School Year: **2023-24**

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez High School	15634120100529	5/16/2023	June 13, 2023

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)

Schoolwide Program

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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

Cesar E. Chavez High School will consolidate funds under this plan to upgrade the entire educational program for pupils of low socio-economic status and to close the achievement gap between those meeting the challenging State academic standards and those who are not meeting such standards. Cesar E. Chavez High School will utilize funds under this grant for pupils that have not met standard on SBAC ELA and mathematics and for English Learners who have not attained English proficiency as measured by English proficiency on the ELPAC and English Learner reclassification rates. Our district will continue to conduct an annual needs analysis based on evaluation of data and current actions. All actions for federal funds will supplement and enhance local priorities. Cesar E. Chavez High School will continue to provide homeless students with services outlined in the McKinney-Vento Act as well as needed support services for our foster youth. Our goal is to ensure all students receive a high-quality education and close the achievement gap for English learners and students with disabilities. Cesar E. Chavez High School will allocate the use of funds for direct services to students in attaining the following outcomes:

- CAASPP English Language Arts 30 points above standard for all students, increase 13 points on distance from standard for English learners, and increase 14 points from standards for students with disabilities.
- CAASPP Mathematics increase 9 points from standard for all students and 10 to 15 points for English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities subgroups.
- California Alternate Assessment Level 3 English 40% and mathematics 30%
- California Science Test standard met - 30% of all students, 10% of English learners, and 5% of students with disabilities.
- 'High' Performance Level on status on the California Dashboard English Learner Progress indicator
- Maintain College and Career Indicator 'High Status' for all students, homeless youth, and socioeconomically disadvantaged pupils; and attain 'High Status' for English learners and students with disabilities.
- 'Low' status suspension rates for all students and all subgroups.
- 2021 graduation rate of a 'Very High' status for all students; 'High Status' for English learners 95%; and 85% or above for students with disabilities.
- Continue to provide pupils with appropriately credentialed and appropriately assigned teachers.

Cesar E. Chavez High School has made a concerted effort to align the use of federal funds with activities funded by state and local funds and across different federal grant programs. The Local

Control Accountability Plan is aligned to the federal requirements of ESSA as noted below:

LCAP Goal 1 Action 1 High quality instruction

- Ensure all pupils receive a high-quality education by monitoring students' progress in meeting the challenging State academic standards (ESEA §1112(b)).
- Identifying and implementing instructional strategies to strengthen academic programs and improve student learning (ESEA §1112(b)(1)(D)).

LCAP Goal 1 Action 2 Evidence-based professional development and support for instructional staff

- Title I: Provide professional development for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments (ESEA §1114(b)(7)(IV)).
- Title II: Provide high-quality, personalized professional development that is evidence-based and that is focused on improving teaching and student learning and achievement including:
- effectively integrating technology into curricula and instruction
- using data to improve student achievement (ESEA §2103(b)(3)(E))
- Title II: Provide training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate (ESEA §2103(b)(3)(H)).
- Title II: Provide training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as enrichment, acceleration, and curriculum compacting activities and dual enrollment or concurrent enrollment programs (ESEA §2103(b)(3)(J)).
- Title III: Provide effective professional development to classroom teachers, principals, and other school personnel to improve instruction and assessment of English learners; enhance understanding and implementation of curricula, assessment practices and measures, and instructional strategies for English learners; and increase English language proficiency, subject matter knowledge, teaching knowledge, and teaching skills (ESEA §3115(c)(2)).

LCAP Goal 1 Action 3 Fully credentialed and appropriately assigned teachers

- Title I: Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers (ESEA §1112(b)(2)).
- Title II: Provide new teacher induction and mentoring programs and support designed to improve classroom instruction and student learning and achievement (ESEA §2103(b)(3)(B)(iv)).
- Title II: Retain effective teachers to improve outcomes for students who do not meet the challenging State academic standards (ESEA §2103(a)(3)(B)).

LCAP Goal 1 Action 4 Supplemental Instructional Materials

- Title I: Provide additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards (ESEA §1112(b)(1)(C)).
- Title I: Iimplement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning (ESEA §1112(b)(1)(D)).
- Title II: Develop programs and activities that increase the ability of teachers to effectively teach youth with disabilities and English learners so that children with disabilities and

English Learners can meet the challenging State academic standards (ESEA §2103(b)(3)(F)).
- Title III: Identify, acquire, and upgrade curricula, instructional materials, educational software, and assessment procedures to improve learning for English learners (ESEA §3115(d)(2)).

LCAP Goal 1 Action 5 Supplemental instruction and interventions
- Title I: Credit recovery and academic acceleration courses that lead to a regular high school diploma (ESEA §1003(A)(c)(3)(B))
- Title I: Components of a personalized learning approach which include high-quality academic tutoring (ESEA §1003(A)(c)(3)(B))
- Title III: Increase the English Language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and increase English language proficiency and student academic achievement ESEA §3115(c)(1)).
- Title III: Provide English learners tutorials and academic or career and technical education (ESEA §3115(d)(3)).
- Title IV: Strategies to raise student academic achievement through accelerated learning programs (ESEA §4107(a)(3)(D)).

LCAP Goal 1 Action 6 Reduced class size
- Title I: To close the achievement gap, the DJUHSD will provide reduced class size for students determined to need help in meeting the challenging State academic standards. (ESEA §1112(b)(1)(C)).
- Title II: Reduce class size to a level that is evidence-based to improve student academic achievement (ESEA §2103).

LCAP Goal 1 Actions 7, 8, & 9 Support Staff
- Title I: Monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance for students determined to need help in meeting the challenging State academic standards; identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning (ESEA §1112(b)(1)(C)).
- Title I: Identifying students who may be at risk for academic failure (ESEA §1112(b)(1)(B)).
- Title I: Identifying and serving gifted and talented students (ESEA §1112(b) (13) (A)).
- Title II: Activities to address learning needs of all students, including children with disabilities, English learners, and gifted and talented students (ESEA §2103(b)(2)).
- Title II: Programs and activities that increase the ability of teachers to effectively teach children with disabilities and English learners so that such children can meet the challenging state academic standards (ESEA §2103(b)(3)(F)).
- Title III: Increase the English Language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and increase English language proficiency and student academic achievement ESEA §3115(c)(1)).
- Title III: Upgrade program objectives and effective instructional strategies (ESEA §3115(d)(1)).

LCAP Goal 1 Action 12 Technology
- Title I: Provide students an opportunity to develop digital literacy skills and improve academic achievement (ESEA §1112(b) (13) (B)).

- Title III: Improve the instruction of English learners by providing for the acquisition or development of educational technology and access to, and participation in, electronic networks (ESEA §3115(d)(7)).
- Title IV: Improve the use of technology in order to improve the academic achievement and digital literacy of all students (ESEA §4101(3)).

LCAP Goal 2 Action 1 High quality instruction – CTE, Music, Art, Physical Education, World Languages

- Title I: Monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students (ESEA §1112(b)(1)(A)).
- Title I: Coordinate and integrate academic and career and technical education content through coordinated instructional strategies (ESEA §1112(b)(12)(A)).

LCAP Goal 2 Action 2 Professional development to integrate rigorous academics

- Title II: Provide high-quality professional development on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning, which may include common planning time (ESEA §2103).
- Title II: Provide professional development and other comprehensive systems of support for teachers, principals, and other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering and computer science (ESEA §2103(b)(3)(M)).
- Title IV: Training for counselors to effectively use labor market information in assisting student with Postsecondary education and career planning (ESEA §4107(a)(3)(A)).

LCAP Goal 2 Action 3 Supplemental materials, equipment, and supplies

- Title I, IV: Develop and implement programs and activities that support access to a well-rounded education (ESEA §1112(b)(1)(A) & §4107).
- Title I: Implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (ESEA §1112(b)(10)).

LCAP Goal 2 Action 5 Increase access to a broad course of study

- Title I: Coordinate and integrate academic and career and technical education and work-based learning opportunities (ESEA §1112(b)(12)).
- Title IV: Postsecondary education and career awareness and exploration activities (ESEA §4107(a)(3)(A)).
- Title IV: Provide financial literacy and Federal financial aid awareness activities (ESEA §4107(a)(3)(A)).

LCAP Goal 2 Action 8 Supplemental Activities

- Title I: Strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (ESEA §1112(b)(10)).
- Title I: Coordinate and integrate academic and career and technical education and work-based learning opportunities (ESEA §1112(b)(12)).
- Title IV: Postsecondary education and career awareness and exploration activities (ESEA §4107(a)(3)(A)).
- Title IV: Provide activities that promote teaching of American history, civics, economics, music, the arts, world languages or other activities and programs to support access to a variety of well-rounded education experiences (ESEA §4107(a)(3)(E-J)).

LCAP Goal 3 Action 1 Behavioral and Social Emotional Education professional development

- Title II: Provide training for school personnel in identification and referral of students affected by trauma and at risk of mental illness (ESEA §1112).
- Title IV: Provide high-quality professional development and training for school personnel on drug and violence prevention; suicide prevention, trauma-informed practices; crisis management and conflict resolution; human trafficking; and bullying and harassment prevention (ESEA §4108 (5)(A&D)).

LCAP Goal 3 Action 3 Alternative educational settings

- Title I: Reduce the overuse of discipline practices that remove students from the classroom (ESEA §1112(b)(11)).

LCAP Goal 3 Action 4 Academic support

- Title I: Provide credit recovery and academic acceleration courses that lead to a regular high school diploma (ESEA §1003(A)(c)(3B)).
- Title I: Monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure (ESEA §1112(b)(1)).
- Title I: Reduce the overuse of discipline practices that remove students from the classroom (ESEA §1112(b)(11)).
- Title I: Provide counseling, school-based mental health programs, specialized instructional support services, and other strategies to improve students' skills outside the academic subject areas (ESEA §1114(b)(7)).
- Title IV: Foster a safe, healthy, supportive, and drug-free environment that supports student academic achievement (ESEA §4108).

LCAP Goal 3 Action 5 Interventions

- Title I: Provide Opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESEA §1114(b)(7)).

LCAP Goal 3 Action 6 Support Services: Social Emotional Education

- Title I: Identifying students who may be at risk for academic failure (ESEA §1112(b)(1)(B)).
- Title I: Identifying and implementing strategies intended to improve school conditions for student learning (ESEA §1112(b)(1)(D)).
- Title IV: Implement school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services (ESEA §4108(5)(B)(i)).

LCAP Goal 3 Action 11 Parental Involvement

- Title I: Effective parent and family engagement (ESEA §1112).
- Title III: Parent and family engagement to provide effective activities and strategies to enhance or supplement language instruction (ESEA §3115).
- Title IV: Promote the involvement of parents in the activity or program (ESEA §4108).
- Title IV: Provide financial literacy and Federal financial aid awareness activities (ESEA §4107(a)(3)(A)).

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

As a Professional Learning Community, César E. Chávez High School is a school where learning and academic achievement are fostered, recognized, and celebrated. This mission has been discerned as CCHS has continues to achieve award-wining academic success. CCHS has a concise and well-defined mission, vision and purpose which reflect the school and community's commitment to success for all students. The mission statement is reviewed annually by the School Site Council and can be changed as the school's needs also change. It is the goals set forth in our mission statement that guide and direct all decisions for the students of the César E. Chávez High School community.

The mission of CCHS is to "Provide a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth."

The purpose of CCHS is to "Promote academic, athletic, and artistic achievement, provide superior technical and vocational opportunities, and prepare tomorrow's leaders to be college and career ready."

The school motto of CCHS is "A learning community where academic achievement is fostered, recognized, and celebrated."

The vision of Delano Joint Union High School District (DJUHSD) and CCHS is for students to experience daily academic success through superior standards-based instruction. All teachers and staff are personally committed to creating a positive atmosphere of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

César E. Chávez High School faculty members agreed to the following Expected School Wide Learning Results (ESLRs):

C—College and Career Ready
C—Communication and Technology
H—Higher Order Thinking Skills
S—Social Responsibility and Service Learning.

CCHS continues to use these learner outcomes because they continue to fit in, shape, and drive the school's culture of promoting academic, athletic, artistic, technical and vocational opportunities, in order to prepare students to be college and career ready.

Student Learner Outcomes
Since the last WASC visit, the Expected School-Wide Learning Results (ESLRs) have remained the same. The ESLRs have fit well into the school's mission, vision, and culture. They continue to guide students and staff towards academic excellence, and serve as tools that every student and teacher can utilize for higher achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, student, and teacher surveys are conducted regularly (April 2022, August 2022, October 2022) to gauge instruction, student needs and academic achievement. Surveys were administered via Back to School Night event and Microsoft Surveys sent via Parent Square.

Title I Parent Meetings and LCAP Stakeholder Meetings:

There have been opportunities for parents and stakeholders to participate, share concerns and offer recommendations toward improvement of services and programs offered at CCHS over the past few years, most currently on September 29, 2020. During this Title I meeting, parents were provided with information about programs and services available to assist low socioeconomic and LEP students bridge the academic gap and attain academic proficiency. Also, the 8 State priorities, 3 District LCAP goals, and the various actions as described in the LCAP (Local Control Accountability Plan) were shared and how monies under LCAP would be allocated to attain stated goals. Parents and those in attendance offered suggestions.

Title II
CCHS uses data to continually update and modify activities to improve student academic achievement. Data is evaluated before the start of the school year and during the bi-weekly Wednesday late starts to identify the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. Data is used to identify areas for improvement and to refine and modify instructional practices to improve student learning. CCHS uses various sources of data to monitor student academic achievement. These data sources include the SBAC English and mathematics; ELPAC; English learner reclassification; CAST; CAA English, mathematics, & science; Advance Placement passing; local formative and summative assessments; Instructional strategy monitoring tool; and teacher, student and parent surveys.

CCHS uses ongoing consultation to continually update and improve activities supported under Title II, Part A. Administrators, teachers, paraprofessionals, and instructional staff (i.e. counselors, psychologists, nurses, attendance, discipline) participate in the bi-weekly PLC (Professional Learning Community) meetings to analyze and review the student data; refine and modify instructional strategies; and select and implement formative assessments and design classroom-based assessments to improve instruction and student academic achievement.

The DJUHSD district conducts LCAP and Federal Addendum stakeholder meetings throughout the year to consult with parents and parent advisories, school and district administrators, teachers, students, and other staff members to improve student academic achievement. The DJUHSD also consults with Delano Joint Union High School District Teachers Association and California School Employees Association at least once every year in the review and analysis of the LCAP. An annual LCAP community forum is held in the spring to review data, proposed actions, and for comment from the community to improve student outcomes. In addition, the DJUHSD consults on a regular basis with experts that provide services on evidence-based strategies to improve teacher effectiveness and student learning. Parent stakeholder groups are consulted at least three times annually at each school site. District level parent advisories are held at least four times a year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are separated into two types, formal and informal. Formal observations are part of the evaluation process and occur as per CBA in cycles for permanent teachers and every year for probationary teachers. Informal observations are targeted by instructional strategy and practice. The overall goal is to build instructional capacity through coaching and collaborating, whether from administrators or peer mentor teachers. The intention is to visit every classroom and provide every teacher with evidenced based, feedback and coaching. Formal observations are evaluative in nature and are followed up by a formal post-observation conference where the merits of the lessons are discussed. There is a collaborative process involved in aligning instruction to research based practices as per Explicit Direct Instruction (EDI) and Strategically Designed Academic Instruction in English (SDAIE).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Assessment is ongoing at Cesar E. Chavez High School. Teachers and administrators assess the progress of students in many ways.

- Ongoing Checking for Understanding: Teachers are regularly checking for understanding throughout their lessons to monitor student learning and progress. This can be seen in a variety of ways such as, whiteboards, random selection, project based, observation, writing samples, rubrics, etc.)

- Course-level assessments: Teachers are engaged throughout the school year in assessing their students and modifying their techniques as a result. This includes formative assessments that are closely tied to the instructional practices of individual teachers, and summative assessments – Formative Assessments of Common Core State Standards (FACCS) that are common to all teachers of a particular course. As a cohort, teachers identify essential which they assess and evaluate to determine best practices moving forward. This is done collaborative by department and subject level.

- School-wide assessments: CCHS students participate in all state mandated testing programs that encompass the California Assessment of Student Performance and Progress (CAASPP, ELPAC, and CAST)

Title II

CCHS uses data to continually update and modify activities to improve student academic achievement. Data is evaluated before the start of the school year and during our collaboration time to identify the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. Data is used to identify areas for improvement and to refine and modify instructional practices to improve student learning. CCHS uses various sources of data to monitor student academic achievement. These data sources include the SBAC English and mathematics; ELPAC; English learner reclassification; CAST; CAA English, mathematics, & science; Advance Placement passing; local formative and summative assessments; Instructional strategy monitoring tool; and teacher, student and parent surveys.

CCHS uses ongoing consultation to continually update and improve activities supported under Title II, Part A. Administrators, teachers, paraprofessionals, and instructional staff (i.e. counselors, psychologists, nurses, attendance, discipline) participate in the bi-weekly PLC (Professional Learning Community) meetings to analyze and review the student data; refine and modify instructional strategies; and select and implement formative assessments and design classroom-based assessments to improve instruction and student academic achievement.

CCHS will use multiple measures to identify students in need of academic, social-emotional, and other integrated student supports. Our site utilizes data from local summative and formative metrics (FACS, benchmark assessments, and quarter and semester grades) as well as data from state assessments administered Spring 2021 that include the ELPAC, SBAC English, SBAC mathematics, and the California Science Test (CAST) to assess the academic needs of our students and gauge instructional practices in improving.

CCHS assesses the academic needs of students on a regular basis. Formative assessments are conducted daily through quizzes, assignments, and Explicit Direct Instruction (EDI) strategies to check for understanding (CFU). The instructional platform (Canvas) poll tool provides immediate feedback to teachers of student responses simultaneously during the lesson. Teachers use this feedback to re-teach (EDI strategy) if necessary. Quizzes and other formative assessments are

immediately graded in Canvas allowing teachers to refine, modify or adjust the next day's instruction. Instructional staff will also utilize Unique Learning System as an assessment and data collection tool to further measure the instructional needs of students with disabilities. This data is also used to supplement instruction during tutorials.

Tutorials are held before and after school in a multitude of areas to provide academic supports to all student subgroups. Students are identified for social-emotional support through self-reporting, counseling on excessive absences, student discipline conferences, and teacher and parent referral. The NAMI (National Alliance on Mental Illness) student club promotes mental health awareness and support for students on campus. The district school sites send out weekly health tips for awareness and self-reporting.

Contact information and support links are posted on school websites as well to promote identification of students. Social- emotional support is offered virtually on the internet and in-person on an individual basis. The intervention counselor and psychologist schedule sessions on a weekly or biweekly basis and conduct regular check-ins. If needed, students are also referred to outside counseling services – Child Guidance, Clinica Sierra Vista, and Tulare County Mental Health Services.

Daily student outreach activities enable our staff to identify barriers to learning. Students are then referred to the school counselor, psychologist, intervention counselor and school nurse for services. Access to meal service is promoted via parent letters and automated phone and text messages in English and Spanish through Parent Square. CCHS was approved for the Community Eligibility Provision which qualifies all pupils in the district to receive meals at no cost to the student or parent. All students are provided breakfast, lunch, and supper throughout the school year and summer.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff meets every other Wednesday morning during PLC time and once a week during distance learning to desegregate data, adjust curriculum, identify instructional best practices, and review and re-write current assessments so as to align them to CCSS. The PLC time also serves to help monitor students' progress, particularly in English, ELD Language Arts, Math, Science, and Social Science. Second, as we find more local evidence that particular school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/ or programs so that implementation is broader and more consistent.

Local benchmark exams (FACCS) are graded using Illuminate software for real-time data results that are analyzed periodically during PLC Wednesdays by subject-level cohorts and by department. The purpose being to monitor student progress, inform best practices and decisions, and to evaluate the effectiveness of the instructional program. Also analyzed are multiple local and state measures of student achievement that include teacher tests, classroom observation, report card grades and/or mid-quarter scholarship warnings, ELPAC, AP exams, CAST, and all data provided through the California Assessment of Student Performance and Progress (CAASPP).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

CCHS recruits and employs the most qualified credentialed teachers. For the 2021-2022 school year 100% of the of the classes in core academic subjects are taught by State Certified Compliant teachers as per ESSA.

CCHS provides professional growth and improvement opportunities for teachers, principals, or other school leaders to address the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. CCHS plan includes the following support services:

Principals and other school leaders

Cesar E. Chavez High School conducts trainings for principals and other school leaders before the start of every school year. These trainings include school budget workshops; Discipline Handbook training provided by Schools Legal Service; the state Safe Schools Conference; the Heart of Coaching; Recognizing Substance Abuse; One Note training for effective integration of technology into curricula and instruction; and Illuminate training for use of data to improve student achievement. Continued substance abuse trainings are provided throughout the school year. At the start of the school year, principals and school leaders receive training on McKinney-Vento eligibility and services, the development of a safety plan, and English learner program requirements and program placement. Mentors are provided for new and upcoming administrators to provide support and improve classroom instruction and student achievement. CCHS provides Tier II training to promote professional growth and improvement. The DJUHSD also provides ongoing, evidence-based professional development opportunities for principals and other school leaders that is focused on improving teaching and student learning and achievement. These training are conducted throughout the year and include Thinking Maps; Response to Intervention; Padlet which provides sample lessons, UDL strategies, EDI training, and how to write IEPs; Motivating Disruptive Students; and PLC training.

Teachers

CCHS provides support for new teachers and evidence-based professional development opportunities for all teachers. Mentors are provided for all Provisional Internship Permit (PIP), Short-term Internship Permit (PIP), Waivers, Interns, & Induction Program teachers for support and guidance. Academic coaches provide instructional support and training throughout the year for all teachers and this subgroup as well. Professional development activities are strategically schedule to support new teachers. These activities include:

- Managing Challenging Behavior through Effective Classroom Management (Oct & Feb)
- Feeling Overwhelmed? Known Strategies Effective Educator Use (Oct & Feb)
- In October: Inclusion; Academic Language Development for All; Differentiating Instruction; Student Centered Classroom (Oct)
- Practicing Creativity (Nov)
- Bridging the Gap; Utilizing Assessment to ensure all students are making meaningful progress (Dec)
- Making small group instruction meaningful and engaging (Dec)
- New teacher seminars (Jan, Feb, March): Being a dynamic Communicator; Expertise in Your subject; Being a Continual Innovator.

Ongoing evidence-based professional development activities for all teachers throughout the year include activities:

- One Note training (districtwide) in August to effectively integrate technology into curricula and instruction with additional follow-up trainings in November and January to refine

instruction.

- PLC training (Aug, Feb, March, Summer), Illuminate training (Aug), Solution Tree Data Driven Analysis workshop (Aug), Data Analysis and How to Collaborate workshop (Jan) to assist teachers in using data from classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
- The Heart of Coaching strategies for academic coaches
- Thinking Maps, ELD, SDAIE, EDI, DOK, NCTM Best Practices, Science Institute and Learning Network, and KCTE writing and reading workshops to improve teaching and student learning.
- Activities that increase the ability of teachers to effectively teach children with disabilities, and English learners: Padlet and Goal book training that include sample lessons, UDL strategies and How to write IEPs; Training on autism, health care, and how to meet student needs; Proact training for crisis intervention; Transitions Supports workshop; 21st Century training Classroom management; and Supporting Learning Disabilities.

All professional activities are strategically implemented to support ongoing learning. Professional growth and improvement is monitored through weekly classroom visitations and continual data analysis of benchmark and summative assessments. CCHS has set aside a two hour biweekly scheduled time on Wednesdays (late start) for this purpose of collaboration, data analysis, and improving instruction and student learning. Academic coaches provide needed instructional support and guidance throughout the year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Title II
Cesar E. Chavez High School provides professional growth and improvement opportunities for teachers, principals, or other school leaders to address the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. Cesar E. Chavez High School's plan includes the following support services:

Principal and other school leaders

CCHS administrators take part in trainings for school leaders before the start of every school year. These trainings include school budget workshops; Discipline Handbook training provided by Schools Legal Service; the state Safe Schools Conference; the Heart of Coaching; Recognizing Substance Abuse; One Note training for effective integration of technology into curricula and instruction; and Illuminate training for use of data to improve student achievement. Continued substance abuse trainings are provided throughout the school year. There are two additional workshops in November and February provided for principals and upcoming principals on the Law and School Discipline to provide support and guidance. At the start of the school year, principals and school leaders receive training on McKinney-Vento eligibility and services, the development of a safety plan, and English learner program requirements and program placement. Mentors are provided for new and upcoming administrators to provide support and improve classroom instruction and student achievement. The DJUHSD provides Tier II training to promote professional growth and improvement. Site administration also takes part in evidence-based professional development opportunities for principals and other school leaders that is focused on improving teaching and student learning and achievement. These training are conducted throughout the year and include Thinking Maps; Response to Intervention; Padlet which provides sample lessons, UDL strategies, and how to write IEPs; Motivating Disruptive Students; and PLC training.

Teachers

Cesar E. Chavez High School provides support for new teachers and evidence-based professional development opportunities for all teachers. Mentors are provided for all Provisional Internship Permit (PIP), Short-term Internship Permit (PIP), Waivers, Interns, & Induction Program teachers for support and guidance. Academic coaches provide instructional support and training throughout the year for all teachers and this subgroup as well. Professional development activities are strategically schedule to support new teachers. These activities include:

- Managing Challenging Behavior through Effective Classroom Management (Oct & Feb)
- Feeling Overwhelmed? Known Strategies Effective Educator Use (Oct & Feb)
- In October: Inclusion; Academic Language Development for All; Differentiating Instruction; Student Centered Classroom (Oct)
- Practicing Creativity (Nov)
- Bridging the Gap; Utilizing Assessment to ensure all students are making meaningful progress (Dec)
- Making small group instruction meaningful and engaging (Dec)
- New teacher seminars (Jan, Feb, March): Being a dynamic Communicator; Expertise in Your subject; Being a Continual Innovator.

Cesar E. Chavez High

Total Enrollment 1436 Low Income Enrollment 1245 (86.7%) Minority student Enrollment 1485 (98.54%) Total Teachers: 62.5

Number of Ineffective Teachers: 13

Number of Out-of-Field Teachers: 2

Number of Inexperienced Teachers: 3

Ongoing evidence-based professional development activities for all teachers throughout the year include activities:

- One Note training (districtwide) in August to effectively integrate technology into curricula and instruction with additional follow-up trainings in November and January to refine instruction.
- PLC training (Aug, Feb, March, Summer), Illuminate training (Aug), Solution Tree Data Driven Analysis workshop (Aug), Data Analysis and How to Collaborate workshop (Jan) to assist teachers in using data from classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
- The Heart of Coaching strategies for academic coaches
- Thinking Maps, ELD, SDAIE, EDI, DOK, NCTM Best Practices, Science Institute and Learning Network, and KCTE writing and reading workshops to improve teaching and student learning.
- Activities that increase the ability of teachers to effectively teach children with disabilities, and English learners: Padlet and Goal book training that include sample lessons, UDL strategies and How to write IEPs; Training on autism, health care, and how to meet student needs; Proact training for crisis intervention; Transitions Supports workshop; 21st Century training Classroom management; and Supporting Learning Disabilities.

All professional activities are strategically implemented to support ongoing learning. Professional growth and improvement is monitored through weekly classroom visitations and continual data analysis of benchmark and summative assessments. Cesar E. Chavez High School has set aside a two hour biweekly scheduled time on Wednesdays (late start) for this purpose of collaboration, data analysis, and improving instruction and student learning. Academic coaches provide needed instructional support and guidance throughout the year.

Title III

Cesar E. Chavez High School provides high-quality, evidence-based professional development opportunities for teachers, administrators, and paraprofessionals to improve instruction for English Learners as well as improving use of academic assessment data to meet the learning needs of all English Learners. Professional development activities focus on improving English Learner outcomes in ELD and the academic content. Title III funds are used to provide professional development on evidence-based English Language Development (ELD) strategies.

All teachers hired at CCHS have met State Credentialing requirements as per ESSA to teach in each of the academic areas. They continue to develop professionally via education classes toward advanced degrees, clear credential classes and the Teacher Induction Support program, a program that is administered jointly by the CDE and the California Commission on Teacher Credentialing. Teachers who are in the Teacher Induction program participate in professional development that is specifically geared to new teacher needs and concerns. There is also a certificated Staff Mentoring Program and Peer Coaching designed to support new teachers. To address new legislation (SB103), teacher mentors have been designated to work with new teachers to build instructional capacity. In addition, funding has been allocated as part of the SPSA for ongoing professional development in EDI, Differentiated Instruction, DOK, Thinking Maps, Co-Teaching and SDAIE instructional strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Cesar E. Chavez High School is committed to continuing emphasis on staff development, especially as we implement the Common Core State Standards and the new Next Generation Science standards. The Learning Director is coordinating the assessment and accountability components of our student achievement plan.

Staff development has been designed to help staff work together as departments to align their courses to State Academic and Performance (Content) Standards in ELA and ELD, Content standards in History-Social Science, Science Standards found in the new NGSS, and Common Core State Standards, develop curriculum and assessments, and develop instructional practices that address key components of the CCSS. Staff development has as its root and final goal to maximize student learning and academic achievement.

During a traditional school year the staff meets every other Wednesday morning during PLC time and once a week during distance learning to desegregate data, adjust curriculum, identify instructional best practices, and review and re-write current assessments so as to align them to CCSS. The PLC time also serves to help monitor students' progress, particularly in English, ELD Language Arts, Math, Science, and Social Science. Second, as we find more local evidence that particular school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/ or programs so that implementation is broader and more consistent.

Staff development activities are also based on professional needs. As we implement the State Standards, CCHS teachers participate in site and District level cohort meetings and professional development opportunities meant to build professional capacity, calibrate assessments and curriculum, increase DOK level questions on assessments and activities, align curriculum, instruction, and assessments to the NGSS and Common Core State Standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There is a collaborative process involved in assisting and supporting teachers in research based instructional practices like Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE).

Through Title I funds, this year we have added 2 periods (1 per teacher) for two Resource Teachers, one for Math and one for English Language Arts. Both teachers will help CCHS close the achievement gap in Math and English by:
* Conducting Peer Observations with follow up Feed-Back/Forward Conferencing
* Modeling Lessons
* Adjusting curriculum/ assessments based on data.
* Helping teachers effectively implement technology (HPs, Tablets, WiFi projectors)
* Helping teachers incorporate the use of OneNote and Office 365

Title II

CCHS provides professional growth and improvement opportunities for teachers, principals, or other school leaders to address the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. The DJUHSD plan includes the following support services:

Principals and other school leaders

CCHS conducts trainings for principals and other school leaders before the start of every school year. These trainings include school budget workshops; Discipline Handbook training provided by Schools Legal Service; the state Safe Schools Conference; the Heart of Coaching; Recognizing Substance Abuse; One Note training for effective integration of technology into curricula and instruction; and Illuminate training for use of data to improve student achievement. Continued substance abuse trainings are provided throughout the school year. There are two additional workshops in November and February provided for principals and upcoming principals on the Law and School Discipline to provide support and guidance. At the start of the school year, principals and school leaders receive training on McKinney-Vento eligibility and services, the development of a safety plan, and English learner program requirements and program placement. Mentors are provided for new and upcoming administrators to provide support and improve classroom instruction and student achievement.

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- Managing Challenging Behavior through Effective Classroom Management (Oct & Feb)
- Feeling Overwhelmed? Known Strategies Effective Educator Use (Oct & Feb)
- In October: Inclusion; Academic Language Development for All; Differentiating Instruction; Student Centered Classroom (Oct)
- Practicing Creativity (Nov)
- Bridging the Gap; Utilizing Assessment to ensure all students are making meaningful progress (Dec)
- Making small group instruction meaningful and engaging (Dec)

- New teacher seminars (Jan, Feb, March): Being a dynamic Communicator; Expertise in Your subject; Being a Continual Innovator.

Ongoing evidence-based professional development activities for all teachers throughout the year include activities:

- One Note training (districtwide) in August to effectively integrate technology into curricula and instruction with additional follow-up trainings in November and January to refine instruction.
- PLC training (Aug, Feb, March, Summer), Illuminate training (Aug), Solution Tree Data Driven Analysis workshop (Aug), Data Analysis and How to Collaborate workshop (Jan) to assist teachers in using data from classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
- The Heart of Coaching strategies for academic coaches
- Thinking Maps, ELD, SDAIE, EDI, DOK, NCTM Best Practices, Science Institute and Learning Network, and KCTE writing and reading workshops to improve teaching and student learning.
- Activities that increase the ability of teachers to effectively teach children with disabilities, and English learners: Padlet and Goal book training that include sample lessons, UDL strategies and How to write IEPs; Training on autism, health care, and how to meet student needs; Proact training for crisis intervention; Transitions Supports workshop; 21st Century training Classroom management; and Supporting Learning Disabilities.

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Title III

CCHS provides high-quality, evidence-based professional development opportunities for teachers, administrators, and paraprofessionals to improve instruction for English Learners as well as improving use of academic assessment data to meet the learning needs of all English Learners. Professional development activities focus on improving English Learner outcomes in ELD and the academic content. Title III funds are used to provide professional development on evidence-based English Language Development (ELD) strategies.

Furthermore, teachers regularly participate in Explicit Direct Instruction (EDI) training through DataWorks, which focuses on lesson development as well as the delivery of instruction. Training in Explicit Direct Instruction is ongoing with emphasis in Lesson Objectives, Checking for Understanding, and meeting the needs of English Learners.

Recent professional development has also included Depth of Knowledge (DOK), an effort to increase high order critical thinking through use of specific questioning during checking for understanding, on student activities, and on assessments. Training focuses on vocabulary building activities and reading strategies for both mathematics and science with additional work on activities that engage the learner and meaningful warm-up activities. Another is Get Focused-Stay Focused Career Choices, training on Career Choices curriculum that uses writing and critical thinking and research so students are able to complete a 10 year plan that answers: Who am I? What do I want? and How do I get it? Through this opportunity, teachers have not only learned to more readily assist the students in the general population, but also received training in how to address the needs of

English Learners. Thinking Maps training was also provided in January of 2019. Based on academic study and brain research, Thinking Maps provide students with a common visual language for learning across all disciplines.

During the Summer and Fall of 2019, the District contracted with Jill Hamilton-Bunch of Point Loma University for the purposes of providing professional development in the area of literacy (deep reading, annotating, analysis, critical thinking and writing) as it relates to requirements of the Common Core State Standards. Teachers from the ELA and Social Science departments participated, and we anticipate continued partnership with Mrs. Hamilton-Bunch to continue professional development for other departments during the coming years;

The District will continue to employ and utilize consultants who provide information and training on curriculum, instruction, assessments, observation/evaluation instruments for teachers, DOK, literacy instructional strategies, key instructional strategies for second language acquisition and sheltered instruction, and knowledge of the ELD/ELA California State Standards. These efforts continue to be funded by Title III monies as well as Title I.

Lastly, a group of teachers from the academic core have participated in AP By the Sea and ERWC, .

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Again, teachers meet in grade level / subject specific cohorts and as departments every other Wednesday morning for two hours. This PLC collaboration time is designed to give teachers the opportunity to meet together to analyze data, determine essential standards, review and re-write FACCS/ assessments, monitor student progress, and evaluate best practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CCHS's efforts to align core curriculum and assessments to state content standards on going. Teachers in all core subject areas have worked to develop course outlines and to refine course scope/sequence so that each course is aligned to state content, common core state standards and the NGSS. Cohort and department level meetings (as part of PLC) are facilitated by department chairs and subject or grade level resource teachers and facilitated in an effort to desegregate and analyze data, adjust and align curriculum, revise and improve instructional practices, and write and calibrate assessments to these standards.

All textbook purchases and supplemental gap resources are correlated to state standards in the core academic areas including ELD. We anticipate future purchases to correlate to new Science and Social Science standards as well as the Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NA

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

NA

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students at Cesar E. Chavez High School have access to the academic core. Students in the regular curriculum are enrolled in classes aligned to state content and common core standards. Students who are English Language Learners and those who are below grade level in Language Arts or Math are placed in ELD classes with state approved textbooks.

Special Education:

The majority of Cesar E. Chavez High's Special Education students are in the Resource Specialist Program (RSP) and they participate in the regular curriculum 80% to 100% of the time. RSP Teachers Co-Teach with regular Ed teachers using the PUSH-IN model for RSP students. Depending upon the Individualized Learning Plans of our Special Education students, regular education curriculum is modified and students are provided accommodations through collaboration between the Special Education Teacher/ Case Manager and the Regular Education Teacher, including making available a Resource Center for individualized tutorial purposes. Curriculum in classes that RSP students are enrolled in are aligned to state standards and IEP goals align to those standards. All Severely Handicapped (SH) students in the District are currently housed and served on the CCHS site campus.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials used are State Board of Education adopted and standards aligned. They have been approved by the Board of Trustees.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- English Language Development (ELD): César E. Chávez High School is committed to provide English Language Learners, socioeconomically disadvantaged students, and other ethnic subgroups universal access to state core curriculum. All curriculum materials have been aligned to state content standards and instruction is differentiated to ensure that all English Language Learners receive instructional support that will in turn accelerate and speed the process of language acquisition. All curriculum frameworks and handbooks have been designed to ensure the success and equitable learning of all English learners, maximizing student achievement, and facilitating a smooth transition into higher level mainstream courses. Some of the most common methods of differentiation used school-wide are: the use of graphic organizers, cooperative grouping, use of visual aids or realia, specific SDAIE strategies, the use of manipulative software that has been aligned to state-content standards, and other supplementary instructional materials. All English learners are provided integrated and designated ELD as part of the instructional program. The language acquisition program at DJUHSD is designed using evidence-based research and includes both designated and Integrated ELD (5 CRR 11309). The program is designed, within a reasonable period of time, lead to:

(A) Grade-level proficiency in English; and
(B) Achievement of the state-adopted academic content standards in English and achievement of the state-adopted academic content standards in that other language.
(C) Designed to provide English learners with access to core academic content and a broad course of study including UC a-g and Career Technical Education (CTE) completion.

Special Education:

The majority of Cesar E. Chavez High's Special Education students are in the Resource Specialist Program (RSP) and they participate in the regular curriculum 80% to 100% of the time. RSP Teachers Co-Teach with regular Ed teachers using the PUSH-IN model for RSP students. Depending upon the Individualized Learning Plans of our Special Education students, regular education curriculum is modified and students are provided accommodations through collaboration between the Special Education Teacher/ Case Manager and the Regular Education Teacher, including making available a Resource Center for individualized tutorial purposes. Curriculum in classes that RSP students are enrolled in are aligned to state standards and IEP goals align to those standards. All Severely Handicapped (SH) students in the District are currently housed and served on the CCHS site campus.

- Library Services: Concerted efforts are ongoing that address the need of infusing the CCHS Library with more instructional resources and service capabilities. With many of our students experiencing language and academic deficits the focus on proactively pursuing library improvements continues to be a priority. Therefore, our school Library continues to be targeted for significant revamping to enhance services and increase resources. A better equipped library helps advance the overall learning goals and increase student academic achievement in the Reading, Writing, and Critical Thinking, not to mention on local, state, and federal testing. Also, by providing our staff and students with updated, relevant technology in the library, CCHS will be in step with its goal of providing our students with a world class education. An updated collection of current resources helps support the instructional programs as well as the needs and interests of our students. In collaboration local and state literacy advocates, foundations, philanthropists, and other agencies, the CCHS Librarian seeks funding through grants and donations. This helps extend the library book collection and the services offered to ensure that all students are provided with the

necessary resources and supplemental materials to enable them to foster a high quality educational program, promote literacy, and enable students to achieve academic standards and become lifelong learners.

- Career Readiness (STDV): These Freshman Transition/ Career Writing- Career Choices classes consist of a summer bridge freshman transition course and one semester class during students′ incoming freshman year. Future goals include a 5 to 10 hour follow-up module during their each of their 10th, 11th, and 12th grade years with the intent purpose of helping students answer the questions, "Who Am I? What do I want? How do I Get there?". This is a dual enrollment course through Bakersfield College Student Development class and so students completing the course qualify for dual enrollment college credits. The goal of the class is to have students get focused and stay focused for the next 10 years on achieving important, life-changing goals; the ultimate objective – To graduate College and Career Ready as per the new Common Core State Standards and Career Technical Education Standards and acquire the knowledge and skills to become competitive for high-wage careers.The College Readiness Class (STDV) is designed to provide students with the knowledge, experiences and opportunities to acquire the skills necessary to explore and choose a career, take advantage of career pathways offered on site, create a 10-year plan, develop college and employment readiness, earn dual enrollment college credit, and eventually become competitive for 21st century, high-wage careers.

- Base budgets: The District has set aside funding for instructional supplies, travel, maintenance, repair, and reproduction of materials for each curriculum area at Cesar E. Chavez High School. In addition, the school provides funds annually for supplemental programs, academic competitions, incentives, and awards that promote academic culture.

- Base Services: Our library technician provides base services at the high school in checking out library books and in maintaining the library inventory. Our Registered Nurse provides screenings and maintains health records as required by state law.

Evidence-based educational practices to raise student achievement

As previously discussed, CCHS is committed to research-based educational practices. They include pedagogy founded on Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), Depth of Knowlege (DOK), Differentiated Instruction, ELD Instruction, Thinking Maps, and Co-Teaching/ PUSH-In,

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Cesar E. Chavez High School is strongly committed to increasing and improving Parent Engagement in line with the 8 State Priorities of the LCFF and WASC recommendations. CCHS aims at providing parents with opportunities to contribute to the educational process as well as provide input into decisions affecting student learning. These opportunities can be grouped into the following categories:

- School: A new District and Site Web page that is more user friendly. Parents now have access through AERIES Parent Portal to their student's most current academic standing and progress. Not only can they check on grades but missing assignments and attendance. Most importantly, CCHS is proud of the work and role of the School Site Council in providing parents with oversight of programs and budgetary decisions. The school site council exists to bring together administration, teachers, parents, and students, and using the single school plan, to make decisions regarding the use of categorical funds.

- School Events: Cesar E. Chavez High School provides many opportunities for parents and the community as a whole to participate as part of our Professional Learning Community. Some examples include: Safe Schools Committee meetings, ELAC (English Learner Advisory Committee) and DELAC meetings, WASC Focus Group meetings, Title I meetings, School Site Council (SSC) meetings, Salute to Scholars Nights, Back to School Nights, Senior Awards Nights, Ninth Grade student & parent orientations, interscholastic athletic events, and ASB club/organization sponsored events. These committees and their meetings and noted events are publicized in the community newspaper (Delano Record), the school newspaper and school website, are announced through a school-wide call via Blackboard Connect Ed.

- Parent University: A series of workshops for parents are hosted throughout the school year. Workshops are hosted by school counselors, academic counselors, school psychologist/Nurse. The goal is to provide with a variety of information such graduation requirements, college admission, financial aide, drug awareness, suicide prevention and intervention.

- Community: Currently, we are increasing the information in the community about our school and programs via Social Media (Twitter, Facebook, Instagram) Also, the district launched a new website and phone application that is more user friendly that advertises current events and provides access to the Parent Portal for parent access to student grades, assignments, and attendance. There is also a weekly all-call through Blackboard Connect.

- Public Meetings:There are several public meeting forums that parents are encouraged to attend. The Board of Trustees meets on the second Tuesday of each month at 5:00 p.m. The CCHS School Site Council meets on average, once a quarter (or as needed), and we hold Title I and LCAP Stakeholder parent information meetings on a yearly basis.

- Student Services: Our school has a variety of student services that target parent involvement as the key factor in promoting student success. The Safe School Ambassador program is student driven and aims at promoting a culture of tolerance and respect. The Student Study Teams are a forum where students, parents, teachers, and administrators meet together in order to identify issues that are preventing student success and to collaborate in developing solutions to these problems. Counselors work with parents of struggling students in order to create an intervention plan that will aid in recovering credits as well as lead to certification in CTE Pathways or completion of A-G requirements. The school also has a full time Nurse, School Psychologist, Intervention Counselor, and School

Resource Officer.

- Campus Visits: Parents are always welcome on campus at Cesar E. Chavez High School. To arrange for parent conferences with teachers, parents should call the counseling secretary. To meet with an administrator, parents contact the administration at the school site. To visit the school campus during regular school hours, parents should report to the Principal's office for a visitor's pass pending authorization.

- Volunteering: Cesar E. Chavez High School welcomes parent volunteers. To volunteer to serve in a classroom or in another formal educational setting, parents are encouraged to contact the administration at the school site.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Advisory Committees: School Site Council, Safe Schools Committee, ELAC, DELAC, Migrant Advisory Committee, Title I, District Technology Committee, WASC

There are opportunities for parents, community representatives, classroom teachers, classified school personnel, and students to serve on the advisory committees for various programs. The School Site Council reviews and approves the SSPSA and Safe School Plan, a plan that is the product of laborious input from the Safe School Committee. Through participation in this group, parents are able to serve in an advisory role where they are able to impact the instruction and culture of the school. We hold quarterly ELAC and DELAC meetings where parents are able to advise school officials on how the school's programs are meeting the needs of English Learners. There are also opportunities for participation on the Migrant Education Advisory Committee which seeks to meet specific needs of students and families as well as to improve parent involvement and student leadership.

CCHS uses data to continually update and modify activities to improve student academic achievement. Data is evaluated before the start of the school year and during the bi-weekly Wednesday late starts to identify the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. Data is used to identify areas for improvement and to refine and modify instructional practices to improve student learning. The DJUHSD uses various sources of data to monitor student academic achievement. These data sources include the SBAC English and mathematics; ELPAC; English learner reclassification; CAST; CAA English, mathematics, & science; Advance Placement passing; local formative and summative assessments; Instructional strategy monitoring tool; and teacher, student and parent surveys.

CCHS uses ongoing consultation to continually update and improve activities supported under Title II, Part A. Administrators, teachers, paraprofessionals, and instructional staff (i.e. counselors, psychologists, nurses, attendance, discipline) participate in the bi-weekly PLC (Professional Learning Community) meetings to analyze and review the student data; refine and modify instructional strategies; and select and implement formative assessments and design classroom-based assessments to improve instruction and student academic achievement.

CCHS conducts LCAP and Federal Addendum stakeholder meetings throughout the year to consult with parents and parent advisories, school and district administrators, teachers, students, and other staff members to improve student academic achievement. The DJUHSD also consults with Delano Joint Union High School District Teachers Association and California School Employees Association at least once every year in the review and analysis of the LCAP. An annual LCAP community forum is held in the spring to review data, proposed actions, and for comment from the community to improve student outcomes. In addition, the DJUHSD consults on a regular basis with experts that provide services on evidence-based strategies to improve teacher effectiveness and student learning. Parent stakeholder groups are consulted at least three times annually at each school site. District level parent advisories are held at least four times a year.

CCHS coordinates the Title II, Part A activities with other related strategies, programs, and activities to provide all students with a high quality instruction and improve the academic achievement of all students. Title II, Part A activities focus on designing classroom-based assessments and using data from such assessments to improve instruction and student academic achievement; evidence-based professional development to improve teaching and student learning and achievement; promoting high-quality instruction in science, technology, engineering, mathematics, dual enrollment and academic acceleration education; and activities that increase the ability of teachers to effectively teach youth with disabilities and English learners so that children with disabilities and English Learners can meet the challenging State academic standards. Academic coaches in English and

mathematics are provided at each school site as part of the Title II activities that support teaching and student learning. These activities are coordinated to supplement LCAP, Title I, Title III, and Title IV activities toward improving student academic achievement.

DJUHSD's Local Control and Accountability Plan (LCAP) has included actions that encompass schoolwide programs to improve student academic performance. The LCAP provides resources for time during the PLC late start Wednesdays for staff to analyze data and refine and modify instructional strategies; the use of assessment data to refine or modify curriculum to improve student academic achievement; mentors for all new teachers and Teacher Induction Support Services to increase teacher effectiveness in the classroom; increased college readiness, dual enrollment and academic acceleration opportunities; strategies to close the achievement gap of English learners, students with disabilities, and for students not yet meeting the state academic standards; and increased CTE course offerings. The Title I resources will be used for summer intervention courses in English and mathematics to close the achievement and increase college opportunities for our students. Title I also provides for support services to continually monitor students' progress in meeting the challenging State academic standards. Instructional support staff and effective professional development to improve instruction are provided with Title III funding to improve English learner language proficiency and academic achievement. The Title IV funds are used to provide acceleration summer school mathematics courses for incoming freshman and activities that support safe and healthy students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- After School Tutorial: Cesar Chavez High School has a department-based After School Tutorial program. Tutoring is available for students in ELD, English, Mathematics, Science, and Social Studies. In the After School Tutorial program, students receive: tutorial instruction relating to departmental curriculum standards; individualized tutoring for specific needs; and, additional opportunities to take departmental Formative Assessments of Common Core State Standards (FACCS). Including virtual and Saturday Tutorial

- Provide supplementary instructional material to improve student learning.

- Class size reduction to improve student learning.

- Instructional field trips to enhance learning.

Social Emotional support staff and learning

- Targeted Tutorial program. Was initiated to provide targeted instruction and remediation for struggling students, in particular, and any student who was found determined not to meet essential standards throughout the school year.

- ELD: All students were monitored for academic progress throughout the year, and a sub-group of these students, identified through multiple diagnostic measures, were strategically targeted for on going targeted tutorial

The district provides the following services as a schoolwide program that include, but are not limited to:

- Provide high-quality, evidence-based professional development to improve instruction and student learning.
- Provide professional development and other activities to improve use of data from academic assessments to improve student academic achievement
- Provide reduced class size for students not attaining the academic standards
- Provide reading, writing, and mathematics interventions
- Provide afterschool tutorials
- Provide supplemental summer school instruction for students not achieving the academic standards
- Provide dual enrollment opportunities for students at risk of not meeting the academic standards
- Provide academic acceleration and enrichment opportunities for students
- Provide supplemental instructional materials
- Provide technology and technology support to improve student learning and digital literacy
- Provide academic instructional support staff to improve academic programs and improve student academic achievement
- Provide academic field trips to supplement instruction
- Provide professional development on suicide prevention, ant-bullying, human trafficking and other mental health support services
- Provide parent workshops and trainings to improve student academic performance, monitor student progress, graduation requirements, college entrance, financial aid, suicide prevention, bullying, and other mental health services.

The Schoolwide Program plan is developed jointly with parents, teachers, staff and students.

Title III

Cesar E. Chavez will assist all English learners, including immigrant youth, in attaining English proficiency and develop high levels of academic achievement in English; meet the challenging State academic content standards; and graduate with UC a-g eligibility and/or Career Technical Education (CTE) completion. Cesar E. Chavez High School will use Title III resources to fund three instructional assistants to provide English learners with additional instructional support in the core academic content areas. Title III resources will also be used to:

- provide professional development for teachers and paraprofessionals on English Language Development (ELD) instructional strategies;
- purchase supplementary instructional materials and equipment for student learning including picture dictionaries, CD players for listening, enunciation and speaking, Essential Words, Scholastic readers, and supplementary reading materials;
- provide students with enrichment activities such as field trips to educational institutions that include colleges, universities and museums

- Parent University: A series of workshops for parents are hosted throughout the school year. Workshops are hosted by school counselors, academic counselors, school psychologist/Nurse. The goal is to provide with a variety of information such graduation requirements, college admission, financial aide, drug awareness, suicide prevention and intervention.

- Mandatory Academic Titan Tutorial (MATT): Students who are struggling to complete assignments or have several missing assignments are assigned mandatory tutorial by one or more of their teachers. Students have access to a credentialed teacher who can assist them with any of their assignments.

- The Migrant Education Program's objective is to assist the sites by providing our migrant students with the resources/services necessary to earn a diploma. One of the most important services is the efforts of the District Migrant Resource Counselor. She also contacts parents on a regular basis to keep them informed and provides progress updates. In collaboration with MEP staff, she recruits migrant students to attend leadership camps and college readiness camps/visits throughout the school year.

- State standards Curriculum and Assessment Alignment and staff development: As we describe above, extensive resources continue to be used to align and adjust core curriculum and assessment to state content an common core standards. Teachers meet in subject or grade level cohorts, or as departments, every other Wednesday morning to discuss data, curriculum, instruction and assessment, make changes, and develop new course materials. Once courses have been aligned, teachers have been trained in instructional strategies and practices to better implement a standards-based curriculum. (TIIG, Title I, EIA, Title II, and Title III).

- Cohort Groups: These are regular meetings (PLC Wednesdays of groups of ELD, English, Math, Science, Social Studies, and Special Education teachers which are aimed at providing support for implementing the standards-based scope/sequences and FACCS for all courses in the academic core. These cohort meetings facilitate alignment efforts, consensus building, problem-solving, mentoring, data analysis, refinements/revisions of materials, and improved instructional practices. These cohort activities are facilitated by the

designated resource teacher(s) for each cohort, with support from district and site administration.

- Instructional Aides: Funded from Title I and Special Education, aides provide assistance on computers and one-to-one assistance to students enrolled in English, Math Support, and ELD classes.

- Campus Discipline Liaison: Cesar E. Chavez High School utilizes two Discipline Liaisons who work with students and families on attendance/discipline problems.

- Targeted English and Math Support classes - These are intervention classes for 10th & 11th grade students that have gaps in their skills that would make it difficult for them to score at or above standard on the SBAC exam. The curriculum is designed to close the gaps that exist.

Fiscal support (EPC)

The following is a list of Federal and State Programs that offer fiscal support:

Federal
- Title I
- Title II,
- Title III
- Title IV
- Carl D. Perkins Voc. Ed.

State
- Career Technical Education Grant
- LCAP 0600

Educational Partner 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

Engagement of all Stakeholders

The Schoolwide Action Plan—a product directly aligned with our Single Plan for Student Achievement—is a shared product of the staff, administration, students, and parents of César E. Chávez High School. The correlation of LCAP, ESLRs, WASC goals, and Single School Plan goals are an important component of our ongoing efforts. The Single School Plan is reviewed and revised annually to ensure that the school goals remain aligned to the needs of our students, staff, and community. This alignment provides an assurance that the progress of WASC goals and the viability of ESLRs are monitored continuously by the WASC Leadership Team, the School Site Council, the School Administration, and the Board of Trustees.

There are several outreach methods that CCHS utilizes for engaging all stakeholders:

Title I Annual Meetings
Every year CCHS holds an annual Title I meetings, at a time convenient for parents, to inform the public of Title I programs and services, and to explain the Title I requirements and the rights of parents. Additionally, State priorities, District LCAP goals, and the various Single Plan for Student Achievement actions as described in the LCAP are shared, and how monies under LCAP would be allocated to attain stated goals. Parents and those in attendance offer suggestions.

School Site Council (SSC) Meetings
Twice a school year, CCHS holds bi-annual SSC meetings on campus with the goal of creating a collaborative plan for school improvement. This group consists of administration, teachers, parent, classified staff, and students. The council collaborates with the principal, to create, review, and evaluate school improvement programs, budgets, and the Single Plan for School Achievement (SPSA). Many of these members have been hand-picked, as well as elected, to hold a position. Additional duties include decisions about parent engagement, school safety, and discipline strategies.

District Board of Trustee's Meetings
The Delano Joint Union High School District's Board of Trustees' regular meetings are generally held at 5:00 p.m. on the second Tuesday of each month. At these meetings, the public may address the Board on any matter pertaining to the school district that is not on the agenda. For example, if a member of the public wishes to voice specific topics or concerns, they may either discuss it openly or request that the Board hear such topics or concerns in a closed session. During the spring of each year, CCHS reports on annual progress. Public input and comment is welcomed during this public hearing in improving student learning.

César E. Chávez High School Website: https://www.djuhsd.org/Domain/9
The CCHS website is available to anyone with internet access and is widely promoted to all stakeholders as a way of easily accessing information about the school. Some of the information that the public can access includes information about the administration, athletics, counseling, departments, discipline and safety, extra-curricular activities, health services, library resources, migrant resources, the school calendar, state assessments, tutorials, teachers, additional staff, etc.

Local Control and Accountability Plan (LCAP) Stakeholder Meetings
Throughout the school year, several LCAP meetings take place to facilitate the annual update of the district and school action plans. These meetings are intended to provide all stakeholders, a spectrum of students, parents, teachers, support staff, and the community, involvement in the LCAP update process. These meetings include stakeholders by informing them of the school district's key goals for students as well as the specific actions and expenditures the district will take to achieve the goals used to measure progress.

Resource Inequities

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

There were no resource inequities identified as a result of the required needs assessment. CCHS administration makes a concerted effort to allocate supplemental and targeted resources to closing the academic gap in English and mathematics for English learners and students with disabilities. All tutorials, instructional support staff, social and emotional education opportunities, parental involvement activities, and class size reduction are strategically targeted and provided to address the achievement gap for the specific subgroups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	.2%	0.22%	3	3	3
African American	0.4%	.4%	0.29%	6	6	4
Asian	1.4%	1.5%	1.31%	21	21	18
Filipino	9.8%	8.9%	8.93%	148	129	123
Hispanic/Latino	86.4%	87.3%	87.44%	1,304	1253	1204
Pacific Islander	0%	0%	0%	0	0	0
White	1.7%	1.4%	1.6%	25	21	22
Multiple/No Response	0.2%	.2%	0.22%	3	3	3
			Total Enrollment	1,510	1436	1377

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	399	372	342
Grade 10	366	387	362
Grade 11	351	343	353
Grade 12	394	334	320
Total Enrollment	1,510	1436	1,377

Conclusions based on this data:

1. Student enrollment has decreased slightly since the 2018-2019 school year.
2. Student demographic percentages have stayed consistent within the last 3 years.
3. CCHS population is composed on mainly hispanic/latino students with 87.3%

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	343	357	315	22.70%	24.9%	22.9%
Fluent English Proficient (FEP)	639	595	567	42.30%	41.4%	41.2%
Reclassified Fluent English Proficient (RFEP)	46	61		13.4%	17.6	

Conclusions based on this data:

1. Number of English learners has increased slightly since 2019-2020
2. CCHS reclassified more English learners in 2019-2020
3. There was a significant dip in reclassifications between 2019-2020 & 2021-2022

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	333	327		297	320		294	319		89.2	97.9	
All Grades	333	327		297	320		294	319		89.2	97.9	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2623.	2619.		34.01	28.84		29.25	43.26		23.13	16.30		13.61	11.60	
All Grades	N/A	N/A	N/A	34.01	28.84		29.25	43.26		23.13	16.30		13.61	11.60	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	33.11	24.45		55.97	63.01		10.92	12.54	
All Grades	33.11	24.45		55.97	63.01		10.92	12.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	36.86	39.50		44.37	46.71		18.77	13.79	
All Grades	36.86	39.50		44.37	46.71		18.77	13.79	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.80	15.36		70.31	74.92		9.90	9.72	
All Grades	19.80	15.36		70.31	74.92		9.90	9.72	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	33.67	23.20		58.84	66.46		7.48	10.34	
All Grades	33.67	23.20		58.84	66.46		7.48	10.34	

Conclusions based on this data:

1. The percentage of students that met standards increased from the previous year. Although students exceeding standards decreased.
2. Writing continues to be the strongest domain with with larger percentage of students above standard
3. Listening domain continues to be an area of improvement with a large percentage of students at or near standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	332	327		288	319		283	319		86.7	97.6	
All Grades	332	327		288	319		283	319		86.7	97.6	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2587.	2559.		15.55	12.23		22.97	16.61		23.32	22.88		38.16	48.28	
All Grades	N/A	N/A	N/A	15.55	12.23		22.97	16.61		23.32	22.88		38.16	48.28	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	28.27	16.93		39.22	44.83		32.51	38.24	
All Grades	28.27	16.93		39.22	44.83		32.51	38.24	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.66	14.11		58.01	59.56		26.33	26.33	
All Grades	15.66	14.11		58.01	59.56		26.33	26.33	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.19	12.85		64.66	63.95		20.14	23.20	
All Grades	15.19	12.85		64.66	63.95		20.14	23.20	

Conclusions based on this data:

1. There was a decline in the number of students meeting or exceeding standards.

2. Students continue to do strongly in the area of concepts and procedures with more than 16.93% of students exceeding standards. Higher than any other math domain.

3. Communicating and reasoning is now the most needed area of growth.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 9	1529.9	1528.9	1519.2	1512.7	1540.2	1544.6	122	108
Grade 10	1535.4	1558.6	1532.3	1554.1	1538.0	1562.7	76	106
Grade 11	1550.0	1555.6	1538.3	1544.7	1561.2	1566.0	62	53
Grade 12	1545.8	1558.0	1531.2	1547.2	1560.1	1568.3	54	53
All Grades	1540.3	1550.3	1530.3	1539.7	1549.9	1560.4	314	320

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	13.93	7.41	30.33	33.33	31.15	34.26	24.59	25.00	122	108
10	14.67	21.70	42.67	39.62	20.00	24.53	22.67	14.15	75	106
11	11.48	9.43	39.34	49.06	27.87	28.30	21.31	13.21	61	53
12	11.11	16.98	38.89	39.62	27.78	28.30	22.22	15.09	54	53
All Grades	13.14	14.06	36.54	39.06	27.24	29.06	23.08	17.81	312	320

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	22.95	14.81	37.70	42.59	20.49	23.15	18.85	19.44	122	108
10	28.00	31.13	36.00	40.57	18.67	17.92	17.33	10.38	75	106
11	24.59	20.75	42.62	49.06	19.67	20.75	13.11	9.43	61	53
12	25.93	35.85	38.89	32.08	24.07	20.75	11.11	11.32	54	53
All Grades	25.00	24.69	38.46	41.25	20.51	20.63	16.03	13.44	312	320

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

9	5.74	4.63	26.23	21.30	33.61	42.59	34.43	31.48	122	108
10	4.00	13.21	30.67	25.47	30.67	35.85	34.67	25.47	75	106
11	6.56	9.43	19.67	22.64	44.26	47.17	29.51	20.75	61	53
12	11.11	5.66	20.37	24.53	29.63	45.28	38.89	24.53	54	53
All Grades	6.41	8.44	25.00	23.44	34.29	41.56	34.29	26.56	312	320

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
9	9.02	5.56	68.03	75.00	22.95	19.44	122	108
10	6.67	9.43	73.33	78.30	20.00	12.26	75	106
11	3.28	1.89	70.49	81.13	26.23	16.98	61	53
12	5.56	1.89	75.93	71.70	18.52	26.42	54	53
All Grades	6.73	5.63	71.15	76.56	22.12	17.81	312	320

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
9	54.55	49.53	26.45	30.84	19.01	19.63	121	107
10	63.51	62.26	18.92	27.36	17.57	10.38	74	106
11	55.74	54.72	32.79	39.62	11.48	5.66	61	53
12	54.72	67.92	28.30	20.75	16.98	11.32	53	53
All Grades	56.96	57.68	26.21	29.47	16.83	12.85	309	319

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
9	10.66	6.48	42.62	50.00	46.72	43.52	122	108
10	9.33	21.70	49.33	41.51	41.33	36.79	75	106
11	6.56	11.32	60.66	50.94	32.79	37.74	61	53
12	12.96	7.55	44.44	56.60	42.59	35.85	54	53
All Grades	9.94	12.50	48.08	48.44	41.99	39.06	312	320

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	1.64	1.85	76.23	72.22	22.13	25.93	122	108
10	2.67	4.72	74.67	81.13	22.67	14.15	75	106
11	16.39	16.98	60.66	69.81	22.95	13.21	61	53
12	22.22	22.64	62.96	60.38	14.81	16.98	54	53
All Grades	8.33	8.75	70.51	72.81	21.15	18.44	312	320

Conclusions based on this data:

1. Mean Scale scores increased in all areas in 2021-2022
2. Speaking Domain continues to be the best performing domain.
3. Listening Domain continues to be the key area of improvement.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,436	**86.7**	**24.9**	**0.1**
Total Number of Students enrolled in Cesar E. Chavez High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	357	24.9
Foster Youth	1	0.1
Homeless	2	0.1
Socioeconomically Disadvantaged	1,245	86.7
Students with Disabilities	125	8.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.4
American Indian	3	0.2
Asian	21	1.5
Filipino	129	9.0
Hispanic	1,253	87.3
Two or More Races	3	0.2
Pacific Islander		
White	21	1.5

Conclusions based on this data:

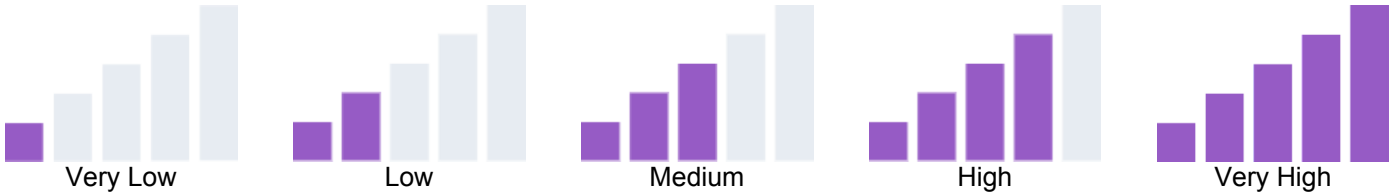
1. Our English Learner subgroup continues to be the largest at 22.7% of the student population.
2. The Socioeconomically Disadvantaged student subgroup stands at 86.9% of our student population in 2020-2021.
3. Students with disabilities stands at 8.47% of our student population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** High	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Site based ELA performance remains at a high level.
2. Graduation rate has remained high.
3. Mathematics performance is low and needs improvement.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	0	2	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very Low	
35.0 points above standard	54.3 points below standard	
315 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	No Performance Level
1 Student	21.8 points above standard	117.2 points below standard
	266 Students	28 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 1 Student	Very High 93.8 points above standard 37 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 26.6 points above standard 272 Students	No Performance Level 1 Student		No Performance Level 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.1 points below standard	7.8 points above standard	58.2 points above standard
54 Students	32 Students	104 Students

Conclusions based on this data:

1. ELD students continue to peform far below standard.
2. Socioeconomically Disadvantaged students conitnue to perform lower than the site on an average.
3. English only students perform 58.2 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

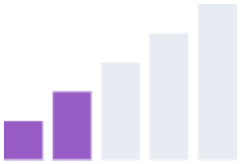
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
65.6 points below standard	159.8 points below standard	
313 Students	85 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
1 Student	79.0 points below standard	207.0 points below standard
	265 Students	27 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 1 Student	Very High 31.4 points above standard 37 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 79.4 points below standard 270 Students	No Performance Level 1 Student		No Performance Level 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
189.5 points below standard 53 Students	110.8 points below standard 32 Students	46.1 points below standard 103 Students

Conclusions based on this data:

1. Current English Learners are 143 points further below standard than English only students.
2. Current reclassified students are 64 points further below standard than English only students.
3. Current English learner students are 78 points further below standard than reclassified students.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

52.0 making progress towards English language proficiency

Number of EL Students: 302 Students

Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.9%	33.1%	1.3%	50.7%

Conclusions based on this data:

1. Over 50% of English Learners improved at least one ELPI level.
2. Over 14% of English Learners have decreased one ELPI level.
3. Approximately 33% of current English Learners have maintained ELPI level 1, 2L, 2H, 3L, and 3H.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. There is a need to increase college and career readiness among English Learners
2. There is a need to increase college and career readiness among Special Ed students on our campus.
3. There is a need to decrease the academic achievement gap between English Learners and English only students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

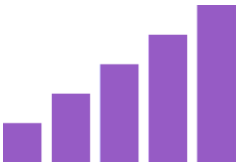
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	2	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Medium	No Performance Level
94.3% graduated	86.6% graduated	Less than 11 Students
332 Students	97 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	No Performance Level
Less than 11 Students	94.2% graduated	77.8% graduated
4 Students	291 Students	27 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Level		No Performance Level	Very High
Less than 11 Students		Less than 11 Students	96.9% graduated
2 Students		8 Students	32 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level		No Performance Level
94.3% graduated	Less than 11 Students		Less than 11 Students
282 Students	2 Students		6 Students

Conclusions based on this data:

1. Graduation rate is highest among the filipino Ethnicity.
2. Graduation rate among english learners is approximately 7% lower than the overall student body percentage.
3. Socioeconomically disadvantaged students are almost identical in graduation rate with the entire site percentage.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	4	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
2.2% suspended at least one day	4.1% suspended at least one day	Less than 11 Students
1527 Students	418 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	2.5% suspended at least one day	2.9% suspended at least one day
5 Students	1325 Students	136 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	Very Low
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
9 Students	4 Students	23 Students	132 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
2.4% suspended at least one day	Less than 11 Students		4.3% suspended at least one day
1333 Students	3 Students		23 Students

Conclusions based on this data:

1. English learners are suspended at twice the percent of the entire student body.
2. Zero percent of filipino students have been suspended in 2022.
3. White students are suspended at twice the percentage points of hispanic students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College Readiness

LEA/LCAP Goal

LCAP Goal #1:Provide a high quality education to improve student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

Goal 1

Provide a high quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

Identified Need

Cesar E. Chavez High School has identified the following needs for the 2022-2023 school year:

- Increase the percentage of fully credentialed teachers. For the 2021-2022 school year, 90.5% of teachers at CCHS were fully credentialed.
- Maintain 100% students with access to supplemental instructional materials for use at home and school.
- Maintain 'Full Implementation' or 'Full Implementation and Sustainability' on the state adopted content and performance standards.
- Improve English learner and student with disabilities subgroups Difference from Standard (DFS), 'Very Low' academic performance status on the 2019 CASSPP English and mathematics. CAASPP ELA for English learners is -54.2 DFS and -109.8 for students with special needs. The English learner CAASPP mathematics DFS is -136.5 and -173.6 for students with special needs.
- Improve 2019 CAASPP English DFS for all pupils (26.3 points) and socioeconomically disadvantaged students (19.6 points) 'Medium" performance status for both subgroups.
- Improve 2019 CAASPP mathematics DFS of -55.1 for all pupils at a 'Medium' performance status and the DFS of -65.7 for socioeconomically disadvantaged pupils at a 'Low' performance status.
- Improve CAST Met Standard for all students and subgroups. The 2021 CAST met standard is 24.7% for all pupils, 22.6% for socioeconomically disadvantaged students, 0% for English learners, and 0% for students with special needs.
- Improve CAA English and mathematics level 3 attainment, currently 62.5% ELA Level 3 and 62.5 % Math Level 3.
- Improve UC a-g completion rate for all pupils (57.5%), socioeconomically disadvantaged pupils (54.1%), English learners (34%), students with special needs (8.7%), and homeless (25%).
- Improve CTE completion rates for all pupils and subgroups. The 2020 CTE completion rate for all pupils, socioeconomically disadvantaged students, English learners, students with special needs, and homeless is at 61.3%, 61.1%, 68%, 82.6%, and 50% respectively.
- Improve 2019 English Progress Indicator of 52.7% 'Medium' status on the California Dashboard, 2021 - 35.8% "Low' status on the California Dashboard.
- Improve 2021 English learner reclassification rate (15.4%).

- Improve 2021 AP passing rate for all pupils (25%) and socioeconomically disadvantaged students (42.3%).
- Improve 2019 EAP college preparedness for English learners (5% English and 3.5% mathematics) and students with special needs (6.25% English and 0% mathematics).
- Maintain EAP college preparedness above state levels for the all pupils (63.7% ELA and 38.2% mathematics) and socioeconomically disadvantaged subgroup (59% ELA and 33.6% mathematics).
- Maintain 'High' status on the California Dashboard College Readiness Indicator (CCI) and close the achievement gap for English learners and students with special needs.
- Maintain the dual credit attainment for all pupils (30%) and close the gap for English learners (9.2%) and student with special needs (3.9%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 1(a) The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.	2021 Teaching Assignment Monitoring Outcomes from Dataquest DJUHSD Intern - 4.7% Ineffective - 17.5% Kern County Intern - 3.7% Ineffective - 6.4% 2021-2022 California Commission on Teacher Credentialing 94.1% teachers fully credentialed in subject areas, and for the pupils they are teaching.	Maintain 100% appropriately assigned 93% fully credentialed
Williams Act Report Priority1(b) Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	2021 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.
California School Dashboard Priority 2(a) Implementation of	As measured by the Self Reflection Tool on the Fall	Maintain full implementation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the academic content and performance standards adopted by the state board.	2021 California Dashboard and teacher and school site administrator surveys 'Full Implementation' in all subject areas for the following: • Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards • Engagement of School Leadership	
California School Dashboard Priority 2(b) How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	As measured by the Self Reflection Tool on the Fall 2021 California Dashboard and teacher and school site administrator surveys 'Full Implementation' in all subject areas for the following: • Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards • Engagement of School Leadership	Maintain full implementation
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	2019 California Dashboard Distance From Standard (DFS) 2021 SBAC 'Met Standard' and Mean Scale Score CAASPP English Language Arts Performance Level All students DFS +26.7 'Medium-Yellow' 57% Met Standard Mean scale score 2019 - 2608 Mean scale score 2021 - 2603	Dataquest & California Dashboard Distance From Standard (DFS) CAASPP English Language Arts All students +30 DFS - 63% Met Standard Socioeconomically Disadvantaged +25 DFS - 61% Met Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged DFS +21.9 'Medium-Yellow' 55% Met Standard Mean scale score 2019 - 2607 Mean scale score 2021 - 2595 English Learners DFS -53.1 'Very Low-Red' 11% Met Standard Mean scale score 2019 - 2492 Mean scale score 2021 - 2476 Students with Disabilities DFS -94.1 'Very Low-Red' 9% Met Standard Mean scale score 2019 - 2472 Mean scale score 2021 - 2461 CAASPP Mathematics Performance Level All students DFS -58.9 'Medium-Yellow' 28% Met Standard Mean scale score 2019 - 2566 Mean scale score 2021 - 2567 Socioeconomically Disadvantaged DFS -65.1 'Low-Orange' 26% Met Standard Mean scale score 2019 - 2561 Mean scale score 2021 - 2558 English Learners DFS -135 'Very Low-Red' 3% Met Standard Mean scale score 2019 - 2458 Mean scale score 2021 - 2461 Students with Disabilities DFS -183 'Very Low-Red' 5% Met Standard Mean scale score 2019 - 2417 Mean scale score 2021 - 2447	English Learners -40 DFS - 20% Met Standard Students with Disabilities -80 DFS - 20% Met Standard CAASPP Mathematics All students -50 DFS - 34% Met Standard Socioeconomically Disadvantaged -59 DFS- 32% Met Standard English Learners -120 DFS - 15% Met Standard Students with Disabilities -170 DFS - 10% Met Standard
California School Dashboard & Dataquest	CAASPP California Alternate Assessment	CAASPP California Alternate Assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	Level 3 2021 English All pupils 14.3% Socioeconomically Disadvantaged 14.3% English Learners 0% Mathematics All pupils 14.3% Socioeconomically Disadvantaged 14.3% English Learners 0%	Level 3 2019English All pupils 40% Socioeconomically Disadvantaged Pupils 20% English Learners 20% Mathematics All pupils 30% Socioeconomically Disadvantaged Pupils 20% English Learners 20%
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	California Science Test (CAST) Met Standard 2021 All students 21.6% Socioeconomically Disadvantaged pupils 21% English Learners 0% Students with Disabilities 0%	California Science Test (CAST) Met Standard All students 30.0% Socioeconomically Disadvantaged pupils 25.0% English Learners 10.0% Students with Disabilities 5.0%
Priority 4 Pupil achievement as measured by all of the following: (B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California state University	Dataquest UC a-g completers 2021 cohort: All students 54.4% Socioeconomically Disadvantaged pupils 52.6% English Learners 35.2% Students with Disabilities 14.5% Homeless 31.8%	Dataquest UC a-g completers: All students 62% Socioeconomically Disadvantaged pupils 60% English Learners 35% Students with Disabilities 30% Homeless 35%
Priority 4 Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.	CALPADS CTE completers 2021 cohort: All students 40% Socioeconomically Disadvantaged pupils 40% English Learners 32% Students with Disabilities 33.3% Homeless 27.3%	CALPADS CTE cohort completers: All students 55% Socioeconomically Disadvantaged pupils 56% English Learners 50% Students with Disabilities 60% Homeless 40%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4 Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	CALPADS UC a-g and CTE completers 2021 cohort: All students 24.7% Socioeconomically Disadvantaged pupils 23.7% English Learners 13.6% Students with Disabilities 6.9% Homeless 13.6%	CALPADS CTE cohort completers: All students 35.0% Socioeconomically Disadvantaged pupils 30.0% English Learners 19.0% Students with Disabilities 20% Homeless 20%
Priority 4 Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	Dataquest English Learner Progress 2021 'Low' Status 37% making progress toward English language proficiency	California Dashboard English Learner Progress Indicator 'High' Status 60% progress toward English language proficiency
Priority 4 Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Dataquest Reclassification rate 2020-21 - 12.7%	Reclassification rate - 18.0%
Priority 4 Pupil achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	College Board AP Passing 2021: Percent passed: All Pupils 22% Socioeconomically Disadvantaged 38.2%	College Board AP Passing 2020: Percent passed: All Pupils 45.0% Socioeconomically Disadvantaged Pupils 59%
Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	2021 Dataquest EAP College Preparedness: English Language Arts All students 57.4% Socioeconomically Disadvantaged Pupils 54.8% English Learners 11% Students with Disabilities 8.5% Mathematics All students 28.5% Socioeconomically Disadvantaged Pupils 26%	EAP College Preparedness: English Language Arts All students 62.0% Socioeconomically Disadvantaged Pupils 61.0% English Learners 10.0% Students with Disabilities 17.0% Mathematics All students 35.0% Socioeconomically Disadvantaged Pupils 33.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners 3% Students with Disabilities 4.5%	English Learners 8.5% Students with Disabilities 5.0%
Dataquest Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	California Dashboard College and Career Readiness Indicator 2021 status: All students 72.5% 'Very High' Socioeconomically Disadvantaged Pupils 72% 'Very High' English Learners 52.5% 'Medium' Students with Disabilities 35.5% 'Medium' Homeless 66.7% 'High' CALPADS Dual Enrollment Credit Attainment 2020-21: All students 35.1% Socioeconomically Disadvantaged Pupils 37% English Learners 18.1% Students with Disabilities 10.1% California Dashboard Four-Year Cohort College Credit All students 78% Socioeconomically Disadvantaged Pupils 77% English Learners 66% Students with Disabilities 44% Homeless 59%	California Dashboard College and Career Readiness Indicator status: All students 'Very High' Socioeconomically Disadvantaged Pupils 'Very High' English Learners 'High' Students with Disabilities 35.5% 'High' Homeless 66.7% 'High' CALPADS Dual Enrollment Credit Attainment 2020: All students 50% Socioeconomically Disadvantaged Pupils 52% English Learners 25% Foster Youth 42% Students with Disabilities 20%

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 2.

Professional development and support

The district will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals.

a) Maintain professional development that will improve instruction and use of assessment data to improve student academic achievement. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, Literacy, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co- teaching.

b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of English learners and economically disadvantaged pupils.

c) Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and economically disadvantaged pupils. The induction program provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and Differentiating Instruction targeted on improving student academic achievement.

d) Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, Close Reading, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.

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)
20,000.00	Title I Certificated Personnel Salaries & Benefits PD Aligned to Academic Strategies
20,000.00	Title I 5000-5999: Services And Other Operating Expenditures PD Materials, Supplies, & Equipment

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

Goal 1 Action 4

Supplemental Instructional Materials

The district will continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve language acquisition for English learners and instruction and learning for foster youth and pupils of low economic status (LCFF).

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)
35,000.00	Title I 4000-4999: Books And Supplies Supplemental Materials

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

Goal 1 Action 5

Supplemental Instruction and Interventions

The district will continue to maintain supplemental instruction and interventions for teachers to provide:
d. Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and economically disadvantaged pupils in English, science, and mathematics,
f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions b, c, and d.
g. Fund an additional bus driver for each comprehensive high school to transport students to other district schools for access to a broad course of study and to close the College and Career Indicator as well as the college credit gap for English learners and economically disadvantaged 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)

20,000.00	Title I Certificated Personnel Salaries & Benefits Intervention & Tutorials
10,000.00	Title I 5000-5999: Services And Other Operating Expenditures Instructional Field Trip

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 6

Reduced Class Size

The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners by:
a. Maintaining the additional two English and five mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction.
b. Maintaining class size reduction teacher and the two instructional assistants to close the academic achievement gap on the CAA English and mathematics of English learners and economically disadvantaged pupils.
c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.

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)
18,989.00	Title I Classified Personnel Salaries & Benefits Reduced Class Sizes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 1 Action 7

Support Staff

The district will continue to provide support staff to improve student outcomes by:
a. Increasing EL Program Specialists to two full-time for more effective monitoring of English learner progress and implementation of necessary interventions.
b. Maintaining school site Learning Directors to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction.
c. Maintaining the district level Director of Instruction, Data, and Assessments for implementation of common instructional practices and assessments; use of data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and economically disadvantaged pupils.
d. Maintaining a portion of the Assistant Superintendent of Educational Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low economic status.

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)
235,669.00	Title I Salaries & Benefits Support Staff-Administration (Learning Director & Director of Instruction)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 9

Classified Support Staff

The district will continue to provide support staff for improved student outcomes by:
a.. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions;
b. Maintaining IT support staff to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and economically disadvantaged students;
c. Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for economically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and
d. Maintaining instructional assistants to provide instructional support and small group instruction for English Learners, foster youth and pupils of low economic status.

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)
248,200.00	Title I Classified Personnel Salaries & Benefits Support Staff - ELD Clerk, Instructional Aids, IT

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 12

Technology

The district will continue to purchase updated technology and data management (Illuminate) system annual licenses. Updated technology is targeted to enhancing and improving the digital literacy of English learners and economically disadvantaged pupils. The data management systems will be used to analyze formative and summative assessments targeted at closing the academic achievement gap for these subgroups.

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)
43,363.00	Title I 4000-4999: Books And Supplies Technology

Annual Review

SPSA Year Reviewed: 2022-23

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.

Analysis of the 2021 - 21 goals will occur during the 2022 - 23 update cycle.

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

Analysis of the 2021 - 22 goals will occur during the 2022 - 23 update cycle.

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.

Analysis of the 2021 - 22 goals will occur during the 2022 - 23 update cycle.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College Readiness and Career Technical Education

LEA/LCAP Goal

LCAP #2 - Provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, and career technical education for all students, including English learners, foster youth and students with disabilities.

Goal 2

Cesar E. Chavez will improve college and career readiness, provide access to a broad course of study, and maximize performance in world languages, physical education, visual and performing arts, and Career Technical Education.

All students and student sub-groups (ELs, SpEd, etc.) at CCHS will demonstrate College and Career Readiness as indicated in the state's College and Career Indicator Model.

College and Career Readiness will be demonstrated by achieving a Well Prepared or Prepared status:

*The following preliminary information was forwarded as of September-October of 2016 by the California Department of Education (See attached draft) but is subject to change as the process for gathering input from all stakeholders is ongoing. .

Well Prepared: The College/Career Indicator (CCI) measures for "Well Prepared" will be determined following further review of potential state and local CCI measures as statewide data becomes available.California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.

Prepared: High School Diploma and any one of the following:

A. Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
*Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
*One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
B. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
E. Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria:
*CTE Pathway completion

*Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
*One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
*Passing score on one AP Exam OR on one IB Exam

Site Administration will coordinate resources to improve and increase Career Readiness and equip students to be viable candidates for 21st century highly-skilled/ high- wage (HS-HW) career opportunities.

Identified Need

Cesar E. Chavez High School has identified the following needs for the 2021-2022 school year:

- Maintain access to a broad course of study (Based on the survey in October of 2020, 98% of students and 97% of parents agreed that students have access to a broad course of study)
- Maintain AP passing rates in World Languages.
- Close the achievement gap on the College and Career Indicator for English Learners (36.4%) and students with special needs (25.9%).
- Maintain CCI high-performance status for all pupils (68.8%) and socioeconomically disadvantaged subgroups (67.6%)
- Close the Dual Enrollment credit attainment gap for English Learners (9.2%) and students with special needs (3.9%)
- Improve the Dual Enrollment credit attainment for all pupils (30%) and socioeconomically disadvantaged subgroups.
- Improve Physical Fitness test outcomes for all pupils and subgroups.
- Maintain 1st place rankings and superior ratings for Visual and Performing Arts.
- Maintain the CTE completion rate for all pupils (61.3%), socioeconomically disadvantaged subgroups (61.1%), English Learners (68%), students with special needs (82.6%), and homeless (50%)..
- Increase the number of Biliteracy Seal eligible pupils 2021 (9.4%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	Parent and Student Surveys, CALPADS, & 2021 California School Dashboard California Dashboard Standard Met Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree CALPADS Dual Enrollment Credit 2020-21: All students 35.1%	Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged Pupils 37% English learners 18.1% Students with Disabilities 10.1% CA Dashboard College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status	College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	Standard Met Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree CALPADS Dual Enrollment Credit 2020-21: All students 35.1% Socioeconomically Disadvantaged Pupils 37% English learners 18.1% Students with Disabilities 10.1% CA Dashboard College Credit 2021 Cohort: All students 77.9% Socioeconomically Disadvantaged Pupils 77.2% English learners 65.9% Students with Disabilities 40.1%	Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20% College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Homeless 59.1% College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status	English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	California Dashboard Standard Met Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree Dual Enrollment Credit 2020-21: Students with Disabilities 10.1% CA Dashboard College Credit 2021 Cohort: Students with Disabilities 40.1% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status	Standard Met Access to Broad Course of Study 98% Pupils agree 98% Parents agree College and Career Indicator: Students with Disabilities 'High" Status
CALPADS, College Board AP passing	2021 College Board AP Passing	College Board AP Passing World Language:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	World Language: All pupils 70% Socioeconomically Disadvantaged Pupils 71.4% State Seal of Biliteracy All pupils 15.8% Socioeconomically Disadvantaged Pupils 16.7% English Learners 20.8% Students with Disabilities 4.0% Homeless 13.6% CALPADS CTE completers 2021 cohort: All students 40.10% Socioeconomically Disadvantaged Pupils 39.80% English Learners 31.80% Students with Disabilities 33.30% Homeless 27.30%	AP Passing 88% Socioeconomically Disadvantaged 88.5% State Seal of Biliteracy All Pupils 20% Career Technical Education Completers All students 55% Socioeconomically Disadvantaged 55% English Learners 50% Students with Disabilities 50% Homeless 35%
Dataquest Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Dataquest Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 64.9% Socioeconomically Disadvantaged 63.4% Body Composition All pupils 51.4% Socioeconomically Disadvantaged 50.3% Abdominal Strength All pupils 88.7% Socioeconomically Disadvantaged 88.7% Trunk Extension All pupils 91.2% Socioeconomically Disadvantaged 91% Upper Body Strength All pupils 63.6%	Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 66% Socioeconomically Disadvantaged 65% Body Composition All pupils 53% Socioeconomically Disadvantaged 52% Abdominal Strength All pupils 89% Socioeconomically Disadvantaged 89% Trunk Extension All pupils 91.2% Socioeconomically Disadvantaged 91% Upper Body Strength All pupils 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged 62.8% Flexibility All pupils 79.3% Socioeconomically Disadvantaged 79.2%	Socioeconomically Disadvantaged 64% Flexibility All pupils 80% Socioeconomically Disadvantaged 80%
PPAACC finals Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	PPAACC finals Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings

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

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate - Pupil and Parent Engagement

LEA/LCAP Goal

Provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day.

Goal 3

Cesar E. Chavez will provide for a positive school climate; an educational environment that is conducive to learning; will provide student safety; student relationships and overall academic, social, and emotional well-being, as well as provide a safe, and orderly environment conducive to superior teaching, learning and maximum academic achievement where students can take pride in their facilities and look forward to coming to school every day.

School will coordinate efforts and resources to maintain high student and staff morale, lower suspension, expulsion, truancy and drop-out rates, improve attendance and graduation rates, and promote greater parent participation.

Identified Need

Cesar E. Chavez High School has identified the following needs for the 2021-2022 school year:

·Maintain 'Standard Met' of school facilities in good repair on the California Dashboard
·Maintain 'full implementation and sustainability' of parental involvement in the evaluation, approval, and monitoring of the district and school site plan for student achievement on the California Dashboard Self Reflection Tool and Parent Survey
·Maintain 'full implementation and sustainability' of family engagement on the California Dashboard Self Reflection Tool and Parent Survey
·Maintain 'full implementation and sustainability' of parental involvement in how the district and school promotes parent participation in programs for unduplicated students and individuals with exceptional needs
·Maintain school attendance rates above state average. CCHS 2021 attendance rate for all pupils was at 96.8%.
·Improve chronic absentee rate for student with special needs 2021 (20.5%), and maintain chronic absentee rates below state levels for all pupils (10.1%), socioeconomically disadvantaged students (11.1%), and English learners (20.06%)
·Improve dropout rate for students with special needs (10.7%), and maintain the dropout rate below state levels for all pupils (3.1%), socioeconomically disadvantaged students (3.4%) and English learners (8.4%).
·Improve 'Low' status graduation rate for students with special needs (82.1%).
·Maintain 'High' to 'Very High' graduation status for all pupils (94.3%), socioeconomically disadvantaged students (93.7%), and English learners (87.9%)
·Maintain 'Low' suspension status and expulsion rates for all pupils and subgroups.
·Improve student sense of safety and school connectedness. October 2021 surveys indicate that 84.2% of pupils and 76.7% of parents have a sense of school safety and school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 1 (c) School facilities are maintained in good repair.	California Dashboard (no new dashboard indicator for 2021) Facilities Inspection Tool "Good Repair"	Maintain Standard Met on the California Dashboard Attain 'Exemplary' status on the Facility Inspection Tool
California School Dashboard Priority 3(A) Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	2021 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability The Cesar E. Chavez High Schools current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in November 2021 to 798 parents. The results of these surveys indicate that 97.4% of parents agree the school/district seeks input from parents in making decisions for the school and district.	Standard Met Full Implementation and Sustainability
California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys November 2021	Standard Met Full Implementation and Sustainability

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
families to advocate for equity and access.	93.5% parents agree the school promotes family engagement activities	
California School Dashboard Priority 3(C) Parental involvement and family engagement, including how the school district will promote parental participation in programs for individuals with exceptional needs.	Cesar E. Chavez High School celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve families in Parent University trainings and site and district educational partner meetings. Cesar E. Chavez High School will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard voice and text messaging, social media, the school marquee, mailings, and posting events on our websites. California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory	Standard Met Full Implementation and Sustainability

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.	
Aeries Student Data System Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	Aeries School year 2020-21 Attendance rate 97.3%	Attendance rate 96.7%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	All students 9.9% Socioeconomically Disadvantaged pupils 10.4% English learners 16.5% Students with Disabilities 17.4%	All students 11% Socioeconomically Disadvantaged pupils 10.5% English learners 12% Students with Disabilities 15% Foster Youth 0% Homeless 12% CALPADS All students 8% Socioeconomically Disadvantaged pupils 8.5% English learners 11%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	Dataquest 2021 Cohort Dropouts All students 2.7% English learners 4.4% Socioeconomically Disadvantaged pupils 2.8% Students with disabilities 7.4% Homeless 4.2%	Dataquest Dropouts All students 2.0% Socioeconomically Disadvantaged pupils 2.5% English learners 4.0% Students with disabilities 5.0% Homeless 4.0%
Dataquest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	Dataquest 2021 Cohort Graduation Rate All students 94.5% 'High' Status Socioeconomically Disadvantaged pupils 94.3%	All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'Very High' Status

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	'High' Status English learners 90.4% 'High Status' Students with disabilities 80.9% 'Medium' Status Homeless 91.7% 'High' Status	Foster Youth 'Very High' Status Students with disabilities 'Medium' Status Homeless 'High' Status
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (A) Pupil suspension rates	Dataquest 2021 Suspension Rate All students 0% 'Very Low Status'' Socioeconomically Disadvantaged pupils 0% 'Very Low Status''' English learners 0% 'Very Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 0% 'Very Low Status' Homeless 0% 'Very Low Status'	All students 1.2% 'Low Status' Socioeconomically Disadvantaged pupils 1.2% 'Low Status' English learners 1.5% 'Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 1.5% 'Low Status' Homeless 3.0% 'Medium Status'
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (B) Expulsion rates	Dataquest 2021 Expulsion rate All students 0.05% Socioeconomically Disadvantaged pupils 0% English learners 0.0%	Maintain below 1% for all students and subgroups
California School Dashboard - Local Climate Survey Priority 6 School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils,	Standard Met A local climate survey was administered in November of 2021 to students, parents, and teachers The results of this survey indicate that 91.5% of	Standard Met 94% Student, parent and teacher sense of school safety. 99% Student, parent and teacher sense of school connectedness

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parents, and teacher on the sense of safety and school connectedness	students; 93.4% of parents; and 89% of teachers have a sense of school safety. This survey also reflects that 74% of students; 98% of parents; and 98.3% of the teachers feel connected to their school.	

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

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 5

Interventions

The district will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs and improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and economically disadvantaged pupils.

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)
22,729.00	Title I Certificated Personnel Salaries & Benefits Tutorials, Credit Recovery, Behavioral Intervention, and Reduced Class Sizes

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

Goal 3 Action 11

Parental Involvement

The district will continue to promote parental involvement to improve learning outcomes of English learners, foster and homeless youth and pupils of low economic status.
a. Continue to conduct Parent Awareness workshops.
b. Continue to provide resources for parent outreach and assistance.
c. Maintain modified classified staff work calendar to improve services for students. The classified workdays now correlate with the scheduled school days so that staff is available to meet with parents and 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)
5,250.00	Title I 4000-4999: Books And Supplies Parent Workshops

Annual Review

SPSA Year Reviewed: 2022-23

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

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Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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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.

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	$830,635.78
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$679,200.00

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	$679,200.00

Subtotal of additional federal funds included for this school: $679,200.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $679,200.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	679,200.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	83,613.00
5000-5999: Services And Other Operating Expenditures	30,000.00
Certificated Personnel Salaries & Benefits	62,729.00
Classified Personnel Salaries & Benefits	267,189.00
Salaries & Benefits	235,669.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I	83,613.00
5000-5999: Services And Other Operating Expenditures	Title I	30,000.00
Certificated Personnel Salaries & Benefits	Title I	62,729.00
Classified Personnel Salaries & Benefits	Title I	267,189.00
Salaries & Benefits	Title I	235,669.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	651,221.00
Goal 3	27,979.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Justin Derrick	Principal
Lorraine Alvarez	Classroom Teacher
Julie Sanchez	Classroom Teacher
Juan Cruz	Classroom Teacher
Carol Gardner	Classroom Teacher
Yaneli Villagomez	Other School Staff
Dyana Estrada	Secondary Student
Annie Hirokawa	Secondary Student
Amy Razo	Secondary Student
Olga Acosta	Parent or Community Member
Octavio Magana	Parent or Community Member
Gina Martinez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 1, 2022.

Attested:

	Principal, Justin M. Derrick on 5/16/2023
	SSC Chairperson, Juan Cruz on 5/16/2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019