



CESAR CHAVEZ HIGH SCHOOL

College ready - Career bound - Highly skilled - Successful citizens

2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Cesar Chavez High School
Address:	2929 Windflower Lane, Stockton, CA 95212
CDS Code:	0108159
District:	Stockton Unified
Principal:	Sherry Jackson
Revision Date:	January 16, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Sherry Jackson
Position:	Principal
Phone Number:	209-933-6678
E-mail Address:	sjackson@stocktonusd.net

Contents

SECTION I: BACKGROUND 3

- Purpose/Intent 3
- Recommendations and Assurances 4
- Mission 5
- Vision..... 5
- School Site Story 5

SECTION II: EVALUATION 7

- Plan Priorities 7
- Plan Implementation..... 8
- Strategies and Activities 9
- Involvement/Governance..... 9
- Outcomes 10
- Summary of Review of Overall Performance..... 11

 - Greatest Progress..... 11
 - Greatest Needs..... 12
 - Performance Gaps..... 14

SECTION III: STAKEHOLDER OUTREACH 15

- Stakeholder Involvement..... 15

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS.... 17

- Strategic Planning Details and Accountability 17

 - LCAP Goal 1: Student Achievement..... 17
 - Strategic Area of Focus 17
 - LCAP GOAL 2: Safe and Healthy Learning Environments 27
 - Strategic Area of Focus 27
 - LCAP Goal 3: Meaningful Partnerships 31
 - Strategic Area of Focus 31

Section V: School Site Council Membership 35

Section VI: Budget Allocation Spreadsheets 36

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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

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

<input type="checkbox"/> State Compensatory Education Advisory Committee	_____ Signature
<input checked="" type="checkbox"/> English Learner Parent Involvement Committee	<u>Martha Rulley</u> Signature
<input type="checkbox"/> Special Education Advisory Committee	_____ Signature
<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee	_____ Signature
<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement	_____ Signature
<input type="checkbox"/> Compensatory Education Advisory Committee	_____ Signature
<input type="checkbox"/> Departmental Advisory Committee (secondary)	_____ Signature
<input checked="" type="checkbox"/> Other committees established by the school or district (list):	<u>[Signature]</u> Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 1/16/18

Attested:

Sherry Jackson
Typed Name of School Principal

[Signature]
Signature of School Principal

1/16/18
Date

Michael Stratford
Typed Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

1/16/18
Date

Mission

Insert the school site's mission.

- Cesar Chavez High School is a community of learners who are all dedicated to develop a school atmosphere that builds Relationships between stakeholders to provide our students a Rigorous and Relevant curriculum that connects their learning to the real world.
- Cesar Chavez High School is committed to providing an excellent education to all of its students. Our school is a richly diverse community of learners that values ALL its stakeholders and is dedicated to provide a safe and productive learning environment in which students can think Critically, Ambitious to pursue long term and short term goals, Responsible to themselves and others and Educationally competent to confront and solve any challenge presented to them.

Vision

Insert the school site's vision.

- Our school vision is to ensure that all students become:
- College ready
 - College bound
 - Highly skilled and
 - Successful citizens

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Chavez High School opened in the fall of 2005. Our school provides all students a unique learning experience to ensure that they are successful while in high school and that they are college and career ready upon completion.

The dedication and hard work of the students and staff are evident in our many accomplishments at Chavez such as our 4x4 block schedule, highly certified Advancement Via Individual Determination (AVID) program, Music and Performing Arts programs, dual enrollment and early college program, our growing CTE pathway programs, and over 80 clubs such as MESA, National Honor Society, MEChA, and BSU.

Our 4x4 block schedule allows all students the opportunity to take eight classes and earn 80 credits each year. Students attend four classes in the Fall term and another four classes in the Spring term. The 4x4 schedule provides the school with 40 minimum days. 31 of the minimum days allow our Professional Learning Communities teachers to meet and utilize this time for weekly professional development and data analysis to improve instruction and student learning. Students are also able to take Delta College classes on the Chavez campus and earn credits toward their AA degree.

Chavez currently has over 2100 students that make up the following demographics: 50% Hispanic, 19% Asian (Chinese, Japanese, Korean, Vietnamese, Asian/East Indian, Laotian, Cambodian, Hmong, and other Asian), 15% African American, 7% Filipino, 5% Caucasian, and 4% other (Two or More, American Indian/Alaskan Native, Native Hawaiian, Guamanian, Samoan, Tahitian, other Pacific Islander).

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Increase student performance in English by 10% in MAP and SBAC assessments

- Full time instructional coach to support teachers in delivering rigorous curriculum designed to increase proficiency in English
- After School tutoring offered three days per week by campus teachers
- Increased collaboration time for teachers to calibrate lessons and assessments
- Release teachers from class and utilization of prep times to conduct action walks within the department to share ideas, assess needs for support, and increase rigor in instruction
- Teachers participate with their colleagues to analyze data within their course area, including MAP, common formative, and D/F data

Increase student performance in Math by 10% in MAP and SBAC assessments

- After School tutoring offered three days per week by campus teachers
- Increased collaboration time for teachers to calibrate lessons and assessments
- Release teachers from class and utilization of prep times to conduct action walks within the department to share ideas, assess needs for support, and increase rigor in instruction
- Teachers participate with their colleagues to analyze data within their course area, including MAP, common formative, and D/F data

Increase reclassification and reduce LTEL rates by 10% for all ELD students

- After School tutoring offered three days per week by campus teachers
- Increased collaboration time for teachers to calibrate lessons and assessments
- Release teachers from class and utilization of prep times to conduct action walks within the department to share ideas, assess needs for support, and increase rigor in instruction
- Teachers participate with their colleagues to analyze data within their course area, including MAP, common formative, and D/F data
- Three bilingual assists to support students in the classroom

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.

- A single full time instructional coach provided support to teachers in English and other language based subject areas
- Academic Conferences were held after each grading period to analyze instructional and grading practices
- Action Walks were conducted by the Math and English departments monthly
- After School tutoring was offered three days per week by campus teachers
- Increased collaboration time was provided to teachers to calibrate lessons and assessments
- Teachers participate with their colleagues to analyse data within their course area, including MAP, common formative, and D/F data

Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- A full time math coach was not hired as planned. Shortages of teachers made it difficult to hire someone for a Math position outside of the classroom.
- Not all departments conducted monthly action walks as planned.

What specific actions related to those strategies were eliminated or modified during the year?

- The math coach position was eliminated to release funds due to the inability to hire.

Identify barriers to full or timely implementation of the strategies identified above.

23 of our teachers have less than 3 years experience. Several had no teaching experience at all prior to this year. One instructional coach could not provide all of the support needed with this amount of inexperienced teachers.

Department chairs were utilized more heavily than anticipated to help support new teachers in their content areas, therefore collaboration and action walks were often limited to support and ideas for the newer teachers instead of refinement of practices for experienced teachers.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

The instructional coach provided coaching training to the department chairs to help prepare them for the extensive support needed by the new teachers.

What impact did the lack of full or timely implementation of these strategies have on student outcomes?

Students were not consistently provided with high level rigor or quality instruction and management necessary for achievement

What data did you use to come to this conclusion?

Classroom observations
 Teacher evaluations
 Assessment Data

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Identify those strategies or activities that were particularly effective in improving student achievement.

-Professional Development, Collaboration and Planning to support instruction, engagement and rigor
-Instructional Coach and Department Chairs meet weekly with new or struggling teachers to provide instructional support.

-Data Dives to examine common and summative assessments and grading policies.

-Data Dives also examine interventions and D/F lists with reasons for grades and what supports were provided.

-Monthly action walks in each department

What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Student academic achievement, consistency evident in assessments and walkthroughs

Number of students meeting incentive requirements

Student transcripts

Student Attendance

Student Discipline

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Instructional coaching was not as effective as we would have wanted, as the number of new teachers was excessive. 25 teachers on campus have less than 3 years experience. The demand for support was overwhelming and not able to be provided by one coach. To remedy this situation, the instructional coach provided coaching training to department leads to allow them to provide additional support to the teachers in their department.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

How was the School Site Council (SSC) involved in development of the plan?

Review, input and approval of plan

How were advisory committees involved in providing advice to the SSC?

-input with goals and areas of concern

-input and approval of budget

How was the plan monitored during the school year?

Data dives and budget revisions

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Need more parents involved in school functions and meetings

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.

Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.

Fall 2017 MAP data of students who met standards clearly indicate a need for improvement. In the area of Reading, 338 students or 27% met standards. For Math, 267 students or 21%

met standards. 35% of our sophomores who took the MAP Science assessment met standards. In our latest Overall Profile Report provided by SUSD, Chavez showed slight growth in the area of students meeting targets from school year 2015-16 to 2016-17. There was a 1% increase for Reading and 2% increase in Math.

It is concluded that the goal for all students (grade 11) to meet their expected English Language Arts growth on the SBAC by increasing 10 percentage points of the percentage of students was not met. Additionally, the same goal for MATH growth was not met. The goal for all students (9-11) to meet their expected READING and MATH growth on the Measures of Academic Progress (MAP) to increase by 10 percentage was not met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

A full-time math coach was not hired as planned. Shortages of teachers made it difficult to hire someone for a Math position outside of the classroom. Not all departments conducted monthly action walks as planned. Instructional coaching was not as effective as we would have wanted, as the number of new teachers was excessive. 25 teachers on campus have less than 3 years experience. The demand for support was overwhelming and not able to be provided by one coach. To remedy this situation, the instructional coach provided coaching training to department leads to allow them to provide additional support to the teachers in their department. Also, with the addition of many new or less than 3 years experience in teaching, these teachers further training in MAP data use and how it impacts their lesson development.

Based on this information, what might be some recommendations for future steps to meet this goal?

Recommendations to meet our goals include:

- Full time instructional coach to support teachers in delivering rigorous curriculum designed to increase proficiency in English
- After School tutoring offered three days per week by campus teachers
- Increased collaboration time for teachers to calibrate lessons and assessments
- Release teachers from class and utilization of prep times to conduct action walks within the department to share ideas, assess needs for support, and increase rigor in instruction
- Teachers participate with their colleagues to analyze data within their course area, including MAP, common formative, and D/F data

Priority #3: English Learners

- Approximately 15% of our school population consists of English Learners. As a result, EL's are in almost every classroom across the campus, making their success a school-wide need.
- Only 2% of English Learners met or exceeded the standard on the ELA portion of the 2016 SBAC.
- Only 6% of English Learners met or exceeded the standard on the Math portion of the 2016 SBAC.
- Based on the above data, the staff noted that EL's required “particular attention” in our critical learner needs.
- In 2016, there were a total of 72 English Learners that reclassified. In 2015 there were 27 students reclassified.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Suspensions rates:

Suspension rates were high in past school years. In the 2017-18 year we are more proactive. The rules are enforced early and often. The rules are posted around the campus and assemblies were held to go over them. The consequences are more consistent and progressive. Students are being held accountable to the rules and the consequences. For African American, Hispanic students, and students with disabilities which in the past had high suspension rates, Chavez High is holding more SSTs and IEPs to provide preventative measures for students at-risk, or issues that may cause students to be suspended. Chavez has put in place anger management programs, substance abuse, and other programs to help students deal with life's issues. Foster care students, English language learners, and other groups with high suspension rates are given the same proactive preventative measures prescribed to all groups.

Graduation Rates:

Cesar Chavez High School is very proud of graduating a high rate of socioeconomically disadvantaged students during the 2016-2017 school year. Cesar Chavez High School graduated 579 students in 2016-2017 with 526 being classified as socioeconomically disadvantaged. This rate of graduation for socioeconomically disadvantaged students increase +1.1% over the previous year. Additionally, Cesar Chavez is proud of the increases in graduation rates for the following student groups: English Learners (+7.5%), Homeless (+5.2%), African American (+3.9%), American Indian (+7.9%), Asian (+1.2%), and Hispanic (+1.6%). The following student group have declined slightly: Filipino (-5.5%) and Students with Disabilities (-8.8%). In order to maintain and improve upon graduation achievements as well as graduation challenges, Cesar Chavez will continue to monitor student academics through the following areas:

- Review student transcripts on a regular basis
- Provide weekly tutoring in all subjects for all students
- Create student academic goals for graduation
- Provide guidance counseling with the intent of accomplishing academic success

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

English Learner Progress:

Cesar Chavez High School has 338 English Learners and is very proud of the progress that they have achieved. The status of achievable progress for Cesar Chavez English Learners peaks at 80.5% indicating a high achievement status. This student group has increased their progress by +5.5%. In order to maintain and improve upon English Learner achievements, Cesar Chavez will continue to monitor and support English Learners through the following areas:

- ELAC meetings
- CELDT Testing
- After School Tutoring

Cesar Chavez will continue to target these subgroups, and others as well, with intervention support out of the classroom. Students are offered extended learning and after school tutoring support. We will continue to provide intervention from administration, teachers and the counselors in order to continue to decrease our suspension rates. ELs are informed of their status as English Learners and goals to become proficient, Reclassified, and college and career ready.

- California Dashboard reflected the English Learner indicator being “Green” with a solid 5.5% increase from the spring 2017 data release.
- Our EL Graduation rates have increased by 1.4% from 2016 to 89.1%.
- EL Reclassified students met or exceeded their SBAC Math at 20% compared to the entire school population at 15% for Math
- EL Reclassified students met or exceeded their SBAC at 37% for English compared to the entire school population at 28% for English
- In 2016, there were a total of 72 English Learners that reclassified. In 2015 there were 27 students reclassified.

English Learner Progress:

Even though English Learner progress did not fall under “red” or “orange” status at Cesar Chavez High School, this student group will be continuously monitored and supported through the following areas:

- ELAC meetings
- CELDT Testing
- After School Tutoring

- EL students met or exceeded their SBAC Math at 6% compared to the entire school population at 15% for Math
- EL students met or exceeded their SBAC at 2% for English compared to the entire school population at 28% for English

The Leadership Team - made up of administrators, coordinators, teachers and department chairs will need to concentrate on teaching units of study, establish across the board common and formative assessments,

implement re-teaching time, continue to infuse lesson study, strategize on differentiated instruction, continue classroom visits using the action walk form and monitor the data. The EL collaboration team will continue to meet to implement strategies to assist EL students.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Graduation Rates:

Cesar Chavez High School has had success with graduation rates for many of its student groups, however, there is a decline for Students with Disabilities (-8.8%). At Chavez High School, Students with disabilities are a significant part of our school community. They operate our café for staff and send and receive food orders to staff. We have a buddy system called “Circle of Friends” that pairs a student with a disability with another student. That buddy student helps the student with disabilities get around campus, talks with them, goes to games with them, and helps with academic needs also. To close the performance gap for resource students is to have IEPs that are current and reviewed. Students with disabilities are provided the resource level are provided with the same access to small learning communities (SLCs) as the general student population. They have the same transcript, discipline, and attendance screening. They are provided tutoring, counseling, and extra resources from the district to ensure success. Lessons are given with more rigor to help students with critical thinking situations.

English Learner Progress:

Even though English Learner progress did not fall under performance gaps status at Cesar Chavez High School, this student group will be continuously monitored and supported through the following areas:

- ELAC meetings
- CELDT Testing
- After School Tutoring

Suspension Rates:

Chavez provides SSTs and IEPs for students that are at-risk for behavior, attendance, and credits. When the student is identified he/she is prescribed a plan for success. The meeting also helps the students and their parents become aware of the situation the student is in. The intention of the meeting also involves

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Parents are a valued part of the Chavez High School community and are highly encouraged to become involved in their student's education. Chavez High School offers parents several opportunities to participate in various advisory groups such as; School Site Council, English Language Advisory Committee, Small Learning Communities, Athletics, and Performing Arts. We also provide workshops to empower parents for example, we offer monthly Parent Coffee Hour and ELAC meetings that present valuable information by community agencies and community partners to parents. Chavez High School's parent center hosts "Realizing the Academic Dream" (RAD) Parenting Classes, which educate parents how to help their student with school-work, motivation, improve reading skills, work as partners with teachers, counselors, administration and other school staff. Also, they assist parents develop a plan to assist their student succeed academically and prepare and plan for college. Other opportunities for parent and community involvement is during our Back to School Night held in August and our Open House which is held during our second term. During these events, parents not only get the chance to meet with teachers, administration and counselors but they get the chance to meet with community agencies and colleges. At least once a Term in the school Career Center, CCHS staff hold parent informational meetings to assist parents with College financial Aid, understanding A-G compliance, CASH for college, College application process, and career preparation. AVID Site-Team will assist in these meetings as needed. Parent Surveys are conducted during our Summer Round Up/Orientation activities and again via online or phone message system in the spring. Surveys are also conducted during all ELAC monthly meetings. The data is analyzed by school leadership and used to identify parent and community involvement areas of parent interest.

In order to support, communicate and assist our parents, CCHS has established the following:

- Ensure all phone communication goes out in both Spanish and English
- Maintain our school website to help keep parents informed and engaged at school
- Utilize social media outlets such as Twitter to keep parents informed of various school activities and programs
- Teachers utilize the Synergy grade-book to help keep parents informed about their student achievement and academic achievement and through ParentVue.
- Teachers maintain consistent contact with parents throughout the term via phone and email
- 8th grade pre-registration SLC Career Pathway fair to help parents learn about CCHS programs and activities.
- Freshman Orientation/Round Up and 8th grade student school visitation to help ease the transition to high school
- Access to their child counselor to support their academic achievement
- College and Career information and options for their students during their high school career
- FAFSA workshops
- Ongoing Financial Aid workshops for college and trade school

MEETINGS:

ELAC meetings are held once a month on the last Wednesday of the month.

SSC meetings are held monthly

Back-to-School night are held in August/September

Open House are held after Term 2 in February

Some of our Community Partnerships include:

- Point Break
- Hospice Of San Joaquin
- UOP
- SJ Public Health
- Probation-Crossroads
- Lao Family
- Valley Community Counseling
- CAPA (Child Advocate/Parent Coaches
- Women’s Center
- Victim Witness
- Stockton PD
- El Concilio
- Lao Khum
- San Joaquin Delta College
- Parent Empowerment
- SUSD PD
- SJC Worknet
- SJC Probation

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	<p>Instructional Coach - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter.</p> <p>Collaboration, teachers meet for action walks and professional development relevant to their subject matter</p> <p>AVID Training and Targeted Professional Development - teachers learn new instructional techniques to engage students and increase rigor.</p> <p>Data Dives - Teachers, admin and instructional coach meet each semester to review assessment data and grades, calibrate instruction, and plan for the next semester</p> <p>A2Z Learning Math Coaching for teachers</p>	<p>MAP Scores, Common Assessments, Analysis of grades, credits earned, and interventions provided for students in each demographics</p> <p>EL Assessment and Reclassification Data, SBAC, Action Walks,</p>	Each Semester	<p>\$144,866 (Salary/Benefits)</p> <p>\$80,000</p> <p>\$61,012 (Teacher Additional Comp)</p> <p>\$11,310</p> <p>\$61,012 (Teacher Substitute Pay)</p> <p>\$25,000 (Consultants-Instructional)</p>	Title I	19101 11500 11700 58100
1.2 Student Intervention	<p>Tutoring for Core Subject - Teachers provide tutoring to students three days per week for 1.5 hours a day in</p>	<p>MAP Scores, Common Assessments, D/F List, EL Data, SBAC</p>	Quarterly	<p>\$27,588 (Teacher Additional Comp)</p>	Title I	11500

	all core content areas					
1.3 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. computers, chromebooks, etc.), web-based programs, etc.	Teacher technology usage · Teacher log · Observations Student technology usage Common Formative Assessments	Monthly	\$123,786 (Instructional Materials)	Title I	43110
1.4 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.	# of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP # of EL students at grade level # of EL students below grade level # of EL students making progress	Monthly	\$20,998 (Salary/Benefits)	LCFF	21101
1.5 Academic Student Achievement	To continue implementation of a monitoring system for	# of students meeting A-G requirements # of students not meeting	Quarterly	\$148,974 (Salary/Benefits)	LCFF	12151

	students to meet A-G requirements.	A-G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of A-G presentations # of A-G transcript reviews				
--	------------------------------------	---	--	--	--	--

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 Academic Student Achievement</p>	<p>Instructional Coach - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter.</p> <p>Collaboration, teachers meet for action walks and professional development relevant to their subject matter</p> <p>AVID Training and Targeted Professional Development - teachers learn new instructional techniques to engage students and increase rigor.</p> <p>Data Dives - Teachers, admin and instructional coach meet each semester to review assessment data and grades, calibrate instruction, and plan for the next semester</p> <p>A2Z Learning Math Coaching for teachers</p>	<p>MAP Scores, Common Assessments, Analysis of grades, credits earned, and interventions provided for students in each demographics EL Assessment and Reclassification Data, SBAC, Action Walks,</p>	<p>Each Semester</p>	<p>\$144,866 (Salary/Benefits)</p> <p>\$80,000 (Teacher Additional Comp)</p> <p>\$11,310 (Teacher Substitute Pay)</p> <p>\$25,000 (Consultants-Instructional)</p>	<p>Title I</p>	<p>19101 11500 11700 58100</p>
<p>2.2 Student Intervention</p>	<p>Tutoring for Core Subject - Teachers provide tutoring to students three days per week for 1.5 hours a day in</p>	<p>MAP Scores, Common Assessments, D/F List, EL Data, SBAC</p>	<p>Quarterly</p>	<p>\$30,000 (Teacher Additional Comp)</p>	<p>Title I</p>	<p>11500</p>

	all core content areas					
2.3 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. computers, chromebooks, etc.), web-based programs, etc.	Teacher technology usage · Teacher log · Observations Student technology usage Common Formative Assessments	Monthly	\$123,786 (Instructional Materials)	Title I	43110
2.4 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.	# of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP # of EL students at grade level # of EL students below grade level # of EL students making progress	Monthly	\$20,998 (Salary/Benefits)	LCFF	21101
2.5 Academic Student Achievement	To continue implementation of a monitoring system for	# of students meeting A-G requirements # of students not meeting A-	Quarterly	\$148,974 (Salary/Benefits)	LCFF	12151

	students to meet A-G requirements.	G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of A-G presentations # of A-G transcript reviews				
--	------------------------------------	---	--	--	--	--

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 Academic Student Achievement</p>	<p>Instructional Coach - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter.</p> <p>Collaboration, teachers meet for action walks and professional development relevant to their subject matter</p> <p>AVID Training and Targeted Professional Development - teachers learn new instructional techniques to engage students and increase rigor.</p> <p>Data Dives - Teachers, admin and instructional coach meet each semester to review assessment data and grades, calibrate instruction, and plan for the next semester</p> <p>A2Z Learning Math Coaching for teachers</p>	<p>MAP Scores, Common Assessments, Analysis of grades, credits earned, and interventions provided for students in each demographics EL Assessment and Reclassification Data, SBAC, Action Walks,</p>	<p>Each Semester</p>	<p>\$144,866 (Salary/Benefits)</p> <p>\$80,000 (Teacher Additional Comp)</p> <p>\$11,310 (Teacher Substitute Pay)</p> <p>\$25,000 (Consultants-Instructional)</p>	<p>Title I</p>	<p>19101 11500 11700 58100</p>
<p>3.2 Student Intervention</p>	<p>Tutoring for Core Subject - Teachers provide tutoring to students three days per week for 1.5 hours a day in</p>	<p>MAP Scores, Common Assessments, D/F List, EL Data, SBAC</p>	<p>Quarterly</p>	<p>\$30,000 (Teacher Additional Comp)</p>	<p>Title I</p>	<p>11500</p>

	all core content areas					
3.3 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. computers, chromebooks, etc.), web-based programs, etc.	Teacher technology usage · Teacher log · Observations Student technology usage Common Formative Assessments	Monthly	\$123,786 (Instructional Materials)	Title I LCFF	43110
3.4 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.	# of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP # of EL students at grade level # of EL students below grade level # of EL students making progress	Monthly	\$20,998 (Salary/Benefits)	LCFF	21101
3.5 Academic Student Achievement	To continue implementation of a monitoring system for	# of students meeting A-G requirements # of students not meeting A-	Quarterly	\$148,974 (Salary/Benefits)	LCFF	12151

	students to meet A-G requirements.	G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of A-G presentations # of A-G transcript reviews				
--	------------------------------------	---	--	--	--	--

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	PBIS to increase campus climate and safety, PLUS to increase student leadership and ownership in school culture, Valley Community Counseling, Anger Management, Point Break, Smoking Cessation, Drug and Gang Prevention, Male and Female Empowerment	Referral and suspension rates, attendance rates	Quarterly	\$111,1163.50 (Salary/Benefits) \$20,000 (Consultant-Non-Instructional)	LCFF	13201 58320

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	PBIS to increase campus climate and safety, PLUS to increase student leadership and ownership in school culture, Valley Community Counseling, Anger Management, Point Break, Smoking Cessation, Drug and Gang Prevention, Male and Female Empowerment	Referral and suspension rates, attendance rates	Quarterly	\$111,1163.50 (Salary/Benefits) \$20,000 (Consultant-Non-Instructional)	LCFF	13201 58320

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	PBIS to increase campus climate and safety, PLUS to increase student leadership and ownership in school culture, Valley Community Counseling, Anger Management, Point Break, Smoking Cessation, Drug and Gang Prevention, Male and Female Empowerment	Referral and suspension rates, attendance rates	Quarterly	\$111,1163.50 (Salary/Benefits) \$20,000 (Consultant-Non-Instructional)	LCFF	13201 58320

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	\$111,116.50 (Salary/Benefits) \$9,586 \$91 (Parent Meeting)	Title I LCFF	13201 43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	\$111,116.50 (Salary/Benefits) \$9,586 \$91 (Parent Meeting)	Title I LCFF	13201 43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	\$111,116.50 (Salary/Benefits) \$9,586 \$91 (Parent Meeting)	Title I LCFF	13201 43400

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tammy Earnest	10/16	8/18			x		
Alexis Hrenko	5/17	5/18					x
Sherry Jackson	8/17	8/19	x				
Glennetta Johnson	10/16	8/18				x	
Arianna Jimenez	5/17	8/18					x
Sandra Monroe	10/16	8/18		x			
Ana Rodriguez	10/16	8/18				x	
Joshua Saenz	5/17	8/18					x
David Wilson	10/16	8/18		x			
Patricia Saenz	5/17	5/19				x	
Michael Stratford	10/16	8/18		x			
Genelita Tubal	10/16	8/18		x			
Numbers of members of each category:			1	3	1	5	3

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: CHAVEZ HIGH SCHOOL

**Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018**

Object	Description	FTE	Title 1 50647	Title 1 50643	Title 1 50645	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Parent Involvement	Instructional- General	Extended Day /Year		
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			107,588		\$ 107,588.00	Goal 1 - 1, 2
11700	Teacher Substitute			11,310		\$ 11,310.00	Goal 1 - 1
12151	Counselor			64,846		\$ 64,846.00	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			144,866		\$ 144,866.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 328,610.00	\$ -	\$ 328,610.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			123,786		\$ 123,786.00	Goal 1 - 3
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		9,677			\$ 9,677.00	Goal 3 - 1
44000	Equipment					\$ -	
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 9,677.00	\$ 123,786.00	\$ -	\$ 133,463.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional			25,000		\$ 25,000.00	Goal 1 - 1
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 25,000.00	\$ -	\$ 25,000.00	
	Total		\$ 9,677.00	\$ 477,396.00	\$ -	\$ 487,073.00	
	Differential		-	-		-	
	2016-17 Carryover		91	129,762		129,853	
	Revised 2017-18 Allocation		9,586	347,634		357,220	
			9,677	477,396		487,073	

SCHOOL NAME: CHAVEZ HIGH SCHOOL
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		61,012		\$ 61,012.00	Goal 1 - 1
11700	Teacher Substitute		61,012		\$ 61,012.00	Goal 1 - 1
12151	Counselor		148,974		\$ 148,974.00	Goal 1 - 5
13201	Assistant Principal		222,327		\$ 222,327.00	Goal 2 - 1, Goal 3 - 1
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		20,998		\$ 20,998.00	Goal 1 - 4
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 514,323.00	\$ -	\$ 514,323.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials				\$ -	
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ -	\$ -	\$ -	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans		20,000		\$ 20,000.00	Goal 2 - 1
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 20,000.00	\$ -	\$ 20,000.00	
	Total		\$ 534,323.00	\$ -	\$ 534,323.00	
	Differential		-		-	
	Allocations		534,323		534,323	