

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Chavez (62 - 508)

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 School 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:

English Learner Advisory Committee

_____ 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 _____ Date of Meeting

Attested:

Ryan Hesse
Typed Name of School Principal


Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar Chavez High	39686760108159	05/18/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

The purpose of this plan is to provide a guide to support and promote educational success and excellence for Cesar Chavez High School students.

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.

Description

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 effectively meets the ESSA requirements through advancing equity by upholding critical protections for disadvantaged and high-need students. Cesar Chavez High School requires that all students be taught to high academic standards that will prepare them to succeed in college and careers. This ensures that vital information is provided to our school staff, families, students, and community members through annual statewide assessments that measure students' progress toward those high standards.

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.

Engaging Educational Partners

Advisory groups (School Site Council and ELAC) consisted of school staff, parents, and community members. Parent conferences were conducted to discuss learning goals and progress, as well as support the development of our community partnership and communication. Student feedback was elicited through the implementation of climate surveys, local assessment data, and student conferencing or counseling.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Cesar Chavez High School has developed a one-year (2022-2023) school plan which aligns to the district's goals and incorporates strategies specific to its school. The original plan was reviewed by the school's School Site Council in May of 2022 and obtained board approval on June XX, 2022.

During the 2021-2022 school year, 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 of 2022, 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 22-23 SPSA. In April of 2022, the draft of the 2022-2023 plan was presented to stakeholders through School Site Council, Staff Meetings, and English Language Advisory Council; for further input and

adjustments. The revised draft was reviewed and approved with input from SSC, Staff and ELAC in May 2022. (WASC A2 Governance 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 with the School Site Council, ELAC and Teacher Leadership Team. 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 the 22-23 school year. 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 have two full time instructional coaches and will site-fund one of the coaches to provide instructional support to teaching staff and students. 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.

Staffing and Professional Development

Staffing and Professional Development Summary

Chavez PLC is characterized by the belief that the fundamental purpose of the school is student learning (Mission/Vision). Our PLC states that all staff members believe that all students can and will learn. Our staff demonstrate high expectations for all students (Equity). Chavez PLC establishes, supports, and strengthens high-performing collaborative teams that work interdependently toward common student achievement goals (Collaboration/Professional Reflection).

Our department PLC collaboration plan follows the Chavez Collaboration model which is a five-step agenda where all department members are involved in a collaboration process of 45 minutes to an hour, twice a month. The PLC five step agenda is as follows: 1.Data Review 2. Reflection on Strengths/Obstacles 3. Creation SMART Goals 4. Selecting Common Instructional Strategies 5. Noting the Results Indicators

The plan for data analysis continues in action walks the week after the collaboration in which departments determine the success of the planned strategies on the SMART goals viewed in classroom settings during actual lessons. This creates the success/failure ratio of the SMART goal, which is reviewed at the next collaboration meeting.

What PD, qualified staffing,

Staffing and Professional Development Strengths

Chavez staffing and professional development strengths incorporate 3 areas: Strategic Planning, Data Analysis, and Instructional Design.

Strategic Planning focuses on lesson design/planning both vertical and horizontal that also includes cross-grade level planning on subject matter. Our strategic planning establishes behavioral interventions and instructional strategies.

Data Analysis has goal-setting for students based on formative tests and intervention and extension plans based on summative tests.

Instructional Design encompasses collaboration on units of study preparation, developing and revising instruction, and differentiated instruction for significant subgroups (such as Special Ed, EL, Foster Youth, etc.)

STA PD dates: 7/28, 9/27, 10/18, & 1/31

Percentage of Chavez teacher that attended STA PD days:

7/28, 100%

9/27, 99%

10/18, 100%

1/31, 99%

Percentage of teachers that observed another teacher's classroom and/or completed a walk through during the 2021-22 school year: 45%

Percentage of teachers, in their PLC/Collaboration meetings, that looked at data on a regular basis to inform instructional practices: 75%

Percentage of teachers that used Illuminate to access student data this year to inform instructional practices: 47.6%

Percentage of teachers that have received PLC training: 53%

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Only 55% of our teachers were not able to observe quality instruction to inform instructional practice during the 2021-22 school year. **Root Cause/Why:** Many teachers were absent throughout the year due to the pandemic. Additionally, the number of substitute teachers were limited because of the pandemic. Because of the pandemic situation, we needed to pull teacher off of their prep on a daily basis to cover a classes that didn't have certificated coverage.

Needs Statement 2 (Prioritized): Only 47% of our teachers have not received PLC training. **Root Cause/Why:** We have added a number of brand new teachers to our staff who have not received training. Additionally, due to the pandemic, we were unable to send teaching staff to high quality PLC training.

Teaching and Learning

Teaching and Learning Summary

CCHS Stakeholders (parents, students, and staff) developed and defined our Vision via Student Learning Outcomes. Stakeholders were tasked with better defining what it is to be College ready, Career bound, Highly skilled, Successful citizens. Our stakeholder group came up with a statement for each element of our vision. We then identified the data indicators (some of which will need to be developed) to use to analyze to ensure that all CCHS graduates are prepared for the 21st Century.

College Ready: students will understand college entry requirements and be well prepared for post-secondary schooling by taking rigorous courses while working through adversity. This will be accomplished/measured through high school graduation that incorporates A-G completion, UC and CSU college applications, financial aid workshops, SBAC, Advanced Placement (scores and participation), Early College/Dual Enrollment courses, Career Technical Education (CTE) Pathways, Xello, and College focus field trips and events.

Career Bound: students will be exposed to different A-G and CTE classes to develop problem solving and collaborative skills for future work opportunities. This will be accomplished/measured through Career Cruising, ASVAB, Work Experience, Job Shadowing, Internships, Workability for Students with IEPs Students, CTE/Pathway courses, Internships & Job Shadowing, Career focused Field Trips & Events, and Vocational Education programs (i.e. Titan Café).

Highly Skilled: students will use a variety of analytical skills to creatively interpret data, solve problems, and effectively communicate their results. This will be accomplished/measured through Student Transcripts, Student Classwork/Projects/Experiments, SBAC, ACT, SAT, AP scores, Early College/Dual Enrollment, Mock Trial, MESA, SkillsUSA, Speech & Debate, and CTE/Pathway Courses.

Successful Citizens: students will establish a proactive outlook on community service, extra-curricular activities, and self-improvement. This will be accomplished/measured through Community Service both on and off campus, Clubs and participants in clubs, Club activities participation, Athletics participation (not just team members), and Elective Pathways.

Teaching and Learning Strengths

Chavez teaching staff is very strong in building relationships/rapport with their students. The majority of the teaching staff demonstrate a high level of content knowledge in their lesson planning and incorporate a variety of technologically based instructional strategies. Chavez teaching staff participate in monthly collaboration and department meetings. In these meetings, the teaching staff focuses on scope and sequence, lesson planning, DOK higher thinking and questioning, culturally relevant teaching, checking for understanding strategies, lesson building, classroom management, behavior management, parent/guardian contact, formative and summative assessment creation and implementation, and D/F list data. At the beginning of the year we had 3 instructional coaches, soon after the start of the year 2 of our instructional coaches were moved to other school sites leaving us with 1 instructional coach. Our only instructional coach was here until January and then received a job outside of the district leaving us with zero instructional coaches for the remaining half of the year.

Percentage of Chavez students who exceeded or met the standards for ELA SBAC testing 2020-21 school year: 39%

Percentage of Chavez students who exceeded or met the standards for ELA SBAC testing 2020-21 school year: 19%

For the 20-21 school year, 20 English Learners were Reclassified from the ELD program, or 8% of the EL population at Chavez.

For the 20-21 school year 65.5% of English Learners completed the ELPAC test during Distance Learning.

9th grade: 68% of our freshman completed the ELPAC

10th grade: 73% of our sophomores completed the ELPAC

11th grade: 63% of our Juniors completed the ELPAC

12th grade: 43% of our seniors completed the ELPAC

Graduation Percentage 2020-21 school year: 88.8%

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Only 61% of Chavez students did not meet the standards or were far below academic proficiency for ELA SBAC testing 2020-21.

Root Cause/Why: Due to the pandemic, students were attending school virtually. Teachers had shortened instructional time and struggled to cover their entire curriculum during quarantine. Students were limited on exposure to critical academic content and therefore developed learning gaps in their education.

Needs Statement 2 (Prioritized): Only 81% of Chavez students did not meet the standards or were far below academic proficiency for Math SBAC testing 2020-21.

Root Cause/Why: Due to the pandemic, students were attending school virtually. Teachers had shortened instructional time and struggled to cover their entire curriculum during quarantine. Students were limited on exposure to critical academic content and therefore developed learning gaps in their education.

Needs Statement 3 (Prioritized): Only 20 English Learners, or 8% of the EL population at Chavez were reclassified from the ELD program in 2020-21. **Root**

Cause/Why: Due to the pandemic, students were attending school virtually. Teachers had shortened instructional time and struggled to cover their entire curriculum during quarantine. Students were limited on exposure to critical academic content and therefore developed learning gaps in their education. Additionally, Chavez was missing qualified ELD instructional staff.

Needs Statement 4 (Prioritized): The percentage of students who did not graduate during the 2020-21 school year was 11.2% **Root Cause/Why:** Chavez lost all 3 of their instructional coaches by December of 2021. Due to the lack of professional development, teachers were limited in instructional training. Thus, students were limited on exposure to critical academic content and therefore developed learning gaps in their education.

Parental Engagement

Parental Engagement Summary

Parent Coffee Talks are twice a month and have presenters sharing information ranging from high school requirements, mental health support, college and financial aid, Stockton Scholars, Cyber Safety with Law Teachers, Narcotics, etc.

ELAC parent meetings are held on a monthly basis from 4:30 to-6:00 p.m. The meetings are provided for the parents and community members of our English Learners on campus. These sessions are hosted by our English Learner Coordinator who provides our parents with 2-3 presenters each session on important topics such as Gang Violence Prevention, Graduation Requirements, School Safety, and Reclassification requirements. A raffle is offered to the attendees as well as food and snacks. Parents provide their honest feedback and suggestions to better support our English Learning community.

School Site Council (SSC), seeks parents opinion and support on a monthly basis. Parents have the opportunity to share needs, wants, and concerns with school administration staff, learn about the school budget, and financial support for Chavez high school.

AVID Parent Nights- The AVID department provides college, financial aid, and study skills information to parents and guardians of AVID elective students. AVID provides Student orientation night, College awareness night, College Application assistance night, AVID Family FAFSA support night, and AVID Senior Night.

Parent Coffee hour Dates/Times:

9/1/21 9:00am, Parents Attended: 4

10/13/21 9:00am, Parents Attended: 3

11/3/21 9:00am, Parents Attended: 1

12/15/21 9:00am, Parents Attended: 2

1/5/22 9:00am, Parents Attended: 2

2/2/22 9:00am, Parents Attended: 0

3/9/22 9:00am, Parents Attended: 5

Parent participation total: 17

ELAC Meetings Dates/Times:

9/23/21 4:30am, Parents Attended: 5

10/21/21 4:30am, Parents Attended: 0

11/18/21 4:30am, Parents Attended: 10

2/24/21 4:30am, Parents Attended: 6

Parent participation total: 21

SSC meetings Dates/Times for parent attendance, support, and feedback:

8/31/21 3:00pm, Parent Attendance: 1

9/14/21 3:00pm, Parent Attendance: 2

10/12/21 3:00pm, Parent Attendance: 3

12/14/21 3:00pm, Parent Attendance: 2

1/11/22 3:00pm, Parent Attendance: 2

2/22/22 3:00pm, Parent Attendance: 2

3/22/22 3:00pm, Parent Attendance: 3

4/26/22 3:00pm, Parent Attendance: Currently N/A

5/10/22 3:00pm, Parent Attendance: Currently N/A

Parent participation total: 16

The total number of families that showed up to an AVID event(s) this year was: 6 parents

Parental Engagement Strengths

Despite difficulties from the pandemic, parents participation was high in regards to IEP and SST meetings. Due to the pandemic, Chavez high school had to pivot and begin using Zoom video software to hold classes and school meetings. One way that Zoom was used for was to hold IEP meetings for the IEP team to meet and support special education students. Additionally, Zoom was also used to hold SST meetings for students who were struggling behaviorally or academically.

Parent Coffee hour Dates/Times:

9/1/21 9:00am, Parents Attended: 4

10/13/21 9:00am, Parents Attended: 3

11/3/21 9:00am, Parents Attended: 1

12/15/21 9:00am, Parents Attended: 2

1/5/22 9:00am, Parents Attended: 2

2/2/22 9:00am, Parents Attended: 0

3/9/22 9:00am, Parents Attended: 5

Parent participation total: 17

ELAC Meetings Dates/Times:

9/23/21 4:30am, Parents Attended: 5

10/21/21 4:30am, Parents Attended: 0

11/18/21 4:30am, Parents Attended: 10

2/24/21 4:30am, Parents Attended: 6

Parent participation total: 21

SSC meetings Dates/Times for parent attendance, support, and feedback:

8/31/21 3:00pm, Parent Attendance: 1

9/14/21 3:00pm, Parent Attendance: 2

10/12/21 3:00pm, Parent Attendance: 3

12/14/21 3:00pm, Parent Attendance: 2

1/11/22 3:00pm, Parent Attendance: 2

2/22/22 3:00pm, Parent Attendance: 2

3/22/22 3:00pm, Parent Attendance: 3

4/26/22 3:00pm, Parent Attendance: Currently N/A

5/10/22 3:00pm, Parent Attendance: Currently N/A

Parent participation total: 16

The total number of families that showed up to an AVID event(s) this year was: 6 parents

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): During the 2021-22 school year, only 60 parents participated in ELAC, Parent Coffee Hour, SSC, or AVID meetings. **Root Cause/Why:** Due to the pandemic, parents were not permitted on the school campus and could only attend virtually. Additionally, a parent survey was given out to parents to obtain information on how to make meetings more accommodating and increase attendance. The survey results concluded that 50% of parents said the time of the day that was chosen was not a good time for parents to attend.

School Culture and Climate

School Culture and Climate Summary

The PLUS team has distributed and collected 2 school climate surveys for the 2021-22 school year. The surveys has been distributed in 2 segments, one in the Fall and one during the Spring. The PLUS team put on a Chavez Youth Speaks Webinar on 2/23/22. The focus was on school climate and mental health support.

Chavez High School's Vision for all students:

College Ready: students will understand college entry requirements and be well prepared for post-secondary schooling by taking rigorous courses while working through adversity.

Career Bound: students will be exposed to different A-G and CTE classes to develop problem solving and collaborative skills for future work opportunities.

Highly Skilled: students will use a variety of analytical skills to creatively interpret data, solve problems, and effectively communicate their results.

Successful Citizens: students will establish a proactive outlook on community service, extra-curricular activities, and self-improvement.

Chavez current chronic absenteeism rate is: 41.91%

Chavez High School's total days of suspension for the 2021-22 school year total: 161

PLUS School Climate Survey:

- 5% of students indicated that they have been bullied in the past 30 days.
- 63% of students indicated that they feel safe at school.
- 25% of students indicated that there is racial tension between various groups at school.

School Culture and Climate Strengths

The Chavez Wellness Center is a health and wellness facility open to students attending Chavez High School. By having a health center on campus, students are able to receive services in a safe, youth-centered environment. The Wellness Center at Chavez High School offers physical and behavioral health services on campus that help lead to healthier lifestyles through Tier 2 counseling services as well as Tier 3 referrals.

PLUS Survey during the 2021-22 school indicate:

That 78% of students reported that there is a teacher or other adult who really cares about me at school.

That 78% of students reported that there is a teacher or other adult who believes that I will be successful.

That 80% of students reported that they know an adult at school that they can talk with, if they need help.

That 76% of students reported that they think most of their teachers are trying to prepare them for college based on their teaching styles.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Chavez High School has a chronic absenteeism rate of 41.91% **Root Cause/Why:** Due to the pandemic, 25% of our students worked on their school work through online software. Students were only required to check in once a day for attendance. Many teachers did not report chronic

absenteeism nor submit a SAP referral, for their students, to the school attendance or our school social worker.

Needs Statement 2 (Prioritized): Currently for the 2021-22 school year, Chavez High School has a 161 total days of suspension. The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence. **Root Cause/Why:** Based on PLUS student survey data, 47% of students would not report a fight or possible fight from happening. During the Chavez Youth Speaks webinar, students mentioned that they wouldn't report a fight or possible fight because they did want repercussion to come back to them.

Needs Statement 3 (Prioritized): It has been reported that 5% of students have been bullied in the past 30 days. **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2021-22 school year and was reported by students at the Chavez Youth Speak webinar. Additionally, students and parents reported social media bullying through 12 different Instagram pages that were created where students pictures were uploaded without permission.

Needs Statement 4 (Prioritized): It has been reported that only 37% of students did not feel safe at school. **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2021-22 school year and was reported by students at the Chavez Youth Speak webinar that they received threats of physical violence from one or more students on social media.

Needs Statement 5 (Prioritized): It has been reported that 25% of students indicated that there is racial tension between various groups at school. **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2021-22 school year and was reported by students at the Chavez Youth Speak webinar that they witnessed students from different racial groups threatening each other on social media.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA SMART Goal:

By the end of the 2022-23 school year, 9th-12th grade students will increase SBAC English scores by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and two full time instructional coaches to support literacy skills instruction, reading comprehension, and writing.

ELD SMART Goal:

By the end of the 2022-23 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 two full time instructional coaches to support literacy skills instruction, reading comprehension, and writing.

Math SMART Goal:

By the end of the 2022-23 school year, 9th-12th grade students will increase SBAC Math scores by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and two full time instructional coaches to support function skills, function notation skills, and number sense.

Graduation Rate SMART Goal:

By the end of the 2022-23 school year, Cesar Chavez High School will increase our graduation rate by 5%.

Identified Need

Only 61% of Chavez students did not meet the standards or were far below academic proficiency for ELA SBAC testing 2020-21.

Only 81% of Chavez students did not meet the standards or were far below academic proficiency for Math SBAC testing 2020-21.

Only 20 English Learners, or 8% of the EL population at Chavez were reclassified from the ELD program in 2020-21.

The percentage of students who did not graduate during the 2020-21 school year was 11.2%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-116.9 points below	-106.9 points below
Distance from Standard - ELA (All Students)	-24.4 points below	-14.4 points below

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 16 hours x \$50/hr = \$40,000 (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.
- * 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 Coaches - 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 (for 2 coaches) - 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. \$159,819 (\$67,921 - Title I, \$91,898 - 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)

1I CTE Teacher - 1.0 FTE CTE Teacher to teach Get Focus Stay Focus. Teacher will prepare incoming freshman to help them develop an educational plan based around career goals based on their aptitudes and interests. The curriculum further immerses students in the study and application of soft skills and personal financing that helps them succeed in high school and beyond. \$145,623 - Title I (Object Code 19101) (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$undefined	50643 - Title I
\$30000	50643 - Title I
\$40000	50643 - Title I
\$5000	50643 - Title I
\$145623	50643 - Title I
\$10000	50643 - Title I
\$5000	50643 - Title I

\$67921	50643 - Title I
\$91898	23030 - LCFF (Site)
\$5000	50643 - Title I
\$10000	50643 - Title I
\$5000	50643 - Title I
\$145623	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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. \$9,084 LCFF (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. \$4,000/\$1,772 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)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$67336	50643 - Title I

\$82300	23030 - LCFF (Site)
\$305678	23030 - LCFF (Site)
\$12000	50643 - Title I
\$7000	23030 - LCFF (Site)
\$9084	50643 - Title I
\$10000	50643 - Title I
\$10000	23030 - LCFF (Site)
\$5000	50643 - Title I
\$1772	23030 - LCFF (Site)
\$4000	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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).

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$undefined	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Strategies/activities 1, 2, & 3 were effective in the following areas: Teacher Training and Collaboration, Teacher PD, Instructional Coach, Resources, Instructional Supplies, No Red Ink, Tutoring, Program Specialist, Assistant Principals, Classroom Technology, and CTE.

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

The following areas in strategies/activities 1, 2, & 3 that were not able to use/complete were: AVID Student Field Trip, Release Time for Leadership Walks, and PLTW Resources and Training.

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.

No changes will be made to strategies/activities 1, 2, & 3. The goal is to be able to get to all items that were missed during the 2021-22 school year.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By the end of the 2022-2023 school year, Chavez High School will have less than 200 days of suspension, no expulsions, and less than 15% of the students will be considered chronic truants. The school climate will increase, with only 2% 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, social worker assists, and a mentoring program.

Identified Need

The percentage of students who did not graduate during the 2020-21 school year was 11.2%

Chavez High School has a chronic absenteeism rate of 41.91%

Currently for the 2021-22 school year, Chavez High School has a 161 total days of suspension. The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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)

* License agreement for Remind, student communication incentive software - \$12,000 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.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$2500	23030 - LCFF (Site)
\$undefined	50643 - Title I
\$2772	23030 - LCFF (Site)

\$10187	50643 - Title I
\$12000	50643 - Title I

Strategy/Activity 2.1.2

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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Strategies/activities 1 & 2 were effective in the following areas: PLUS, Principal and PBIS Coordinator CADA Conference, Instructional Materials and Supplies, Student Incentive Program, and Assistant Principals support.

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

The major difference that came about in 2021-22 school year was the Mentorship Consultant left SUSD mid-way through the school year.

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

The Mentorship Consultant funds will not be used this year. It will be distributed to other strategies/activities.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By the end of the 2022-23 school year, Chavez High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and advisory boards.

Identified Need

During the 2021-22 school year, only 60 parents participated in ELAC, Parent Coffee Hour, SSC, or AVID meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 - \$6,126 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).

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$3500	50647 - Title I - Parent
\$1456	50647 - Title I - Parent
\$6126	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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.
Strategy/Activity 1 was effective in the following areas: Parent Meetings, Mental Health Services and Individual and Group Supports for Students.

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

The following areas in Strategy/Activity 1 that were not able to use/complete were: Parent Trainings and Materials.

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.

A larger focus on improving parent communication will be added to LCAP Goal 3. The Remind App (software) will be used to improve and enhance communication from the school to the parents.

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	\$605856
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1113776

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 (\$)
50643 - Title I	\$594774
50647 - Title I - Parent	\$11082

Subtotal of additional federal funds included for this school: **\$605856**

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 (\$)
23030 - LCFF (Site)	\$507920
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: **\$507920**

Total of federal, state, and/or local funds for this school: **\$1113776**