



## School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

### CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

### ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>Cesar Chavez High</b>	39686760108159	10/17/2024	11/12/2024

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement 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 improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Chavez's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFE funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

## **Educational Partner Involvement**

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Cesar Chavez staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Cesar Chavez's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- 3/26/2024 Annual Evaluation
- 5/28/2024 Approved the 2024-25 SPSA
- 8/27/2024 Title 1 Meeting
- 9/24/2024 SSC

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title I Parent Meeting last year 8/23/2023
- Title 1 Meeting on August 5th, 2024
- Monthly Coffee Hour on
- English Language Advisory Committee on November 3rd, 2023
- School Site Council 9/24/2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on September 9th, 2023P
- Leadership Meeting on October 5th, 2023

- Academic Conferences October 2nd, 2023 through October 6th, 2023
- Faculty Meeting on July 30,2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Chavez, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
<b>English Learner</b>	116.9 points below standard (red)	197.2 points below standard (orange)	X	X	X	10% prepared (low)
<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	population too small, no indicator	population too small, no indicator
<b>Homeless Youth</b>	X	X	12% suspended at least one day (red)	X	X	11.9% prepared (low)
<b>Students with Disabilities</b>	155.1 points below standard (orange)	228 points below standard (red)	9.5% suspended at least one day (orange)	X	68.2% graduated (yellow)	3.4% prepared (very low)
<b>American Indian/Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator

We have noticed that our students who are qualify as Homeless Youth and or Students with Disabilites have limited supports beyond the school setting. We also notice our EL students and our Students with Disabilities have low asperations of moving into a 4- year univercity setting.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students		139.9 points below standard (orange)	5.9% suspended at least one day (orange)			26.3% prepared (low)
Foster Youth						
English Learner	116.9 points below standard (red)	197.2 points below standard (orange)	7.1% suspended at least one day (red)			10% prepared (low)
Long Term English Learner						
Homeless Youth			12% suspended at least one day (red)		69% graduated (orange)	11.9% prepared (low)
Socioeconomically Disadvantaged	54.6 points below standard (orange)	154 points below standard (orange)	6.3% suspended at least one day (orange)			24.1% prepared (low)
Student with Disabilities	155.1 points below standard (orange)	228 points below standard (red)	9.5% suspended at least one day (orange)			3.4% prepared (very low)
African American	97.3 points below standard (orange)	192.8 points below standard (orange)	12.9% suspended at least one day (red)		80.6% graduated (orange)	15.3% prepared (low)
American Indian/ Alaskan Native						
Asian			4.8% suspended at least one day (orange)			
Filipino	2.2 points below standard (orange)	88.4 points below standard (orange)				

<b>Hispanic</b>	50.8 points below standard (orange)	156.6 points below standard (orange)	5.1% suspended at least one day (orange)			21.7% prepared (low)
<b>Two or More Races</b>			10.6% suspended at least one day (red)			
<b>Pacific Islander/ Native Hawaiian</b>						
<b>White</b>					74.2% graduated (orange)	12.9% prepared (low)

Several major gaps were observed between student groups on the CA Dashboard Indicators for Chavez School. These were observed in the following areas:

- Academic proficiency in both ELA and Math for our ELs, Socioeconomically Disadvantaged, Students with Disabilities, and African American Students
- Suspensions for ELs, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American Students.

Trend data was also reviewed year over year which resulted in observing low academic proficiency. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified ELA as an area of focus for this 2024-2025 school year due to the use of ELA structures in all content areas. When using the 5 Whys technique to analyze the low performance in ELA, we discovered the following strategies to support schoolwide improvement:

- Enacting the district's initiative of Writing Across the Curriculum.
- Supporting teachers with Professional Learning Communities
- Supporting new teachers to support reading and writing

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	<p>ELA SMART Goal: By the end of the 2024-25 school year, 9th-12th grade students will increase SBAC English scores by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and two full time instructional coaches to support literacy skills instruction, reading comprehension, and writing.</p> <p>ELD SMART Goal: By the end of the 2024-25 school year, the number of students who will be reclassified will increase by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and two full time instructional coaches to support literacy skills instruction, reading comprehension, and writing.</p> <p>Math SMART Goal: By the end of the 2024-25 school year, 9th-12th grade students will increase SBAC Math scores by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and two full time instructional coaches to support function skills, function notation skills, and number sense.</p> <p>Graduation Rate SMART Goal: By the end of the 2024-25 school year, Cesar Chavez High School will increase our graduation rate by 5%.</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cesar Chavez needs to provide teachers with opportunities for coaching and development. CCHS needs to have multiple coaches to support all teachers.

Teachers need the opportunity to learn and implement true a PLC in their collaboration time to assess student outcomes.

56.5 % of Chavez students did not meet the standards or were far below academic proficiency for ELA SBAC testing 2023-24. Our Homeless Students are identified for additional targeted support or improvement.

89.1 % of Chavez students did not meet the standards or were far below academic proficiency for Math SBAC testing 2023-24. Our Homeless Students are identified for additional targeted support or improvement.

Only 31 English Learners, or 10.4% of the EL population at Chavez were reclassified from the ELD program in 2022-23.

The percentage of students who did not graduate during the 2022-23 school year was 12.5%

Chavez High School has a chronic absenteeism rate of 36.4 %

Chavez High School has 140 suspensions as of the beginning of May. The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence.

It has been reported that 6% of students have been bullied in the past 30 days on the BOY Plus Survey

It has been reported that only 33% of students did not feel safe at school on the BOY Plus Survey. This is an increase of 2%

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall CAASSP - ELA (All Students) % of students performing at proficient or above.	43.5 %	47.8 %
Overall CAASSP - Math(All Students) % of students performing at proficient or above.	10.9 %	11.5 %
Percentage of students reclassifying by student English Proficient	5.5% for the 2023-24 school year	6 % for the 2023-24 school year
Graduation Rate	87.5 %	82.3 % due to COVID impact to this cohort of students upon returning from COVID in 9th grade

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table



Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education</p> <p>Robust offering of CTE coursed offered to all students. Get Focused Stay Focused courses for all 9th grade students to support Career &amp; Technical Education. Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings. Careers and Technical Education (CTE) program competition registration fees for Skills USA, and transportation to support the practice of teaching specific career skills to students. Project Lead the Way (PTLW) resources, teacher training and supplies to support teachers in providing transformative learning experiences for students - focusing on creating an engaging, hands on classroom environment and empowering students to develop in-demand knowledge and skills they need to thrive. Facilitate student participation in Project Lead the Way courses, STEM activities, and integrated project based learning with supplemental NGSS. Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement.</p> <p>(WASC A5 Resources that supports high achievement for all students, C2 Instruction: Student Engagement through a Variety of Strategies and Resources that supports high achievement for all students)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career &amp; Technical Education: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
1.1.2	<p>College Readiness</p> <p>AP Training for Teachers</p> <p>(WASC A4 Staff Qualified and Professional Development).</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

1.1.3	<p>A-G High School Courses</p> <p>Provide A-G Courses to students.</p> <p>Counselors (Centralized Funding) will provide yearly transcript review and course selection guidance to ensure students are taking A-G courses</p> <p>College Entrance and AP Exam Access and Preparation: College entrance exams support and access provided to 8th grade and high school students to increase or improve academic student achievement. In school college entrance exam administration for 11th and 12th graders to cover the cost and provide increased or improved access to college entrance exam opportunities. Collegeboard apps like Bluebook are utilized for AP/SAT/PSAT preparation.</p> <p>ASCA Conference for counselors to discover best practices, resources, and evidence-based materials for Chavez counseling program.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	All Students, Foster Youth, Low Income, Students with Disabilities, English Learners	#[Enter amount here]	[Specify the funding source(s)]
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1.1.4	<p><b>Bilingual Instructional Support</b></p> <p>Two Bilingual Assistants (.75 FTE Centralized Funding) to support newcomers in acquiring the English language and understanding subject matter Bilingual assistant provide in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)</p> <p>Provide EL students with support and resources through targeted small group instruction, tutoring, primary language novels, etc. that honors the student's primary language to increase foundational literacy skills. Provide students with academic support through tutoring, resources, and learning centers (EL and Special Education) to conduct small group instruction.</p> <p>Title I Funding Allocation: No additional site Title I is being allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]
1.1.5	<p><b>English Learner Professional Development</b></p> <p>Send staff to EL Professional Development to support our ELD Teachers and EL students.</p> <p>Title I Funding Allocation: Conference/ Workshop: \$5,000</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$5,000	3010 - Title I

1.1.6	<p><b>English Learner Programs and Supports</b></p> <p>EL Site Coordinator will administer local assessment &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.          Improve EL access to core content, language proficiency, performance on ELPAC, and reclassification rate</p> <p>ELPAC Strategies and Action Steps:          -Hosting a book fair          -Student incentives for showing growth in ELPAC and I-ready          -Parent professional development in supporting students at home (In Parent Goal (3))          -Send ELD teachers, Bilingual Aids, and parents to conferences          -Another full time bilingual Assistant (in strategy below)          -Celebrating reclassification and ELPAC growth through a ceremony</p> <p>ELPAC Recommended -Programs that support listening, reading, and writing (WASC A5 Resources that supports high achievement for all students, C2 Instruction: Student Engagement through a Variety of Strategies and Resources that supports high achievement for all students)</p> <p>Title I Funding Allocation:          Instructional Materials/ Supplies: \$10,000</p> <p>LCAP 1.6 English Learner Programs and Supports:          No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$10,000	3010 - Title I
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<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>Teacher Training and Collaboration - Release time and Substitute Pay Teachers will continue to receive in depth training and provided collaboration time focused on curriculum, instructional strategies and standards through the district in ELA, Math, Social Studies, Science, World Language and ELD to continuously improve rigor and engagement in high quality instruction. Teachers will look at ATSI subgroups to plan for targeted instructional strategies and differentiation- African American, Homeless Students and Students, Students with Disabilities. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2 Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students)</p> <p>Training opportunities may include:</p> <ul style="list-style-type: none"> <li>* UnboundEd - ELA, Math, and Leadership sessions, additional compensation for participation and collaboration time.</li> <li>* Professional Learning Communities at Work - Focusing on instruction, response to intervention, assessment &amp; grading, and culture. Resources include teacher additional compensation for participation and collaboration time.</li> <li>* Scope and Sequence Planning - vertical and horizontal alignment, looking at standards, knowledge base at end of school year for progression of instructional and curriculum plan, planning for real time review and interventions/ re-teaching to move forward more efficiently</li> <li>* Special Education/General Education core subject instructional alignment and planning to calibrate rigor and strategies to best support and include all students</li> <li>* ELA/ELD/SS Literacy Skill Crosswalk development and planning</li> </ul> <p>Maintenance Agreements for duplicating and laminating equipment - Teachers will use various equipment types to support instruction. Maintenance agreements ensure equipment is available and working properly.</p> <p>Title I Funding Allocation: Teacher Additional Comp: \$85,000 Teacher Substitute: \$60,000 Maintenance Agreements: \$12,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support Maintenance Agreements: \$7,000</p>	<p>English Learners, All Students, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$60,000</p> <p>\$12,000</p> <p>\$85,000</p> <p>\$7,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Professional development for school site administrators</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
1.1.9	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. Staff will receive support from consultants to improve the implementation of Professional Learning Communities. Staff will be released from assigned duty to participate in coaching, collaboration, and data dives as well as compensated for time spent outside of contractual hours.</p> <p>Title I Funding Allocation: Consultants- Instruction: \$35,000 Teacher Additional Comp: \$80,000 Teacher Substitute: \$60,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$80,000</p> <p>\$60,000</p> <p>\$35,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>

1.1.10	<p>Data Analysis and Evaluation</p> <p>Data Dives - Teachers, admin and instructional coach meet two times a month in PLC to review lesson outcomes through a review of assessment data and grades and calibrate instruction. (WASC A3 Leadership: Data Informed Decision Making Ongoing Improvement that supports high achievement for all students, D1 Using Assessment to Analyze and Report School Wide Student Progress that supports high achievement for all students, D2 Using Assessment to Monitor and Modify Learning in the Classroom that supports high achievement for all students, E2 School Culture and Environment that supports high achievement for all students)</p> <p>Release time for Leadership Walks and School Wide Planning: Admin, coaches, department chairs and teachers participate in walk throughs, data collection and feedback with a focus on standards, rigor, task analysis, and consistency in instructional practices. (WASC A5 Resources that supports high achievement for all students, B1 Curriculum: Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students)</p> <p>Title I Funding Allocation: Teacher Additional Comp: \$25,000 Teacher Substitute: \$8,000</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$8,000  \$25,000	3010 - Title I  3010 - Title I
1.1.11	<p>Access to Foundational &amp; Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

1.1.12	<p>Acceleration of Learning</p> <p>Supplemental Curriculum, Materials, and Programs to Support Acceleration of Learning.- Supplemental instructional materials, resources, and supplies, including math manipulatives, paper for graphic organizers, writing tools, markers, copy paper, toner/ink, whiteboards, chart paper, etc. to support student learning and extension of curriculum. Resources, materials, supplies for instruction - Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, glue, notebooks, composition notebooks, etc. (WASC A5 Resources) (WASC A5 Resources that supports high achievement for all students, B1 Curriculum: Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students, C2 Instruction: Student Engagement through a Variety of Strategies and Resources that supports high achievement for all students)</p> <p>Title I Funding Allocation: Instructional Materials/ Supplies: \$108,602</p> <p>LCAP 1.12 Acceleration of Learning Instructional Materials/ Supplies: \$7,633</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$7,633  \$108,602	0100 - LCFF/S&C (site)  3010 - Title I
1.1.13	<p>Literacy and Library Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]



1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID Professional Learning which will support teachers in the best practices to improve outcomes for our students. AVID - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration. Teachers and AVID Coordinator to attend AVID Institutes to improve academic programming and Math and ELA outcomes. AVID support for students and teachers will continue with training and Professional Development for teachers to learn new instructional techniques to engage students and increase rigor, as well as materials and supplies for students and staff, materials and supplies for students, including planners, binders, and other needed materials. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2 Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students)</p> <p>AVID Students will have the opportunity for a College Tour- Field Trip to a total of 2 universities, each tour, to introduce students to college life, programs and academic expectations. (WASC B2 Curriculum: Equity and Access to the Curriculum that supports high achievement for all students, C1 Instruction: Student Involvement in Challenging and Relevant Learning Experiences that supports high achievement for all students)</p> <p>Title I Funding Allocation: Conference: \$10,000 Instructional Supplies: \$5,000 Field Trip Transportation: \$7,000</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000  \$7,000  \$10,000</p>	<p>3010 - Title I  3010 - Title I  3010 - Title I</p>
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1.1.15	<p><b>Recapturing Learning Loss</b></p> <p>Instructional Consultants- will partner with district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers. (WASC A4 Staff Qualified and Professional Development)</p> <p>To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students. Learning and High School Credit Recovery Support &amp; Programs: Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement.</p> <p>Title I Funding Allocation: Consultant Instruction: \$80,000</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$80,000	3010 - Title I
1.1.16	<p><b>Outdoor Education/Science Camp</b></p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

Last year many of our teachers participated in PLC work. This included both the in-person and on-site. We created a Guiding Coalition to support the PLC work morning forward. Chavez passed its AVID review for the year. Our AP team supported instruction through walk through and teacher 1:1. As we were not permitted to hire a Program Specialist, much of the work that would have fallen on that person was not as effective as it could have been.

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

The district did not allow us to hire a Program Specialist or the intervention teacher. We had to reallocate the funds to be utilized on supplies. We also need to spend the moneys for consultants. For the next year we have already begun conversations to make this happen.

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

No significant modifications will be made to the goals as they are still what best serve our students.

## Goal 2.1

Goal #	Description
Goal 2.1	By the end of the 2023-2024 school year, Chavez High School will have less than 200 days of suspension, no expulsions, and less than 15% of the students will be considered chronic truants. The school climate will increase, with only 2% of students consistently report being bullied on campus, 80% of students report feeling safe at school, and 10% of students report racial tension at school. This increase will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors, social worker assists, and a mentoring program.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cesar Chavez needs to provide teachers with opportunities for coaching and development. CCHS needs to have multiple coaches to support all teachers.

Teachers need the opportunity to learn and implement true a PLC in their collaboration time to assess student outcomes.

56.5 % of Chavez students did not meet the standards or were far below academic proficiency for ELA SBAC testing 2023-24. Our Homeless Students are identified for additional targeted support or improvement.

89.1 % of Chavez students did not meet the standards or were far below academic proficiency for Math SBAC testing 2023-24. Our Homeless Students are identified for additional targeted support or improvement.

Only 31 English Learners, or 10.4% of the EL population at Chavez were reclassified from the ELD program in 2022-23.

The percentage of students who did not graduate during the 2022-23 school year was 12.5%

Chavez High School has a chronic absenteeism rate of 36.4 %

Chavez High School has 140 suspensions as of the beginning of May. The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence.

It has been reported that 6% of students have been bullied in the past 30 days on the BOY Plus Survey

It has been reported that only 33% of students did not feel safe at school on the BOY Plus Survey. This is an increase of 2%

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of days a student is suspended	342 total days of student suspensions (Beginning of May 2024)	Less than 200 days of suspension
Number of students who consistently report being bullied on campus	6% (PLUS Survey)	Less than 2% of student population reports being bullied
Students feeling safe on campus	65% (PLUS Survey)	More than 80% of students feel safe at school
Number of expulsions	1 students expelled	0 expulsions

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.2	<p>Ethnic Studies Program</p> <p>All students will have access to Ethnic Studies Classes. We will provide Ethnic Studies, Mexican American History, Black American History, and Filipino American History.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Continue and increase programs to promote a positive school culture, increase attendance and grades, as well as reduce behaviors. PBIS is used to increase campus climate and safety, PLUS is used to increase student leadership and ownership in school culture, Outside Community Organization Counseling, Anger Management, Smoking and Drug Cessation, Drug and Gang Prevention, Male and Female Empowerment, mental health clinicians and mentoring services provide individual supports and services to those who are in need. Services are coordinated through the Wellness Center and counseling department. (WASC E2 School Culture)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>Instructional Coach (1.0 FTE Centralized Funding) -Provide curricular and instructional support to new teachers and experienced teachers in their subject matter. Collaboration, teachers meet for action walks and professional development relevant to their subject matter, including use of assessment data to modify instruction. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)</p> <p>Title I Funding Allocation: No additional site Title I is being allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.11</p>	<p><b>Student Attendance and Truancy</b></p> <p>Support Staff Salary for Program Implementation - Behavior and Attendance Supports</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.12</p>	<p><b>Health and Wellness Services and Supports</b></p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic &amp; social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>



2.1.13	<p><b>Mental Health Resources and Supports for Students</b></p> <p>Mental Health Clinicians (Centralized Funding): Provide increased or improved mental health direct services to students, families, and staff district wide</p> <p>Provide individual and group supports for students who struggle with depression, peer conflicts, anger management, self-esteem, family conflicts, and drug/ alcohol/tobacco issues through community partnerships and local university interns. (WASC E2 School Culture, E3 Personal and Academic Student Supports).</p> <p>Provide families with mental health services on site. (WASC E3 Personal and Academic Student Supports)</p> <p>Title I Funding Allocation: No additional site Title I is being allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.14	<p><b>Social Emotional and Restorative Practices and Responsive Schools</b></p> <p>Professional Development on Trauma Informed Care and Social Emotional Learning to be provided for teachers, counselors and admin through district and outside consultants (WASC E2 School Culture, E3 Personal and Academic Support)</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Title I Funding Allocation: Consultant Instructional: \$10,000</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$10,000	3010 - Title I

2.1.15	<p>School Connectedness</p> <p>Student Incentive Program (WASC E2 School Culture)</p> <ul style="list-style-type: none"> <li>* License agreement for HERO, student academic incentive tracking program -</li> <li>* License agreement for Remind, student communication incentive software -</li> <li>* Taking Care of Business (TCOB) recognizes students who maintain a 2.0 GPA with no Fs (No Marks) and have positive attendance.</li> <li>* Principal's List and Honor Roll recognition * Class incentives for school spirit.</li> </ul> <p>Title I Funding Allocation: License Agreements: \$22,187</p> <p>LCAP 2.15 School Connectedness: Non Instructional Supplies: \$5,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000  \$22,187	0100 - LCFF/S&C (site)  3010 - Title I
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.17</p>	<p><b>Additional School Site Support</b></p> <p>Assistant Principals-Assistant Principals (3 @ 1.0 FTE - 0.5 FTE Centralized Funding, 0.5 Site Funding) provide support for student learning environments through direct student contact, supervision, instructional support, conflict mediation, referrals to academic and social services, mental health services, support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Program Specialist (1.0 FTE - 0.5 FTE Centralized Funding, 0.5 FTE Site Funding)- They will target students in our ATSI subgroups to plan and ensure interventions are in place and coordinate services and support for our Homeless Students and Students. Program Specialist oversees review of Benchmark Assessments, Common Assessments, D/F List, EL Data, SBAC, which are used to monitor progress and identify those who need additional assistance. This analysis will be done regularly through department meetings and collaboration. Coordinate SPSA implementation and School Site Council support with admin, and structured walk data, as well as identify students who need additional support and connect them to programs and resources, assist with parent needs assessment and presentations, technology needs and inventory. Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, (WASC A3 Leadership: Data-Informed Decision Making, A4 Staff: Qualified and Professional Development, D1 Using Assessment to Analyze and Report School Wide Student Progress, D2 Using Assessment to Monitor and Modify Learning)</p> <p>Instructional Coach (1.0 Centralized Funding) - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter. Collaboration, teachers meet for action walks and professional development relevant to their subject matter, including use of assessment data to modify instruction. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, E2 School Culture, E3 Personal and Academic Student Support)</p> <p>Title I Funding Allocation: Program Specialist Salary and Benefits (0.5 FTE): \$71,671</p> <p>LCAP 2.17 Additional School Site Support: Assistant Principals Salary and Benefits (3 @ 0.5 FTE): \$325,957</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$71,671</p> <p>\$325,957</p>	<p>3010 - Title I Certificated Salaries</p> <p>0100 - LCFF/S&amp;C (site)</p>
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2.1.18	<p>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.20	<p>2.1.20 Instructional Technology</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, duplos, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Title I Funding Allocation: Non-Capitalized Equipment: \$ 50,000</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$50,000	3010 - Title I

2.1.21	<p>Instruction and Teacher Staffing</p> <p>Intervention Teacher - (1.0 FTE Centralized Funding) STA Teacher to teach Titan Academy. Teacher will support students who are at risk of not graduating. Class would support students with credit recovery, wrap around services for our at risk students who need a more targeted approach- Tier 2 &amp; 3. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students)</p> <p>Title I Funding Allocation: No additional site Title I is being allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

We are pleased with the PBIS work our team is doing. We are actively looking for opportunities to engage students and families in Chavez as a community. We are also focusing on our reentries to reduce additional suspensions.

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

We need to utilize our Remind system better. We need the contact information to be accurate. We will need to work with the DO to do this. Additionally, we need to promote our PBIS initiatives more to continue to grow the program.

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

No significant modifications will be made to the goals as they are still what best serve our students.

### Goal 3.1

Goal #	Description
Goal 3.1	

#### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

56.5 % of Chavez students did not meet the standards or were far below academic proficiency for ELA SBAC testing 2023-24. Our Homeless Students are identified for additional targeted support or improvement.

89.1 % of Chavez students did not meet the standards or were far below academic proficiency for Math SBAC testing 2023-24. Our Homeless Students are identified for additional targeted support or improvement.

The percentage of students who did not graduate during the 2022-23 school year was 12.5%

Chavez High School has a chronic absenteeism rate of 36.4 %

Chavez High School has 140 suspensions as of the beginning of May. The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence.

It has been reported that 6% of students have been bullied in the past 30 days on the BOY Plus Survey

It has been reported that only 33% of students did not feel safe at school on the BOY Plus Survey. This is an increase of 2%

#### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

#### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Principal and PBIS Coordinator to attend CADA Conference to further develop campus climate and culture strategies, activities and programs.</p> <p>Students will have opportunities to visit colleges, museums, and or institutes to enhance their educational experience and relate classroom learning to real world/ modern experiences.</p> <p>Student Leadership &amp; Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. (WASC E2 School Culture)</p> <p>Instructional Materials and Supplies for PLUS and leadership classes, posters and supplies to provide positive messages, (WASC A5 Resources)</p> <p>Title I Funding Allocation:            Conferences/Workshop: \$2,500 (Object Code 5215)            Fieldtrip Transportation: \$20,000 (Object Code 5725)            Fieldtrip Transportation: \$5,000 (Object Code 5725)</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities            Instructional Materials and Supplies: \$1,000 (Object Code 4311)            Fieldtrip Transportation: \$5,000 (Object Code 5725)</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$5,000</p> <p>\$1,000</p> <p>\$2,500</p> <p>\$20,000</p> <p>\$5,000</p>	<p>3010 - Title I IntrPrgm - Field Trips</p> <p>0100 - LCFF/S&amp;C (site) Instructional - Mater/ Supplies</p> <p>3010 - Title I Conf/Workshop Exp</p> <p>3010 - Title I IntrPrgm - Field Trips</p> <p>0100 - LCFF/S&amp;C (site) IntrPrgm - Field Trips</p>
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation:            No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs:            No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>[\$[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>



3.1.3	<p>Arts Programming</p> <p>Students will have multiple opportunities to learn and demonstrate skill obtained through our ARTS programming. Students will also have real world opportunities to explore ARTS in today's modern world.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	#[Enter amount here]	[Specify the funding source(s)]
3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>ELOP- Increase and/or improve unduplicated pupil access to leadership experiences, career &amp; technical student organizations, student clubs &amp; activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures through Extended Learning Opportunity Programs provided beyond the Academic School day.</p> <p>Tutoring for Core Subjects - Teachers provide tutoring to students three days per week for 1.5 hours a day in all core content areas (WASC A5 Resources support high achievement for all students, B2 Equity and Access to the Curriculum that supports high achievement, WASC E2 School Culture)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	#[Enter amount here]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Our non governance community events continue to be a highlight. Our families appreciate opportunities to participate that are fun and inclusive.

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

We did not send a Parent to a Conference. This year we have identified CADA as the conference we would like a parent to attend. We continue to need more parent involvement. We need better marketing and communication for our governance meetings.

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

No significant modifications will be made to the goals as they are still what best serve our students.

## Goal 4.1

Goal #	Description
Goal 4.1	By the end of the 2022-23 school year, Chavez High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and advisory boards.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have very low attendance for our SSC and our ELAC meetings.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement in parent advisory boards	ELAC 5 Parents SSC 45 Parents	Increase of 15% ELAC 6 Parents, SSC 51 Parents
Parent involvement in parent meetings	93 parents participated in Parent Coffee Hour	Increase of 15% 107 parents participate in Parent Coffee Hour

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, etc. by providing access to a conference to support Parent Adviosry Committee and/ or School Site Council (WASC E1 Parent and Community Engagement)</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community by providing opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Title I Funding Allocation: Conference/ Workshop: \$3,500 Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$3,500	3010 - Title I - Parent
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$Enter amount here]	[Specify the funding source(s)]
4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$Enter amount here]	[Specify the funding source(s)]

4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, etc. (WASC E1 Parent and Community Engagement)</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community by providing opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Chavez will provide the tools and supplies needed to support. Such as light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. These will support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. This will support our parents understanding of the academic experience of their students as we want them to learn in a similar fashion that our students do.</p> <p>Title I Funding Allocation: Meeting Expenses: \$6,621 Title I Parent Instructional Materials/ Supplies: \$2,000 Title I Parent</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,000  \$6,621	3010 - Title I - Parent  3010 - Title I - Parent
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 5.1

Goal #	Description
Goal 5.1	

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cesar Chavez needs to provide teachers with opportunities for coaching and development. CCHS needs to have multiple coaches to support all teachers.

Teachers need the opportunity to learn and implement true a PLC in their collaboration time to assess student outcomes.

Chavez High School has a chronic absenteeism rate of 36.4 %

Chavez High School has 140 suspensions as of the beginning of May. The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence.

It has been reported that 6% of students have been bullied in the past 30 days on the BOY Plus Survey

It has been reported that only 33% of students did not feel safe at school on the BOY Plus Survey. This is an increase of 2%

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	[[Identify either All Students or one or more specific student groups]]	#[Enter amount here]	[Specify the funding source(s)]
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	[[Identify either All Students or one or more specific student groups]]	#[Enter amount here]	[Specify the funding source(s)]
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	[[Identify either All Students or one or more specific student groups]]	#[Enter amount here]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	[[Identify either All Students or one or more specific student groups]]	#[Enter amount here]	[Specify the funding source(s)]



5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 6.1

Goal #	Description
Goal 6.1	.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

56.5 % of Chavez students did not meet the standards or were far below academic proficiency for ELA SBAC testing 2023-24. Our Homeless Students are identified for additional targeted support or improvement.

89.1 % of Chavez students did not meet the standards or were far below academic proficiency for Math SBAC testing 2023-24. Our Homeless Students are identified for additional targeted support or improvement.

Chavez High School has a chronic absenteeism rate of 36.4 %

Chavez High School has 140 suspensions as of the beginning of May. The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

6.1.6	<p>Development of an African American Studies Course</p> <p>Chavez offers a Black American History, Ethnic Studies, course.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	All Students	#[Enter amount here]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate &amp; Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Chavez will work with a SUSD approved community partner in order to receive support from the District's established city partnership and increase community-based organizations' partnerships at Chavez. Students will benefit from community-based partnerships to enhance youth development programs to promote a growth mindset, self-efficacy, self-management, social awareness, and increase student engagement and attendance.</p> <p>Title I Funding Allocation: Consultant- Instruction: \$20,000</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$20,000	3010 - Title I

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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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.

# Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$804,081.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,155,671.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$791,960.00
3010 - Title I - Parent	\$12,121.00

Subtotal of additional federal funds included for this school: \$804,081.00

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 (\$)
0100 - LCFF/S&C (site)	\$351,590.00

Subtotal of state or local funds included for this school: \$351,590.00

Total of federal, state, and/or local funds for this school: \$1,155,671.00

# Addendums



# 2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Cesar Chavez High School

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

3/26/2024

Date of Meeting

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

English Learner Advisory Committee

10/15/2024

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.


2024-25 SPSA was adopted by the SSC at a public meeting on 10/17/2024.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

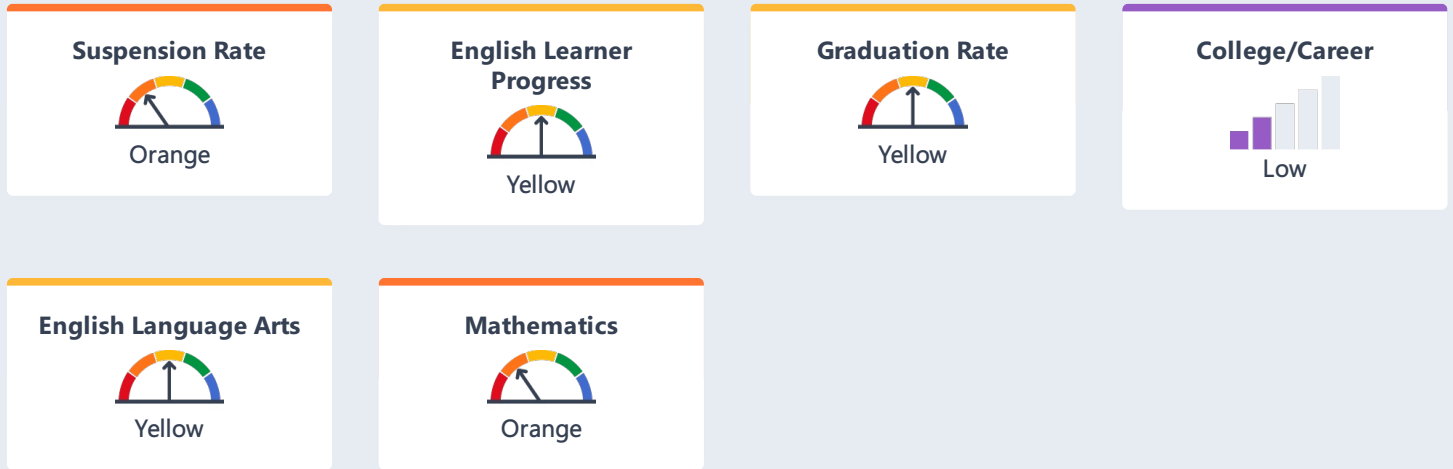
\_\_\_\_\_  
Committee  
Attested:  
Cynthia Cardenas Sanchez  
Typed Name of School Principal

\_\_\_\_\_  
Date of Meeting  
  
Signature of School Principal

\_\_\_\_\_  
Date of Meeting  
10/24/2024  
Date

# Cesar Chavez High

Explore the performance of Cesar Chavez High under California's Accountability System.



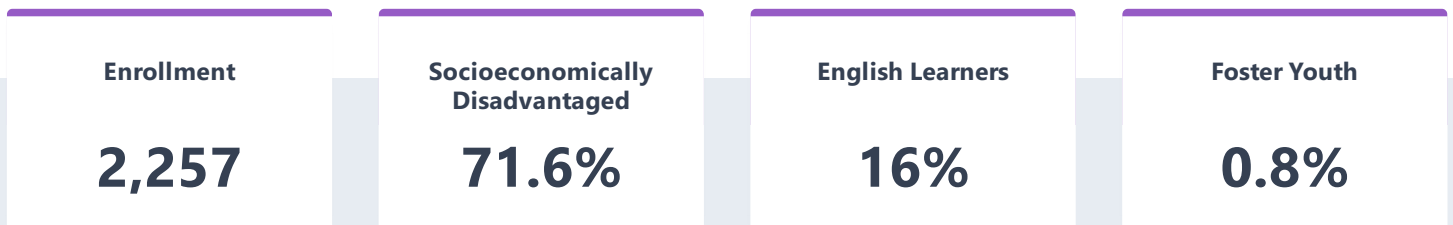
## School Details

<b>NAME</b> Cesar Chavez High	<b>ADDRESS</b> 2929 Windflower Lane Stockton, CA 95212-2732	<b>WEBSITE</b> <a href="http://www.stocktonusd...">http://www.stocktonusd...</a>	<b>GRADES SERVED</b> 9-12
<b>CHARTER</b> No	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No		

### CESAR CHAVEZ HIGH

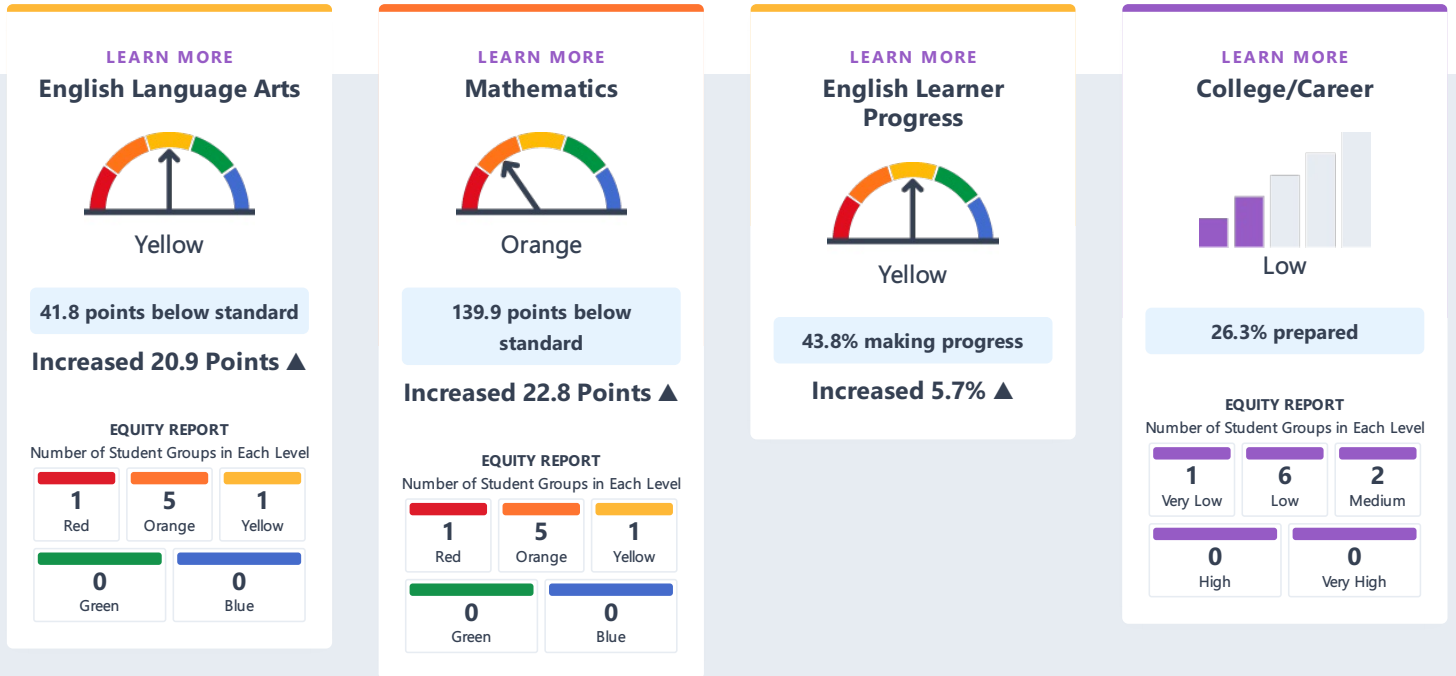
## Student Population

Explore information about this school's student population.



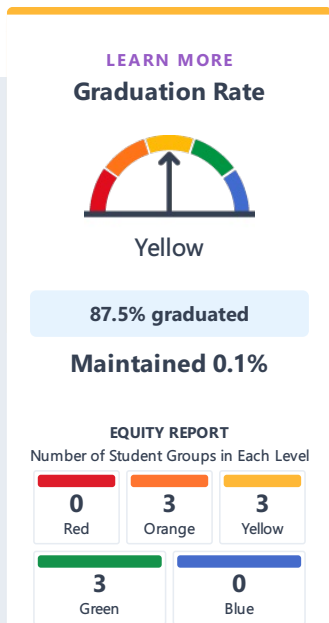
# Academic Performance

View Student Assessment Results and other aspects of school performance.



# Academic Engagement

See information that shows how well schools are engaging students in their learning.




CESAR CHAVEZ HIGH

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

**LEARN MORE**  
**Suspension Rate**



Orange

5.9% suspended at least one day

Increased 1.2% ▲

**EQUITY REPORT**  
Number of Student Groups in Each Level

4 Red	4 Orange	2 Yellow
0 Green	0 Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore 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.

#### All Students



Yellow

41.8 points below standard

Increased 20.9 Points ▲

Number of Students: 480

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

English Learners



Orange

African American

Filipino

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

Asian



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

107.4 points below standard

Maintained 0.5 Points

Number of Students: 16

### Two or More Races



No Performance Color

50.6 points below standard

Number of Students: 13

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### White



No Performance Color

63.4 points below standard

Increased 35.6 Points ▲

Number of Students: 25

### English Learners



Red

116.9 points below standard

Declined 3 Points ▼

Number of Students: 92

### African American



Orange

97.3 points below standard

Increased 32.1 Points ▲

Number of Students: 48

### Filipino



Orange

2.2 points below standard

Declined 53.4 Points ▼

Number of Students: 32

### Hispanic



Orange

50.8 points below standard

Increased 21.6 Points ▲

Number of Students: 244

### Socioeconomically Disadvantaged



Orange

54.6 points below standard

Increased 16.9 Points ▲

Number of Students: 338

### Students with Disabilities



Orange

155.1 points below standard

Increased 5.6 Points ▲

Number of Students: 64

### Asian



Yellow

13.2 points below standard

Increased 16.8 Points ▲

Number of Students: 107

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	62.6 points below standard	41.8 points below standard

## English Language Arts Data Comparisons: English Learners

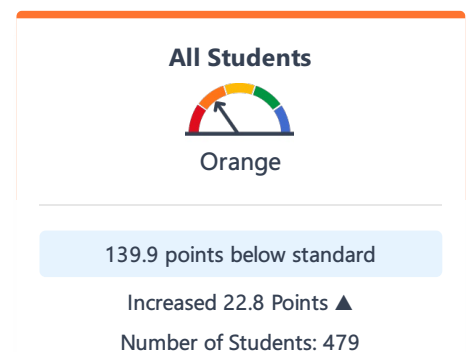
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



## Mathematics

### All Students

Explore 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.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Students with Disabilities

African American

Asian

English Learners

Filipino

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White





### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

221.4 points below standard

Increased 16.5 Points ▲

Number of Students: 16

### Two or More Races



No Performance Color

170.8 points below standard

Number of Students: 13

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### White



No Performance Color

140.1 points below standard

Increased 41 Points ▲

Number of Students: 25

### Students with Disabilities



Red

228 points below standard

Maintained -1.3 Points

Number of Students: 64

### African American



Orange

192.8 points below standard

Increased 21.6 Points ▲

Number of Students: 48

### English Learners



Orange

197.2 points below standard

Increased 12.9 Points ▲

Number of Students: 91

### Filipino



Orange

88.4 points below standard

Declined 22.8 Points ▼

Number of Students: 32

### Hispanic



Orange

156.6 points below standard

Increased 17.2 Points ▲

Number of Students: 243

### Socioeconomically Disadvantaged



Orange

154 points below standard

Increased 19 Points ▲

Number of Students: 338

### Asian



Yellow

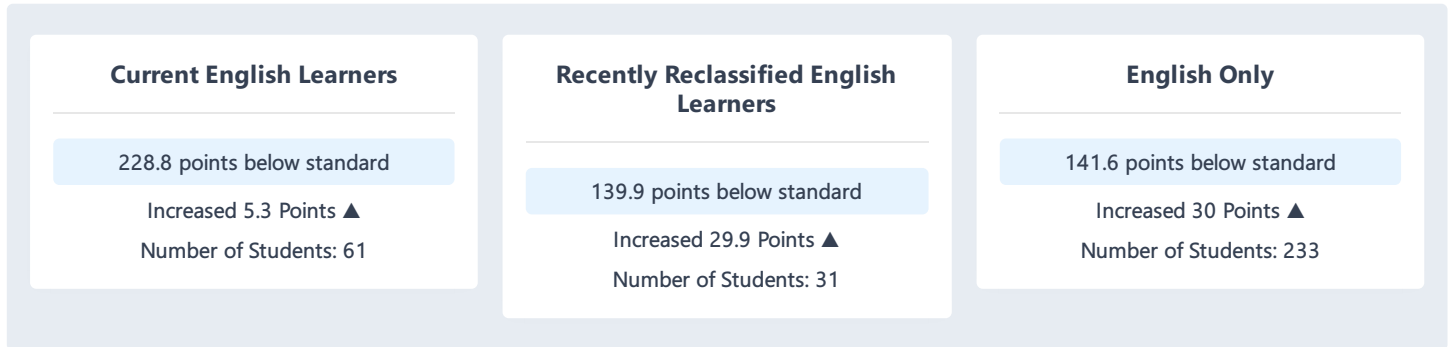
96.3 points below standard

Increased 34.6 Points ▲

Number of Students: 107

## Mathematics Data Comparisons: English Learners

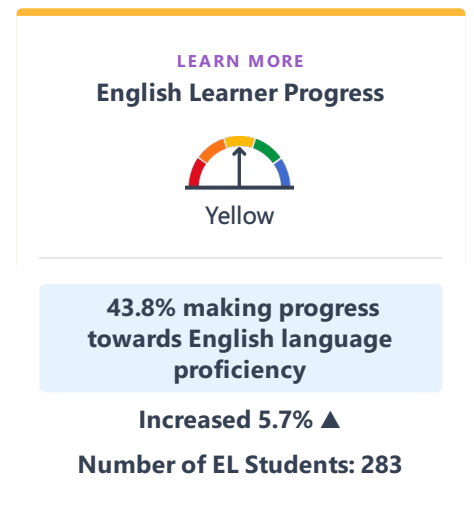
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



## English Learner Progress Indicator

### All English Learner Students

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

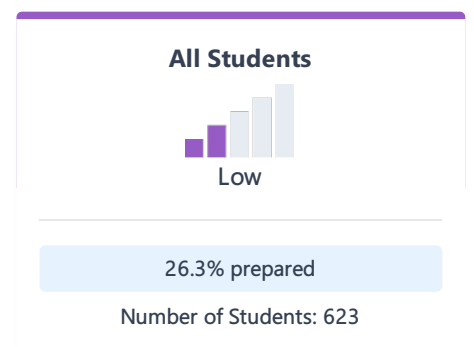


## Student English Language Acquisition Results

### College/Career

### All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



# Student Group Details

## All Student Groups by Performance Level

13 Total Student Groups

Very Low

Students with Disabilities



Low

African American

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

White

Medium

Asian

Filipino

High

No Student Groups

Very High

No Student Groups

No Performance Level

American Indian

Foster Youth

Two or More Races

Pacific Islander



### American Indian

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Foster Youth

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Two or More Races

No Performance Level

7.7% prepared

Number of Students: 13

### Pacific Islander

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 120

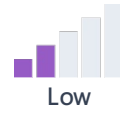
### Students with Disabilities

Very Low

3.4% prepared

Number of Students: 88

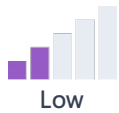
### African American



15.3% prepared

Number of Students: 72

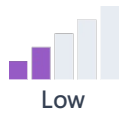
### English Learners



10% prepared

Number of Students: 120

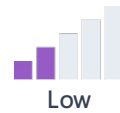
### Hispanic



21.7% prepared

Number of Students: 295

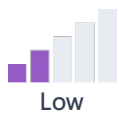
### Homeless



11.9% prepared

Number of Students: 42

### Socioeconomically Disadvantaged



24.1% prepared

Number of Students: 511

### White



12.9% prepared

Number of Students: 31

### Asian

Medium

40.3% prepared

Number of Students: 159

### Filipino

Medium

51.5% prepared

Number of Students: 33

# Academic Engagement

View data about academic participation.

## Graduation Rate

### All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

#### All Students



Yellow

87.5% graduated

Maintained 0.1%

Number of Students: 623

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

African American

Homeless

White



Yellow

Filipino

Socioeconomically Disadvantaged

Students with Disabilities



Green

Asian

English Learners

Hispanic



Blue

No Student Groups



No Performance Color

American Indian

Foster Youth

Two or More Races

Pacific Islander



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Two or More Races



No Performance Color

92.3% graduated

Number of Students: 13

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### African American



Orange

80.6% graduated

Declined 5.2% ▼

Number of Students: 72

### Homeless



Orange

69% graduated

Declined 6.6% ▼

Number of Students: 42

### White



Orange

74.2% graduated

Declined 2.9% ▼

Number of Students: 31

### Filipino



Yellow

90.9% graduated

Declined 3.8% ▼

Number of Students: 33

### Socioeconomically Disadvantaged



Yellow

87.1% graduated

Maintained 0.8%

Number of Students: 511

### Students with Disabilities



Yellow

68.2% graduated

Increased 8.9% ▲

Number of Students: 88

### Asian



Green

91.8% graduated

Increased 2.7% ▲

Number of Students: 159

### English Learners



Green

84.2% graduated

Increased 14.9% ▲

Number of Students: 120

### Hispanic



Green

87.8% graduated

Increased 1% ▲

Number of Students: 295

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## 5-Year Graduation Rate

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<b>Student Group</b>	<b>Four Year</b>	<b>Five Year</b>	<b>Did Not Graduate</b>	<b>Five Year Graduation Rate</b>	<b>Five Year Graduates</b>
All Students	87.5%	0%	12.5%	87.5%	0
African American	80.6%	0%	19.4%	80.6%	0
Asian	91.8%	0%	8.2%	91.8%	0
English Learners	84.2%	0%	15.8%	84.2%	0
Filipino	90.9%	0%	9.1%	90.9%	0
Hispanic	87.8%	0%	12.2%	87.8%	0
Homeless	69%	0%	31%	69%	0
Two or More Races	92.3%	0%	7.7%	92.3%	0
Socioeconomically Disadvantaged	87.1%	0%	12.9%	87.1%	0
Students with Disabilities	68.2%	0%	31.8%	68.2%	0
White	74.2%	0%	25.8%	74.2%	0

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

#### All Students



Orange

5.9% suspended at least one day

Increased 1.2% ▲

Number of Students: 2,430

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

African American

English Learners

Homeless

Two or More Races



Orange

Asian

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

Filipino

White



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Foster Youth

Pacific Islander





### American Indian



No Performance Color

15% suspended at least one day

Increased 10.5% ▲

Number of Students: 20

### Foster Youth



No Performance Color

9.1% suspended at least one day

Declined 15.9% ▼

Number of Students: 33

### Pacific Islander



No Performance Color

0% suspended at least one day

Declined 6.1% ▼

Number of Students: 29

### African American



Red

12.9% suspended at least one day

Increased 1.4% ▲

Number of Students: 280

### English Learners



Red

7.1% suspended at least one day

Increased 3.1% ▲

Number of Students: 411

### Homeless



Red

12% suspended at least one day

Increased 0.8% ▲

Number of Students: 133

### Two or More Races



Red

10.6% suspended at least one day

Increased 1.9% ▲

Number of Students: 85

### Asian



Orange

4.8% suspended at least one day

Increased 2.9% ▲

Number of Students: 498

### Hispanic



Orange

5.1% suspended at least one day

Increased 0.7% ▲

Number of Students: 1,287

### Socioeconomically Disadvantaged



Orange

6.3% suspended at least one day

Increased 1% ▲

Number of Students: 1,784

### Students with Disabilities



Orange

9.5% suspended at least one day

Increased 0.8% ▲

Number of Students: 337

### Filipino



Yellow

1.6% suspended at least one day

Maintained 0.1%

Number of Students: 123

### White



Yellow

3.7% suspended at least one day

Maintained -0.2%

Number of Students: 108



# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

Acronym	Description
AB	Assembly Bill
ACE	<a href="#">American Council on Education</a> (Outside CDE Source)
ACSA	<a href="#">Association of California School Administrators</a> (Outside CDE Source)
ACT	<a href="#">American College Testing</a> (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	<a href="#">Audits and Investigations Division</a> – CDE
AIECE	<a href="#">American Indian Early Childhood Education</a>
AMARD	<a href="#">Analysis, Measurement, and Accountability Reporting Division</a> – CDE
AP	<a href="#">Advanced Placement</a>
API	<a href="#">Academic Performance Index</a>
ARP	<a href="#">American Rescue Plan Act of 2021 (Stimulus 3)</a>
APR	<a href="#">Accountability Progress Reporting</a>
ATSI	<a href="#">Additional Targeted Support and Improvement</a>
AVID	<a href="#">Advancement Via Individual Determination</a>

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CaSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CaWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

CARES	<a href="#">Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)</a>
CARS	<a href="#">Consolidated Application and Reporting System</a>
CASBO	<a href="#">California Association of School Business Officials</a> (Outside CDE Source)
CBEDS	<a href="#">California Basic Educational Data System</a>
CBEST	<a href="#">California Basic Educational Skills Test</a> (Outside CDE Source)
CCC	<a href="#">California Community Colleges</a> (Outside CDE Source)
CCCCO	<a href="#">California Community Colleges Chancellor's Office</a> (Outside CDE Source)
CCEE	<a href="#">California Collaborative for Educational Excellence</a> (Outside CDE Source)
CCI	<a href="#">College/Career Indicator</a>
CCR	<a href="#">California Code of Regulations</a>
CCSESA	<a href="#">California County Superintendents Educational Services Association</a> (Outside CDE Source)
CCSS	<a href="#">Common Core State Standards</a>
CCSSO	<a href="#">Council of Chief State School Officers</a> (Outside CDE Source)
CCTD	<a href="#">Career and College Transition Division</a> – CDE
CDC	<a href="#">Centers for Disease Control and Prevention</a> (Outside CDE Source)
CDE	<a href="#">California Department of Education</a>
CDS Code	<a href="#">County/District/School Code</a>
CEI	<a href="#">Community Engagement Initiative</a> (Outside CDE Source)
CFIRD	<a href="#">Curriculum Frameworks, and Instructional Resources Division</a> – CDE
CFR	<a href="#">Code of Federal Regulations</a> (Outside CDE Source)
CFT	<a href="#">California Federation of Teachers</a> (Outside CDE Source)
CHKRC	<a href="#">California Healthy Kids Resource Center</a> (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	<a href="#">California High School Proficiency Examination</a>
CLAD	<a href="#">Crosscultural, Language, and Academic Development</a> (Outside CDE Source)
CMD	<a href="#">Clearinghouse for Multilingual Documents</a>
CMT	<a href="#">California Department of Education Monitoring Tool</a>

CNIPS	<a href="#">Child Nutrition Information Payment System</a>
COE	County Office of Education
CPS	Child Protection Services
CSB	<a href="#">California School for the Blind</a>
CSBA	<a href="#">California School Boards Association</a> (Outside CDE Source)
CSEA	<a href="#">California State Employees Association</a> (Outside CDE Source)
CSI	<a href="#">Comprehensive Support and Improvement</a>
21CSLA	<a href="#">21st Century California School Leadership Academy</a>
CSU	<a href="#">California State University</a> (Outside CDE Source)
CTA	<a href="#">California Teachers Association</a> (Outside CDE Source)
CTC	<a href="#">Commission on Teacher Credentialing</a> (Outside CDE Source)
CTE	<a href="#">Career Technical Education</a>
CYA	<a href="#">California Youth Authority</a> (Outside CDE Source)

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

Acronym	Description
EANS	<a href="#">Emergency Assistance to Non-public schools</a>
EC	<a href="#">Education Code</a> (Outside CDE Source)
ED	<a href="#">U.S. Department of Education</a> (Outside CDE Source)
EDGAR	<a href="#">Education Department General Administrative Regulations</a> (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	<a href="#">Educator Excellence and Equity Division</a> – CDE
EL	<a href="#">English learner</a>

ELA	English-language Arts
ELCD	<a href="#">Early Learning and Care Division</a> – CDE
ELD	<a href="#">Expanded Learning Division</a> – CDE
ELPAC	<a href="#">English Language Proficiency Assessments for California</a>
ELPI	<a href="#">English Learner Progress Indicator</a>
EL Roadmap	<a href="#">English Learner Roadmap Policy</a>
ELSB	<a href="#">Early Literacy Support Block</a>
ELSD	<a href="#">English Learner Support Division</a> – CDE
ESEA	<a href="#">Elementary and Secondary Education Act of 1965</a> (Outside CDE Source)
ESSA	<a href="#">Every Student Succeeds Act</a>
ESSER	<a href="#">Elementary and Secondary School Emergency Relief Fund</a>
ETS	<a href="#">Educational Testing Service</a> (Outside CDE Source)
EWIG	<a href="#">Educator Workforce Investment Grant</a>

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

**H**

Acronym	Description
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**I**

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

**J**

Acronym	Description
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**K**

Acronym	Description
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**L**

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

**M**

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

Acronym	Description
NBCT	<a href="#">National Board Certified Teacher</a>
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	<a href="#">National Education Association</a> (Outside CDE Source)
NGSS	<a href="#">Next Generation Science Standards</a> (Outside CDE Source)
NPS	Non-Public School
NSBA	<a href="#">National School Boards Association</a> (Outside CDE Source)
NSD	<a href="#">Nutrition Services Division</a> – CDE

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals



ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	<a href="#">Statewide Student Identifier</a>
SSO	<a href="#">(Statewide) System of School Support</a>
SSPI	<a href="#">State Superintendent of Public Instruction</a>
SSSSD	<a href="#">State Special Schools and Services Division</a>
STAR	<a href="#">Standardized Testing and Reporting Program</a>
STEM	<a href="#">Science, Technology, Engineering, and Mathematics</a>
SWD	Students with Disabilities
SWP	<a href="#">Schoolwide programs</a>

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

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