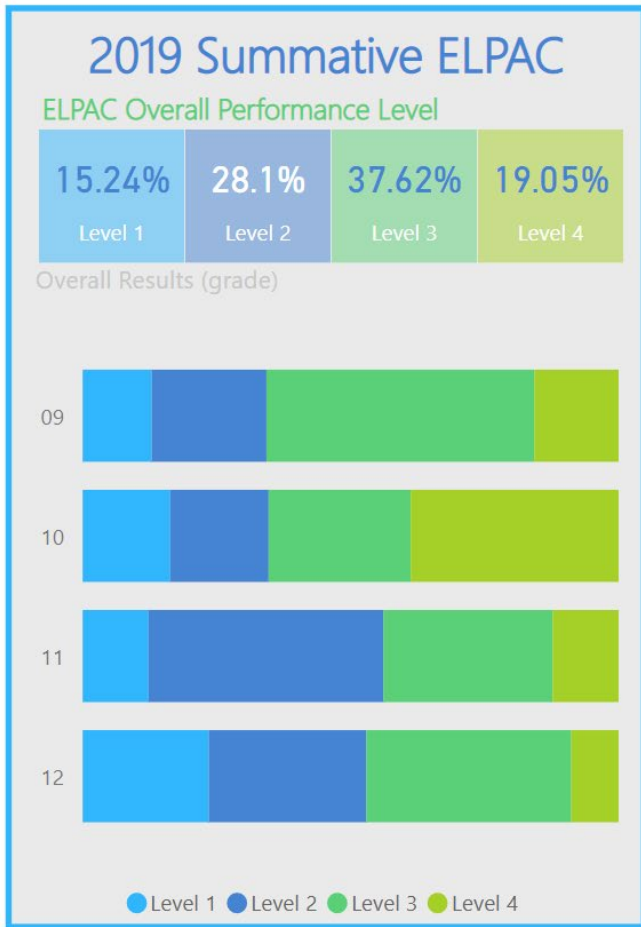




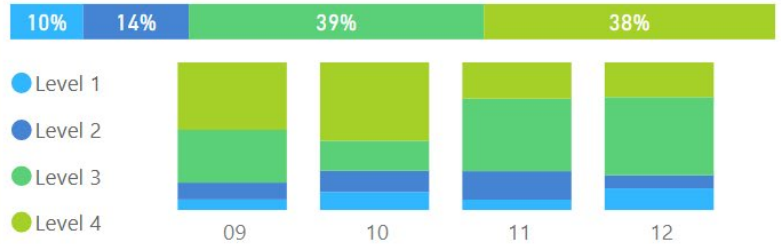
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

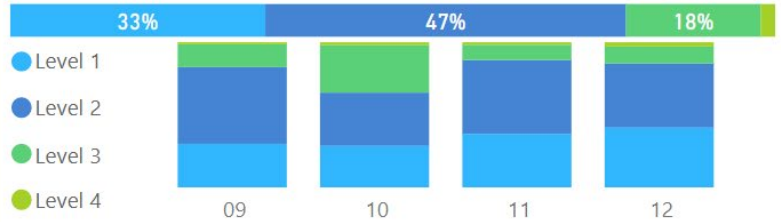




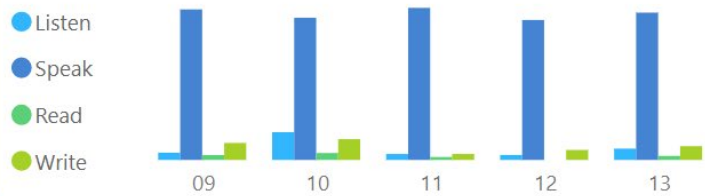
Oral Language Overall Performance Level



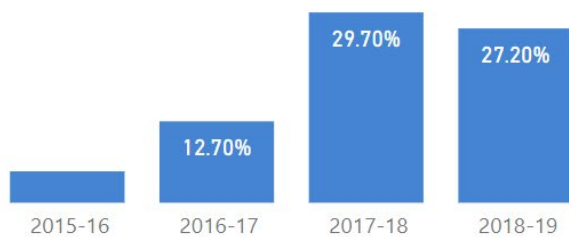
Written Language Overall Performance Level



Performance Area: Percent Well Developed



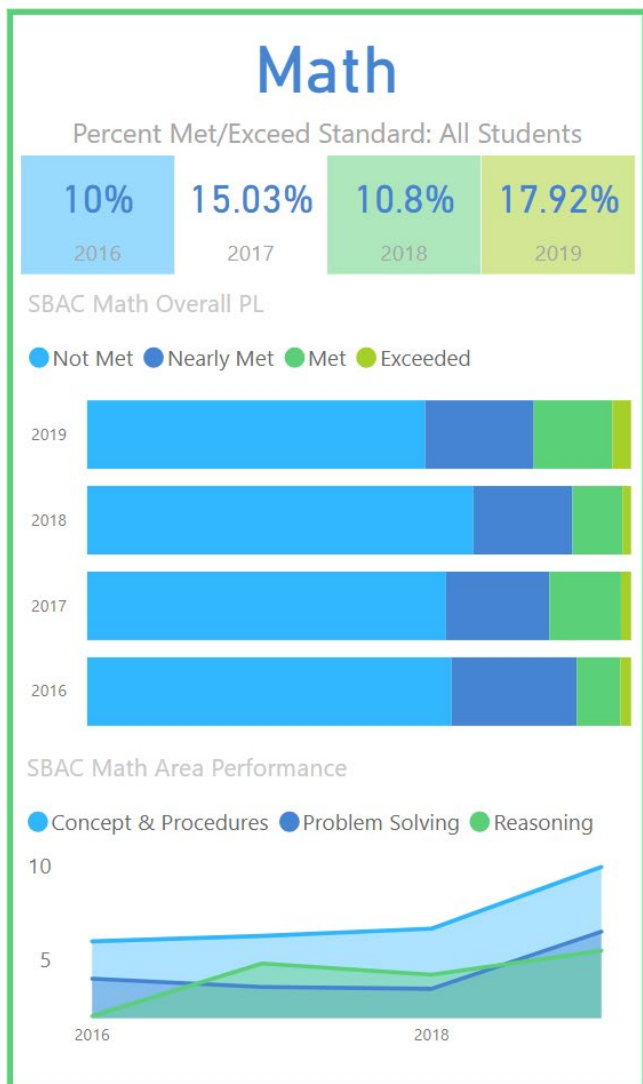
English Learner Progress Reclassification Rates



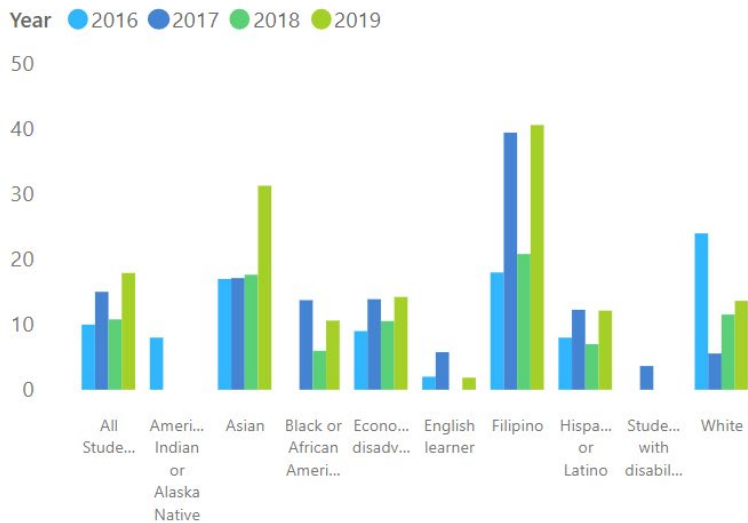
English Learner Progress Indicator (ELPI)

55.4%

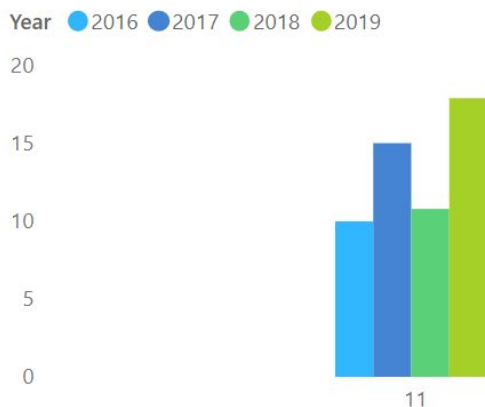
ELPI 2019



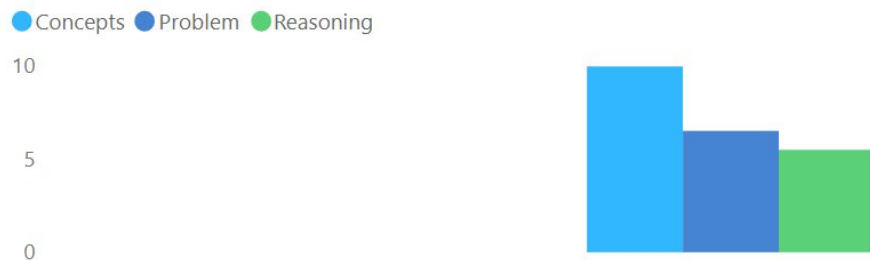
Math CAASPP: Percent Met/Exceed Standard

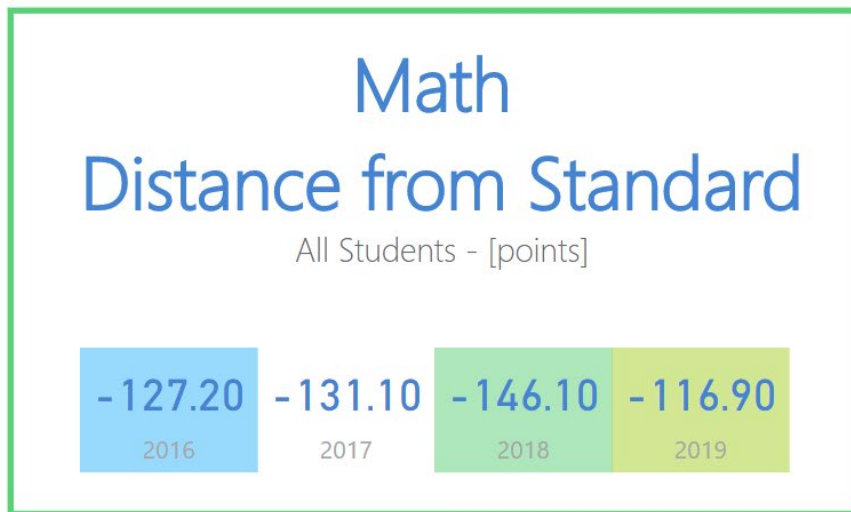


Math CAASPP: Percent Met/Exceed Standard by Grade Level



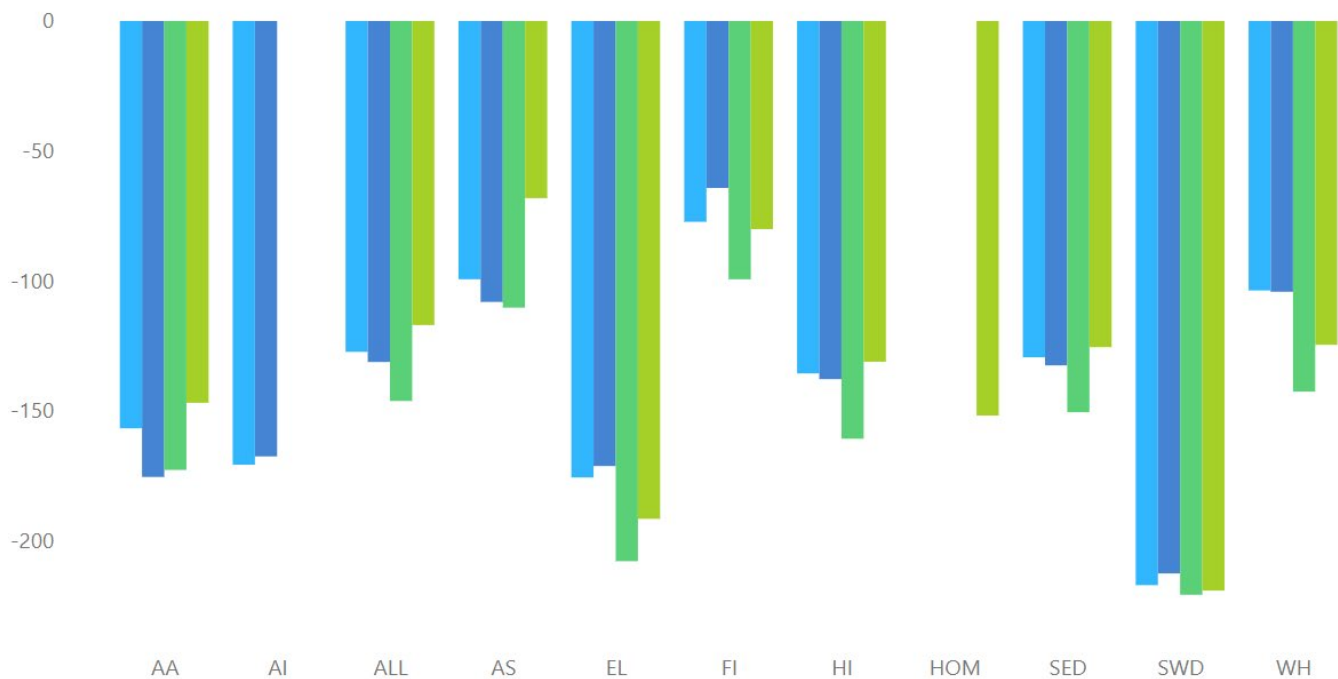
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

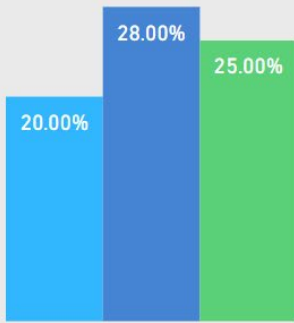
Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

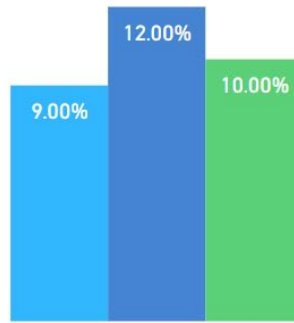
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

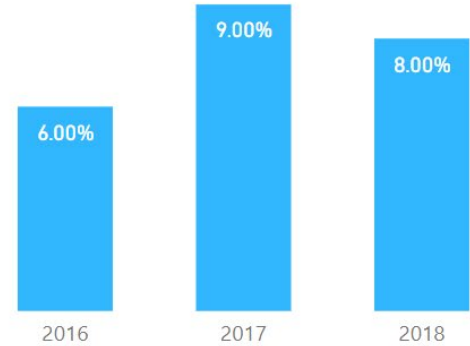


Percent Met Mathematics Benchmark

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

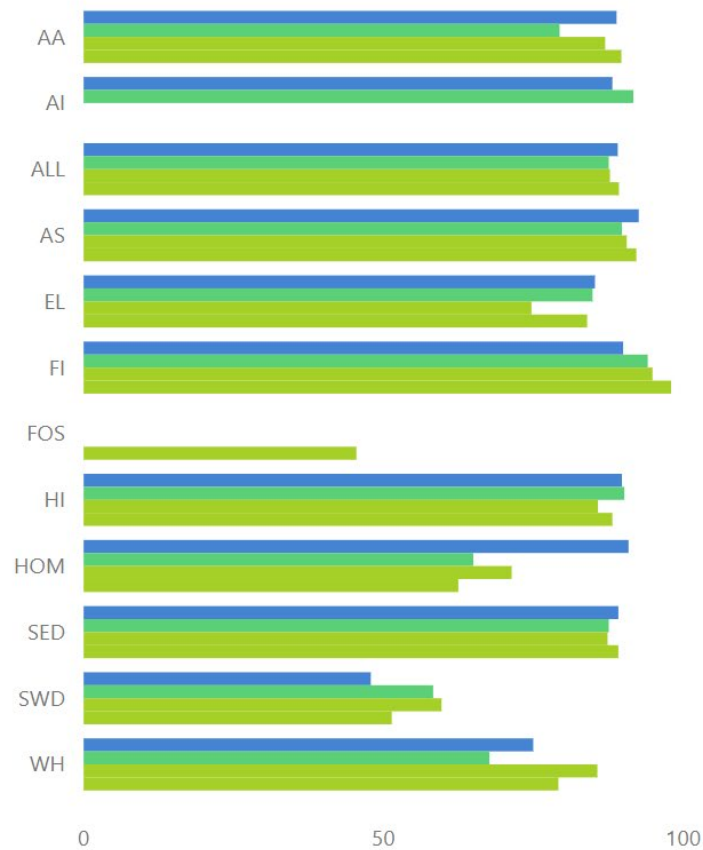
Graduation Rate

Four Year Cohort - All Students



Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019

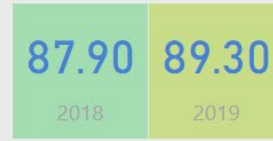


page 10

SUSD RA 12122019 v3r1

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%

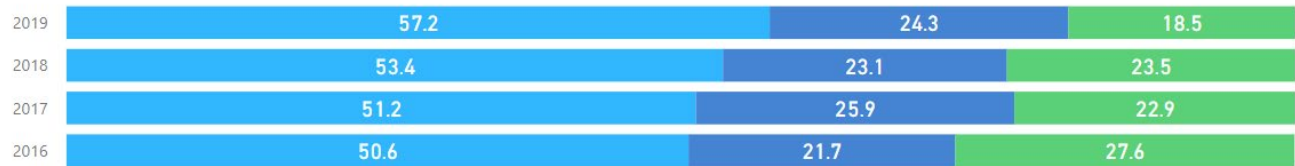
2017

23.5%

2018

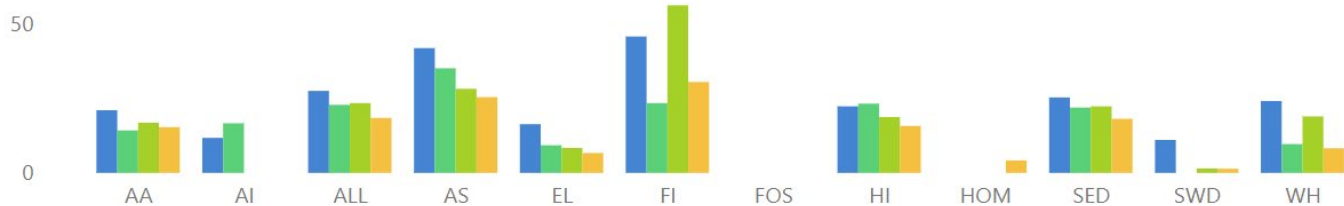
18.5%

2019



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



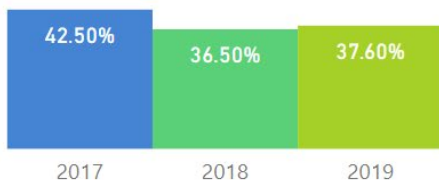
2019 CCI Percent Prepared by CCI criteria

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

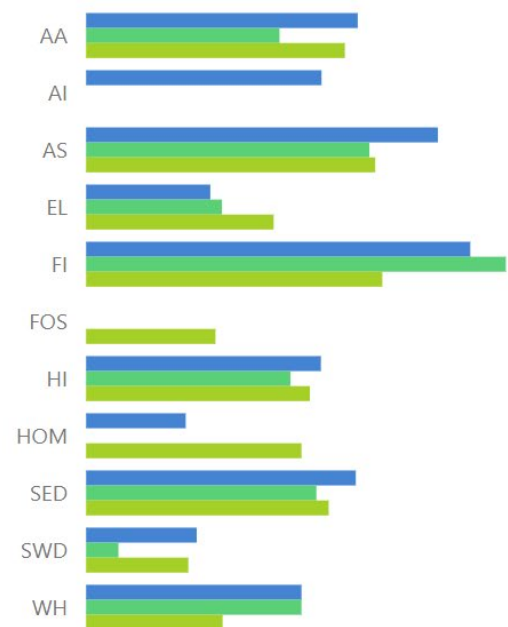
UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



page 12

SUSD RA 12122019 v3r1

College-Going Rate

High School Completers

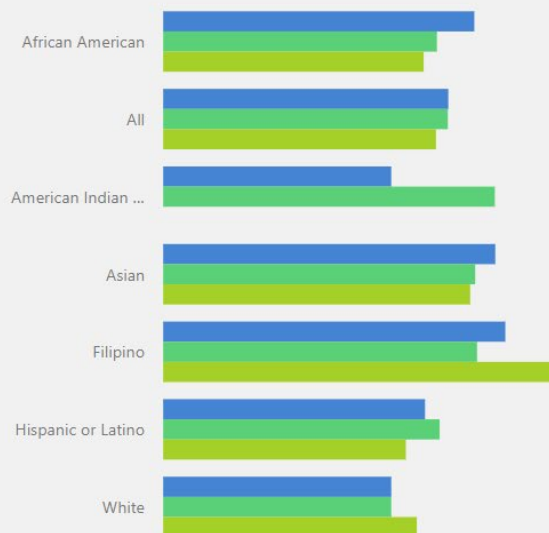
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment



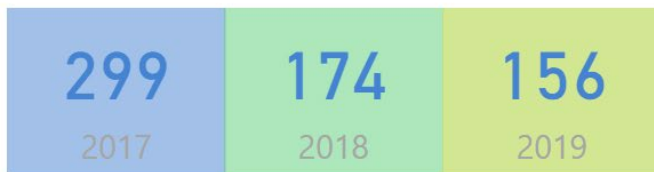
Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



Advanced Placement

Count of AP Course Passed

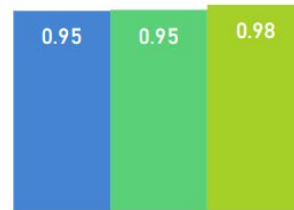


Count of AP Course Taken

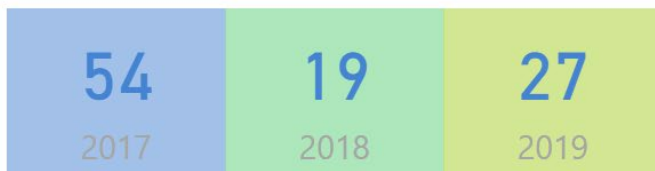


Percent of AP Courses Passed

Year ● 2017 ● 2018 ● 2019



Count of AP Exams Passed

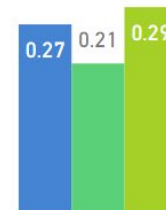


Count of AP Exams Taken



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

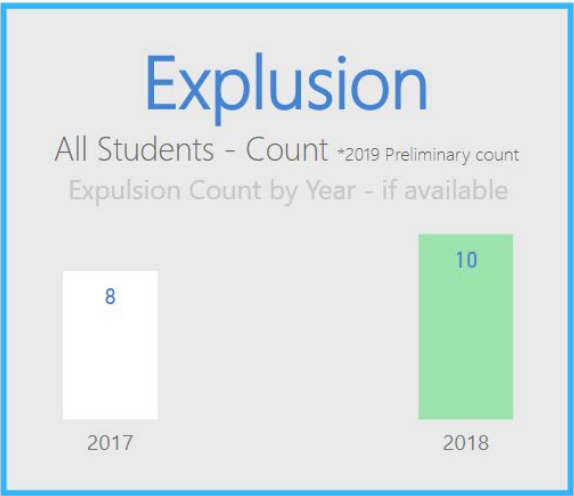
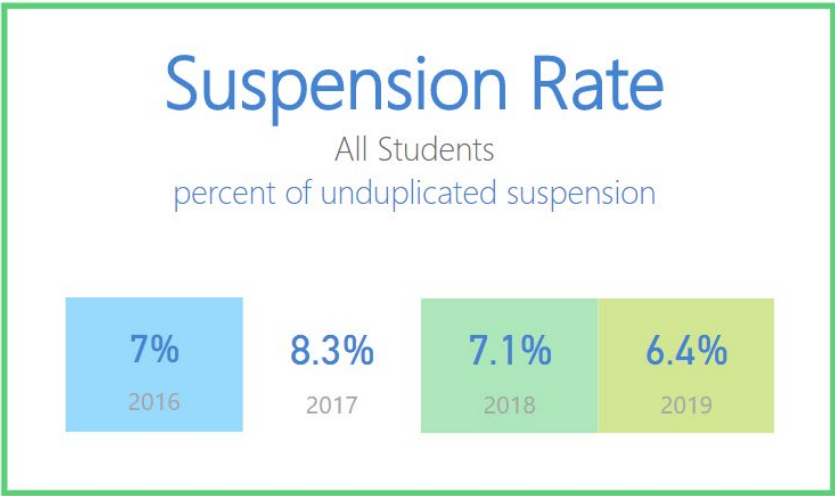
Expulsions:

10 in 17-18

0 in 18-19

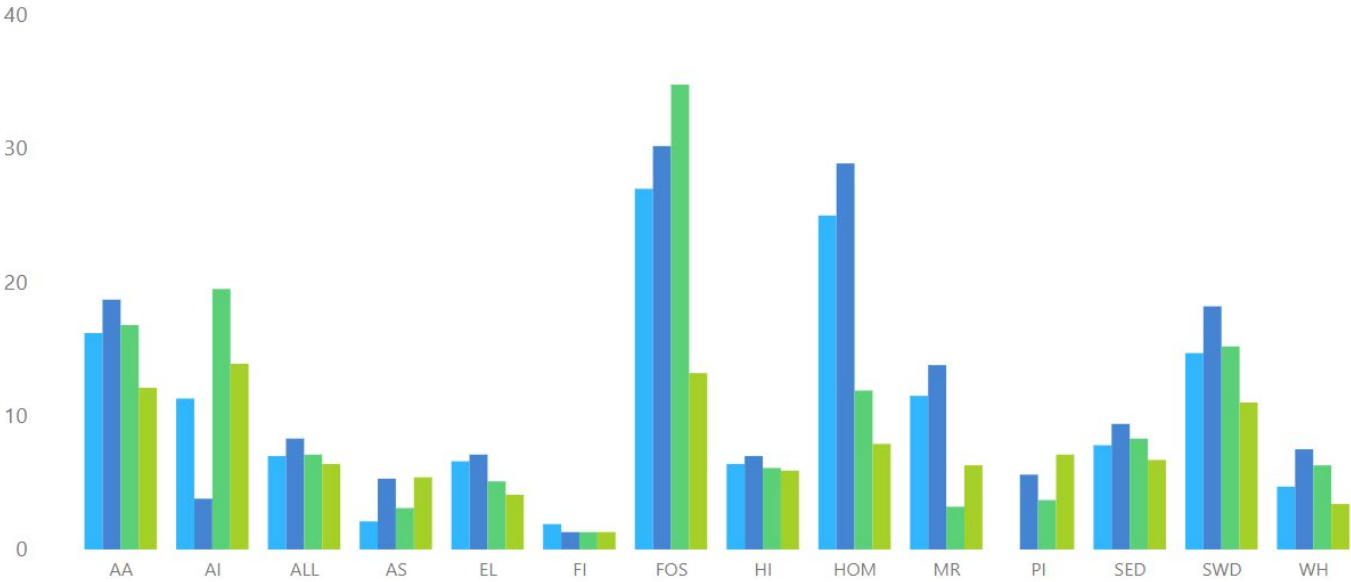
4 in 19-20

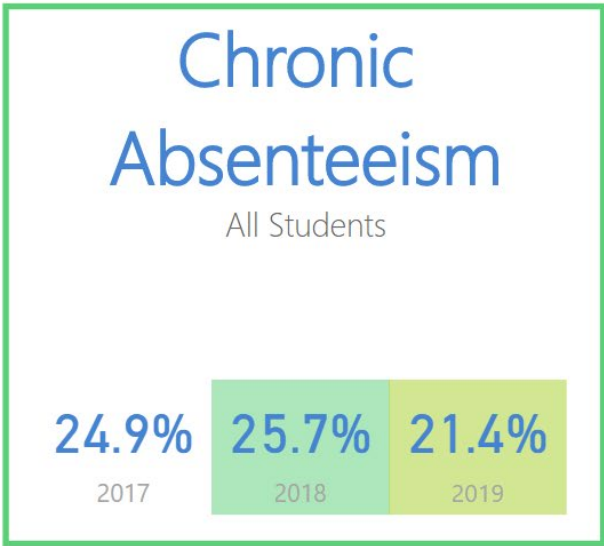
Attendance/Chronic Truancy – By the end of the 2020-2021 school year, Chavez High School will have less than 200 days of suspension, no expulsions, less than 15% of the students will be considered chronic truants.



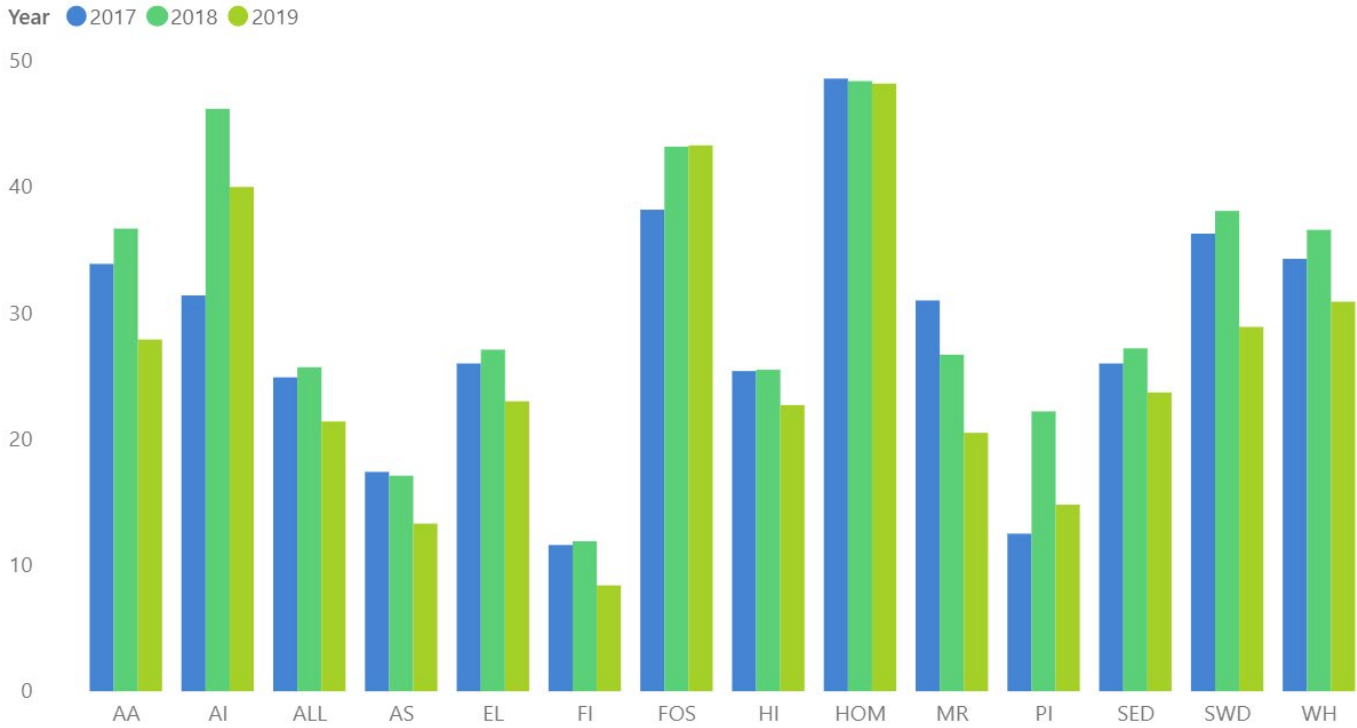
Suspension Rate: Student Group

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	50650	50671	50672	50647	
			GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Chavez's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Date	Account		OBJECT	Reason	Amount
7/23/2020	15067110	FROM	51000	CONSULTANT INSTR TO AGREE SERV/Youth Res	10,000.00
7/23/2020	15067110	TO	58100	CONSULTANT INSTR TO AGREE SERV/Youth Res	-10,000.00
7/29/2020	15067110	FROM	43110	SUPP TO COVER HERO LICENSE AGREEMENT	-915
7/29/2020	15067110	TO	58450	SUPP TO COVER HERO LICENSE AGREEMENT	915
7/29/2020	15067110	FROM	43110	SUPP TO COVER HERO LICENSE AGREEMENT	-462
7/29/2020	15067110	TO	58450	SUPP TO COVER HERO LICENSE AGREEMENT	462
8/21/2020	15064310	FROM	52150	A2Z / CONFERENCE TO CONSULTANT	-10,000.00
8/21/2020	15064310	TO	51000	A2Z / CONFERENCE TO CONSULTANT	10,000.00
11/12/2020	12303010	FROM	43110	INST SUP TO LICENSE/ PEARSON TEST SUPP	-3,900.00
11/12/2020	12303010	TO	58450	INST SUP TO LICENSE/ PEARSON TEST SUPP	3,900.00
12/15/2020	15064310	FROM	43110	SUPP TO LIC NO RED INK SUBSCRIPTION	-3,900.00
12/15/2020	15064310	TO	58450	SUPP TO LIC NO RED INK SUBSCRIPTION	3,900.00

Furthermore, Chavez's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1: Clarifying specific resources, materials, supplies for instruction 4 individual classroom printers to be purchased to replace non-functioning printers providing students the use of new working printers. The cost for each \$288.75 for 4 individual printers totaling \$1,155.40 for all printers.

Title I –

- **\$15,000 – 11700 – Teacher Substitute:** Reduce funds due to COVID-19 restrictions pertaining to distance learning students are not physically on the campus; therefore, the need to release teachers and cover classes is not necessary.
- **\$3,500 – 57250 – Field Trip District Transportation:** Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person field trips are not being conducted.
- **\$61,301 – 43110 – Instructional Materials/Supplies:** Reduce funds to move to cover the cost of CTE related equipment.
- **\$15,000 – 11500 – Teacher Additional Comp:** Reallocate funds to compensate teachers for training and preparation outside their contractual hours for the implementation of Scope and Sequence to prepare teachers for hybrid instruction and return to full-time instruction, as well as COVID mitigation.
- **\$3,500 – 52170 – Webinar Training:** Reallocate funds for teachers' participation in the online AVID conference. AVID Summer Institute provides professional development for teachers that supports high achievement for all students. There are 8 sections of AVID that are taught a year by Chavez teachers, which serves around 256 students.

LCFF –

- **\$1,421 – 43100 – Budget Reserve Supplies:** Reduce funds that have been set aside pending reallocation left over from over projection of .4375 FTE Bilingual Assistant salary and benefits.

SPSA: Goal 1, Strategy 2:

Title I –

- **\$3,900 – 43110 – Instructional Materials:** Reduce funds due to COVID-19 restrictions pertaining to distance learning as student engagement, performance and attendance has dropped significantly requiring for supportive resources to bring students back on track and recover the learning loss.
- **\$12,426 – 43110 – Instructional Materials:** Reduce funds to move to cover the cost of CTE related equipment.
- **\$3,900 – 58450 – License Agreement:** Reallocate funds to purchase the computer software and live virtual training for No Red Ink. No Red Ink is a software program designed for teachers and students which builds student writing skills through interest-based curriculum, adaptive exercises, and actionable data. Additionally, this purchase will provide live virtual training and No Red Ink software access to 15 teachers. The reason for this change is to decrease our Chavez students D/F list. During Term 1 of the 2019-20 school year our total number of students with classes on the D/F list was 3,606. For the recent Term 1 of the 2020-21 school year, our total number of students with classes on the D/F list was 7,901. This is an increase of 49% of student classes with a D/F. The total costs are as follows for No Red Ink: \$3,300 software license + \$500 live virtual training. This was approved by the SSC on 12/08/20. Term 1 2020-21 F1 - 3534, F2 - 3557 = 7091 Term 1 2019-20 F1 - 1752, F2 - 1854 = 3606 49% increase in D/F list since last year. This change addresses writing, which incorporates all of the ELA skills at once. D and F data, as well as assessment performance will be collected to determine the effectiveness of the program. Synergy data will be pulled and assessment data will be reviewed by teachers and shared in collaboration. The data will be tracked every three weeks for assessments and four times each term for D/F data from synergy. The D/F information will provide data for a comprehensive needs assessment.

LCFF –

- **\$1,421 – 43100 – Budget Reserve Supplies:** Reduce funds that have been set aside pending reallocation left over from over projection of .4375 FTE Bilingual Assistant salary and benefits.

SPSA: Goal 1, Strategy 4: Adding new strategy to support Career Technical Education (CTE) courses. Students are experiencing higher rates of truancy and academic failure in COVID. Students who are more engaged in electives and career pathways have an increased chance of returning to school and graduating. Two years ago (2018-19) the average number of students taking engineering was 62, this year (2020-21) it is 99.

Title I –

- **\$61,301 – 44000 – Equipment:** Reallocate funds to replace two outdated computer labs through the purchase of 66 desktop computers, for our CTE courses: Graphic Arts and Engineering. These computers are needed to run Adobe and 3D modelling software such as Autodesk and Fusion 360 that are industry standard in the fields for Graphic Design and Engineering. The total cost is \$108,988. Graphic Design and Engineering programs require robust processing speeds and significant hard drives in their computers. These desktops will allow students in the Design, Visual, and Media Arts and Engineering Career Technical Education Pathways to produce the type of work expected by their feeder programs at Delta College and other institutes of higher education.

LCFF –

- **\$33,884 – 44000 – Equipment:** Reallocate funds to replace two outdated computer labs through the purchase of 66 desktop computers, for our CTE courses: Graphic Arts and Engineering. These computers are needed to run Adobe and 3D modelling software such as Autodesk and Fusion 360 that are industry standard in the fields for Graphic Design and Engineering. The total cost is \$108,988. Graphic Design and Engineering programs require robust processing speeds and significant hard drives in their computers. These desktops will allow students in the Design, Visual, and Media Arts and Engineering Career Technical Education Pathways to produce the type of work expected by their feeder programs at Delta College and other institutes of higher education.

SPSA: Goal 2, Strategy 1: Due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conference attendance has been cancelled. Data will continue to be collected through our School Climate Survey which is reviewed after each administration, three times annually. Specific questions in the survey are repeated for each administration and compared for changes, along with influencing professional development and student activities to address survey results. This will aid in the identification and support for attendance in the future.

Title I –

- **\$1,395 – 43110 – Instructional Materials:** Reduce funds to move to cover the cost of CTE related equipment.

LCFF –

- **\$32,457 – 43100 – Budget Reserve Supplies:** Reduce funds that have been set aside pending reallocation left over from over projection of 3 @ .5 FTE Assistant Principal salary and benefits.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Chavez is receiving additional monies in Parent Involvement (Cost Center: 50647). Chavez's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 42000 – Books for the purchase books and resource materials provide parents with learning and application of academic and social emotional support techniques for home that their students would typically receive while at school.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
CHAVEZ (9-12)	2,252	1619	71.9%	\$ 441,841	9835	\$ 451,676	\$ 8,807.00	\$ 1,028.00

Title I –

- **\$6,500 – 43400 – Parent Meeting:** Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings have not been conducted.
- **\$2,307 – 43200 – Non-Instructional Materials:** Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings and accompanying supportive resources are not necessary.
- **\$6,500 – 44000 – Equipment:** Reallocated funds to purchase 18 computers and 1 computer cart, for parents to utilize on campus to participate in trainings and workshops that require use of technology. $\$4770 (18 \text{ computers} \times \$265) + \$1065 (1 \text{ cart} \times \$1065) = \$5835$ TOTAL with 9% sales tax + recycle fees = \$6432.15.
- **\$2,307 – 52170 – Webinar Training:** Reallocated funds to provide an opportunity for up to 5 parents to attend the annual CAFE (California Association for Bilingual Education) Virtual Conference. CAFE works to promote equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. Attending the virtual conference will provide parents with the opportunity to participate in workshops, have access to parent resources, and learn about new tools and resources they can utilize to support their student(s). This also includes the purchase of materials and resources, such as books for math & literacy and mental health for parent education or other resource materials available at the conference. Registration fees cost $\$325 \text{ per parent} \times 5 \text{ parents} = \1625.00 Resource materials = \$682.00. The number of parents participating in parent meetings, trainings, and workshops will be collected to verify the effectiveness of this strategy. The data will be collected through sign-in sheets obtained at

each parent meeting. Although we are in virtual learning, the school is open to the public, and parents can still come on campus to access computers, resources and materials. Parents who come on campus to use computers, resources, and materials would sign in at the main office prior to accessing the career center where the resources would be held.

Cesar Chavez High School – Amendments

CHAVEZ

July 28, 2020

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 inc by \$1028

TITLE I		TOTAL ALLOCATION		\$ 441,841		LCFF		TOTAL ALLOCATION		\$ 420,940		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 9,835	
TOTAL BUDGET DISTRIBUTED BELOW		\$ 441,841				TOTAL BUDGET DISTRIBUTED BELOW		\$ 420,940				TOTAL BUDGET DISTRIBUTED BELOW		\$ 9,835			
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0			
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET	
			50643 GOAL #1 STUDENT ACHIEVEMENT	23030 GOAL #1 STUDENT ACHIEVEMENT	50650 GOAL #1 STUDENT ACHIEVEMENT	23020 GOAL #1 STUDENT ACHIEVEMENT	50671 GOAL #2 LEARNING ENVIRONMENT	23034 GOAL #2 LEARNING ENVIRONMENT	50672 GOAL #3 MEANINGFUL PARTNERSHIPS	23035 GOAL #3 MEANINGFUL PARTNERSHIPS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS						
			LOW INCOME	LOW INCOME	ENGLISH LEARNERS	ENGLISH LEARNERS	SCHOOL CLIMATE	SCHOOL CLIMATE	COMMUNITY/PARENTS	COMMUNITY/PARENTS	PARENTS						
Personnel Cost-Including Benefits																	
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 15,000	0.000	\$ 10,000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 25,000	
11700	Teacher Substitute (incl benefits)	0.000	\$ 15,000	0.000	\$ 5,000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 20,000	
12151	Counselor	0.000		1.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 1	
30000	Statutory Benefits	0.000		0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
12500	Counselor-add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
13201	Assistant Principal	1.500		1.500	\$ -	0.000	0.000	0.000	0.000	\$ 201,562	0.000	0.000	0.000	0.000	3.000	\$ 201,564	
30000	Statutory Benefits	0.000		0.000	\$ -	0.000	0.000	0.000	0.000	\$ 66,724	0.000	0.000	0.000	0.000	0.000	\$ 66,724	
19101	Program Specialist	0.500	\$ 146,739	0.500	\$ 48,829	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 195,569	
30000	Statutory Benefits	0.000	\$ 64,012	0.000	\$ 19,822	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 83,834	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
19101	Instructional Coach	1.000		0.000	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ -	
30000	Statutory Benefits	0.000		0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
21101	Instructional Asst/CAI	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
21101	Bilingual Assistant	1.000		0.000	\$ -	0.000	\$ 17,053	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 17,053	
30000	Statutory Benefits	0.000		0.000	0.000	0.000	\$ 2,763	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 2,763	
21500	Blil Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
22601	Library Media Assistant	0.000		0.000	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
22901	Community Assistant	0.000		0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
29101	Parent Liaison	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
Sub Total - Personnel/Benefits			\$ 240,751	\$ 83,651	\$ -	\$ 19,816	\$ -	\$ 268,286	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 612,507		
Books & Supplies																	
42000	Books		\$ 810	\$ 589		\$ -							\$ 1,028		\$ 2,427		
43100	Reserve Supplies			\$ -		\$ -		\$ -					\$ -		\$ -		
43110	Instructional Materials		\$ 35,547	\$ 5,370	\$ 4,105	\$ -	\$ -	\$ -		\$ -		\$ -	\$ -		\$ 45,022		
43200	Non-Instructional Materials		\$ 1,734	\$ -	\$ -	\$ -		\$ -					\$ -		\$ 1,734		
43400	Parent Meeting												\$ -		\$ -		
44000	Equipment		\$ 75,122	\$ 33,878									\$ 6,500		\$ 115,500		
Sub Total - Books & Supplies			\$ 113,213	\$ 39,837	\$ 4,105	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,528		\$ 164,683		
Services																	
57150	Duplicating														\$ -		
57250	Field Trip-District Trans		\$ -	\$ -				\$ -							\$ -		
56590	Maintenance Agreement		\$ 11,670	\$ 2,950	\$ -			\$ -							\$ 14,620		
52150	Conference			\$ -				\$ -		\$ 2,500					\$ 2,500		
52170	Webinar Training		\$ 3,500										\$ 2,307		\$ 5,807		
58450	License Agreement		\$ 3,900	\$ 3,900	\$ -			\$ 9,702							\$ 17,502		
58720	Field Trip-Non-District Trans														\$ -		
58920	Pupil Fees														\$ -		
58100	Consultants-Instructional		\$ 20,000	\$ -				\$ 35,000							\$ 55,000		
58320	Consultants-Noninstructional														\$ -		
Sub Total - Services			\$ 39,070	\$ 6,850	\$ -	\$ -	\$ 44,702	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,307		\$ 95,429			
GRAND TOTAL			\$ 393,034	\$ 130,338	\$ 4,105	\$ 19,816	\$ 44,702	\$ 270,786	\$ -	\$ -	\$ -	\$ 9,835					

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA SMART Goal:

By the end of the 2021-22 school year, per iReady diagnostic 3 Results Report, the total number of students performing in the At Risk for Tier 3 will decrease by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and full time ELA and Social Studies coaches to support literacy skills instruction, reading comprehension, and writing.

ELD SMART Goal:

By the end of the 2021-22 school year, the number of students who will be reclassified will increase by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and full time ELA and Social Studies coaches to support literacy skills instruction, reading comprehension, and writing.

Math SMART Goal:

By the end of the 2021-22 school year, 9th-12th grade students will increase math achievement ready status by 10% in their assigned math course. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and full time Math coach to support function skills, function notation skills, and...number sense.

Graduation Rate SMART Goal:

By the end of the 2021-22 school year, Cesar Chavez High School will increase our graduation rate by 5%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. \$109,371 Title I (\$82,841 Object Code 11500, \$26,530 Object Code 52150)(WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2 Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students)

- AVID Digital XP (June 8-10, June 14-16, June 21-23, June 28-30) - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration for 15 attendees.

- o Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator
- o Registration - \$850 per person (\$12,750 Object Code 52150)
- o Training Attendance - 20 hours per session per person
- o Training Debrief Collaboration - Built in Training Attendance
- o Post Conference Collaboration - 5 hours per person
- UnboundEd (June 15-16, June 23-24, June 29-30) - Training attendance for thirty-five (35) ELA, Math, and Leadership sessions, in addition to post conference collaboration. (District Funded)
- o Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator
- o Training Attendance - 13 hours per session per person
- o Training Debrief Collaboration - 1 hour per person
- o Post Conference Collaboration - 6 hours per person
- Professional Learning Communities at Work - Focusing on instruction, response to intervention, assessment & grading, culture, teams for twenty (20) attendees. Resources include teacher additional compensation.
- o Registration - \$689 per person (\$13,780 Object Code 52150)
- o Training Attendance - 1 hour per session* per person (session hours may vary)
- o Training Debrief Collaboration - 1 hour per person
- o Post Conference Collaboration - 6 hours per person
- A Taste of Coaching for Equity - Virtual Workshop for ten (10) attendees. Learning outcomes include:
 - Explore how to recognize and prevent inequities in the classroom and school communities,
 - Receive tools to empower the change making that contributes to an equitable environment.
- o Registration - No cost identified.
- o Training Attendance - 5 hours per person
- o Training Debrief Collaboration - 1 hour per person
- o Post Conference Collaboration - 4 hours per person
- Scope and Sequence Planning - vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, planning for real time review and interventions reteaching to move forward more efficiently:
- o Staff Additional Comp: 10 hours X \$60 X 10 staff = \$6,000
- Equity - Culturally Relevant Instruction Training and Planning:
- o Staff Additional Comp: 15 hours X \$60 X 12 staff = \$10,800.

Estimated Totals for additional funds:

11500 - \$82,841

52150 - \$26,530

2021-2022 Strategy Update

1A Teacher Training and Collaboration – Release time and Substitute Pay Teachers will continue to receive in depth training and provided collaboration time focused on curriculum, instructional strategies and standards through the district in ELA, Math, Social Studies, Science, World Language and ELD to continuously improve rigor and engagement in high quality instruction. Teachers may be paid for additional time beyond their contract hours or may be released from their classroom duties during their work day. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2 Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students)

Teacher Additional Comp Pay Calculation (Object Code 11500)

50 teachers x 15 hours x \$50/hr = \$37,500 (Title I)

Teacher Substitute Calculation (Object Code 11700)

150 sub days x \$200/day = \$30,000 (Title I)

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. \$5,000/\$5000 Title I (Object Codes 11500/52150) (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2 Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students)

Training opportunities may include:

- AVID - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration.
- UnboundEd - ELA, Math, and Leadership sessions, additional compensation for participation and collaboration time.
- Professional Learning Communities at Work - Focusing on instruction, response to intervention, assessment & grading, and culture. Resources include teacher additional compensation for participation and collaboration time.
- Equity Cadre and Training- Provide training and planning regarding learning how to recognize and prevent inequities in the classroom and school communities, - Receive tools to empower the change making that contributes to an equitable environment. Resources include teacher additional compensation for participation and collaboration time. (\$16,000 – Title I)
- Scope and Sequence Planning - vertical and horizontal alignment, looking at standards, knowledge base at end of school year for progression of instructional and curriculum plan, planning for real time review and interventions/reteaching to move forward more efficiently
- Special Education/General Education core subject instructional alignment and planning to calibrate rigor and strategies to best support and include all students
- ELA/ELD/SS Literacy Skill Crosswalk development and planning

1B 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. \$145,623 – Title I (Object Code 19101) (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)

1C 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 (Object Code 57250) (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)

- Eight AVID Teachers and AVID Coordinator to attend AVID Institutes \$10,000 – Title I (Object Code 52150) (WASC A4 Staff: Qualified and Professional Development that supports high achievement for all students)

1D 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)

1E Two Bilingual Assistants to support newcomers in acquiring the English language and understanding subject matter. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)

1F Resources, materials, supplies for instruction - Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. \$159,480 (\$114,482 – Title I, \$40,770 – LCFF) (Object Code 43110) (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)

1G Release time for Leadership Walks and School Wide Planning: Admin, coaches, department chairs and teachers participate in walk throughs, data collection and feedback with a focus on standards, rigor, task analysis, and consistency in instructional practices. \$5,000 Title I (Object Code 11700) (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) Substitute Pay: 25 days X \$200 X # 3 staff = \$5,000

1H License Agreement: Reallocate funds to purchase the computer software and live virtual training for No Red Ink. No Red Ink is a software program designed for teachers and students which builds student writing skills through interest-based curriculum, adaptive exercises, and actionable data. Additionally, this purchase will provide live virtual training and No Red Ink software access to 15 teachers. \$10,000 Title I (Object Code 58450)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
236,123	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
125,482	4000 Series	Books & Supplies
23,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
40,770	4000 Series	Books & Supplies
5,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

School Plan for Student Achievement| SY 2020-2021

Page 61 of 81

Version 3 – Board Approved 06/22/2021

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

2A 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)

2B 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) Program Specialists oversees review of Benchmark Assessments, Common Assessments, D/F List, EL Data, SBAC, which is 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)

45% - Title I \$67,336 (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,

55% - LCFF \$82,300 (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.

2C 3 @ .5 FTE Assistant Principals - Oversee instructional supports and intervention programs, coordinate services and supports \$305,678 – LCFF (Object Code 13201) (WASC A4 Staff: Qualified and Professional Development) Strategy 2D 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)

2E Maintenance Agreements for duplicating and laminating equipment - \$12,000 Title I/\$7,000 LCFF (Object Code 56590) Teachers will use various equipment types to support instruction. Maintenance agreements ensure equipment is available and working properly.

2F Purchase of classroom technology needed to support instruction, including doc cams, printers, tablets, and adapters/cables. \$7,084 Title I (Object Code 44000)

2G Professional Development on Trauma Informed Care and Social Emotional Learning to be provided for teachers, counselors and admin through district and outside consultants. \$10,000 Title I/\$10,000 LCFF (Object Codes 11500/ 58100) (WASC E2 School Culture, E3 Personal and Academic Support)

2H Project Lead the Way (PTLW) resources, teacher training and supplies to support teachers in providing transformative learning experiences for students – focusing on creating an engaging, hands on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive. \$5000 LCFF (Object Code 43110) (WASC A5 Resources 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)

2I Careers and Technical Education (CTE) programs supplies, competition registration fees for Skills USA, and transportation support the practice of teaching specific career skills to students. \$3,500/\$1,500 LCFF (Object Code 43110/57250) (WASC A5 Resources 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)

2J Elective and Visual and Performing Arts Teachers will continue to receive in depth training and provided collaboration time focused on program design, expansion and refinement to continuously improve rigor and engagement in high quality instruction. Teachers may be paid for additional time beyond their contract hours or may be released from their classroom duties during their work day. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2 Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
77,336	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
7,084	4000 Series	Books & Supplies
12,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
387,978	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
8,500	4000 Series	Books & Supplies
18,500	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

3A Consultants – Instructional: will partner with district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers. \$15,000 Title I (Object Code 58100) (WASC A4 Staff Qualified and Professional Development)

3B AP Training for Teachers \$2,500 –Title I (Object Code 52150) (WASC A4 Staff Qualified and Professional Development).

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
17,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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.

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.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Mentoring Support for Extended Year Programming supporting students to lessen learning loss resulting from distance learning, conflict mediation, restorative practices, community service, anger management, 1:1 mentoring. Resources include extension of mentoring through June 30, 2021 to support student who are participating in summer programs. \$10,000 Title I (Object Code 58320) (WASC E2 School Culture, E3 Personal and Academic Support).

2021-2022 Strategy Adjustment

1A 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, Smoking and Drug Cessation, Drug and Gang Prevention, Male and Female Empowerment, mental health clinicians and mentoring services provide individual supports and services to those who need. Services are coordinated through the Wellness Center and counseling department. (WASC E2 School Culture)

1B Principal and PBIS Coordinator to attend CADA Conference to further develop campus climate and culture strategies, activities and programs– \$2,500 LCFF (Object Code 52150) (WASC E2 School Culture)

1C Instructional Materials and Supplies for PLUS and leadership classes, posters and supplies to provide positive messages, - \$2,772 LCFF (Object Code 43110) (WASC A5 Resources)

1D Student Incentive Program (WASC E2 School Culture)

- License agreement for HERO, student academic incentive tracking program - \$10,187 Title I (Object Code 58450)
- Taking Care of Business (TCOB) recognizes students who maintain a 2.0 GPA with no Fs (No Marks) and have positive attendance.
- Principal's List and Honor Roll recognition • Class incentives for school spirit

1E Mentorship with Consultant to provide conflict mediation, restorative practices, community service, anger management, 1:1 mentoring - \$45,000 Title I (Object Code 58100) (WASC E2 School Culture, E3 Personal and Academic Support).

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
55,187	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,772	4000 Series	Books & Supplies
2,500	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. (A5 Resources, E2 School Culture, E3 Personal and Academic Student Support)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Materials and Supplies for Summer Orientation program for incoming freshman and sophomores and parents. \$1,649 Title 1 Parent (Object Code 43400) (WASC E1 Parent and Community Engagement, E2 School Culture, E3 Personal and Academic Student Supports)

- Orientation opportunities will be held twice weekly (AM and PM sessions) in the month of June and will include campus tours, introduction and access to Student Vue/Parent Vue, A-G and graduation requirements, 4 year plan, CTE Pathways, importance of attendance, how to read a transcript, web resources, c/o 2025 Google Classroom, student support services/Wellness Center, Counselor assignments, student expectations, and academic support opportunities

Total Title I Parent Involvement funds: \$10,456

2021-2022 Strategy Adjustment

1A 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

1B Parent Meeting - \$5,500 Title I (Object Code 43400): 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.

1C Parent Trainings - \$3500 Title I (Object Code 52150): Provide parents with conference and training opportunities to support their students in academic and social emotional learning.

1D Materials - \$1,456 Title I (Object Code 43110) Materials for parent and student involvement activities, such as FAFSA night and parent/student orientations. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

1E Provide students with mental health services on site. (WASC E3 Personal and Academic Student Supports)

1F 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).

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
6,914	4000 Series	Books & Supplies
3,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

CHAVEZ

TITLE I		TOTAL ALLOCATION		\$ 561,212		LCFF		TOTAL ALLOCATION		\$ 420,940		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 10,456					
TOTAL BUDGET DISTRIBUTED BELOW		\$ 561,212				TOTAL BUDGET DISTRIBUTED BELOW		\$ 420,940				TOTAL BUDGET DISTRIBUTED BELOW		\$ 10,456							
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0							
Object	Description	FTE	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET			
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE			23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 85,672	0.000	\$ 10,000	0.000		0.000		0.000	\$ 10,000	0.000		0.000		0.000		0.000		0.000	\$ 105,672
11700	Teacher Substitute (incl benefits)	0.000	\$ 15,000	0.000	\$ 5,000	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 20,000
12151	Counselor	0.000		1.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ -
30000	Statutory Benefits	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
13201	Assistant Principal	1.500		1.500	\$ -	0.000		0.000		0.000	\$ 201,562	0.000		0.000		0.000		0.000		3.000	\$ 201,562
30000	Statutory Benefits	0.000		0.000	\$ -	0.000		0.000		0.000	\$ 66,724	0.000		0.000		0.000		0.000		0.000	\$ 66,724
19101	Program Specialist	0.500	\$ 146,739	0.500	\$ 48,829	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 195,568
30000	Statutory Benefits	0.000	\$ 64,012	0.000	\$ 19,822	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 83,834
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach	1.000		0.000	\$ -	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ -
30000	Statutory Benefits	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant	1.000		0.000	\$ -	0.000		0.000	\$ 17,053	0.000		0.000		0.000		0.000		0.000		1.000	\$ 17,053
30000	Statutory Benefits	0.000		0.000		0.000		0.000	\$ 2,763	0.000		0.000		0.000		0.000		0.000		0.000	\$ 2,763
21500	Bi Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22601	Library Media Assistant	0.000		0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22901	Community Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 311,423		\$ 83,651		\$ -		\$ 19,816		\$ 10,000		\$ 268,286		\$ -		\$ -		\$ -		\$ 693,176
Books & Supplies																					
42000	Books		\$ 810		\$ 589				\$ -									\$ 1,649			\$ 3,048
43100	Reserve Supplies				\$ -				\$ -			\$ -						\$ -			\$ -
43110	Instructional Materials		\$ 31,817		\$ 5,370		\$ 4,105		\$ -		\$ -					\$ -		\$ -			\$ 41,292
43200	Non-Instructional Materials		\$ 1,734		\$ -		\$ -		\$ -			\$ -						\$ -			\$ 1,734
43400	Parent Meeting											\$ -		\$ -				\$ -			\$ -
44000	Equipment		\$ 75,122		\$ 33,878													\$ 6,500			\$ 115,500
Sub Total - Books & Supplies			\$ 109,483		\$ 39,837		\$ 4,105		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 8,149		\$ 161,574
Services																					
57150	Duplicating																				\$ -
57250	Field Trip-District Trans		\$ -		\$ -						\$ -										\$ -
56590	Maintenance Agreement		\$ 11,670		\$ 2,950		\$ -				\$ -										\$ 14,620
52150	Conference				\$ -						\$ -		\$ 2,500								\$ 2,500
52170	Webinar Training		\$ 45,929															\$ 2,307			\$ 48,236
58450	License Agreement		\$ 3,900		\$ 3,900		\$ -				\$ 9,702										\$ 17,502
58720	Field Trip-Non-District Trans																				\$ -
58920	Pupil Fees																				\$ -
58100	Consultants-Instructional		\$ 20,000		\$ -						\$ 35,000										\$ 55,000
58320	Consultants-Noninstructional																				\$ -
Sub Total - Services			\$ 81,499		\$ 6,850		\$ -		\$ -		\$ 44,702		\$ 2,500		\$ -		\$ -		\$ 2,307		\$ 137,858
GRAND TOTAL			\$ 502,405		\$ 130,338		\$ 4,105		\$ 19,816		\$ 54,702		\$ 270,786		\$ -		\$ -		\$ 10,456		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET CHAVEZ (9-12) - 508 - 62 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 561,212		LCFF		TOTAL ALLOCATION				\$ 442,520		TITLE I - PARENT - 50647				TOTAL ALLOCATION				\$ 10,456	
TOTAL BUDGET DISTRIBUTED BELOW		\$ 561,212								TOTAL BUDGET DISTRIBUTED BELOW				\$ 442,520						TOTAL BUDGET DISTRIBUTED BELOW				\$ 10,456	
TO BE BUDGETED (Should be \$0.)		0								TO BE BUDGETED (Should be \$0.)				0						TO BE BUDGETED (Should be \$0.)				0	
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET						
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS				
Personnel Cost-Including Benefits																									
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 68,500	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ 68,500.00			
11700	Teacher Substitute (incl benefits)	0.000	\$ 35,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ 35,000.00			
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
13201	Assistant Principal (incl benefits)			0.000	\$ 305,678			0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ 305,678.00			
13201	Assistant Principai-add Comp (incl benefits)			0.000				0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
19101	Program Specialist (incl benefits)	0.000	\$ 67,336	0.000	\$ 82,300	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ 149,636.00			
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
19101	Instructional Coach (incl benefits)	0.000	\$ 145,623	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ 145,623.00			
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000		\$ -			
21500	BIl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000		\$ -			
22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000		\$ -			
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000		\$ -			
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
29500	Parent Liaison-Add Comp (Incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -			
Sub Total - Personnel/Benefits			\$ 316,459		\$ 387,978		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 704,437.00			
Books & Supplies																									
43110	Books/Supplies/Materials (less than \$500 per item)		\$ 114,482		\$ 40,770							\$ 2,772							\$ 1,456			\$ 159,480			
43400	Parent Meeting																		\$ 5,500			\$ 5,500			
44000	Equipment (\$500 - \$4999.99 per item)		\$ 7,084																			\$ 7,084			
Sub Total - Books & Supplies			\$ 121,566		\$ 40,770		\$ -		\$ -		\$ -		\$ 2,772		\$ -		\$ -		\$ 6,956			\$ 172,064			
Services																									
57150	Duplicating																					\$ -			
57250	Field Trip-District/Non-District Trans		\$ 3,500		\$ 1,500																	\$ 5,000			
56590	Maintenance Agreement		\$ 12,000		\$ 7,000																	\$ 19,000			
52150	Conference		\$ 17,500									\$ 2,500							\$ 3,500			\$ 23,500			
58450	License Agreement		\$ 10,000								\$ 10,187											\$ 20,187			
58920	Pupil Fees																					\$ -			
58100	Consultants-Instructional/Non-Instructional		\$ 25,000								\$ 45,000											\$ 70,000			
Sub Total - Services			\$ 68,000		\$ 8,500		\$ -		\$ -		\$ 55,187		\$ 2,500		\$ -		\$ -		\$ 3,500			\$ 137,687			
GRAND TOTAL			\$ 506,025		\$ 437,248		\$ -		\$ -		\$ 55,187		\$ 5,272		\$ -		\$ -		\$ 10,456			\$ 1,014,188			

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List												
LOCATION: 62		CESAR CHAVEZ HIGH SCHOOL										
RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383304	ASST PRINC/PROGRAM MANAGER IV	0090	1230342162	13201	0.5000	0.5000	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383323	ASST PRINC/PROGRAM MANAGER IV	0090	1230342162	13201	0.5000	0.5000	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383302	ASST PRINC/PROGRAM MANAGER IV	0090	1230342162	13201	0.5000	0.5000	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27207430	PROGRAM SPEC	0090	1230302162	19101	0.4000	0.4000	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27207430	PROGRAM SPEC	3010	1506432162	19101	0.6000	0.6000	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30694761	INSTRUCTIONAL COACH	3010	1506432162	19101	1.0000	1.0000	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71257791	BILINGUAL ASST/SPANISH	0091	1230201062	21101	0.4375	1.0000	
TOTALS, THIS LOCATION: 508											3.9375	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
 Fund Change for PCN _____ New Fund _____
 Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

POSITION	FTE	ORG KEY & OBJECT
1. ASST PRINC/PROG MGR IV	1.0	1230342162 13201
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On JAN 20, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 21-22 school year.

Site Administrator's Approval:

Sherry Jackson

DATE: 1/20/21

2020-2021 SPSA Evaluation

**Cesar Chavez High School
School Plan for Student Achievement
(SPSA)
Evidence-Based Title I Funded
Program Evaluation**

**Presented to School Site Council
Tuesday, February 9, 2021**

Goal 1:	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>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.</p>	<p>Strategy 1</p> <p>Activity 1 and 3 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)</p> <p>Teacher Additional Comp (\$15,000 – Title I, \$10,000 – LCFF)</p>	<p>Strategy 1</p> <p>Activity 1 and 3</p> <ul style="list-style-type: none"> Teacher Training, teachers receive professional development training every month during our staff meetings. Professional development includes curriculum training, training for content specific instructional strategies, and rigor and engagement implementation. Professional development is planned based on feedback from teachers, coaches and department chairs, as well as observation notes. 	<p>Strategy 1</p>	<p>Strategy 1</p> <p>Activity 1 and 3</p> <p>No modification</p>

<p>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.</p>	<p>Activity 2 and 4 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 Substitute (\$15,000 – Title I, \$5,000 – LCFF)</p> <p>Activity 5 Instructional Coach - Provide curricular and instructional support to new teachers and experienced</p>	<p>Activity 2 and 4 Substitute teachers are provided to release teachers from classrooms for collaboration, class visits, ELPAC and Special Ed testing. Chavez has approximately 300 students who have IEPs and require annual academic testing, in addition to approximately 300 students who are English Language Learners and are also tested annually regarding their language acquisition.</p> <p>Activity 5 • Instructional Coach, provides curricular and instructional support to new and experienced teachers in their subject matter. They collaborate with teachers, meet for action walks, and</p>	<p>Activity 2 and 4 Due to COVID, less release time was needed. Substitute funds moved to teacher additional comp for planning for student return, lesson and assessment adjustment due to distance learning needs, and revision of scope and sequence to focus on important standards. School data shows that the number of F's and no marks (NM) has increased from 707 F/NM during Term 1 of the 2019-20 school year to 2,656 F/NM during Term 1 of the 2020-21 school year. This is a 22% increase in F/NM for Chavez students from the previous school year, which demonstrates the need for additional teacher planning and revision for scope and sequence to support student needs for remediation.</p>	<p>Activity 2 and 4 Move \$15,000 – Title I 11700 Sub Pay to 11500 Teacher Compensation for planning for student return, lesson and assessment adjustment due to distance learning needs, and revision of scope and sequence to focus on important standards.</p> <p>Activity 5 No modification</p>
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	<p>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</p> <p>\$134,973 – Title I (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)</p> <p>Activity 6 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</p>	<p>plan/deliver professional development relevant to their subject matter, including the use of assessment data to modify instruction. 51 of the 95 Chavez teachers are new to teaching or new to the district.</p> <p>Activity 6</p> <ul style="list-style-type: none"> • AVID Support for Students and Teachers, provides training and professional development for teachers to learn new instructional techniques to engage students and increase rigor. Materials and supplies such as planners, binders, and other needed materials are provided for students and staff. Approximately 250 students are enrolled in AVID tutorial classes, 		<p>Activity 6 No modification</p>
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	<p>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)</p> <p>Activity 7 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</p>	<p>although all core subject teachers and many elective teachers are trained on AVID strategies to best support students in accessing complex text and higher level cognitive skills.</p>		
			<p>Activity 7 AVID Student Field Trip, due to covid this was not utilized. School data shows that 91% of 9th graders, 90% of 10th graders, and 92% of 11th graders are at least 1 or more grade levels behind in English Language Arts, demonstrating the need for additional teacher AVID training to support student needs for remediation.</p>	<p>Activity 7 Funds will be moved to AVID Summer Institute to train additional teachers in AVID strategies (\$3500 Title I 57250 to 51250)</p>

	<p>supports high achievement for all students, C1 Instruction: Student Involvement in Challenging and Relevant Learning Experiences that supports high achievement for all students)</p> <p>Activity 8 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)</p> <p>Activity 9 Data Dives - Teachers, admin and instructional coach meet each semester to review assessment</p>	<p>Activity 8</p> <ul style="list-style-type: none"> • AVID Summer Institute, professional development for teachers that supports high achievement for all students. The 5 AVID teachers are responsible for maintaining their training in support of the requirements of the AVID tutorial and elective course. <p>Activity 9</p> <ul style="list-style-type: none"> • Data Dives, teachers, admin and instructional coaches meet each semester to review assessment data and grades and calibrate instruction. Teachers and coaches work together to focus on needed adjustments, 		<p>Activity 8 No modification</p> <p>Activity 9 No modification</p>
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	<p>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)</p> <p>Activity 10 Bilingual Assistant to support newcomers in</p>	<p>interventions and individual student supports. School data shows that the number of F's and no marks (NM) has increased from 707 F/NM during Term 1 of the 2019-20 school year to 2,656 F/NM during Term 1 of the 2020-21 school year. This is a 22% increase in F/NM for Chavez students from the previous school year. Which shows the need for additional teacher planning and revision for scope and sequence to support student needs for remediation.</p>		
			<p>Activity 10 Bilingual Assistant, this position has not been filled in 1 ½ years.</p>	<p>Activity 10 Funds moved to purchase computers for CTE program</p>

	<p>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)</p> <p>Activity 11 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</p>			<p>(\$14,405 LCFF 21101 to 44000)</p> <p>Activity 11 Funds moved to purchase computers for CTE program (Title I 43110 to 44000 (\$94,483) Funds used to purchase Red Ink (Title I 43110 to 58450 (\$3900) Funds used to purchase printers (Title I 43110 to 44000 (\$1155)</p>
	<p>Activity 11 Resources, Materials, and Supplies for Instruction, resources that support high achievement for all students. Includes: instructional materials, novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. 74% of our students qualify as Socioeconomically Disadvantaged. Our students need supplies for their courses, even during distance learning. Supplies were distributed with textbooks for many classes.</p>		<p>Activity 11 Due to COVID, the projected amount of materials and supplies was not used. Unused funds redirected. Students have continued to regress in their literacy skills. Writing is the skill researchers focus on most to increase language and literacy. No Red Ink is a software program designed for teachers and students which builds student writing skills through interest-based curriculum, adaptive exercises, and actionable data. Additionally, this purchase will provide live virtual training and No Red Ink software access to 15 teachers. School data shows that 91% of 9th graders,</p>	

	<p>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)</p> <p>Strategy 2</p> <p>Activity 1 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</p>	<p>Strategy 2</p> <p>Activity 1</p> <ul style="list-style-type: none"> Tutoring for Core Subjects, teachers provide tutoring to students three days per week for 1.5 hours a day in all core content areas. Support is provided to an average of 133 students per month. 	<p>90% of 10th graders, and 92% of 11th graders are at least 1 or more grade levels behind in English Language Arts, as noted by iReady benchmark data This shows the need to focus on writing skills as writing addresses all aspects of ELA. Red Ink is a computer software specifically designed to assist students in improving their writing skills as well as increase their language and literacy skills.</p>	<p>Strategy 2</p> <p>Activity 1 No modifications</p>
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	<p>supports high achievement, WASC E2 School Culture)</p> <p>Activity 2 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)</p> <p>Activity 3 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</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Program Specialist has distributed 1,807 chromebooks and 680 hotspots. The program specialist manages and organizes the D/F list data from all Chavez departments, as well as the PLC data and minutes from those departments. The program specialist is the coordinator for state, benchmark and college prep testing. <p>Activity 3</p> <ul style="list-style-type: none"> • Benchmark Assessments, Common Assessments, D/F List, EL Data, SBAC, is used to monitor student progress and identify those who need additional assistance. This analysis will be done regularly through department meetings and collaboration which happen 3 times a month for 1.5 hours each meeting, with documentation. 		<p>Activity 2 No modifications</p> <p>Activity 3 No modifications</p>
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	<p>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)</p> <p>Activity 4 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)</p>	<p>Activity 4</p> <ul style="list-style-type: none"> 1.5 Assistant Principals oversee instructional support and intervention programs for the 95 teachers (professional development, class visits) and 2300 Chavez students (SSTs, course placement, tutoring referrals, wellness center referrals). They work with the counselors, social services caseworker, parents and students to address the increasing number of of students who are considered chronically truant (13.86% Sept, 16.88% Nov, and 18.77% in 		<p>Activity 4 No modifications</p>
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		Feb), as well as make needed adjustments to student supports as noted though School Climate Surveys.		
	<p>Activity 5 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)</p>	<p>Activity 5</p> <ul style="list-style-type: none"> Supplemental Instructional Materials; are 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. 74% of our students qualify as Socioeconomically Disadvantaged. Our students need supplies for their courses, even during distance learning. Supplies were distributed with textbooks for many classes. 		<p>Activity 5 No modifications</p>
	<p>Activity 6 Maintenance Agreements for duplicating and laminating equipment - \$14,620</p>	<p>Activity 6</p> <ul style="list-style-type: none"> 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. 		<p>Activity 6 No modifications</p>

	<p>(\$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.</p> <p>Activity 7 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 PLTW specific materials.</p>	<p>Maintenance agreements ensure equipment is available and working properly so the 2300 students have needed materials.</p> <p>Activity 7</p> <ul style="list-style-type: none"> • Project Lead The Way Bio Medical Pathway, was added to the Health Careers Pathway, which requires materials and consumables for the 66 students who are participating. 		<p>Activity 7 No modifications</p>
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	<p>(WASC A5 Resources, C1 Instruction: Student Involvement in Challenging and Relevant Learning Experiences, C2 Instruction: Students Engage in a Variety of Strategies and Resources)</p> <p>Strategy 3</p> <p>Activity 1 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)</p>	<p>Strategy 3</p> <p>Activity 1</p> <ul style="list-style-type: none"> • Consultants, Instructional consultants totatling \$10,000: will partner with the district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers. School data shows that the number of F's and no marks (NM) has increased from 707 F/NM during Term 1 of the 2019-20 school year to 2,656 F/NM during Term 1 of the 2020-21 school year. This is a 22% increase in F/NM for Chavez students from the previous school year. Additional 		<p>Strategy 3</p> <p>Activity 1 No Modification</p>
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	<p>Activity 2 AP Training for Teachers \$5,000 – 52150 – Title I</p>	<p>resources for preparing teachers for return of students and strategies to address learning loss due to COVID, as well as pre-existing academic deficits are needed,</p> <p>Activity 2</p> <ul style="list-style-type: none"> • AP Training for 4 Teachers to maintain certification 		<p>Activity 2 No Modification</p>
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Qualitative Evaluation

Goal 2 School Climate	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification (s) based on evaluation results
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	Strategy 1 Activity 1 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	Strategy 1 Activity 1 The PLUS program has been innovative in addressing the needs of students during distance learning. 1,619 students and staff participated in Youth Speak, a webinar led by PLUS students to discuss strategies for coping with academic and emotional stress during COVID, as well as addressing campus issues. Questions on the survey have changed to address distance learning, although students report an increase in positive feedback from staff.	Strategy 1 Activity 1 COVID has greatly impacted student attendance, academic and social/emotional well being as noted by parent and student communications, requests for services, and School Climate Survey data. Chronic Truancy continues to increase with more and more students not attending or engaging in classes. 19.3% of our students are considered chronically truant. D/F rates have risen dramatically in distance learning, as students report difficulty in learning virtually. School data shows that the number of F's and no marks (NM) has increased from 707	Strategy 1 Activity 1 No modifications

<p>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.</p> <p>By the end of the 2020-2021 school year, Chavez High School will have less than 200 days of suspension,</p>	<p>provide individual supports and services to those who need. (WASC E2 School Culture)</p> <p>Activity 2 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)</p>	<p>Students report less racial tension and bullying than years past. 21 students are currently on the caseload of our full time mental health clinician</p> <p>44 student are currently on the caseloads of our CSUS intern caseload</p> <p>144 referrals to our Wellness Center have been made this year.</p>	<p>F/NM during Term 1 of the 2019-20 school year to 2,656 F/NM during Term 1 of the 2020-21 school year. This is a 22% increase in F/NM for Chavez students from the previous school year.</p> <p>Activity 2 The CADA Conference is not being held this year due to COVID</p>	<p>Activity 2 This will be brought back when restrictions are lifted in the future. Funds will be shifted to materials and supplies for PLUS and Leadership students (\$2,500 LCFF 52150 to 43200)</p>
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<p>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.</p>	<p>Activity 3 Instructional Materials and Supplies for PLUS and leadership classes, posters and supplies to provide positive messages, - \$2,772 LCFF (WASC A5 Resources)</p> <p>Activity 4 License agreement for HERO, student academic incentive tracking program - \$8,325 Title I (WASC E2 School Culture)</p> <p>Activity 5 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)</p>	<p>Activity 3 PLUS and Leadership students have continued to encourage students with positive messages through videos and incentives provided during drive through events, as evidenced by weekly spotlight videos and special projects.</p> <p>Activity 4 Our HERO agreement was maintained but was not able to be maximized due to COVID restrictions for students on site. Hero provides incentives for student participation in virtual and in person activities.</p> <p>Activity 5 125 students are currently on our RYR mentor caseload with positive results, which are reported out weekly</p>		<p>Activity 3 No modifications</p> <p>Activity 4 No Modifications</p> <p>Activity 5 No Modifications</p>
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	Strategy 2 Activity 1 Assistant Principals supervise and direct student learning and social/emotional support	Strategy 2 Activity 1 Assistant Principals continue to interact with counselors, parents, students and teachers daily to best support the academic and emotional wellbeing of our 2300 students and 250 staff members.		Strategy 2 Activity 1 No Modifications
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Guiding Questions:

The district or Title I school allocates Title I funds to support a **parent liaison** for parent and family engagement:

- 1) How does this position impact parent and family engagement and participation to support student learning?
- 2) What data are you using to drive this discussion?
- 3) If this program has helped improve parent and family engagement, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on parent and family engagement, what will be done to modify, change, or replace it?

Goal 3:	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
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<p>By the end of the 20-21 school year, Chavez High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and advisory boards.</p>	<p>Strategy 1</p> <p>Activity 1 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</p> <p>Activity 2 Provide students with mental health services on site. (WASC E3 Personal and Academic Student Supports)</p> <p>Activity 3 Provide individual and group support for students who struggle with depression, peer</p>	<p>Strategy 1</p> <p>Activity 1 Despite distance learning, parent meetings are still able to continue virtually to provide support to parents. Meetings are being held bi-monthly, on the Zoom platform. Guest speakers from outside agencies such as Delta College and El Concilio have participated in the virtual meetings to provide community resources for parents to support their students' learning.</p> <p>Activity 2 Students are receiving mental health services virtually. 21 students are currently on the caseload of our full time mental health clinician.</p> <p>Activity 3 Counselors are providing direct and indirect services to students and identify students who require an SST.</p>	<p>Strategy 1</p> <p>Activity 1 Due to COVID, parents are not able to attend meetings in person; some have expressed challenges they face using technology to access the meetings, and therefore do not attend.</p> <p>Activity 3 Since students are not on campus, it has been more difficult to make direct contact with students. It</p>	<p>Strategy 1</p> <p>Activity 1 No modifications</p> <p>Activity 2 No modifications</p> <p>Activity 3 No modifications</p>
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	<p>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)</p>	<p>Students who are identified needing individual or group supports are referred to our Wellness Center for Tier 2 and Tier 3 targeted interventions. 144 referrals to our Wellness Center have been made this year.</p>	<p>has been challenging to identify students who are struggling with depression, peer conflicts, anger management, self-esteem, family conflicts, and drug/alcohol/tobacco use. School data shows that chronic student absences have increased from 7.16% during the 2019-20 school year to 19.30% during the 2020-21 school year. Which aside from communicating with students at a distance, shows the increased difficulty in connecting with students due to an increase in chronic absences.</p>	
	<p>Activity 4 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</p>	<p>Activity 4 Parents are still attending bi-monthly meetings virtually.</p>	<p>Activity 4 Purchase orders were created to purchase snacks, drinks, and meeting materials for parents who attend in-person meetings, however, due to COVID restrictions, parent meetings are being held virtually. Therefore the funds were not spent.</p>	<p>Activity 4 Funds will be shifted to purchase computers for parents to access on campus for online training, workshops, and resources.(\$6500 Title I 43400 to 44000)</p>

	<p>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.</p> <p>Activity 5 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.</p>	<p>Activity 5 Parents are still attending bi-monthly meetings virtually.</p>	<p>Activity 5 Due to COVID restrictions, in-person activities for parents and students, such as literacy night, science night, STEM and mutl-cultural night have not occurred, allowing families to benefit from hands-on activities.</p>	<p>Activity 5 Funds will be shifted to purchase registration for parents to attend the annual CAFE virtual conference and resource materials. (\$2307 Title I 43200 to 52150)</p>
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This document was created by the California Department of Education Summer 2020.

Comprehensive School Profile Data:

CHAVEZ 5.11.21 DMM:

Continuous Improvement: Decision Making Model -- Essential Questions

--- CONFIRMS WHY ---		CONFIRMS HOW		--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<u>Graduation Rate</u> 87.8% 17-18 89.3% 18-19 97.7% 19-20 <u>College/Career Readiness:</u> 23.5% 17-18 18.5% 18-19 No information due to Covid 19-20 <u>School Climate Survey Results:</u> Students consistently report being bullied on campus Winter 19 - 8% Winter 20 - 6% No information due to Covid 19-20	<u>Graduation Rate Goal</u> Increase graduation rate by 2.2% <u>College/Career Readiness Goal:</u> No information due to Covid 19-20 <u>School Climate Survey Goal:</u> No information due to Covid 19-20	Students continue to struggle to pass core classes, required for graduation. Also, students have struggled through distance learning due to Covid. There is a lack of data due to Covid. Teachers have curriculum, but still lack knowledge and application of standards based instruction in ELA, Math, Social Science and Science.	<u>Instructional Supports:</u> The school needs to offer more opportunities for students to make up lost credits and provide remediation for lost learning. Teachers need to provide strong instructional supports for grade level instruction in current learning. <u>Social/Emotional Support:</u> The school needs to increase trauma informed, culturally responsive	Counselors and Administrators work with students who have failed core classes will have priority placement in retaking courses with a strong teacher. Students who are repeating the class will be grouped separately from students who are taking the class for the first time. (SPSA Goal 1) Increase student enrollment in post-secondary education (including community college, UC/CSU, private	Monitor all data points on a quarterly basis, including: <ul style="list-style-type: none"> ✓ D/F Rates by Teacher ✓ SBAC Data ✓ Graduation Rate Data ✓ A-G Data ✓ Discipline Referral Data ✓ Suspension Data ✓ Student/Staff Surveys ✓ Dual Enrollment ✓ Credit Recovery ✓ Attendance Rates

<p>Students report feeling safe at school Winter 19 - 61% Winter 20 - 58% Winter 21 - 73%</p> <p>Students report there is a teacher or other adult who tells me when I do a good job Winter 19 - 78% Winter 20 - 79% Winter 21 - 89%</p> <p>Students report racial tension at school Winter 19 - 28% Winter 20 - 32% Winter 21 - 26%</p> <p><u>Chronic Truancy</u> 19.6% Feb 18-19 17.9% Feb 19-20 19.57% April 20-21</p> <p><u>Suspensions:</u> 531 days 17-18 516 days 18-19 462 days 19-20</p>	<p><78% of students report feeling safe at school</p> <p><93% of students report having an adult at school who tells them when they do a good job</p> <p>>10% of students report racial tension at school</p> <p><u>Chronic Truancy Goal:</u> Less than 17%</p> <p><u>Suspension Goal:</u> <300 days</p>	<p>Teachers lack of data driven decision making.</p> <p>Classroom management that takes away from instructional time.</p> <p>Implementation of Restorative Practices is new.</p> <p>Organization and collaboration regarding standards instructions, curriculum and rigor needs to improve.</p>	<p>instructional support, and equity practices to teachers.</p> <p>The school needs to increase services to best support students with peer and teacher conflicts, mental health, family conflicts, sexual identity, self-esteem and individual worth.</p>	<p>colleges and universities, tech schools) (SPSA Goal 1)</p> <p>Parental involvement: attendance meetings, coffee hours, parent/teacher-academic conferences, FAFSA support, college and career research. (SPSA Goal 3)</p> <p><u>Social/Emotional Support:</u> Counselors, administrators and mentor continue and expand to improve school climate, enhance school safety, increase use of restorative practices, reduce unnecessary discipline referrals, improve academic engagement, increase average daily attendance, reduce tardiness, strengthen student connectedness and</p>	<ul style="list-style-type: none"> ✓ ELPAC Data ✓ Seal of Biliteracy Data ✓ Targeted plans for individual students ✓ Priority course schedules and class placement for incoming 8th grade students as indicated by feeder schools
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<p><u>Expulsions:</u></p> <p>10 in 17-18 0 in 18-19 4 in 19-20</p> <p><u>SBAC Results:</u></p> <p>ELA 25% 17-18 44% 18-19 No information due to Covid 19-20</p> <p>Math 11% 17-18 18% 18-19 No information due to Covid 19-20</p>	<p><u>Expulsion Goal:</u></p> <p>0</p> <p><u>SBAC Goal:</u></p> <p>No information due to Covid 19-20</p>			<p>school pride, expand staff skill in effective supervision and PBIS, transform staff into active problem solvers, promote job satisfaction and collegiality among staff. (SPSA Goal 2)</p> <p><i>Fund incentive programs</i> to support and encourage reduction in Chronic Absenteeism, grades, behavior, and school connectedness. (SPSA Goal 2)</p> <p>Continue to provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities. (SPSA Goal 2)</p>	
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				<p>Provide training on alternate positive behavioral intervention and support to teachers and staff. (SPSA Goal 2)</p> <p><i>ELA, Math, and New Teacher Coaches, along with Program Specialist</i> provide supports needed in the classroom to teachers:</p> <ul style="list-style-type: none">~ Co-teaching~Co-planning (content and instructional practices)~ Modeling~Targeted Feedback~ Differentiation of instruction~Standards based grading~ Assessment for learning (CFUs)	
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				<ul style="list-style-type: none">~ Support for creating consistency in lesson planning~Task Analysis~ Breaking down standards and identifying essential skills.~ Support with new curriculum~ Driving data driven decision making~Facilitate analysis of formative and summative assessments.~ increase instructional time on grade level standards and appropriate remediation within the class period.~Provide supports and monitor EL progress for all EL students and work with the EL teachers to identify best teaching strategies that support academic language and literacy.	
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				<p>~In addition to coaches and program specialist, <i>Bilingual Assistants</i> support EL students in their non ELD courses to access to content and skill acquisition (SPSA Goal 1)</p> <p><i><u>Professional Development:</u></i></p> <p>~ Design and present effective content specific professional development offerings to teachers in the four core areas –ELA, Math, Science, Social Science and new teachers in all subject matter</p> <p>~Guide teachers in instructional equity and culturally responsive teaching practices (SPSA Goal 1)</p>	
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				<p><i>Community Partnerships:</i></p> <p>Reach out to community to provide internships and presenters to students to grow understanding and access to local trades and career paths. (SPSA Goal 3)</p>	
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Recommendations and Assurances:

Recommendations and Assurances:

Site Name: Chavez High School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

4-15-21

Date of Meeting

Other committees established by the school or district (list):

5-25-21

Date of Meeting

4. 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.
5. 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

5/25/21

Date of Meeting

Attested:

Sherry Jackson
Typed Name of School Principal

[Signature]
Signature of School Principal

5/25/21
Date