

# WASC SELF-STUDY REPORT



Making Students **WHOLE**

WELLNESS/

HOPEFULNESS/

ORGANIZATION/

LITERACY/

EMPOWERMENT

# 2017



An Educational Options School of  
The Santa Ana Unified School District





**César E. Chávez High School  
SELF-STUDY REPORT**

**2128 South Cypress Avenue**

**Santa Ana, California**  
Santa Ana, California 92707

**Santa Ana Unified School District**

**March 13-15, 2017**

**WASC/CDE Focus on Learning Accreditation Manual, 2015 Edition**



**Santa Ana Unified School District**

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Business Services



### **District Mission**

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

### **District Vision**

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

## **Vision and Mission**

### **School Vision**

César E. Chávez will provide all students with the meaningful education and experiences necessary for the acquisition of schoolwide learner outcomes in a safe and nurturing environment.

### **School Mission**

The staff at Chávez High School believes that all students have the potential to learn and the ability to gain knowledge and skills that will ultimately lead to a productive and successful lifestyle. Therefore:

We are committed to providing all students, within a safe, clean and orderly environment, equal access to the core curriculum.

We are committed to developing and maintaining effective programs to enhance every student's talents and abilities, including those with special needs.

We are committed to providing experiences to all our students that promote multicultural, civic and environmental awareness.

We are committed to facilitating parent and community involvement in our student's education.

We are committed to addressing community, cultural and relational trauma.

# Schoolwide Learner Outcomes

## WHOLE

**W**ellness - Students are physically and emotionally ready to learn.

**H**appy - Students have goals and a purpose.

**O**rganized - Students are able to plan and prepare to participate in their own learning.

**L**earned - Students are engaged and focused.

**E**xcellent - Students become life-long learners and productive members of society.

## WASC Leadership Team

|                   |                               |
|-------------------|-------------------------------|
| Lisa Steele-Hasen | Teacher                       |
| Toni Cardinal     | Teacher on Special Assignment |
| Matthew Cruz      | Principal                     |
| Chad Greendale    | Assistant Principal           |
| Darlene Kriesel   | Editor                        |

### Focus Group Leaders and Group Members Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

|                      |                   |                    |                     |                |
|----------------------|-------------------|--------------------|---------------------|----------------|
| Chad<br>Greendale    | Matthew<br>Cruz   | Darlene<br>Kriesel | Gloria<br>Maldonado | George<br>Reta |
| Lisa<br>Steele-Hasen | Jesse<br>Penunuri |                    |                     |                |

#### Standards- based Learning: Curriculum

|                 |                          |                |                     |
|-----------------|--------------------------|----------------|---------------------|
| Devora<br>Lemus | Molly<br>White           | Ryan<br>Darrow | Charlie<br>Phillips |
| Ozzy<br>Avina   | Celia Martinez-<br>Lopez |                |                     |

#### Standards- based Learning: Instruction

|                        |                  |                   |                  |
|------------------------|------------------|-------------------|------------------|
| Danial<br>Putros       | Haya<br>Benporat | Mark<br>Parchmann | Patty<br>Collazo |
| Alexandria<br>Carrasco |                  |                   |                  |

#### Standards- based Learning: Assessment and Accountability

|                    |               |                  |                 |
|--------------------|---------------|------------------|-----------------|
| Toni<br>Cardinal   | Sarah<br>Park | Gustavo<br>Urrea | Kathryn<br>Rush |
| Marlin<br>Luvianos |               |                  |                 |

**School Culture and Support for Student Personal and Academic Growth**

|                     |                  |                  |                      |                |
|---------------------|------------------|------------------|----------------------|----------------|
| Arlyn<br>Shelton    | Nolan<br>Parreco | Arnie<br>Malagon | Sophia<br>Villasenor | Joe<br>Salazar |
| Michelle<br>Delacio |                  |                  |                      |                |

**Home Groups**

**English Department**

Nolan Parreco  
Arlyn Shelton  
Ryan Darrow  
Darlene Kriesel (PM)

**Math Department**

Gloria Maldonado  
Danial Putros  
Kathryn Rush (PM)

**Social Science Department**

Toni Cardinal  
Charlie Phillips  
Mark Parchmann  
Molly White (PM)

**Art Department**

Devora Lemus

**Science Department**

Haya Benporat  
Sarah Park

**Physical Education  
Department**

Arnie Malagon

**Technology Department**

Arnie Malagon

**Special Education  
Department**

Lisa Steele-Hasen

## **César E. Chávez School Staff 2016-2017**

### **Administration**

Matthew Cruz

**Principal**

Chad Greendale

**Assistant Principal**

### **Guidance**

George Reta

**Counselor**

### **Support Staff**

Ozzy Avina

**Custodial Services**

Jonathan Mendoza

**Custodial Services**

Monica Bustamante

**Attendance Technician**

Marlin Luvianos

**Office Manager**

Patty Collazo

**Instructional Aide**

Joe Salazar

**Campus Security**

Celia Martinez-Lopez

**Campus Security**

Sophia Villasenor

**Registrar**

Toni Cardinal

**Teacher on Special Assignment**

Cesar Chacon

**Teacher on Special Assignment**

Jesse Penuñuri

**Community Liaison**

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## Preface

César E. Chávez High School began the process of the self-study in the 2015-2016 academic year. A team attended a WASC training and established the parameters of the self-study, began reviewing previous reports from the visiting committees, and prior school WASC reports. By addressing the outcomes of the self-study, César E. Chávez High School will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**

The César E. Chávez High School (CCHS) faculty, staff, parents, and members of the student body worked collaboratively during weekly or monthly meetings. There have been over sixteen César E. Chávez staff meetings were focus groups collaborated on WASC relate issues. There have been two parent focus groups that worked on WASC related issues. All stakeholders worked in collaboration to support student achievement by evaluating he five criteria in order to facilitate the self-study process and the Single Plan for Student Achievement (SPSA)

2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.**

All stakeholder provided input and helped guide Santa Ana Unified School District (SAUSD) and CCHS goals in relation to the California State Standards, SAUSD curriculum framework, educational research for the academic success of English Language Learners, and the California Common Core State Standards. Stakeholders received trainings and participated in developing curriculum guides to meet the expectations and standards.

3. **The analysis of data about students and student achievement.**

Stakeholders reviewed data from multiple sources such as the Student Accountability Report Card (SARC). In collaboration meetings, staff analyzed the data and determined the significance of numbers in relation to student achievement. Data from Aeries and Illuminate was also used to determine and focus discussion on areas of concern or areas of growth. While the District does use MAP, we have not been able to gather enough significant district-wide data from it, to make any valid decisions or draw conclusions from it, because of the transiency of students. However, we have been using the MAP Survey to test students, and are using it to inform quarterly instruction.

4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria.**

Throughout this process, classrooms instruction, the internal programs, and extended opportunities offered by the school were analyzed in order to



improve student achievement. To identify the student learner outcomes, the stakeholders analyzed data from standardized tests, classroom assessments, school climate and culture surveys, and school goals and expectations to determine the needs of the students.

5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

The stakeholders have carefully determined and aligned tasks to complete a course of action for implementing and monitoring our long-range action plan. Realistic goals and measurement tools were identified and thoughtfully discussed in collaboration meetings. Stakeholders feel confident in accomplishing the goals set forth in the long-range action plan.



# Chapter I

## Student and Community Profile, Supporting Data, and Findings.

## **Chapter 1: Student and Community Profile, Supporting Data, and Findings.**

### **Community and District Profile**

“Education First,” is the city motto for Santa Ana, a predominately Hispanic (79.2%) community in the heart of Orange County, California. Santa Ana has a population of 330,920, making it the most populous city in all of Orange County. Santa Ana is also an official “Sanctuary City”, one of the first in all of California. The city is very rich in culture with many events throughout the city celebrating Hispanic Heritage. Unfortunately, Santa Ana also has high rates of poverty and crime. Violent crime in Santa Ana is 13% higher than the California average and 29% higher than the national average.

Santa Ana Unified School District (SAUSD) is the 6<sup>th</sup> largest school district in California and serves over 56,000 students grades K-12. The district operates 37 Elementary schools, 9 Intermediate schools, 9 High Schools (7 Comprehensive and 2 Continuation) I Independent Study Program, 1 Community Day (Reach Academy), and 5 Charter Schools. The student population is comprised of 100% Free Lunch Meal Program, 60% English Language Learners, 11.7% Special Education and 10.4% Homeless. SAUSD has pushed through the adversity and has won many awards including: California Distinguished School, National Blue Ribbon School, California Model School, Title 1 Academic Achieving School and Governor’s High Expectation Award. Over 25 schools have received the prestigious Golden Bell Award.

There are 4,564 district employees each working diligently to make the children of SAUSD successful. Parents, staff and community partners all work together to ensure that each student has their academic, emotional, social and physical needs met. The district emphasis is “Establish Literacy across the Curriculum”, which reflects a determination to strengthen academics and overall success.

### **School Description**

César E. Chávez High School (Chávez) is one of the two Continuation high schools in the Santa Ana Unified School District. The school opened in 1995 with the emphasis of credit recovery. The first full WASC was in 2004 granting the school a full 6-year accreditation with a 3-year review. The next 6-year was granted in 2010 also with a 6 year and a 3-year review. Chávez has high standards and with all 4 visits it has become evident to the WASC visitors that we are a small, nurturing school that is student focused and academically challenging.

The instructional day at Chávez consists of 6 periods for a total of 339 weekly minutes. Midway through the 2015-2016 school year we started to offer evening school. This is also 6 periods a day starting in late afternoon going into the evening. Trying to accommodate all students is one of the goals at Chávez and the addition of night school helps those students with jobs and family responsibilities to still attend school.

Students from throughout the district who are at least 16 years of age and deficient in credits are eligible to enroll at Chávez. The pace of the school is accelerated, making it possible to earn 30 credits in 45-days versus 30 credits in 90 days at the comprehensive high schools. Last year Chávez enrolled and served approximately 540 students during

the AM school day. The class of 2016 had 189 graduates. Some students have continued on while others returned and graduated with their home schools.

Chávez is a small school setting that offers a comprehensive course of study with the goal of helping those students who slipped through the cracks of comprehensive school be successful. Wednesday is modified day and used for teacher collaboration, professional development, student performance review and small group/individual tutorial. Our curriculum, assessments and instruction are all aligned to the California State Standards/Common Core and learner outcomes. The schoolwide goals are to improve literacy, mathematics and emotional well-being.

All teachers at Chávez are highly qualified and hold CLAD, BCLAD or SDAIE certifications. 59% of the teachers have advanced degrees, 64% have extra certificates and one is National Board Certified. On average the teaching staff has 15.7 years experience with 11.4 in SAUSD. The backgrounds of our faculty are diverse with teachers born in Mexico, Canada, Israel, Iraq and Korea.

Chávez is a unique school that focuses on each student as an individual. The positive, nurturing environment combined with the intensive academics makes success and graduation possible for many students who otherwise would have failed. As a staff we take pride in our students and their accomplishments. We are trauma informed and provide a therapeutic web for students who have been unsuccessful at their other placements. Basically, Chávez focuses on putting the pieces of each student together and making them WHOLE.

Annual school-level reports are posted each year on the California Department of Education (CDE) web page. Since César E. Chávez High School serves primarily high risk students ASAM was a better indicator of our success than Academic Performance Index (API) and Adequate Yearly Progress (AYP), which is geared to comprehensive high schools. Due to state budget constraints (2009-2010), ASAM schools were put back under the umbrella of API; however, ASAM schools do not receive API rankings. ASAM schools are no longer required to collect and report data to the CDE on ASAM performance measures as required in previous years. Furthermore, under federal requirements ASAM schools must meet the same Adequate Yearly Progress (AYP) criteria as all other schools. César E. Chávez High School is currently a Program Improvement School in year 5 under the current performance measure.

### **Findings and Trends -**

Since our last 6-year self-study we have added new programs. These programs were developed to promote student achievement and learner outcomes.

### **Online Learning**

To meet the needs of our students in 2012-2013, Chávez started to offer online classes. At that time, we offered classes through PLATO. Currently we are using the Apex Learning system. These classes help fill in the gaps if a class is not offered or too full. For some students, this style of learning is their preference. Many have been successful with this program. It encourages students to raise their achievement, while completing

classes towards graduation. These classes are offered on campus. Some of the work can be done online at home or in another class on chrome books.

### **Chrome Books**

As of the 2015-2016 school year, each classroom was equipped with a set of chrome books. With the use of chrome books, teachers enhance learning for students by assigning our Canvas LMS, which allows students to better organize their work, do work in class at their own pace and complete work at home. Google Classroom and Google Drive work in tandem with our LMS to further enhance student learning. Academic games, such as Kahoot, Crash Course and BrainPop, also work to diversify education and make learning a more interactive experience. The chrome books also create equability for students who do not have access to Internet at home; as they can complete résumés, job applications and college essays.

### **Trauma Informed Culture**

Through the years the staff at Chávez has seen many kids struggle emotionally. What we have also noticed is that a large percentage of our students have been traumatized in one-way or another (violence, death, abandonment, abuse). As a school, we have had far too many extremely desperate students who have attempted suicide or had serious ideations. As a staff, we have participated in staff developments devoted strictly to assisting traumatized students. We are committed to creating a “Therapeutic Web”, where students get the support, help, and healing they need. We have also been trained to understand that sometimes students are not being defiant or lazy; they just might be overwhelmed and/or distracted. As a staff, we have learned that each student copes with stress differently and we respect that.

### **Orange County Department of Education Counselors**

This program was introduced the fall of 2015 with a licensed social worker seeing students 2-3 days per week. This program has been very successful as there is now a place for teachers to refer students about whom they are concerned. Previous referrals for off campus therapy were often not followed through by the parents or students. This program has been so successful that students will independently ask to see the therapist. This excites us because we believe this puts the student one step closer to healing and gaining the confidence they so desperately need to be successful.

### **Seal of Biliteracy**

SAUSD adopted the California Seal of Biliteracy Award in June 2012. This award recognizes a students’ ability to master more than one language. Chávez has awarded 2 awards so far with others returning to their home school and receiving the seal there.

## **Sports**

Chávez has always offered intramural sports at lunchtime but now that program has been expanded to include competitive tournaments. Students train for football, basketball and soccer tournaments. For Chávez students this is the next best thing to a Varsity sport and gives them a chance to excel at something besides academics.

## **MAP Testing**

In the fall of 2014 MAP testing was introduced to Chávez as a tool to measure academic growth. At the district level only certain students are tested and only once a year. At Chávez we test all students 3 times a year. That way we can measure the academic gains they have made while attending our school.

## **Parent Group**

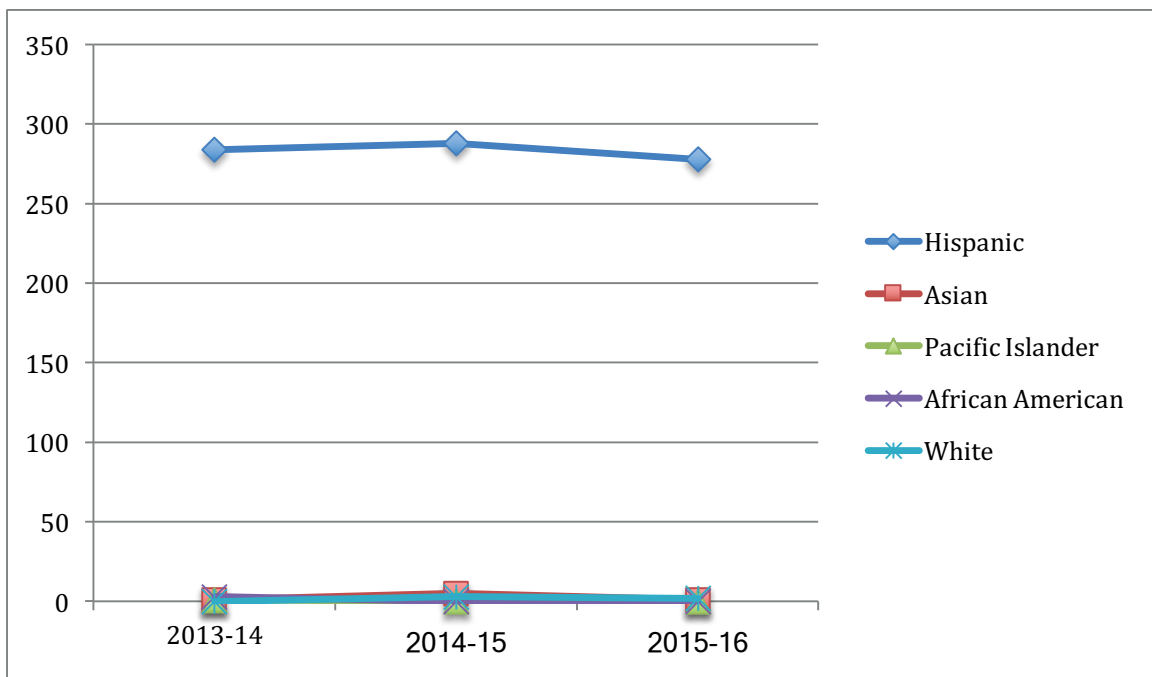
Each Friday for the past 2 years parents have met at Chávez to discuss issues that affect their children. This is a safe group for parents to express their concerns and learn effective ways to deal with teenage problems. These parents also assist the school by giving their feedback about programs and attending field trips. We have been thrilled to see our parents grow along with their children and be a part of our team.



## PM Program

As of the 2<sup>nd</sup> quarter of last school year (2015-2016), Chávez opened up a PM program. This program was created to include students that for some reason or another were unable to attend day school (work, daycare, illness etc.) The program hours are from 1:30 p.m. - 8:30 p.m. and offers 6 classes The PM program has an Assistant Principal, 3 full time teachers and 2-part time teachers. Day students have the option of expanding their schedule to include evening classes if they are successful during the day and they get administrative authorization. All required classes for graduation are offered in the PM.

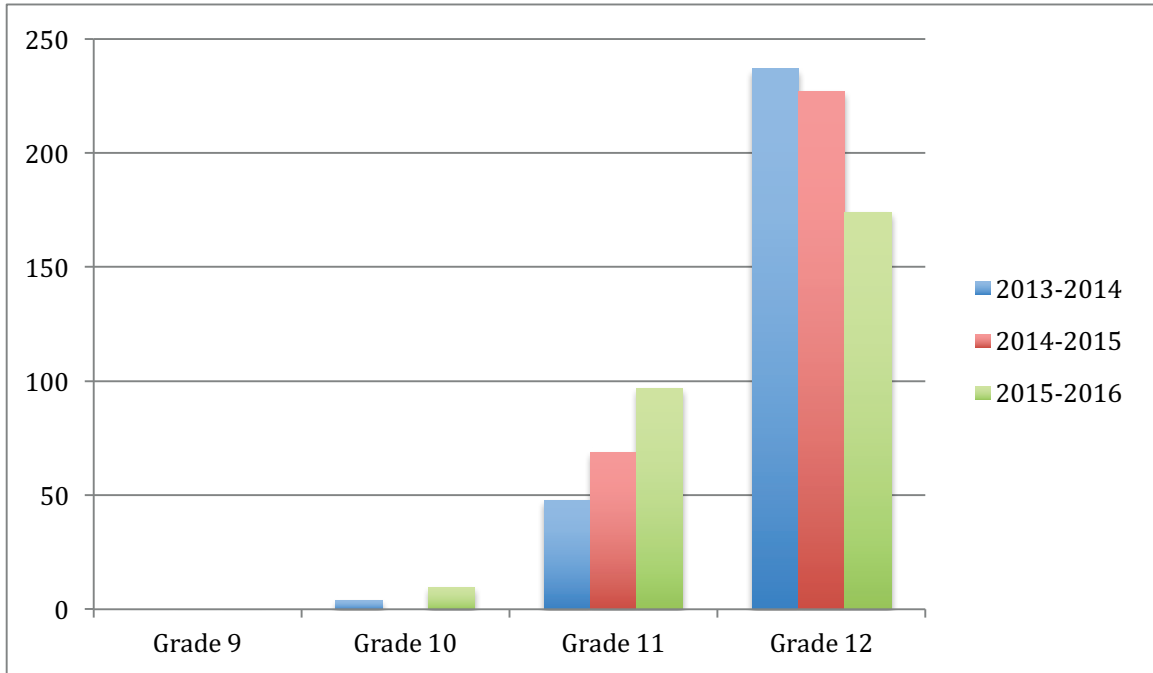
## Student Enrollment by Ethnicity and Grade



|         | Hispanic | Asian | Pacific Islander | African American | White | Total |
|---------|----------|-------|------------------|------------------|-------|-------|
| 2013-14 | 284      | 1     | 1                | 3                | 0     | 289   |
| 2014-15 | 288      | 5     | 0                | 0                | 3     | 296   |
| 2015-16 | 278      | 1     | 0                | 0                | 2     | 281   |

### Analysis:

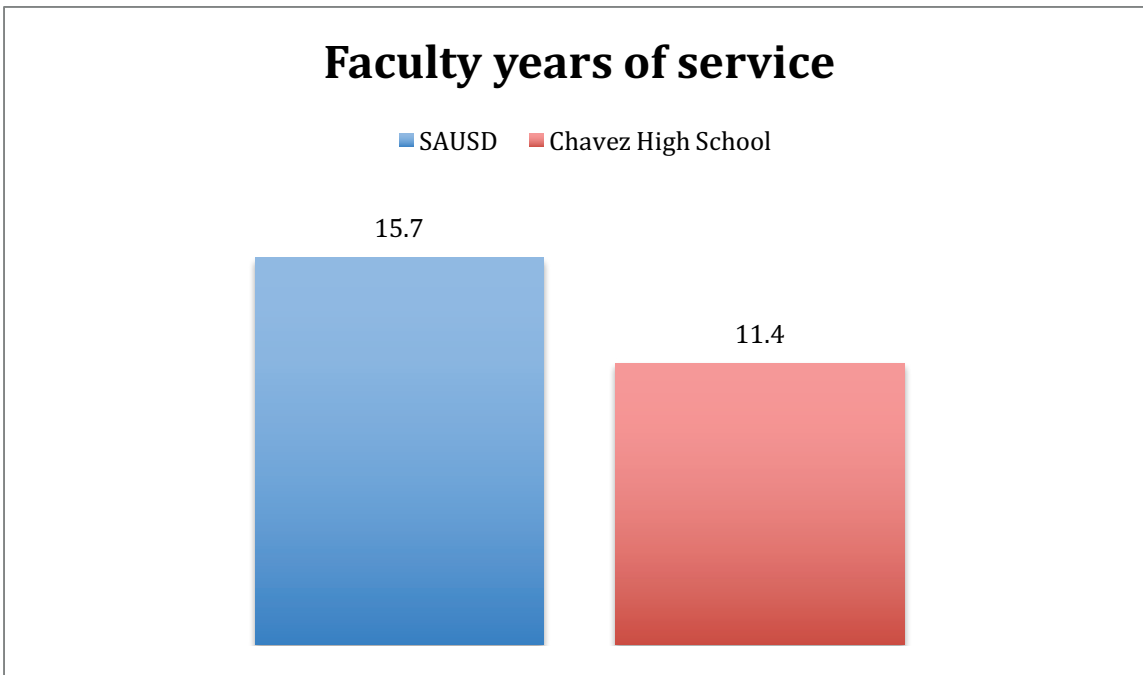
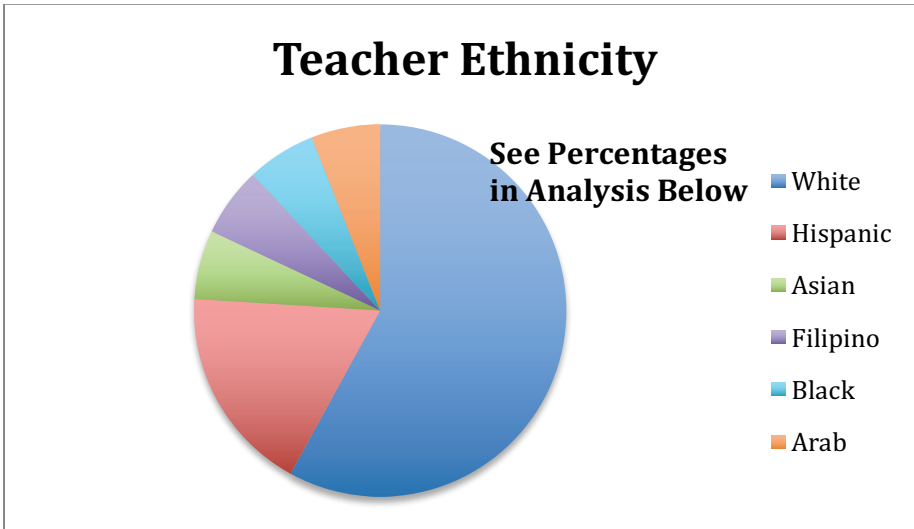
Chávez continues to have a high percentage of Hispanic/Latino students (97-98%). This has been the consistent since the opening of the school. We have low percentages of African American (0-1%), White (0-1% ) and Asian (0-1.6% ). Even though ethnicities outside of Hispanic are very few, the school is a very accepting and emotionally healthy environment so race has not been an issue.



**Analysis:**

As evident by the above chart, Chávez consistently has more 12<sup>th</sup> grade students than any other grade. The trend seems to be that we are getting more students in younger grades than before. SAUSD and Chávez are working together to identify students sooner than their senior year in order to assist them with credit recovery and give them the option to return to their home high school.

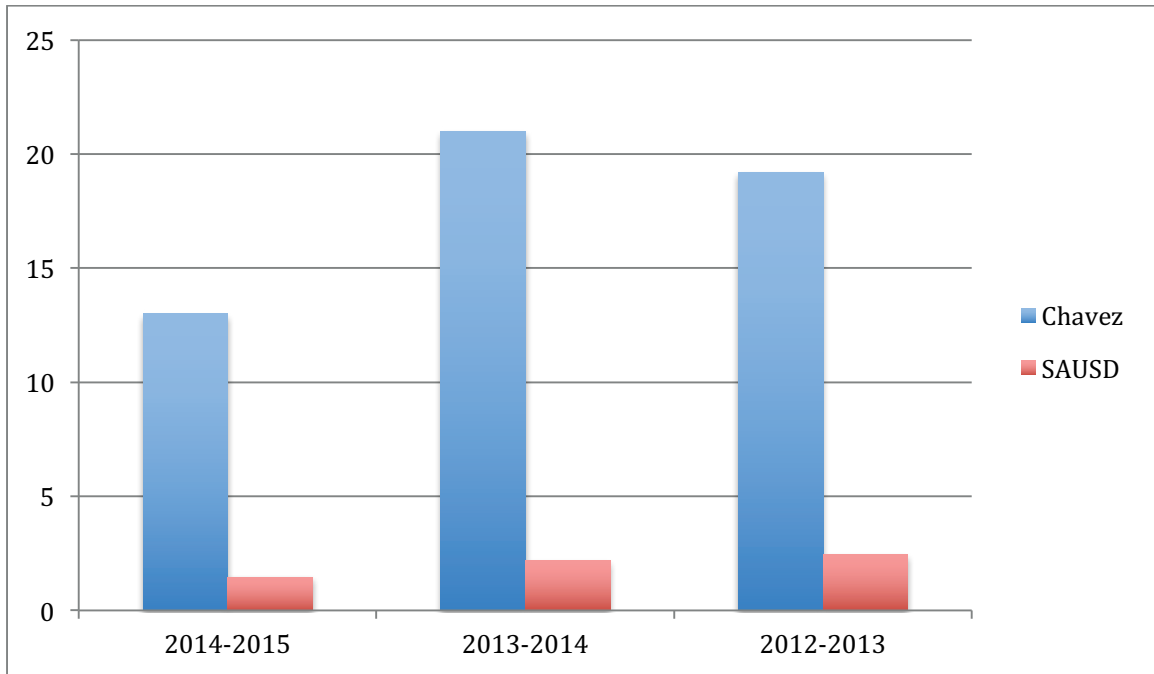




### Analysis

One hundred percent of the faculty at César E. Chávez, are highly qualified. Each educator holds a CLAD, BCLAD or SDAIE certification. 59% of the teachers have advanced degrees, 65% have extra certificates and one is Nationally Board Certified. The average teacher has 15.7 years experience with 11.4 at Chávez. The ethnic makeup of the faculty is; 58% White, 18% Hispanic, 6 % Asian, 6% Filipino, 6% Black and 6% Arab.

## DROPOUT RATE COMPARISON



### Analysis

Dropout rates are difficult to evaluate and don't represent our school as a whole. A lot of our students have been sent to us as a final intervention. Many have severe attendance issues and all are credit deficient. Some students are even as old as 18 when they arrive. With the addition of the PM program we are hoping that fewer students dropout, but the program is in its infancy stage, so therefore, it is too early to show success.

We supervise attendance very closely and try to get students on track before it is too late to recoup credits. We are hoping with the addition of OCDE counselors, the Neutral Ground Program, and the Therapeutic Web, that we can begin to meaningfully address students' challenges, and help all students be successful.

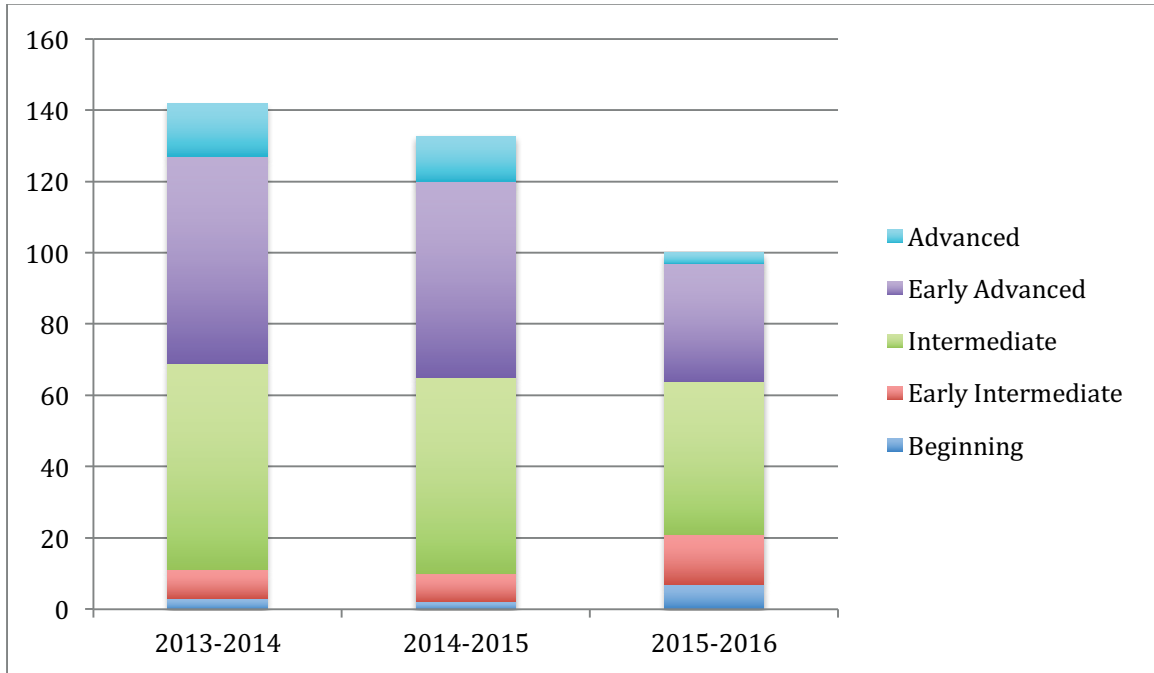
### Percent Actual Attendance

|               |               |               |               |
|---------------|---------------|---------------|---------------|
| 2012-13       | 2013-14       | 2014-15       | 2015-16       |
| <b>91.83%</b> | <b>89.42%</b> | <b>89.62%</b> | <b>92.72%</b> |

#### Attendance

Chávez students come from all over the district and therefore transportation can often be a problem. Most students travel further than what it would be to their own home school, and must provide their own transportation. They walk, take city buses and ride with family or friends. The PM program attendance is calculated separately but has not been in place for a full year therefore statistics are not available at this time. We have small incentives for good attendance at our school (certificates, raffles) and at the district level, a new car. Ultimately it is up to the student to realize that attendance is critical to academic success and completion of credits. The attendance clerk works diligently with students, parents, teachers and administration to ensure that each student attends daily. Parents are contacted for all unexcused absences. If the attendance problem persists then a home visit is made by our Community Liaison. Generally, students want to be successful, and when they become engaged in meaningful relationships with the teachers and staff, and become engaged in the Trauma Informed School Culture, their attendance improves. For those students that have chronic attendance issues, there are usually circumstances beyond their control like mental health issues, homelessness or a sick parent. Monitoring their attendance as indicators for need, allows the school to respond with resources to “make students WHOLE”, enabling them to achieve academic success.

## CELDT



|           | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Total Tested |
|-----------|-----------|--------------------|--------------|----------------|----------|--------------|
| 2013-2014 | 3         | 8                  | 58           | 58             | 15       | 142          |
| 2014-2015 | 2         | 8                  | 55           | 55             | 13       | 133          |
| 2015-2016 | 7         | 14                 | 43           | 33             | 3        | 100          |

### Language Proficiency Levels

Of the 100 students tested in the fall of 2015 almost one quarter (21) fell into the “Beginning” and “Early Advanced” categories. Due to the fact that Chávez is a fast-paced continuation school and has limited staff and resources, it is often difficult for these students to keep up and be successful. In the fall of 2016 the district decided that students with CELDT levels of Beginning and Intermediate would be better served at the comprehensive high school since they offer so many more services. Without ELA classes and our teachers teaching so many preps during the day we have not been as successful with the lower language students as we would have liked. Chávez at one time had teacher assistants to help the ELD students but with budget cuts we haven’t had them in years. Accommodations are made in the classroom but for students just learning English, the comprehensive school with additional services, teachers and a slower pace is often the better choice.

A majority of our students fall into the Intermediate and Early Advanced levels. We have some English Only students but they are generally the minority.

**AMAO 1 and AMAO 2**

|           |        | Title III Accountability |             |                           |        |        |                                       |       |        |                 |       |        |
|-----------|--------|--------------------------|-------------|---------------------------|--------|--------|---------------------------------------|-------|--------|-----------------|-------|--------|
|           |        | AMAO 1 - Annual Growth   |             |                           |        |        | AMAO 2- Attaining English Proficiency |       |        |                 |       |        |
|           |        |                          |             |                           |        |        | Less than 5 years                     |       |        | 5 years or more |       |        |
|           |        | # of Annual CELDT takers | # in Cohort | % with Prior CELDT scores | # Met  | % Met  | # in Cohort                           | # Met | % Met  | # in Cohort     | # Met | % Met  |
| 2012-2013 | SAUSD  | 22,825                   | 22,803      | 99.90%                    | 12,162 | 53.30% | 16,578                                | 3,115 | 18.80% | 10,666          | 4,461 | 41.80% |
|           | Chavez | 138                      | 138         | 100%                      | 87     | 63%    | 5                                     | -     | -      | 135             | 74    | 54.80% |
| 2013-2014 | SAUSD  | 21,969                   | 21,924      | 99.80%                    | 11,741 | 53.60% | 16,292                                | 2,844 | 17.50% | 9,868           | 4,131 | 41.90% |
|           | Chavez | 134                      | 134         | 100%                      | 62     | 46.30% | 2                                     | -     | -      | 136             | 53    | 39%    |
| 2014-2015 | SAUSD  | 21,368                   | 21,341      | 99.90%                    | 11,528 | 54%    | 15,458                                | 2,771 | 17.90% | 9,551           | 4,044 | 42.30% |
|           | Chavez | 130                      | 130         | 100%                      | 74     | 56.90% | 5                                     | -     | -      | 126             | 59    | 46.60% |

**Analysis**

In 2014 – 2015 César E. Chávez High School's AMAO 1 and 2 were both higher than SAUSD with 56.9% and 46.6% respectively. This is significant in that Chávez does not receive the resources that the comprehensive high schools do because of the formulas that determine the allocation of resources. Despite that, César E. Chávez High School continues to work with its students and has begun a trend of improving its annual academic performance.

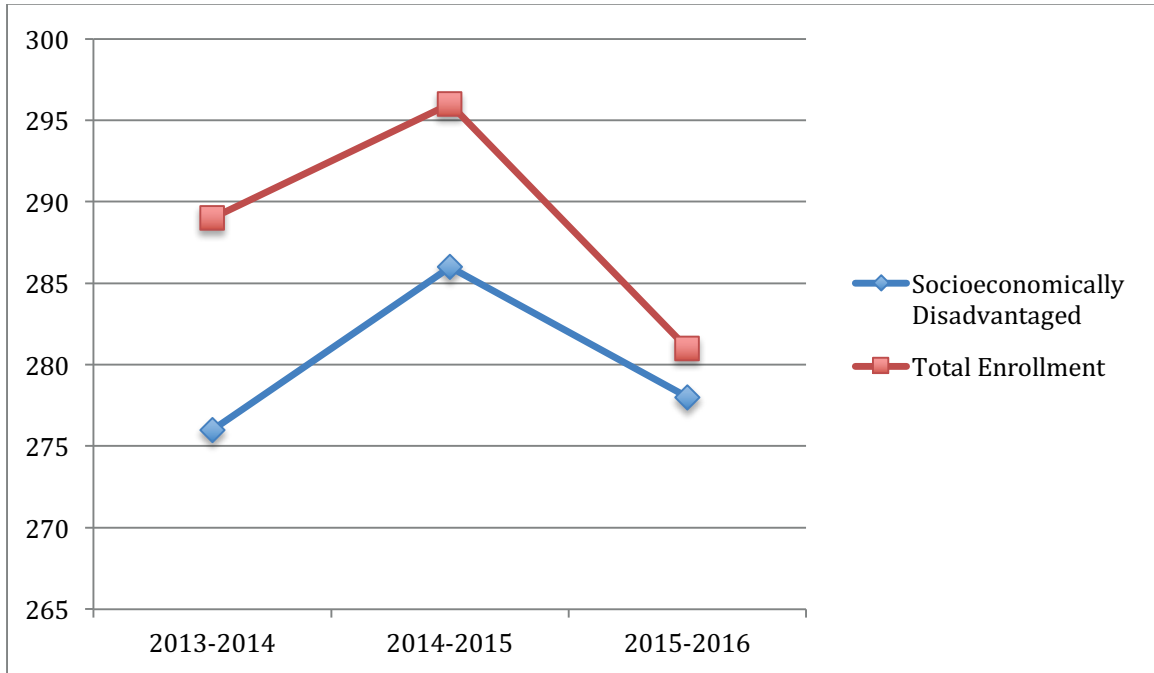
**Suspension/Expulsion Rates:**



**Analysis**

At Chávez, our suspension and expulsion rates have been typically low due to the fact that we utilize all available interventions whenever possible to try and defuse negative situations. Unfortunately, our truancy rate has increased over the last 3 years. We run the same attendance program but the difference now as compared to before is that we accept students currently in the SARB process. This creates the challenge of trying to get the student to attend a school typically further than their home school when their attendance issue hasn't been resolved.

**Socioeconomic Status:**



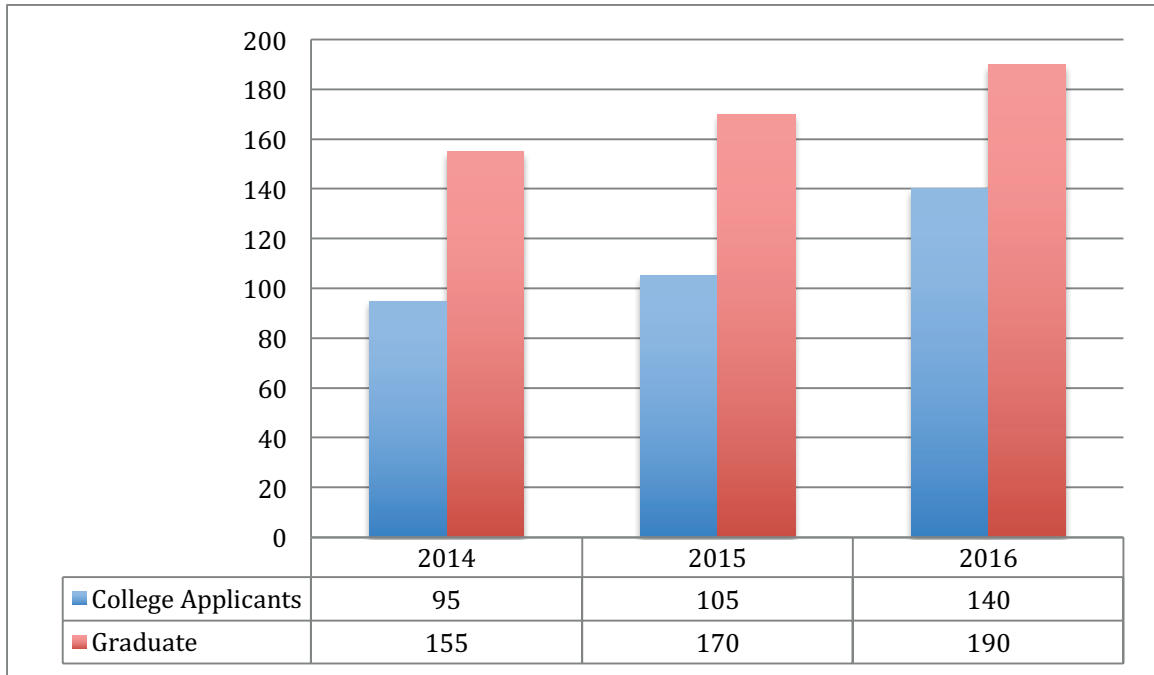
|           | Socioeconomically Disadvantaged | Total Enrollment |
|-----------|---------------------------------|------------------|
| 2013-2014 | 276                             | 289              |
| 2014-2015 | 286                             | 296              |
| 2015-2016 | 278                             | 281              |

**Analysis**

Chávez High School has a high number of disadvantaged students (96%). It is not uncommon for our students to live in one rented room with their entire family. We also have students living in their cars and/or shelters. With such a high number of socioeconomically challenged students, the District received state funding and now provides free breakfast and lunch to all students.

As a staff, we are aware of these financial challenges and therefore never require money for any school activities such as field trips, etc.

## Post-Secondary Enrollment



### Analysis

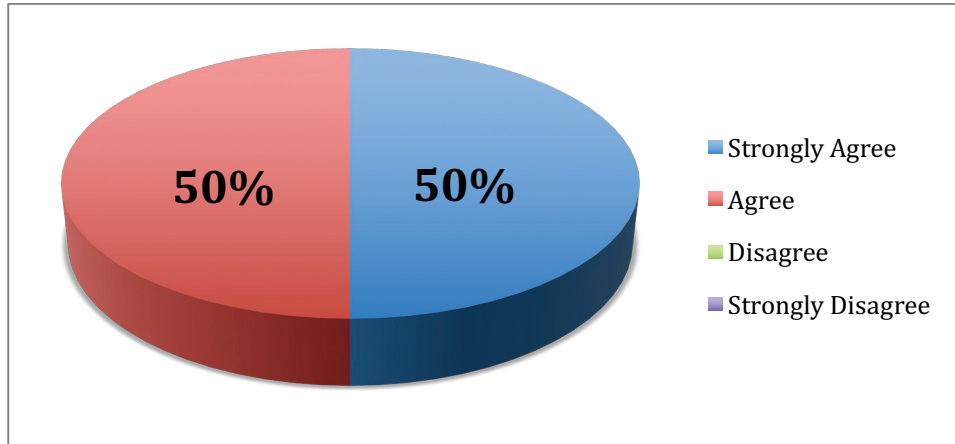
At Chávez, each student is encouraged to have a plan after they graduate. We have a partnership with our neighborhood Junior College (Santa Ana College) to make the application process easier for our students. Staff from Chávez and SAC assist students with applications, scholarships, financial aid forms, and placement testing. Our students also get campus tours which helps take some the anxiety out of the upcoming change. Students are encouraged to become part of the Adelante program assuring them that they will be able to transfer to UCI or CSF if they maintain a GPA of 2.8 or higher.

It was announced right before the 2016-2017 school year that all SAUSD graduates would be granted free tuition and a personal computer to use while they are attending college. Enrollment increased after this announcement and hopefully even more students will take advantage of all that is offered to them through our partnership with SAC.

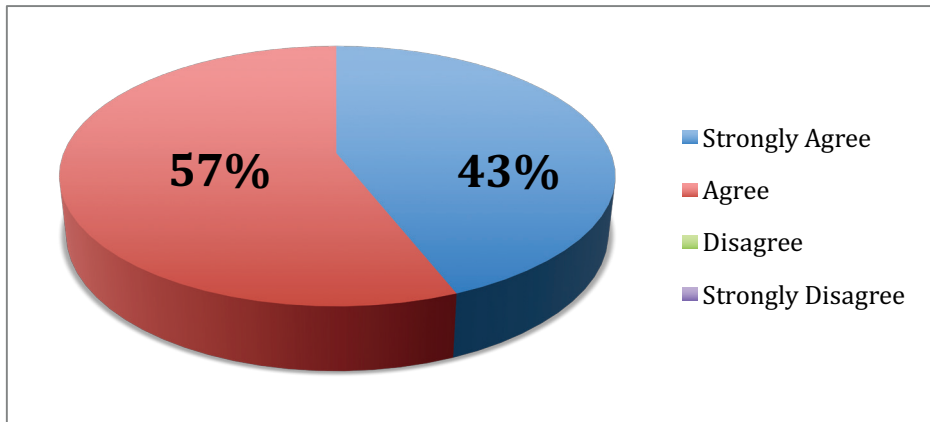


### WASC Parent Survey- 50 Responses

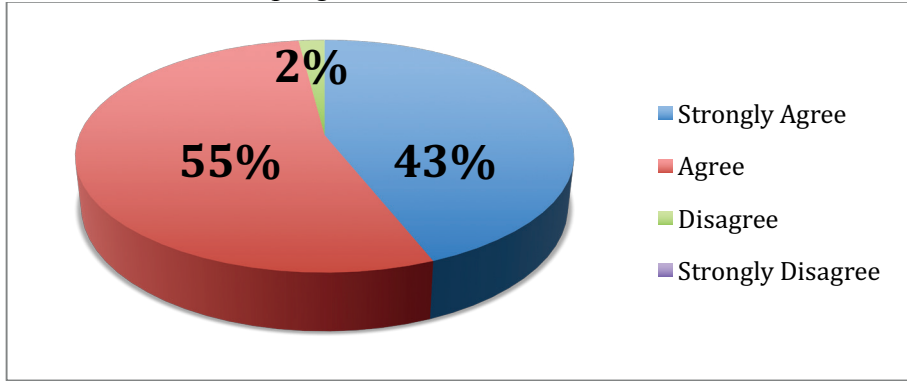
1. César E. Chávez High School is a safe, clean, orderly place that nurtures learning through a culture that is characterized by trust, respect and positive school spirit.



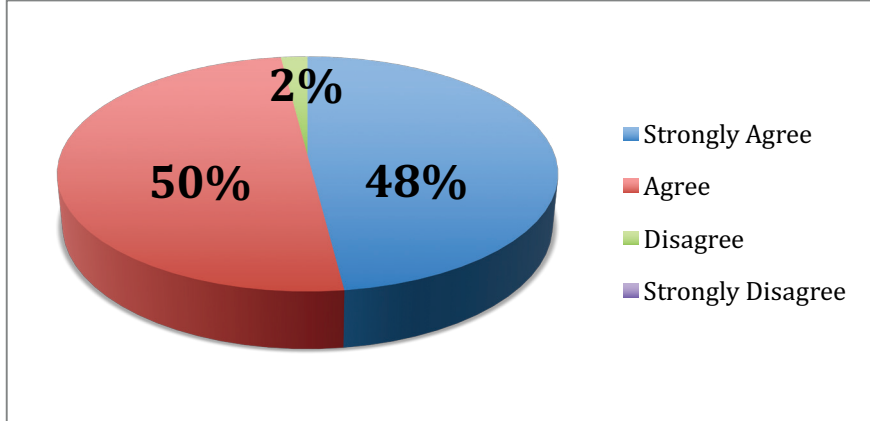
2. My student receives academic support through academic counseling, college preparation, and challenging learning experiences to help ensure his/her academic success.



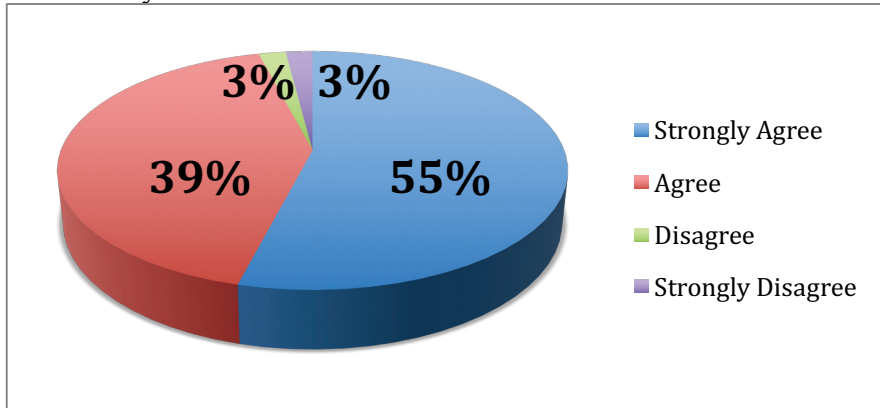
3. César E. Chávez High School regularly communicates with me about my child's academic and social progress at school.



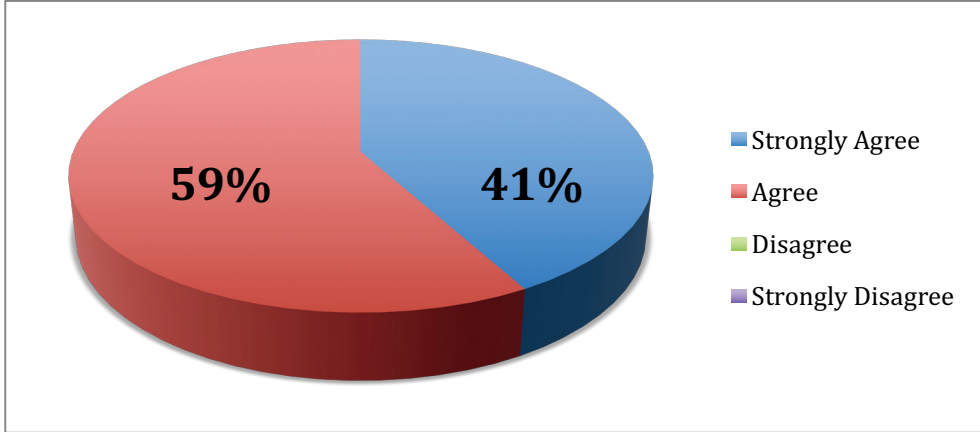
4. My student is satisfied with the class offerings at César E. Chávez High School.



5. The staff at César E. Chávez High School is available when needed to meet the needs of my child.



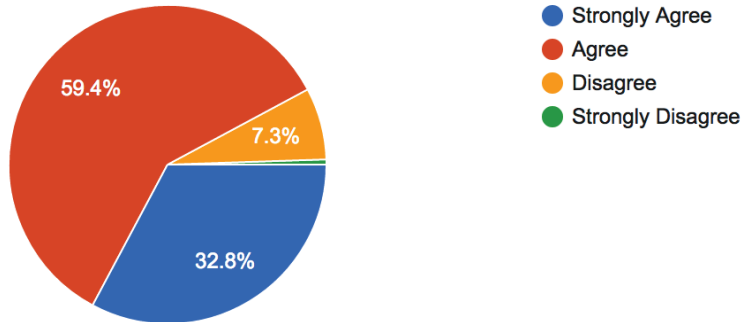
6. The school programs and curriculum are preparing my child for the future.



## Student Surveys

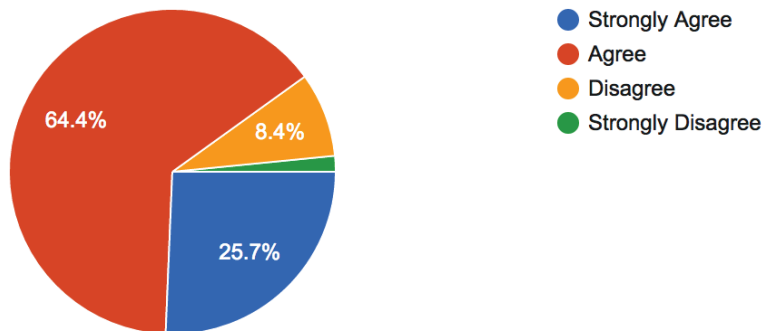
Teachers regularly communicate with me about my academic progress.

(192 responses)



I receive academic support through academic counseling, college preparation, and challenging learning experiences to help ensure my academic success.

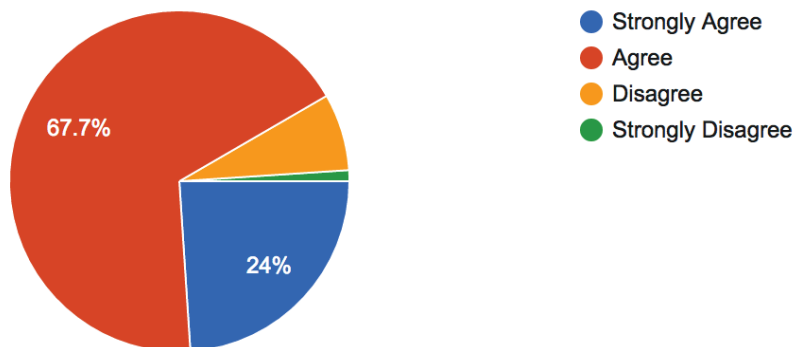
(191 responses)



I

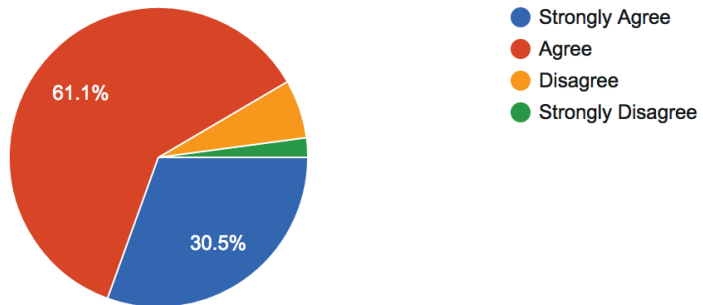
I am satisfied with the class offerings at Cesar Chavez High School.

(192 responses)



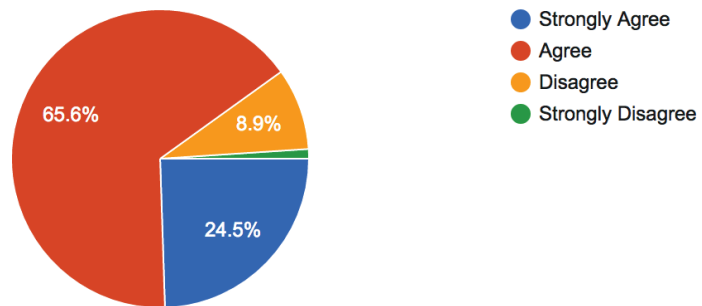
The staff at Cesar Chavez High School is available when needed to meet my needs.

(190 responses)

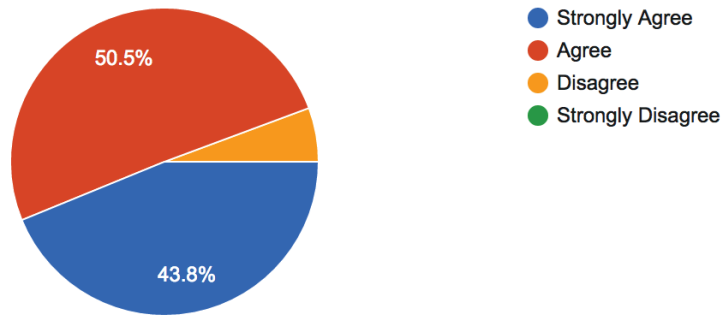


Cesar Chavez High School curriculum and programs are preparing me for the future.

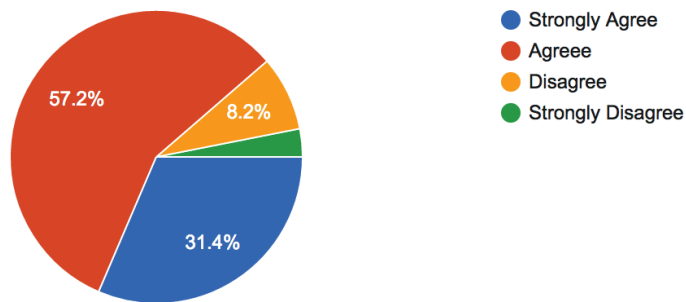
(192 responses)



Teachers provide me with opportunities to raise my grade through extra credit, Saturday Intervention sessions, and/or before and after school help.  
(194 responses)



Cesar Chavez High School is a safe, clean, orderly place that nurtures learning through a culture that is characterized by trust, respect, and a positive school spirit.  
(194 responses)





## Chapter II Progress Report

## **Chapter II: Progress Report**

After reviewing the action plan annually, it was decided in 2016 to modify and make some changes. As evident through our data, surveys, staff meetings and parent meetings; academics continue to be an area of concern. The two main areas of academic concern are math computation skills and literacy. After reviewing data and discussing options it was decided that those two academic areas would continue onto our revised action plan. A third need that was also the consensus among staff, parents and students was emotional well-being. This has been a concern of staff and faculty for many years. A taunting question was, “How can students learn, if they can’t focus due to past trauma or current circumstances?” Finally, our response to that question was to add emotional well-being to our action plan. This goal aligns with our school learner outcomes (WHOLE).

### **Progress- Goal #1 Improve Student Achievement in Reading Comprehension –**

Since our last visit, we have continued to monitor and work on this goal. When reviewing student work, data, and grades it became evident that many of our students continued to struggle comprehending the material that they read.

As a staff, we have implemented programs to assist our students with improving their comprehension. In classes, we use word walls, chrome books and books on tape. We also started an eBook program where students can pick their own books at the level they choose. We also break lessons into chunks and check frequently for understanding. Chávez also offers before and after school academic assistance as well as a Saturday class once per quarter to assist those who have fallen behind.

Measuring our success in this area is difficult as our students are so transient. We measure our success by the number of students passing English classes, English placement tests for the college and teacher observation. Although we have made improvements and seen some success, we will still keep reading (literacy) in our action plan as a critical area of need.

### **Goal #2 - Improve Student Achievement in Writing Strategies.**

Since our last visit we have continued to focusing on improving our students writing. As evident through data, student work, testing and teacher observation, writing remains a critical area of need.

As a staff, we have implemented and maintained writing across the curriculum. The students do projects that involve writing in most of their classes. In the English classes the students do a lot of writing from essays to poems and biographies. Chrome books are used in each class to assist with vocabulary and remediation. Classrooms also have visuals such as vocabulary lists/word walls and steps on how to write an essay. Before and after school assistance is available for those students that need it. They may also attend the Saturday catch up day where the classes are small and the students get 4-5 hours of extra academic attention.

Once again success is difficult to measure due to the transient nature of our school. We measure our success through the district writing assessment, college placement exam,



Map testing, grades and teacher observation. Although we have seen some success, writing (literacy) continues to be a critical area of need.

### **Goal #3 - Improve Student Achievement in Mathematics – Computation.**

Improving math skills continues to be a strong area of need. Many of our students have passed little to no math classes before they attended Chávez. Very few have any number sense and many cannot multiply or divide. By reviewing student work, data and test scores it quickly becomes evident that math continues to be a critical area of need.

The math classes are structured so that there is constant review to try and fill in the gaps of our students. All teachers try to build on what the student already knows and apply to real life situations. Math is also implemented in our science classes with graphs, charts and statistics. For students who struggle the teachers are available before or after school and one Saturday a quarter.

As with the other areas of need, math success is also difficult to measure. We account for success by how many students place above the 100 level on the college placement exam as well as teacher observations, tests and grades. Although we have seen some strong successes in our math program it still remains a critical area of need due to the limited skills the students arrive with.

### **Recommendations from previous visits**

1. Provide an EL teacher to assist second language students - The recommendation was for this District to provide us with a teacher so that students with lower English skills could come to Chávez. The District never allocated the money or the teacher because of the belief that a fast-paced continuation school with multi-prep classes would be a disservice to a student just learning English. As a school, we have maintained that English levels should be at Intermediate or above to be successful.
2. Provide 45-day Pacing guides for each class - Each teacher developed a 45-day pacing guide for each subject area. The 45-day plans began positively, but some teachers found it too rigid especially when there was testing, assemblies or field trips. Some staff members have continued with the 45-day pacing guide while others have chosen a course of study that outlines what will be taught during the quarter but not day by day.
3. Relevant Staff Development - Staff development continues to be an important part of Chávez. We have had extensive staff development with the entire staff to maintain the focus of WHOLE and to help create a Therapeutic Web so that our students can thrive.
4. Relevant testing that measures school academic growth - Since our students are so transient, it is often difficult to test the knowledge they have gained while being at Chávez. We worked tirelessly on different types of testing but there were obstacles on the way. We couldn't get the district to grade or input the results so it was impossible to have a uniform test. We now use MAP testing for each student, each quarter, and can measure growth and determine areas of need by

reviewing the results. Teacher observation, class tests, projects, as well as grades continue to be our best way to evaluate our students and their learning.

### **Staff Development**

Entire Staff - Trauma Informed Seminars and Coaching

Entire Faculty - PBIS, Common Core, Aries, Thinking Maps, Illuminate, MAP training

Individual teachers or groups - EL, Collaborative leveled Work, Leveled Texts, Sentence Frames, Supplemental Reading, GLAD, CUE, UCI Science



## **Chapter III**

# **Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress**

### **Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress**

The staff at Chávez High School has reviewed and analyzed the data in chapter I Student/Community Profile and come up with 3 critical areas of need. Improve Literacy, improve math, and improve the emotional well-being of students. Our schoolwide learner outcomes correlate with our action plan to unify our school.

Critical Areas of Need - Literacy, math skills and emotional well-being are our critical areas of need and therefore the focus of our school.

#### **Questions that have been raised by the data are:**

How do we build a stronger bridge between home and school so that attendance will improve, and all students will thrive?

How can we properly screen students so that they are placed at Chávez for their own good and are not just sent because they are an attendance or behavior problem?

How can we best support students emotionally and academically?

How do we help students become strong and resilient in neighborhoods that are so challenging?



## Chapter IV

### Self-Study Findings

#### Category A:

#### **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**



## Chapter IV: Self-Study Findings

### Category A: Category A:

### Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

#### *Vision – Mission – Schoolwide Learner Outcomes – Profile*

César E. Chávez High School has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

## Chapter IV: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

#### A1. Organization Criterion

#### *Vision – Mission – Schoolwide Learner Outcomes – Profile*

These school’s statements have been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.

| Findings                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Mission Statement was established by the stakeholders and measured on a schoolwide matrix. The expectations are clearly communicated with students and parents at quarterly orientations, School Site Council meetings, English Learner Advisory Committee (ELAC) meetings, and faculty meetings.</p> | <ul style="list-style-type: none"> <li>• SSC agenda and minutes</li> <li>• Staff meeting agendas</li> <li>• Orientation student/parent</li> <li>• Courses of study</li> <li>• Master schedule</li> <li>• Student, parent, and staff surveys</li> <li>• Student Measurable Indicators</li> <li>• Professional Development</li> </ul> |

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

The process to ensure involvement of the entire school community has been effective.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>From the beginning of the school year all faculty, support staff, parent, student, and School Site Council meetings have focused on all of the elements of the WASC process. The Schoolwide Learning Outcomes (SLOs), formerly known as Expected Schoolwide Learning Results (ESLRs) were developed in congruence with the mission statement, the District's overarching goals, and the state common core standards. All of these groups have been surveyed. Student surveys were conducted annually through seminar or an extended 3rd period class. The results have been tabulated and discussed at faculty meetings, and School Site Council meetings. In addition, parents and students have had multiple opportunities to complete surveys during Back-to-school Night, Open House, Friday Parent Groups and English Language Advisory Committee (ELAC).</p> | <ul style="list-style-type: none"> <li>• SSC agenda and minutes</li> <li>• Orientation student/parent</li> <li>• Back-to-School Night and Open House sign-in sheets</li> <li>• ELAC agendas</li> <li>• Staff Development Training Agendas</li> <li>• Student, parent, and staff surveys</li> <li>• Student Measurable Indicators</li> </ul> |

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes**

César E. Chávez ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parents, students, and community members have been provided with opportunities to be part of the input process to update the vision, mission, and schoolwide learner outcomes through ELAC and School Site Council meetings. All students participated in completing schoolwide academic, culture, and safety surveys. Chávez develops its own Single Plan for Student Achievement (SPSA), Mission Statement, Schoolwide Learning Outcomes and Core Values, which are reviewed and revised yearly. This process allows for reexamination of the school’s purpose, expenditures, and identification of important focal areas for the upcoming school years. All stakeholders function as a professional learning community to develop and refine mission and vision statements to reflect the school’s commitment to ensure achievement for all students. The governing board assesses the SPSA twice a year to ensure that it is aligned with district policy.</p> | <ul style="list-style-type: none"> <li>• Meetings posted on website</li> <li>• Parent/Student Fliers</li> <li>• Quarterly Seminar Classes</li> <li>• SPSA</li> <li>• Meeting minutes from SSC and ELAC</li> <li>• Student and Parent portals to access grades</li> </ul> |

**Regular Review and Revision**

All stakeholders were involved in the process for revising these statements.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evidence                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All stakeholders have participated in developing schoolwide expectations, however, we have modified how we communicate with our parents, students, and the community. In addition to daytime meetings we now offer evening meetings as well which was a response to parent requests.</p> <p>In the 2010-2011 school year, students participated in a 14-minute homeroom to address reading and school communication. Lessons for College and Career planning, and goal setting were also provided to students via “College Board” resources. In 2012-2013, a 23-minute seminar class was added to help monitor student progress and disseminate information. Although generally worthwhile, for some students it was not overly effective. We now have an assembly schedule two times a month and present important material as a whole.</p> | <ul style="list-style-type: none"> <li>• Participation in community activities</li> <li>• Work permits/Work Force</li> <li>• Seminar PBIS lessons</li> <li>• Advisement Lessons and activities</li> <li>• Assembly schedule</li> </ul> |

**Conclusions**

This criterion is being addressed.

| Findings                                                                                                                                                                                                                                                                                | Evidence                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parents desire to have a collaborative partnership with the school; however, parents also need the flexibility to meet with school staff. The need to address 21st century skills with students is evident through student surveys and dialogues with student leaders on campus.</p> | <ul style="list-style-type: none"> <li>• Parent Surveys</li> <li>• Public dialogue w/principal</li> <li>• Student Surveys</li> <li>• Leadership conversations</li> </ul> |

This impacts the school’s ability to address one or more of the identified critical learner needs.

| Findings                                                                                                                       | Supporting Evidence                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The mission and vision statements support our Schoolwide Learner Outcomes and are aligned with the needs of the school.</p> | <ul style="list-style-type: none"> <li>• Parent feedback of partnership</li> <li>• Progress of advisement effectiveness (surveys)</li> <li>• Mission Vision Statements</li> <li>• Schoolwide Learner Outcomes</li> </ul> |



**A2. Governance Criterion**

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

**Governing Board**

The policies and procedures of César E. Chávez High School regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Governing Board is elected by the community to provide leadership and citizen oversight of the Santa Ana Unified School District’s schools and operation. The Board works with the Superintendent to fulfill its major roles for SAUSD including:</p> <ol style="list-style-type: none"> <li>1. Setting direction for the District.</li> <li>2. Providing a basic organizational structure for the District by establishing policies.</li> <li>3. Ensuring accountability.</li> <li>4. Providing community leadership on behalf of the District and public education.</li> </ol> <p>Elections are held every two years and Board Members are elected to four-year terms. There are five board members. One of the board members is serving her first term and there will be two Board positions open in the upcoming elections. The Governing Board meets on the second and fourth Tuesdays of the month, with a closed session followed by a session open to the public.</p> | <ul style="list-style-type: none"> <li>• Board Policy</li> <li>• SAUSD Website</li> <li>• Board Agendas</li> <li>• Board Meetings</li> </ul> |

**Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes**

The policies of Chávez High School are adequate to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.

| Findings                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Governing board sets the bar in regards to the adequately supporting the vision and mission. The Chávez staff works on a continuing basis to adhere to, and to elevate the policies of the school’s vision, mission, and schoolwide learner outcomes. Prior to the school year, all staff attend in-service staff development, on duty free days, and District trainings.</p> | <ul style="list-style-type: none"> <li>• District policies and procedures</li> <li>• Board Agendas</li> <li>• Board Minutes</li> <li>• Agendas Staff Training</li> </ul> |

César E. Chavez has stringent policies related to the online instruction. This is to insure rigor and compliance so that classes will be A–G compliant, and to ensure that they are aligned to the school’s vision for various types of online curriculum, instruction and support methodologies.

| Findings                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Upgrading or updating technology to support online learning and credit recovery<br>Individual technology<br>Chromebooks in every classroom<br>Bring your own device<br>2011-2012 Wi-Fi routers were added to the school throughout for access to technology | <ul style="list-style-type: none"> <li>● PLATO (2011 - 2012)</li> <li>● APEX 2013-present)</li> <li>● Student use electronic devices in the classroom</li> <li>● Chromebooks</li> </ul> |

**Understanding the Role of the Governing Board**

César E. Chávez High School understands the governing board’s role, including how parents can participate in the school’s governance.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Parents were invited to have breakfast with the principal and voice their concerns how they could become school partners to be avid participants in their students’ lives.<br>School Site Council members are very involved in approving how the school’s budget is spent.<br>Parents participate in our Back-to-School Night, Orientation and Open House to understand how our program benefits their students. | <ul style="list-style-type: none"> <li>● Edulink calls</li> <li>● Teacher/Staff/Parent communication</li> <li>● Parent Portal</li> </ul> |

**Governing Board’s Involvement in Review and Refinement**

The governing board is involved in the regular review and refinement of the school’s vision and purpose and schoolwide learner outcomes.

| Findings                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| The Single Plan for Student Achievement (SPSA) is revisited and revised twice yearly. The completed SPSA is approved by the School Site Council and then sent on to the Governing Board. In this manner, the Board maintains a presence and influence on the refinement of each school’s vision, mission and schoolwide learner outcomes. | <ul style="list-style-type: none"> <li>● Board Agendas</li> <li>● Board Minutes</li> <li>● Single Plans for Student Achievement</li> </ul> |

**Professional Staff and Governing Board**

**Indicator:** At César E. Chávez High School, there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

| Findings                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <p>Per the District Website there are clearly defined protocols regarding Board and Superintendent Operating Procedures which cover general functioning, areas of responsibilities, communication, constructive discussion with respect to one differing opinion, decision making, leadership, evaluation, and planning.</p> | <ul style="list-style-type: none"> <li>• District Website</li> </ul> |

**Board’s Evaluation/Monitoring Procedures**

**Indicator:** At César E. Chávez High School, there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

| Findings                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Through the preparation of the Single Plan for Student Achievement, School Accountability Report Card, and LCAP budget proposal we are able to evaluate and monitor what type of resources are needed to obtain maximum support for student achievement</p> | <ul style="list-style-type: none"> <li>• Summary of SPSA</li> <li>• SSC Minutes</li> <li>• Academic Focus Team Mtg Minutes</li> <li>• Staff Mtg Minutes</li> <li>• School Board Data Summit</li> </ul> |

**Complaint and Conflict Resolution Procedures**

The established governing board/school’s complaint and conflict resolution procedures are effective.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parents, students, and the community are able to file facility complaints through Williams Act safeguard procedures<br/>                     No Child Left Behind - Highly Qualified Teachers with credentials in specific content areas<br/>                     Parent Compact is sent home to inform students, parents, and staff of our academic expectations</p> <p>Chávez administration has an open-door policy to assist any parent or student with conflict resolution.</p> <p>Students are provided with conflict resolution meetings to resolve school problems</p> | <ul style="list-style-type: none"> <li>• Student/Parent Handbooks</li> <li>• Seminar student lessons</li> <li>• School Site Mediations</li> <li>• Aeries Intervention Entries</li> </ul> |

**Conclusions**

| Findings                                                                                                                                                                | Supporting Evidence                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <p>Having Quarterly Orientations allows for effective communication with parents and students. Teachers review schoolwide expectations quarterly to redefine norms.</p> | <ul style="list-style-type: none"> <li>• Orientations</li> <li>• Seminar Classes</li> <li>• Parent/teacher phone calls</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We have been fortunate to have had an AmeriCorps mentor who met with an identified group of students to positively impact their academic and attendance growths. Now, we have OCDE counselors, and Neutral Ground Interventionists. Tutoring Programs were made available to all our students to build on literacy and math skills as well as Saturday Success.</p> | <ul style="list-style-type: none"> <li>• Data on academic improvements</li> <li>• Counseling and Intervention data</li> <li>• Saturday Success attendance.</li> </ul> |

**A3. Leadership and Staff Criterion**

Based on student achievement data, leadership and staff make decisions, and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. Leadership and staff annually monitor and refine the single schoolwide action plan to ensure alignment with student needs.

**Broad-Based and Collaborative**

At César E. Chávez High School, the school’s planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The ELAC and SSC meetings with parents, students, and community members have been methods of communicating to share the school’s mission and vision. We have weekly faculty meetings and/or collaboration to address concerns and check student progress. Weekly parent meetings to keep parents involved and sharing their input. Attendance at Achieving College monthly meetings to keep updated.</p> | <ul style="list-style-type: none"> <li>• Quarterly meeting minutes</li> <li>• LCAP</li> <li>• College Partnership and field trips</li> <li>• CELDT and MAP Test Results</li> <li>• Grade analysis</li> <li>• Parent Meetings</li> <li>• Student Leadership</li> </ul> |

**School Plan Correlated to Student Learning**

César E. Chávez High School’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

| Findings                                                                                                                                                                                                          | Supporting Evidence                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>Staff has the opportunity to collaborate and review the SPSA to provide input on our critical and schoolwide learner needs.<br/>Staff constantly reviews flowcharts with students to check their progress.</p> | <ul style="list-style-type: none"> <li>• Agendas and minutes from meetings</li> <li>• Walkthroughs</li> <li>• Flow charts</li> </ul> |

**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

At César E. Chávez High School, there is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

| Findings                                                                                                                                                                                                                                        | Supporting Evidence                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Eyes on Learning - LCAP Parent/Public Forums District Staff, management, teachers, and students provided input on what is needed for effective learning at Chávez.<br/>School Site Council decides how most funds will be allocated.</p> | <ul style="list-style-type: none"> <li>• Collaboration to create the District’s LCAP goals</li> <li>• Assemblies</li> <li>• Leadership Class</li> <li>• Pride gifts-sweatshirts, hats, shirts etc.</li> </ul> |

**Conclusions**

| Findings                                                                                                                                                             | Supporting Evidence                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <p>The process is ongoing and continuous. Staff would benefit from added seminars and trainings to fully master the Single Plan for Student Achievement process.</p> | <ul style="list-style-type: none"> <li>• SPSA</li> <li>• Professional Development Staff Agendas</li> </ul> |

| Findings                                                                                       | Supporting Evidence                                                                                                                       |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Increase support to address our needs that are aligned with Schoolwide Learner Outcomes</p> | <ul style="list-style-type: none"> <li>• Ongoing Assessments</li> <li>• Walkthroughs</li> <li>• Teacher/Student/Parent surveys</li> </ul> |

**A4. Leadership and Staff Criterion**

A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

**Employment Policies and Practices**

César E. Chávez High School (under the umbrella of the Santa Ana Unified School District), has clear employment policies and practices related to qualification requirements of staff.

| Findings                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>SAUSD policy is to hire highly qualified teachers in all specific subject areas. All teachers are certified in their subject areas. Teachers are certified or receive training in SIOP, SDAIE, CLAD. As a staff, we have also been trained in Aries. In addition, staff has received training in current teaching strategies and practices, as well as in Trauma Informed School cultures.</p> | <ul style="list-style-type: none"> <li>• Certification</li> <li>• Credentials</li> <li>• EAP Testing through SAC</li> <li>• Board policy</li> <li>• EdJoin job postings</li> <li>• Interview notes</li> <li>• Personnel files</li> </ul> |

**Qualifications of Staff**

César E. Chávez High School, has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Board policy and State Credentialing guidelines detail the qualifications and hiring procedures for all District staff. The personnel office oversees all hiring and formal evaluation procedures. The evaluation of certificated and classified staff is conducted through formal and informal observations and specific procedures. Teacher Evaluations are based on the California Standards for the Teaching Profession. Non-teaching staff are evaluated both formally and informally based on negotiated forms with their association/union.</p> | <ul style="list-style-type: none"> <li>• Board policy</li> <li>• Evaluation forms</li> <li>• NCLB guidelines</li> <li>• Williams Act</li> <li>• Job Descriptions established by SAUSD</li> <li>• BTSA</li> <li>• California Teaching Standards</li> </ul> |

**Maximum Use of Staff Expertise**

César E. Chávez High School has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The SAUSD Human Resources department monitors all credentials. Administration is responsible for specific job assignments and compliance with all requirements of NCLB. Onsite trainings are held when there is a need determined by staff and Administration. The need for ongoing professional development is determined by staff and Administration. Trainings vary in topics and may be in the form of Collaboration Meetings and Departmental Meetings. Proctor Trainings are held periodically for MAP and CELDT testing, District Benchmark training and informal department trainings or professional development discussions. Staff meet informally with computer teacher to explore and discuss technology and how to incorporate various “APS” and software to engage students.</p> | <ul style="list-style-type: none"> <li>• California Commission on Teacher Credentialing</li> <li>• Aries training</li> <li>• Attendance</li> <li>• SMART board trainings</li> <li>• Illuminate Training for data</li> <li>• Collaborative Conversations Training</li> <li>• Sign-in sheets for mandatory test administration training.</li> <li>• Oracle time card management</li> </ul> |

**Defining and Understanding Practices/Relationships**

César E. Chávez High School has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

| Findings                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The SAUSD website offers staff a wealth of resources. In addition, the Chávez school site provides electronic and hard copies of any Staff Calendars, Weekly flyers, needed for day to day operations. Staff attends Professional Development opportunities throughout the school year to keep current on trends and research for implementing lessons, and managing the classroom.</p> | <ul style="list-style-type: none"> <li>• Staff PowerPoint</li> <li>• Staff Meeting Agendas</li> <li>• Staff Binders/Employee handbook</li> <li>• SAUSD Oracle learning log</li> <li>• Weekly Flyers</li> </ul> |

**Internal Communication and Planning**

César E. Chávez High School has effective existing structures for internal communication, planning, and resolving differences.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Chávez staff communicates regularly formally and informally through face-to-face interactions, email, surveys, and texts to keep abreast of information related to the school. Teachers and SAUSD contract agreement informs and provides a system for communication and resolving differences. It is the general consensus of the school staff to handle differences efficiently with to remedy miscommunication or promote positive interactions. The changing administration at Chávez High School has developed a specific chain of communication among staff and promotes honest and direct discourse.</p> | <ul style="list-style-type: none"> <li>• Quarterly Orientation</li> <li>• Weekly Flyers</li> <li>• Emails</li> <li>• Staff Agendas</li> <li>• Reminder Signs posted</li> <li>• Notes at sign-in binder</li> <li>• Yearly Calendar with Due Dates for grades</li> <li>• Staff Binders/Handbook</li> </ul> |

**Staff Actions/Accountability to Support Learning**

César E. Chávez High School evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Staff at César E. Chávez is highly involved in the shared responsibility for student learning. Minimum day Wednesdays are designed to increase strategic conversations between all staff members. Twice monthly staff meetings are held to discuss schoolwide concerns or successes. Informal lunchtime discussions to monitor student achievement or strategize with resource staff. New Teachers participate in BTSA / TIPS which supports and provides guidance for best practices.</p> | <ul style="list-style-type: none"> <li>• Course of Study and/or Pacing Guides for Instruction</li> <li>• Staff Meeting Agendas</li> <li>• Grade Checks for students</li> <li>• Seminar and Advisement interactions for student monitoring of grades and behavior</li> <li>• School website</li> </ul> |



Professional development activities that enhance the use of technology in the delivery of instruction and support student learning is provided to both online and traditional classroom teachers.

| Findings                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Staff at Chávez meets regularly to include all members in activities to enhance technology. Given the one staff member responsible for online learning, staff offers support as needed or troubleshoots areas of concern.</p> | <ul style="list-style-type: none"> <li>● Staff meeting Agendas</li> <li>● Weekly staff updates</li> <li>● Informal discussions</li> </ul> |

**Evaluation of Existing Processes**

The leadership of César E. Chávez High School regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

| Findings                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>During twice monthly staff meetings or during staff collaboration time, discussion or agenda items regularly are centered on how to improve student learning, how to engage students, and how to motivate and inspire students toward success and mastery of the subject matter.</p> | <ul style="list-style-type: none"> <li>● Staff Meeting Agendas</li> <li>● Back to School Professional development agendas</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Policies for employment are clearly defined by the SAUSD to ensure only the most highly qualified staff are hired.<br/>Interviews onsite or specifically for Chávez are conducted with the specific skill set needed to be successful teacher Compassion, Creativity, Flexibility Resourcefulness, and Leadership are all areas of expertise needed to meet the needs of our students.</p> | <ul style="list-style-type: none"> <li>● Job descriptions</li> <li>● Edjoin job postings</li> <li>● Interview notes</li> <li>● Interview questions</li> <li>● Consensus agreement among hiring team demonstrated by feedback forms</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Supporting Evidence</b>                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Chávez has a deeply committed staff. They are all talented and skilled not only in their content area, but possess a rare expertise in connecting and establishing relationships with students and parents. In establishing a rapport, staff is better able to address critical learner needs by differentiating instructional strategies and respecting the social and emotional challenges of each student in order to grow the whole child. Added trainings and exposure to Professional development conferences or workshop trainings would support staff in this area.</p> | <ul style="list-style-type: none"> <li>• Collaboration Meeting Minutes</li> <li>• Flyers for OCDE training opportunities</li> <li>• District Training opportunities</li> <li>• Weekly Flyers</li> <li>• Trauma Informed School Culture PD and Coaching</li> </ul> |

**A5. Leadership and Staff Criterion**

Leadership and staff are involved in ongoing research or databased correlated professional development that focuses on identified student learning needs.

**Support of Professional Development**

César E. Chávez High School effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>SAUSD Board policy, the personnel department, and State Credentialing guide the oversight of all formal evaluation procedures. The evaluation of certificated and classified staff is conducted through formal and informal observations and specific procedures. Teacher Evaluations are based on the California Standards for the Teaching Profession and a timeline for observation, evaluation and collaborative work designed to continually improve teaching and learning is prescribed within the collective bargaining agreement. Non-teaching staff is evaluated both formally and informally based on negotiated forms with their association/union.</p> | <ul style="list-style-type: none"> <li>• Board policy</li> <li>• Evaluation forms</li> <li>• NCLB guidelines</li> <li>• Williams Act</li> <li>• Job Descriptions established by SAUSD</li> <li>• BTSA/TIPS</li> <li>• California Teaching Standards</li> </ul> |

**Supervision and Evaluation**

César E. Chávez High School implements effective supervision and evaluation procedures in order to promote professional growth of staff.

| Findings                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Supervision and evaluation of certificated and classified staff is conducted through formal and informal observations. Using a prescribed process of dialogue the professional development needs of each individual is designed, agreed upon, and facilitated by teacher and administrator.</p> | <ul style="list-style-type: none"> <li>• Professional Development Agendas</li> <li>• Professional Development Agendas</li> <li>• Executed Observation and Evaluation forms</li> <li>• Teacher feedback and response</li> </ul> |

The supervision and evaluation procedures at César E. Chávez High School promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Day training sessions take place in the summer for all APEX Teachers, Site Coordinators, and Asst. Principals. The training is given by APEX Consultant, Richard Nangle, and APEX training assistants. Training consists of "hands on" use of the APEX learning program on computers and teachers are given step-by-step instruction in all facets of the learning program. All training takes place at SAUSD District Offices. Every school utilizing the APEX Learning program is assigned a "Site-Coordinator". Site-coordinators are usually Assistant Principals or Teachers themselves. They assist and train teachers in any additional areas (problems / trainings) that may come up. All Site-Coordinators meet at the District Offices each month with Alexandra Ito, James Fowler and APEX Consultants to train, implement, and discuss any new APEX content. Teachers have met 2 to 3 times during the school year with Alexandra Ito, James Fowler and APEX consultants to train on additional content that may be added throughout the year. There are Professional training videos located at the APEX website and are available to all course instructors in most instructional content areas.</p> | <ul style="list-style-type: none"> <li>• Board policy</li> <li>• Evaluation forms</li> <li>• NCLB guidelines</li> <li>• Williams Act</li> <li>• Job Descriptions established by SAUSD</li> <li>• BTSA/TIPS</li> <li>• California Teaching Standards</li> <li>• Professional Development Agendas</li> <li>• Executed Observation and</li> <li>• Evaluation forms</li> <li>• Teacher feedback and response to observation and evaluation</li> </ul> |

**Measurable Effect of Professional Development**

At César E. Chávez, there are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>The district wide initiatives implemented by the new regime of Superintendent Phillips focus on improving literacy across the curriculum to improve student learning. District wide professional development has begun to focus, acutely, on the use of data. Though customer service continues to play a critical role in our community, it is the outcomes of student learning that are the primary focus of the current district administration, as of September 2016. Chávez has taken schoolwide steps to identify our student learner outcomes; it is the school team’s determination that the SLO provide our rubric for measurement of success.</p> | <ul style="list-style-type: none"> <li>• MAP testing</li> <li>• Santa Ana College Math and ELA placement data</li> <li>• Teacher surveys</li> <li>• Student exit interviews</li> <li>• Suspension and expulsion data</li> <li>• PBIS data</li> <li>• Illuminate training</li> <li>• Formative assessments</li> <li>• Summative assessments</li> <li>• Grade Mark analysis</li> <li>• Graduation rate</li> </ul> |

**Conclusions**

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                  | <b>Supporting Evidence</b>                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Chávez team, classified, certificated and administrative, believe they are well supported by the vertical and horizontal teams that exist within the district and on our site. Students feel supported by staff, which feels supported by administration, who actively lobbies to ensure support by district teams and access to available resources.</p> | <ul style="list-style-type: none"> <li>• Student, staff, parent surveys</li> <li>• Minutes from Parent meetings (ELAC, School Site Council, et al)</li> </ul> <p>All Evidence above</p> |

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Supporting Evidence</b>                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The ongoing improvement of learning outcomes in the areas of math, literacy and emotional well-being are critical to the success of the Chávez students and the professional efficacy of our staff. The team at Chávez feels that by understanding the criterion, the resources available to address learning needs, the rubric against which success is measured, and the goals of all Chávez stakeholders we best serve our students. We believe we ask one essential question as we design our practice, “How will this work determine the success of our students and improve their progress toward mastery of standards?”</p> | <ul style="list-style-type: none"> <li>• Professional development agendas</li> <li>• Stakeholder surveys</li> <li>• All other evidence above</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                        | <b>Supporting Evidence</b>                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Our professional development/learning has been very effective and has enabled us to create a therapeutic web. Other trainings such as common core, MAP, AERIES, and Illuminate have enabled us to measure our students’ growth.</p> | <ul style="list-style-type: none"> <li>• Trauma Training</li> <li>• Staff Meetings</li> <li>• AERIES</li> <li>• Staff Development</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                          | <b>Supporting Evidence</b>       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <p>At Chávez, professional development is a priority in order to promote professional staff growth. Staff development centers on student and teacher growth with the ultimate goal of happy and successful students.</p> | <p>Staff development sign-in</p> |

| Findings                                                                                                                                                                                            | Supporting Evidence                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| All teachers have been trained on various computers programs such as AERIES, Illuminate. Staff has also been trained on how to utilize technology in the classroom for remediation and advancement. | <ul style="list-style-type: none"> <li>• . APEX classes</li> <li>• Teacher sign-ins</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Professional Development that empowers teachers to deal with students dealing with trauma, as well as strategies for teachers to feel safe when discussing strategies between colleagues and admin regarding student needs.</p> <p>Student achievement – Percent of monies are used for field trips to Universities to expose students to college environment</p> <p>Administration transparent to staff on how monies are spent</p> | <ul style="list-style-type: none"> <li>• Sign-in sheets, staff reflections</li> <li>• Sign-in sheets, student assignments/reflections</li> </ul> |

**A6. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes.

**Allocation Decisions**

At César E. Chávez, there is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| As the shift has occurred, away from categorical funding streams toward LCAP and LCFF, significant conversations occurred to determine need and monitoring of the Chávez annual budget. Parents, students, staff and other stakeholders participated in feedback session throughout the 2015-2016 year and from these sessions and 2017 budget was built. The team at Chávez actively participates in the resource allocation process. The team feels that it is the needs of students that drive the allocation of resources and | <ul style="list-style-type: none"> <li>• School Site Council Agendas</li> <li>• School Site Council agendas</li> <li>• Stakeholder surveys</li> <li>• Santa Ana College Placement</li> <li>• 2015-16 Site budget</li> <li>• Requests for resources</li> </ul> |

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| <p>that improved student learning, as measured by our Schoolwide Learner Outcomes, has been steadily improving as a result of this process.</p> | <ul style="list-style-type: none"> <li>• Teacher, student, stakeholder survey</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

**Practices**

At César E. Chávez High School, there are processes operating in relationship to District practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Due to the changes in how state funds are being distributed, the procedures for internal financial controls have gone through some changes. In the past the decisions regarding all of the categorical monies have been the responsibility of the School Site Council (SSC). Beginning with the 2014-2015 school year only one category (Federal Title I) is still in the hands of the SSC.</p> <p>The remaining categorical and general funding is funneled through the District. Extensive research regarding the opinions of parents, students, and SAUSD employees was conducted, and that information resulted in the guidelines the District will use to allocate funding. Chávez submitted a proposal outlining their plans and needs.</p> | <ul style="list-style-type: none"> <li>• School Site Council agendas</li> <li>• Stakeholder surveys</li> <li>• Oracle</li> <li>• Professional development agendas and sign in sheets</li> </ul> |

**Facilities**

The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students feel comfortable and safe on our campus because our custodial staff maintains an immaculate environment. (Little, if any, evidence of gum)<br/>Classrooms are cleaned daily.<br/>Restrooms are pleasant and clean.<br/>Grounds are maintained with regular watering.<br/>Succulents dot the perimeter of the yard.<br/>Our security on campus maintains student safety by enforcing the bell schedule, keeping order, addressing any foreseeable concerns – being proactive in their approach to student safety while not posing a threat to</p> | <ul style="list-style-type: none"> <li>• Observation/ anecdotal conversations with students</li> <li>• School reports on discipline trends.</li> </ul> |

|           |  |
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| students. |  |
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**Instructional Materials and Equipment**

The policies and procedures at César E. Chávez High School for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

| <b>Findings</b>                                                                                                                                                                      | <b>Supporting Evidence</b>                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Admin provided each certificated staff with personal Mac computers to better implement instruction<br>E-library – accessible to all students. Thousands of books at student disposal | <ul style="list-style-type: none"> <li>• Mac books</li> <li>• Regular reports on student use and checking out of material</li> </ul> |

**Well-Qualified Staff**

At César E. Chávez High School, resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

| <b>Findings</b>                                                             | <b>Supporting Evidence</b>                                             |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------|
| District training of Canvas/ Ethnic Studies/<br>Teacher Effectiveness Coach | Sign in– sheets/ observation of strategies and platforms used in class |

**Long-Range Planning**

The processes for regularly and effectively examining a long-range plan by the District and César E. Chávez High School, ensures the continual availability and coordination of appropriate resources, supports students’ achievement of the critical learner needs, the academic standards, college and career readiness standards, and the schoolwide learner outcomes.

| <b>Findings</b>                                                                                                            | <b>Supporting Evidence</b> |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Staff meetings provide a forum for teacher to discuss concerns and upcoming coordination of learner outcomes and academics | Staff meeting minutes      |



**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

**Summary, Strengths, and Growth Needs**

**Summary:**

Although Chávez has had many administrators we have maintained strong leadership with teachers, parents and students all playing a role. Our mission, vision and learner outcomes are all student oriented and were developed and modified by all stakeholders. After careful review of data and surveys we continue to emphasize the need to improve our students' math and literacy skills. As noted by staff and counselor referrals we also added the critical need of emotional well-being. At Chávez, we want our students to be WHOLE so they can be productive and successful.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

1. César E. Chávez has a strong sense of community and collaboration among the staff, parents and administration.
2. Strong sense of mission – “Making students WHOLE”.
3. The staff is very nurturing, flexible and resourceful.
4. Parents, students and staff all have a sense of pride being a part of Chávez.
5. There is open communication with principal, students, teachers and parents.
6. Strong Learner Outcomes that focus our daily lessons.
7. Students know they are important and cared about.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

1. Continued professional development to learn how to deal with vicarious trauma as teachers who deal with students of trauma (i.e. self-care).
2. Continued exploration for the delivery of curriculum dealing with the agency skills of students (i.e. efficacy, and metacognitive skills).
3. Continued exploration of competency based learning and blended models for the delivery of instruction.



## Category B Curriculum Criterion

**Category B: Standards-based Student Learning: Curriculum**  
**B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

**Current Educational Research and Thinking**

César E. Chávez High School teachers and staff use current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>César E. Chávez High School has strived over the last six years to create and perfect our 45-day plan with rigor and standards based curriculum that has now incorporated the Common Core standards. Our teachers met by department in collaboration with our sister school Lorin Grisette Academy during 2012- 2013 school year in by-monthly meetings to develop and enhance the 45-day curriculum plans. Since that time, staff has gone to curriculum mapping pull outs by the district to support and improve our 45-day plans. Over the last three years we have used student data from Illuminate and MAP testing to guide our curriculum to fit student needs; as well as faculty meetings to discuss students and incorporate student data to best educate our school population. Department chairpersons from each content area attend monthly district meetings providing subject specific collaboration and pertinent information relating to content. In addition to District meetings, the Math, English, Art and Social Science departments were trained and implemented the Common Core State Standard.</p> <p>We have also incorporated PBIS and have received Trauma Informed School Culture training from Mr. Matt Reddam, MS, MFT. This has greatly affected our classroom management to better serve our students by building relationships to enable creative engaging instruction. Our teachers employ many research-based instructional strategies such as direct instruction, discussion, differentiated instruction, warm-ups, Thinking Maps and cooperative learning supported by technology to increase rigor and relevance in the classroom. All of this</p> | <ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Trauma informed School Culture trainings</li> <li>• PBIS meetings</li> <li>• Department meetings</li> <li>• Curriculum pull-out days for CCSS</li> <li>• District Department Chair meetings</li> <li>• Meetings with sister school, Lorin Grisette</li> <li>• Agendas</li> <li>• Formative assessments</li> <li>• Subscriptions to educational periodicals and/or curriculum updates.</li> <li>• instructional practices meetings</li> <li>• Induction monthly meetings</li> </ul> |

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| <p>takes place under the umbrella of a trauma informed school culture. Technology has increased to every classroom with the implantation of Chrome carts where every student has access to a computer in every classroom. Every teacher has a written agenda in their classroom to facilitate students learning by front-loading them on the plans for the day, week or unit. Students also participate in group work to collaborate on assignments and projects.</p> |  |
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**Academic and College and Career Readiness Standards for Each Area**

César E. Chávez High School has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “A - G” requirements.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Supporting Evidence</b>                                                                                                                              |
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| <p>At Chávez, we provide students with classes that meet their A-G requirements. We also offer additional classes on APEX, an online program that allows students to gain additional credits every quarter. We run on a 45-day plan for each quarter. This allows students to make up credits they need to recover and allows some students to graduate early. Because of the 45-day plans students have to keep track of their credits, which is a skill they will have to use once they go onto college. At the beginning of almost every quarter students keep track of how many credits they need to finish before they can graduate. This is also done in their academic support classes with the guidance of their teacher. In our Senior Seminar classes, students create portfolios, resumes, personal essay statements, and participate in mock interviews. These are all real-world skills that they will be able to use in the “real world”.</p> | <ul style="list-style-type: none"> <li>• APEX</li> <li>• A-G classes</li> <li>• Senior Seminar</li> <li>• 45-day plan</li> <li>• Flow charts</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Supporting Evidence</b>                                                                                                                                          |
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| <p>Over the last few years we have added APEX in Spanish, Music Appreciation and Art to meet the needs of our students. Many of the teachers on campus have started to use Canvas as a mode of instruction in their classrooms. The Canvas learning management system simplifies teaching and learning by connecting digital tools teachers use onto one platform. It allows for a flipped learning environment, if the teacher so desires. It also allows students to complete tasks at their own rate, thereby allowing for effective differentiated instruction. This allows for assignments to be broken into smaller, more manageable pieces that can</p> | <ul style="list-style-type: none"> <li>• Canvas</li> <li>• Google sites</li> <li>• Google classroom</li> <li>• Edmodo</li> <li>• APEX</li> <li>• Kahoots</li> </ul> |

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| <p>be completed at a student’s own pace. Canvas allows an alternative way to enhance and support learning.</p> <p>Along with Canvas, Google classroom is a new district wide initiative that Chávez embraced by allowing students a pathway to work on assignments and curriculum at their own pace. We have a few students in the P.M. program who were not able to come to school for personal reasons but were able to complete part of their classes online because of the way the curriculum was designed. With the help of online classroom management systems like Canvas and Google Classroom, students have access to their curriculum at home and can move ahead in a class if they want but they can also preview the lesson for the day to prepare for what they are going to learn. Many teachers on campus use online applications like Kahoot to grab students’ attention but also to help them engage in the learning process. Kahoot is a game that can be used to pretest and posttest students to see the effectiveness of a lesson or curriculum strategy.</p> |  |
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**Congruence**

At César E. Chávez High School, there is congruence between the actual concepts and skills taught, the academic standards, the college and career readiness standards, and the schoolwide learner outcomes.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Supporting Evidence</b>                                                                                                                                                                                                                                         |
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| <p>The 45-day plan curriculum is designed using the power standards to prepare students for college and career readiness. The schoolwide learner outcomes are to cultivate students’ ability to read, write, compute, think critically and creatively. Students also engage in curriculum that prepares them from real world applications like their senior seminar class. Part of their assignments in the senior seminar class is to write a resume, create portfolios, personal essay statements and participate in mock interviews. Students can participate in ROP/CTE classes on campus and at other sites that prepare them from the skills necessary for certain jobs. One of the classes offered allows students to take apart computers and learn to put them back together. This skill in a growing need in today’s job market as employers are moving away from manual task and turning toward computer operated task. The largest job shortages are in the computer programing and computer sciences field. Students have the opportunity to take these kinds of classes at Chávez. Students also learn basic computer skills like word processing, PowerPoint and Excel in their classes. Every student has access to a Chromebook in all classes.</p> | <ul style="list-style-type: none"> <li>• Senior Seminar</li> <li>• Partnership with Santa Ana College</li> <li>• Partnership with UCI</li> <li>• Guest Speakers from the Community</li> <li>• Carver Readiness activities</li> <li>• ROP</li> <li>• CTE</li> </ul> |



**Student Work — Engagement in Learning**

César E. Chávez High School teachers and staff examine representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Supporting Evidence</b>                                                                                                                                                                                                     |
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| <p>Teachers clearly indicate objectives by writing them on the board daily. Course objectives can be found in teacher’s syllabi. Chávez High School incorporates many standards based projects that are evaluated for demonstration of learning and comprehension. Teachers use effective engagement techniques such as pretests, quick writes, think-pair-shares and random call strategies. Our school philosophy is based on effective and engaging instruction.</p> | <ul style="list-style-type: none"> <li>• Art projects</li> <li>• Mock interviews</li> <li>• Warm-ups</li> <li>• Presentations</li> <li>• Whole group discussions</li> <li>• Field trips</li> <li>• Field trip days.</li> </ul> |

**Integration Among Disciplines**

At César E. Chávez High School, there is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Supporting Evidence</b>                                                                                                                                                                                                                          |
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| <p>At Cesar Chávez the staff collaborates and introduces cross curriculum activities to created integration among disciplines. The Arts are used to align courses during Departments meetings. For the Dia de Los Muertos project, students could choose famous Math, English, History, Science and Spanish/Mexican figures to research and honor in a cross curriculum art project. At Chávez we have various guest speakers to enhance and make the curriculum relevant. One example comes from the P.M. program. All of the English classes read a novel called “Gabby -- A Girl in Pieces” and we had the author Isabel Quintero visit the school. Students were able to ask her questions about her writing process, the themes of the books and why she chose to feature stories about their culture. Two years in a row, one of our Language Arts teachers brought in a speaker who brought a falcon to enhance the students understanding of a book that they had read during class. Also, in the P.M. Program, the English and History classes have worked together during the Election on assignments that evaluated each</p> | <ul style="list-style-type: none"> <li>• Cross-Curriculum projects</li> <li>• APEX</li> <li>• Online textbooks</li> <li>• Guest speakers</li> <li>• Academic support classes</li> <li>• District course alignment at department meetings</li> </ul> |

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| <p>candidate's arguments and debate performance. In the Social Science classes students have current event assignments that has students read news articles and discuss the information presented. In some of the social science classes, students are also shown daily news programs designed to engage students in ten minutes of current events.</p> <p>Because every classroom has a Chrome cart, the students in the Academic Support classes use their Chromebooks to give students access to all their textbooks online. Our Academic Support classes and Saturday intervention support (Saturday Success Option) the curriculum and hold the integrity of the classes.</p> <p>The technology classes help students with the integration of disciplines by giving them the knowledge to use technology to complete assignments in all of their classes.</p> |  |
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**Curricular Development, Evaluation, and Revisions**

César E. Chávez High School assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Supporting Evidence</b>                                                                                                                                                                                                                |
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| <p>School Site Council includes various stakeholders comprised of students, parents, teachers and members of the school administration who meet to discuss our school and to update the community on what is happening at our school. The staff uses end of the year evaluations for students’ success and pass rates to review the curriculum and course offering. The staff participates in meetings to discuss ways to create and implement curriculum to improve delivery and outcomes. The English department uses professional development time to discuss and evaluate grading policies.</p> <p>For the past two years, the staff was trained and mentored by Mr. Matt Reddam, MS, MFT. Mr. Reddam trained the staff on Trauma Informed School Culture. This training helped the staff recognize issues and behaviors students exhibit in class. This allows the staff to write curriculum that engages the students because of their own culture but allows us also to be sensitive to the needs of our students. We know that the behaviors our students exhibit in class have almost nothing to do with what we are doing but stems from something that has happened to them in the past. This allows us to create professional and personal relationships with our students help them achieve their goals.</p> | <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• End of the Semester/Year evaluation</li> <li>• MAP testing</li> <li>• Better Balance testing</li> <li>• T.I. school</li> <li>• Parent Education- Jesse</li> </ul> |

**Policies — Rigorous, Relevant, Coherent Curriculum**

César E. Chávez High School assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Supporting Evidence</b>                                                                                                                                                                                                                                     |
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| <p>César E. Chávez staff has been involved in pullouts individually, as a staff and with its sister school Lorin Griset. This was to develop like curriculum and ways to implement technology into the curriculum. Teachers and counselors have input on courses being offered.</p> <p>The English department has students take the District Writing Assessment (DWA) every year and MAP tests to collect data on student learning compared to other students in the same grade level. The Math department also uses the data collected from the MAP tests to determine student’s area of need. Through this process we were able to determine that a large portion of our population struggles with number competency. As a staff we have discussed the need for having classes that cover the basics of math such as number placement, multiplication, fractions and how to add and subtract with decimals.</p> | <ul style="list-style-type: none"> <li>• 45-day curriculum<br/>Developed by teachers</li> <li>• District department mandates</li> <li>• incorporated curriculum with core curriculum.</li> <li>• DWA &amp; MAP results</li> <li>• Community Liaison</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Supporting Evidence</b>                                                                                                                        |
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| <p>Chávez has an E-library that was new last year. Every student has access to textbooks and literary works on their computer or mobile device. Several staff members have even created a weekly book club for staff and students to discuss a chosen book. The books that were picked are all geared toward Latino culture and issues our student face outside of the classroom. Every year the district conducts a “Cyber Safety Week.” During this week all students are exposed to district videos that show and discuss how students should maintain integrity and security while using technology.</p> | <ul style="list-style-type: none"> <li>• District videos on computer/Internet etiquette</li> <li>• Guest Speakers</li> <li>• E-library</li> </ul> |



**Articulation and Follow-up Studies**

César E. Chávez High School articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                            |
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| <p>Chávez has a strong partnership with the local community colleges. We regularly take students on tours, offer application assistance and FAFSA help. We have regular visits from the Santa Ana College (SAC) representatives and we have a member of admissions department on campus every Tuesday to answer any questions students might have and/or to help them apply to Santa Ana College. Our counselor takes students on field trips to Santa Ana College to visit the campus and their facilities every quarter. He also meets with students to support their transition to college and to explain what it would be like. The Science department takes trips to the UCI Science department to see their laboratories and to work with their staff. We also have had SAC’s welding teachers bring their truck to do demonstrations and workshops to inspire students to become welders. Through student’s end of the year surveys, data from colleges, the P.M. program and the use of the 45-day plan Chávez has found that graduation rates are very high. We also found that our students in Math and English had less problems in the matriculation process.</p> | <ul style="list-style-type: none"> <li>• Partnership with Santa Ana college</li> <li>• Partnership with UCI</li> <li>• P.M. Program</li> </ul> |

**B2. Access to Curriculum Criterion**

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

**Variety of Programs — Full Range of Choices**

All students at César E. Chávez High School are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Supporting Evidence</b>                                                                                                                                                                                                                                                 |
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| <p>Chávez provides many opportunities to help students be prepared for careers and postsecondary education. This is done through ROP and CTE courses where students study possible career opportunities. Our counselors provide college applications, FAFSA seminars and college fairs. The school curriculum provides computer and technology classes for students to explore the various new career pathways in computer science. We also provide students with the opportunity to attend certification course in welding and computer tech. We have had many Career Days over the years at Chávez. During the 2015-2016 school year was also added a Night School Program. This program allows students to not only take extra classes at night but it also allows some students to work during the day and go to school at night.</p> <p>Students have access to credit recovery programs that include the night school program. This allows students to have more choices for classes and even to “double dip” and take classes both in the A.M. and P.M. programs.</p> | <ul style="list-style-type: none"> <li>• P.M. program.</li> <li>• ROP/CTE</li> <li>• Technology classes</li> <li>• Use of the Counselor</li> <li>• College Applications</li> <li>• College visits</li> <li>• Meetings on College Prep</li> <li>• Career classes</li> </ul> |

**Accessibility of All Students to Curriculum**

A rigorous, relevant, and coherent curriculum is accessible to all students at César E. Chávez High School through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Supporting Evidence</b>                                                                                                                                                           |
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| <p>All programs or classes at Chávez use a 45-day plan which takes students from concept to concept, skill to skill and equation to equation in an orderly and concise manner. Each lesson is designed to engage students to master their given task in an in depth and rigorous manner. In the P.M. English classes, the novels read in class are picked to fit the culture of our students and to address many of the issues they are facing in their daily lives.</p> <p>Our English department has ERWC units preparing students for college level English. The Art curriculum is coherent with all the district same level art classes. Students must complete relevant art projects after an in-depth study of art history, artist or genre.</p> <p>Academic Support courses are designed to ensure academic success to ensure academic success and build academic habits.</p> | <ul style="list-style-type: none"> <li>• Academic Support</li> <li>• Tutoring</li> <li>• Access to A-G classes</li> <li>• APEX</li> <li>• Trauma Informed School culture.</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Supporting Evidence</b>                                                                                                                                                         |
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| <p>Chávez started offering online courses several years ago. All of the online courses offered on APEX meet the UC “A-G requirements” so that the courses the students are taking are not only meaningful but they actually “mean something” towards their credit recovery efforts. Students have 45-days to complete an online course but many students are actually able to complete two online courses with a C or better during the course of the 45-day window.</p> <p>All APEX classes with the exception of Spanish 1 and 2 are taught in English.</p> | <ul style="list-style-type: none"> <li>• 90% completion rate with grades of a C or better.</li> <li>• 50% of students complete online classes during the first 20 days.</li> </ul> |

**Student-Parent-Staff Collaboration**

César E. Chávez High School parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Supporting Evidence</b>                                                                                                                                                                                                                                                            |
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| <p>Through the use of old fashion ways to the use of the new, Chávez has found many ways to evaluate and create a student’s personal learning plan with parents, students and staff to collaborate in creating a student’s plan. This is done through Open House and Back to School night. The new way with online access to grades and curriculum with Aeries. Our Therapeutic web developed between students, staff and parents helps maintain a student’s personal learning plan. The Therapeutic web also helps maintain relationships with students that makes them feel comfortable with certain teachers on campus who they can come to when they are struggling. This allows us as a staff to be advocates for our students when they are unsure of the effectiveness of their own academic plan.</p> <p>The Human Options Program conducted in our parent meetings educates parents regarding issues facing the community or about tools that can help them as parents. One of the courses that parents can take, deals with healthy eating habits. This helps students to achieve their educational goals, because they are able to focus after having a healthy filling meal instead of worrying about going to the vending machine to get more chips.</p> <p>Teachers make phone calls home to inform parents of their student’s behavior, whether positive or negative. We also use phone calls to determine what is going on at home in order to help support the students in their classrooms. What goes on at home plays a huge role in a student’s behavior in class, and so, we want to know what is happening if students are not experiencing academic and/or emotional success. We also have parent teacher conferences to engage the parent in their student’s learning process. We have resources on campus like a community liaison, Neutral Ground, who address “intensely affiliated youth” and awards for high GPAs to encourage other students to achieve academic excellence.</p> | <ul style="list-style-type: none"> <li>• Jesse P. Parent Program</li> <li>• Neutral Grounds</li> <li>• OCDE</li> <li>• Open House</li> <li>• Back to School Night</li> <li>• School Site council</li> <li>• Parent Portal</li> <li>• Therapeutic Web</li> <li>• Flow Chart</li> </ul> |

**Monitoring/Changing Student Plans**

César E. Chávez High School implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Supporting Evidence</b>                                                                                                                                                                                                                                 |
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| <p>Chávez used appropriate data to place students in proper classes that includes prior grades, test scores and teacher recommendations. Chávez is very effective in monitoring and making appropriate changes for a student’s personal learning. Teachers and Counselors can monitor students grades by using Aeries online and can make changes to their schedule accordingly. Counselors review student achievement and success to help make changes to student classes and academic goals.</p> | <ul style="list-style-type: none"> <li>• Flow charts for graduation</li> <li>• Transcript Evaluations</li> <li>• Use of Aeries</li> <li>• Individual counseling sessions</li> <li>• Placement tests</li> <li>• Analysis of grade book summaries</li> </ul> |

**Post High School Transitions**

César E. Chávez High School implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Supporting Evidence</b>                                                                                                                                                                     |
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| <p>Chaves is very effective in facilitating transitions to college, career and postsecondary high school options. We give the PSAT and the SAT for college admittance. We conduct workshops for students and parents to fill out the FAFSA and college applications. Chávez offers Santa Ana College placement test and have regular visits from a Santa Ana college liaison. SAC offers a free year of college and computer to all Chávez students once they graduate. ROP provides quality career preparation and workforce preparation through training and actual career experience. Students have the opportunity to take classes in a specific career that offers on the job experience as a part of the class. Chávez also invites different military branches to visit our campus so students can talk to recruiters about what they have to offer after high school.</p> | <ul style="list-style-type: none"> <li>• Partnership with Santa Ana College</li> <li>• FAFSA workshops</li> <li>• Military recruitment</li> <li>• CCGI</li> <li>• SAT prep and PSAT</li> </ul> |

**B3. Preparation for Career and College Criterion**

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Real World Applications — Curriculum

Students at César E. Chávez High School have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Supporting Evidence</b>                                                                                                                                                                                                     |
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| <p>Chávez ensures that all students have access to a rigorous and relevant curriculum that includes field trips to various local museums and colleges, internships, guest speakers and access to the internet for techno-literacy. Chávez ensures students are exposed to many real world applicable courses, programs and activities. In our “Senior Seminar” course, students work on their resume, interviewing practice, and other items related to going to college. We offer ROP courses to prepare students for the workforce and career options. Internships prepare students for technical fields. The English department used the ERWC units, which focus on current events and prepares students for college level English classes.</p> | <ul style="list-style-type: none"> <li>• Senior Seminar</li> <li>• Field trips</li> <li>• Internships</li> <li>• College Visits</li> <li>• Guest speakers</li> <li>• Chromebooks-Technology literacy</li> <li>• ROP</li> </ul> |

**Meeting Graduation Requirements**

César E. Chávez High School implements academic, college and career readiness support programs to all students.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Supporting Evidence</b>                                                                                                                                                                                     |
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| <p>The CAHSEE is no longer a requirement for graduation in California but the effectiveness of the academic, college and career readiness program are done with each student's needs in mind. Students are given access to college prep (A-G) courses, testing, college visits, workshops, ROP, field trips, guest speakers and internships to help students get ready for life post high school. Effectiveness of college and career readiness programs are designed with students needs in mind. The Senior Seminar course ensures student are properly prepared for college applications and workforce interviews as well as having students create their resume.</p> | <ul style="list-style-type: none"> <li>• Field trips</li> <li>• ROP</li> <li>• College Prep courses</li> <li>• Guest Speakers</li> <li>• Internships</li> <li>• Workshops</li> <li>• College visits</li> </ul> |

## **ACS WASC Category B. Standards-based Student Learning: Curriculum**

### **Summary, Strengths, and Growth Needs**

#### **Summary:**

Chávez High School provides an A-G rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards, college and career readiness standards and the schoolwide learner outcomes. These are accomplished through standards-based learning supported by hands-on experiences like studios, technology and labs accessed in the classroom. Chávez offers and continues to add programs designed to ensure college and career readiness.

#### **Prioritize the strengths and areas of growth for Category B.**

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

1. Standards based curriculum through the 45-day plan
2. Project based curriculum and collaboration
3. Technology (Chromebooks, schoolwide WIFI)
4. Use of outside sources to enhance curriculum
5. Professional Development

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

1. More parent involvement in process
2. More elective classes offered.
3. Separate class levels for Math and English (i.e. Fall and Spring - levels 1 and 2 presently are in the same class).





**Category C**  
**Standards-based Student Learning:**  
**Instruction**



**Category C: Standards-based Student Learning: Instruction**

**C1. Challenging and Relevant Learning Experiences Criterion**

All students are involved in challenging and relevant learning experiences in order to achieve the academic standards, the college and career readiness standards, and the schoolwide learner outcomes.

**Results of Student Observations and Examining Work**

César E. Chávez High School’s observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging and relevant learning to assist them in achieving the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. The school, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Supporting Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Chávez incorporates the state standards in all grades levels. We also implement the district framework in all classrooms. All staff members implement our WHOLE acronym in schoolwide curriculum and gain structure from PBIS training. As a result of professional development and coaching, “trauma informed culture” is pervasive throughout the school. Each classroom reflecting the personality of the teacher implements the principles of trauma informed instruction to allow students to achieve mastery in learning and achieve academic excellence. This is aligned to our two prime directives, which are: effective and engaging instruction, and positive relationships with students.</p> | <ul style="list-style-type: none"> <li>• WHOLE acronym which is Well, Hopeful, Organized, Learning and Excellent</li> <li>• Schoolwide fieldtrips: Aquarium of the Pacific, LACMA, Homeboy Industry, Huntington Library, Dana Point Harbor, Holocaust Museum, and the Getty Center</li> <li>• Guest speakers and out-side experiences include geologist, NASA engineers, a local congresswoman, judge, rapture, author, screenwriter and biologist</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Supporting Evidence</b>                                                                                                                                                                 |
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| <p>Chávez instructors use the findings of pre and post test results to drive learning. An example is the MAP testing results that are used to drive learning. In addition, the APEX online learning program is used to drive instruction. There are differing levels of success rates for the various APEX classes. For instance, the rate of success in Spanish courses is higher than the rate of success in math. Using programs like Kahoot helps to determine student comprehension of a subject matter. Many of our teachers use Chromebooks as a tool to facilitate online instruction through the use of Google Classroom</p> | <ul style="list-style-type: none"> <li>• Apex</li> <li>• Google Classroom</li> <li>• Canvas</li> <li>• Kahoot</li> <li>• Chromebooks as a tool to facilitate online instruction</li> </ul> |

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| and/or Canvas. This contributes to improved student achievement. |  |
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**Student Understanding of Learning Expectations**

César E. Chávez High School students know the standards/expected performance levels for each area of study.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                                                                                                                                      |
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| <p>Chávez teachers structure their classrooms so that all students know what the expectations are for achieving success. Every teacher begins with Daily Objectives for learning outcomes. Many teachers also use “quick writes” to encourage engagement. “Problems of the Day” are also used. Several teachers use a review of daily notes, problems, and projects. Evaluation methods for writing are based on rubrics that are presented to students in the classroom. Some teachers also incorporate the use of exit tickets to use as evidence of student learning, and meeting the learning outcomes and daily objectives. Several teachers incorporate “project based learning” and a “flipped classroom”.</p> | <ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Daily Objectives</li> <li>• Review of daily notes and projects</li> <li>• Daily measured learning outcomes</li> <li>• Rubrics</li> <li>• Project based learning</li> <li>• Flipped Classroom</li> </ul> |

**Differentiation of Instruction**

César E. Chávez High School’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                                                                                                                    |
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| <p>Approximately 85% of teachers at César E. Chávez High School incorporate technology on a <i>daily</i> basis. Chávez has had Chrome carts in every classroom for the last two years so teachers can integrate technology into their curriculum. Each classroom was also updated to ceiling mounted projectors that can connect to their laptops or their “Elmo” so they can display different parts of their lesson on the board in color. Many teachers use this technology to show their students PowerPoint Presentations, different web pages, Google Classroom, Canvas, etc. Most students enjoy being able to use an electronic device to further enhance their education. Students are able to use the</p> | <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Projectors</li> <li>• Leveled E-Books</li> <li>• Elmo</li> <li>• WIFI</li> <li>• Personal Phones</li> <li>• Survey Monkey</li> <li>• Films, Clips</li> <li>• Multimedia Equipment’s</li> <li>• PowerPoint’s</li> </ul> |

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| <p>Chromebooks to do research, create presentations, work on science labs, work on Canvas and Google Classroom assignments etc., which are based on the desired learning outcomes.</p> | <ul style="list-style-type: none"><li>• Google Slides</li><li>• Google Classroom</li><li>• Webpages</li><li>• Science Labs</li><li>• Computer Labs</li><li>• Electronic Library</li><li>• GROWTH</li><li>• Linking IPAD to projects</li><li>• CANVAS based Classes</li><li>• Project based learning</li><li>• Flipped Classroom</li></ul> |
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**C2. Student Engagement Criterion**

All teachers use a variety of strategies and resources, including technology and experiences, beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

**Current Knowledge**

César E. Chávez High School teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Supporting Evidence</b>                                                                                                                                                                                                                   |
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| <p>85% of staff at César E. Chávez use technology to enhance instructions. Some of the ways instruction is enhanced are Power Point support for lessons, projected problems through the use of the Elmo to display problems, and using Google Classroom to distribute and collect work via the Chromebooks.</p> <p>Areas of Growth</p> <p>Using Kahoot with all staff. Adaptation of iPads to control projectors and enable teacher movement in classroom. Using phone cameras for analysis of work through CANVAS Platform. Using Multimedia for instructional support of both teachers and students for various educational presentations and/or academic project.</p> | <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Elmo</li> <li>• Projectors</li> <li>• Computer Lab</li> <li>• GROWTH</li> <li>• All staff use of Kahoot</li> <li>• Camera for analysis</li> <li>• Multimedia gear</li> </ul> |

| <b>Findings</b>                                                                                                                                  | <b>Supporting Evidence</b>                                                   |
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| <p>Several Chávez teachers use “SurveyMonkey” to establish a student support instrument such as “rate my teacher” for comments and feedback.</p> | <ul style="list-style-type: none"> <li>• Administrator Evaluation</li> </ul> |

**Teachers as Coaches**

César E. Chávez High School teachers work as coaches to facilitate learning for all students.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Supporting Evidence</b>                                                                                                                                                                                |
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| <p>100% of the instructional staff use various methods of instruction to work as coaches to facilitate learning. Most teachers have a “bell ringer” assignment to get the students prepared for the lesson they are about to learn, and as an “anticipation” activity. Every staff member walks the room to make sure students are “on task” but to also ask students questions to make sure they are “on track” and to also answer questions students may have about the assignment</p> | <ul style="list-style-type: none"> <li>• Working the room</li> <li>• Saturday Success Option</li> <li>• WHOLENESS Wednesday</li> <li>• Office hours</li> <li>• Before and after contract hours</li> </ul> |

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| <p>to help them be successful. Every teacher has “office hours” before and after school in case a student needs extra help or wants clarification about an assignment as well as email accounts that students can send any questions. Each student also has a district email account that teachers can send emails to if the teacher feels there is a need. Many teachers also offer a “Saturday Success Option” in which students who are struggling to be successful can come on Saturday to work in a smaller class environment with their teacher to help bring up their grade. Many teachers and the school administration have brought in motivational speakers for different academic and social/emotional activities. WHOLEness Wednesday’s are opportunities for students to meet with their teachers for extra help on their assignments in an effort to help students be successful.</p> | <ul style="list-style-type: none"> <li>• Email access for students</li> <li>• Motivational speakers</li> <li>• Prompts that are used to begin work and encourage additional work</li> </ul> |
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**Examination of Student Work**

Representative samples of student work at César E. Chávez High School demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Chávez uses multiple tools to help students organize, access, and apply the knowledge they have already acquired. We also offer a variety of tools to help teach students how to gather and create knowledge and also offer opportunities for students to use these tools to research, inquire, gather, discover, and invent knowledge on their own and have the ability to communicate this knowledge in various ways. Chávez foremost implements a schoolwide application of “Making students WHOLE”. Every teacher uses Daily Objectives and Learning Outcomes to offer the students continuity between classes as well as a means to facilitate learning by letting the students know what they are supposed to be learning in class for that lesson. Most teachers use Thinking Maps as a tool to allow students to organize their data in a meaningful manner. This allows students to apply their knowledge to quizzes or tests, and/or to short answer or essay questions to prove they learned the lesson. Every classroom has a Chrome cart that allows students to research information, as well as to create presentations</p> | <ul style="list-style-type: none"> <li>• Thinking Maps</li> <li>• Google slide presentation and/or PowerPoint Presentation</li> <li>• Timetoast Timelines website</li> <li>• Chromebook Research</li> <li>• Field trip to colleges, nature hikes, water treatment plants, and Aquarium of the Pacific as well as multiple museums</li> <li>• Monday-Friday Pockets for student work of the day</li> </ul> |

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| <p>on their Chromebooks. Some teachers show students how to use the Timetoast Timelines website to create their own timelines. Many teachers take their students on field trips to help increase their knowledge. The Science Department takes students every year to the Aquarium of the Pacific, water treatment plants, and hikes at the beach through the Coast Keepers program. The Art Department takes students every year to various museums to help students acquire knowledge, inquire about art and to invent their own art based on what they learned. The Social Studies Department has taken students over the last few years to various museums to show students first-hand accounts about what they are learning including the Museum of the Holocaust and the Huntington Library in San Marino.</p> |  |
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| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Supporting Evidence</b>                                                                                                                                                                                                                                         |
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| <p>60% - 80% of staff uses online communication to review student work. Schoolwide, students are developing skills in meaningful learning.</p> <p>Many teachers at Chávez use different online platforms to review student work and communicate online with their students when they are not in class. Some teachers use Canvas while others use Google Classroom. Some use both platforms to evaluate student work. These platforms allow teachers to create and implement assignments that allow students to research and analyze data and create meaningful products from what they read. Our e-library allows students to check out books online and read them for school purposes as well as for pleasure.</p> <p>Chávez has offered online classes for the last five years. These classes allow students to access classes online that they would not normally be able to access at Chávez because of the (small) nature of our school. If a student has not been successful in a regular classroom for a Core Class, the online program called Apex allows them to access the class in a different environment. Several teachers use the Kahoot online platform to informally assess student learning.</p> | <ul style="list-style-type: none"> <li>• Canvas</li> <li>• Apex</li> <li>• Email</li> <li>• Google Classroom</li> <li>• Electronic Library</li> <li>• Growth</li> <li>• Schoolwide implementation of Kahoot for informal assessment of student learning</li> </ul> |

Representative samples of student work at César E. Chávez High School demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                     |
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| <p>Teachers design curriculum and instruction based on student ability to think, reason and problem solve in a group or on an individual basis. Students are encouraged to wrestle with topics in order to achieve mastery of curriculum. Many teachers at Chávez have created assignments that are problem and/or project based in an effort to encourage students to think and reason as individuals as well as in groups. Discussions and debates occur in all classrooms about various topics related to the curriculum. Many teachers use the Socratic Method of inquiry to allow students to come to a deeper awareness of the information being presented. Several teachers use the Kahoot online platform to informally assess student learning.</p> | <ul style="list-style-type: none"> <li>• Kahoot</li> <li>• Schoolwide structured lesson plan format</li> <li>• Problem and project based learning activities</li> </ul> |

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

| Findings                                                                                                                                                                                                                                 | Supporting Evidence                                                                                                                                                                          |
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| <p>Use of technology by both teachers and students approaches 100% schoolwide by means of Chromebooks, the Computer Lab, Student SmartPhones, schoolwide Wifi, and our new Electronic Library.<br/>GROWTH<br/>Using multimedia gear.</p> | <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Student smart phones</li> <li>• Schoolwide Wifi</li> <li>• E-library</li> <li>• GROWTH</li> <li>• Multimedia gear</li> </ul> |

Representative samples of student work at César E. Chávez High School demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

**Real World Experiences**

| Findings                                                        | Supporting Evidence                                             |
|-----------------------------------------------------------------|-----------------------------------------------------------------|
| <p>All teachers at Chávez create lessons that go beyond the</p> | <ul style="list-style-type: none"> <li>• Field trips</li> </ul> |

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| <p>textbook. As an example, students who take Social Studies at Chávez have Current Event and Biography assignments that they must do as part of their assignments. These assignments force the student to research information to answer the questions associated with the assignment. The District has also created many Common Core units for Social Studies, Math, and Language Arts. Several teachers have brought in guest speakers in both Language Arts and Social Studies including a geologist, NASA engineers, a congresswoman, a judge, an author, a screenwriter and a biologist. Many teachers offer field trips for outside experiences including schoolwide fieldtrips to various locations like the Aquarium of the Pacific, LACMA, Homeboy Industries, the Huntington Library in San Marino, Dana Point Harbor, Museum of the Holocaust, the Getty Center and other museums.</p> | <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Current Events</li> <li>• Biographies</li> <li>• Common Core units created by the District</li> </ul> |
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All students at César E. Chávez High School have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                |
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| <p>To meet the needs of our students in 2012-2013, Chávez started to offer online classes. At that time, we offered classes through PLATO. Currently we are using the Apex Learning system. These classes help fill in the gaps if a class is not offered at Chávez or is too full. For some students, this style of learning is their preference. Many have been successful with this program. It encourages students to achieve and complete classes towards graduation. These classes are offered on campus. However, some of the work can be done online at home or in another class on Chromebooks. Because Chávez is so small there are very few electives offered. Apex courses offer students the ability to take a variety of electives online that would not normally be offered at Chávez. Several teachers also have created lessons that encourage students to go online and research information in order to complete the assignment.</p> <p>The District also provides ROP/CTE classes to all students as elective and a means for real world application of learning and apprenticeship. Options include nursing, auto mechanic, computer repairs and dental hygienist. Many students from Chávez attend ROP/CTE classes both on campus and at other sites.</p> | <ul style="list-style-type: none"> <li>• Apex online classes</li> <li>• ROP/CTE classes</li> </ul> |
| <p>AREA OF GROWTH</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    |



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| <p>Chávez is attempting to make connections within the community to allow some students to participate in Internships and job shadowing in the future. One program that we have recently implemented at another site allows students to use filming equipment to make movies. These students have even met with studio executives!</p> |  |
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## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Need**

### **Summary:**

César E. Chávez High School has made great strides in the areas of technology to better equip our students to master the standards. All students can access technology in every classroom, and teachers implement it to deliver curriculum. Chávez has nearly 100% of the staff using some form of technology on a daily basis to deliver standards based curriculum. Teachers use strategies embodied by the acronym “WHOLE” to drive and implement instruction which can be expressed in our two prime directives: to deliver effective and engaging instruction, and to establish positive relationships with students. We have also been a “Trauma informed Culture” school for the last two years. For the past two years, the staff has been trained and coached by Mr. Matt Reddam, MS., MFT. Mr. Reddam trained the staff to become and practice being a Trauma Informed School Culture. This training has helped the staff to recognize issues and behaviors that students exhibit in class, and to respond to students’ actions recognizing that their “behavior is the language of need”. This has empowered the staff to write curriculum that engages the students through their own culture, and also enables teachers and staff to respond and be sensitive to their needs. We know that the behaviors our students exhibit in class have almost nothing to do with what we are doing, but stems from something that has happened to them in the past. This allows us to create professional and personal relationships with our students help them achieve their goals.

### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

The academics at César E. Chávez High School are specifically designed to assist students in recovering credits in a timely manner. We believe in delivering instruction that will be effective and engaging to our students. Incorporating technology has effectively allowed us to engage, inform and assess our student achievement toward mastery of the content standards. Another one of our prime directives is establishing positive relationships with students. This demands from all of us to practice being a Therapeutic Web that provides an encouraging and healing atmosphere for all students, making it possible for them to learn and achieve academic excellence. Moreover, since our last WASC review, César E. Chávez High School has undergone significant technology upgrades with new equipment such as schoolwide Wifi, an electronic library with over 20,000 titles, a computer lab with new desktop computers, new computers for teacher use, classroom sets of Chrome books, stationary desktop cameras, new computer projectors, and speaker systems in the classroom. Our staff uses a variety of technology based learning programs such as Apex, Canvas, Google Classroom, email for communication with students, staff, and administration and Classroom Clipboard for assessments.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Although we have made tremendous strides in incorporating technology in our classrooms, the continued use of a variety of software programs should prove useful toward addressing our student's different learning modalities. MAP testing may assist initial course design, and the incorporation of additional software programs will likely help achieve successful academic course recovery. We believe that using technology to enhance instruction with Google Classroom, the Kahoot program, incorporating our new multimedia hardware, and using iPads to project wirelessly onto the classroom projectors will improve standard based lessons.



## Category D

### **Standards-based Student Learning: Assessment and Accountability**

**Category D: Standards-based Student Learning: Assessment and Accountability**

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Supporting Evidence</b>                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Chávez uses progress reports, report cards, state tests, the CELDT and several other standards-based assessments to measure student progress. Aggregate reports, such as the School Accountability Report Card, are communicated by the school district to the community on the District website. Copies of CST, CAASPP and CELDT test results are filed in student cumulative folders as well as mailed home. Report cards are mailed to parents eight times per year, which include one progress report and one report card sent home each quarter. Students are also given at least two other progress reports each quarter to help them stay focused on their credit recovery.</p> <p>Standardized testing data for CST/SBAC/CAASPP are disaggregated using Illuminate and Aeries for analysis purposes by ethnicity, gender, grade and socioeconomic status by District personnel. This allows the District and school sites to further analyze assessment data by subgroups to identify trends and areas of need specific to these groups.</p> | <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• SBAC/CST/CAASPP</li> <li>• EAP</li> <li>• MAP</li> <li>• CELDT</li> <li>• District Writing Assessment</li> <li>• Standardized assessments used for special education purposes</li> <li>• ACT II for Seal of Biliteracy</li> <li>• Illuminate</li> <li>• Aeries</li> </ul> |

**Monitoring and Reporting Student Progress**

There are effective processes at César E. Chávez High School to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college and career readiness standards, and the schoolwide learner outcomes.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Supporting Evidence</b>                                                                                                                                                       |
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| <p>Chávez mails grades eight times per year, including one progress report and one final grade report each quarter. Students are given at least two additional progress reports each quarter to increase awareness of their current grade and the opportunities available to make up work or gain additional assistance. Chávez also offers a “Saturday Success Option” for extra tutoring to help improve student success rates. Both the current grade and the final grade are documented, as evidence of improvement. CELDT &amp; SBAC results are mailed home and added to student’s cumulative folders. MAP testing results are disaggregated at the site to facilitate lesson planning</p> | <ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Report cards</li> <li>• CELDT results</li> <li>• SBAC results</li> <li>• Saturday Success Option</li> </ul> |

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| <p>according to student needs. Furthermore, we utilize the Parent Portal and Parent Link which is a module of the District student information system (Aeries). The Portal allows students and parents to see the most updated grades at any time. Parent Link allows teachers to call home to communicate due dates, missing assignments and any other academic information the teacher wishes to share in the “home language”.</p> <p>In addition to the aforementioned actions to inform stakeholders, Chávez also gives grades and attendance updates to parents who attend Back to School Night and Open House. The Community Liaison conducts various meetings for parents to attend. He hosts classes where parents can improve their parenting skills, learn about domestic violence, and transform their home space so it is more conducive to learning.</p> <p>The counselor, in coordination with the Santa Ana College Liaison, hosts a Parent Orientation each quarter for parents to gain a better understanding of college expectations. This includes details on FAFSA, the Adelante Program and college application deadlines. We also host an annual LCAP summit for parents to voice their opinions about how money is spent. Once each quarter we also hold our School Site Council Meetings that includes administrators, teachers, parents, and students.</p> <p>The Principal publishes and distributes online, <i>Vantage Point</i> (formerly <i>The Weekly Flyer</i>). It includes a calendar of events, a countdown to the end of the quarter, student stories, vital data regarding services and activities, and an editorial piece that is aimed towards raising awareness regarding Trauma Informed School Cultures, and other information that is important to our site. Many people including District leadership, teachers, parents, other members of the community, and other districts subscribe and read <i>Vantage Point</i> every week.</p> | <ul style="list-style-type: none"> <li>• Open House</li> <li>• Back to School Night</li> <li>• School Site Council</li> <li>• “<i>Vantage Point</i>”</li> <li>• Parent Portal</li> <li>• Parent Link</li> <li>• School Site Council</li> </ul> |
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**Parent/Community and Student Achievement**

César E. Chávez High School ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

| Findings                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                        |
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| <p>Every quarter, Chávez recognizes students who have achieved academic excellence at an assembly where students receive an award and a prize as an incentive for their hard work and diligence in achieving exemplary grades while working toward their goal of credit recovery.</p> | <ul style="list-style-type: none"> <li>• “Academic Awards” assemblies</li> <li>• “Weekly Flyer”</li> </ul> |

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| <p>The Principal publishes and distributes online, <i>Vantage Point</i> (formerly <i>The Weekly Flyer</i>). It includes a calendar of events, a countdown to the end of the quarter, student stories, vital data regarding services and activities, and an editorial piece that is aimed towards raising awareness regarding Trauma Informed School Cultures, and other information that is important to our site. In addition to the above, opportunities to inform stakeholders, Chávez also gives grades and attendance updates to parents who attend Back to School Night and Open House.</p> <p>The Community Liaison conducts various meetings for parents to attend. He hosts classes where parents can improve their parenting skills, learn about domestic violence, and transform their home space so it is more conducive to learning.</p> <p>Since our last WASC, we have had five new administrators. With our most recent, we have increased the number of field trips fourfold, allowing at least one per quarter by various teachers. The field trips that we are engaging in, are cross-curricular in nature. Various chaperones include parents, community members and higher education professors. These field trips are programs away from campus, however we also have speakers come to our campus to share insight and knowledge with the students.</p> | <ul style="list-style-type: none"> <li>• Community Liaison</li> <li>• Back to School Night</li> <li>• Open House</li> <li>• Field Trips</li> </ul> |
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### Monitoring of Student Growth

César E. Chávez High School has an effective system to monitor all students’ progress toward meeting the academic standards, the college and career readiness standards, and the schoolwide learner outcomes.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Supporting Evidence</b>                                                                                                                                                                                             |
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| <p>Chávez mails grades eight times per year, including one progress report and one final grade report each quarter. Students are also given at least two additional progress reports each quarter to increase awareness of their current grade and the opportunities available to make up work or gain additional assistance. Students complete a flow chart, which is a checklist of the classes that they have, or have not completed for graduation. This allows them to exercise agency over their academic efforts. Chávez offers both Academic Support and Senior Seminar classes to all students. Academic Support is offered in an effort to assist all students in success. The Academic Support teacher provides support, and communication with other teachers, and the Community Liaison conducts various meetings for parents to attend. He hosts classes</p> | <ul style="list-style-type: none"> <li>• MAP Testing</li> <li>• Progress reports mailed home</li> <li>• Flow charts four times per year</li> <li>• Academic Support classes</li> <li>• Senior Seminar class</li> </ul> |



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| <p>where parents can improve their parenting skills, learn about domestic violence, and transform their home space so it is more conducive to learning. The Senior Seminar course ensures that students are properly prepared to complete college applications, and prepared for workforce interviews, as well as being able to create a résumé that can actually be used for employment.</p> |  |
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**Basis for Determination of Performance Levels**

César E. Chávez High School determines the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                   | <b>Supporting Evidence</b>                                                                                                                                                  |
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| <p>Chávez adheres to the nationally recognized A-F grading system. Based on this grading system, students are expected to complete projects, homework, in-class assignments, group work and various other assessments in a timely manner. We also use different assessments, including MAP, CELDT and District Writing Assessment to determine if there has been improvement.</p> | <ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Final grades</li> <li>• CELDT</li> <li>• District Writing Assessment</li> <li>• MAP Testing</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                        |
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| <p>Administrators make an effort to assign appropriate student courses based on the student’s academic levels. If a student notices an error with the current class schedule, the counselor creates a form for the first day of the quarter, where students can voice their concerns. This allows the counselor to meet with students in an organized manner. If a teacher discovers a student is incorrectly assigned to a course they are not academically ready for, they will inform the administration so they can make adjustments. A Flow Chart is used in conjunction with transcripts to ensure successful credit recovery so students can be aware of their academic progress as the attempt successful credit recovery.</p> | <ul style="list-style-type: none"> <li>• Course Change Request Form</li> <li>• Flow Chart</li> <li>• Transcript</li> </ul> |



**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Appropriate Assessment Strategies**

César E. Chávez High School teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Supporting Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Chávez High School has been on the quarter system since the advice of the visiting WASC committee six years ago. Because Chávez changed to the quarter system, all the teachers in each “core class” met together with teachers from Lorin Grisot Academy (who also changed to the quarter system) to develop a “45-day Plan” for each class. The teachers in each department collaboratively looked at the State Standards for each class, release questions from the State tests if available, and the current textbooks for each class and determined what standards needed to be taught in the class. We also created “curriculum guides” and “curriculum maps” along with essential questions, learning outcomes, and unit objectives, performance tasks, and big ideas. Each staff member uses their 45-day Plan, Curriculum Guide and Curriculum Map to determine what students will be assessed on and then “backward plans” accordingly by writing their own assessments based not only on the State Standards but also on their 45-day Plan and Curriculum Guides and Maps. Once Common Core came into legislation, Chávez has had various training opportunities to help us incorporate Common Core into our curriculum in a meaningful manner while adhering to our 45-day Plans.</p> <p>The testing coordinator ensures that all teachers are appropriately trained and prepared to administer any state, district, or school initiated exams. The coordinator ensures test security and the testing environment through the teacher training and observations prior to the standardized test. Depending on the state, district or school test that is being administered, the testing coordinator determines which teachers will be proctors for the test. For example, during the last two years of State testing, the Science teachers administered the CAASPP Science Test to the students that</p> | <ul style="list-style-type: none"> <li>• “45-day Plan” for each “core class”</li> <li>• Sign-in sheets for the collaboration</li> <li>• Curriculum Guides</li> <li>• Curriculum Maps</li> <li>• State tests</li> <li>• Standardized tests</li> <li>• Affidavit</li> <li>• Directions for Instruction</li> <li>• Master Calendar</li> <li>• District Calendar</li> <li>• Sign-in sheets for training &amp; handouts from the training</li> <li>• Initials for “in &amp; out” of materials</li> <li>• Accountability Report</li> </ul> |

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| were required to take it and core teachers administered the SBAC to the eleventh graders. |  |
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**Demonstration of Student Achievement**

A range of examples of student work at César E. Chávez High School, and other assessments demonstrate student achievement of the academic standards, the college and career readiness standards, and the schoolwide learner outcomes, including those students with special needs.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                                                                                                                                                                     |
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| <p>Santa Ana Unified uses a series of tests to demonstrate student achievement of the academic standards, as well as the college and career readiness standards. Chávez High School uses several tests to measure student achievement and our schoolwide learner outcomes. Throughout the course of the school year, Chávez administers the CELDT test to students who have not been “re-designated” as fluent in English. We also administer the MAP Test three times a year to measure the academic performance of our students. This school year, Santa Ana Unified has adopted the administration of the PSAT to all eleventh graders in an effort to prepare them for college. We also administer the SAC placement test several times a school year in an effort to gauge a student’s readiness for college. Every year for the last 2 years we have administered the SBAC to all of our eleventh graders which has the EAP embedded in it, in the event that a student chooses to release their results to the local colleges. The CAASPP is administered to all of our tenth graders annually. We also use different non-testing curriculum to help determine if a student has met academic standards, and college and career readiness standards, including but not limited to projects, group work, essays, posters, PowerPoint Presentations, and teacher observation. Chávez offers both Academic Support and Senior Seminar classes to all students. Academic Support is offered in an effort to assist all students in success. The Senior Seminar course ensures that students are properly prepared to complete college applications, and prepared for workforce interviews, as well as being able to create a résumé that can actually be used for employment.</p> | <ul style="list-style-type: none"> <li>• CELDT</li> <li>• PSAT</li> <li>• DWA</li> <li>• MAP Testing</li> <li>• SBAC/CAASPP</li> <li>• EAP/SAC Placement Test</li> <li>• Projects</li> <li>• Group Work</li> <li>• Essays</li> <li>• Posters</li> <li>• PowerPoints</li> <li>• Teacher Observation</li> <li>• Senior Seminar</li> </ul> |

| Findings                                                                                                                   | Supporting Evidence                                                                              |
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| <p>Chávez High School administers the MAP Test three times a year to measure the academic performance of our students.</p> | <ul style="list-style-type: none"> <li>• MAP Testing</li> <li>• Teacher collaboration</li> </ul> |

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| <p>Teachers are able to disaggregate the information to assist in modifications of curriculum to assure students are able to achieve success in meeting the academic standards and the schoolwide learner outcomes.</p> <p>Teachers regularly meet to talk about various student’s work habits and what can be done to assist them in achieving success including but not limited to “Saturday Success Option” where teachers “invite” students who are not being successful in their class to attend school on Saturday.</p> <p>Teachers have ten to twenty students in a class and provide individual interventions to help students bring up their grade in that class. There must be “measurable outcomes” so teachers provide the Principal with “before and after” grades to show that the intervention was successful.</p> <p>Progress reports are also used at least three times a quarter to help students with academic achievement. When the TOSA prints every student’s progress report, she also runs a “Gradebook Summary” report as an Excel spreadsheet to see which students are not being successful. This report is then given to the Administration to determine which students are candidates for “targeted interventions.”</p> | <ul style="list-style-type: none"> <li>• “Saturday Success Option” classes</li> <li>• Sign-in sheets for “Saturday Success Option”</li> <li>• Aeries Progress Reports with “before and after” grades for the “Saturday Success Option”</li> <li>• Gradebook Summary</li> <li>• Progress Reports</li> <li>• Gradebook Summary Report for entire school</li> <li>• Aeries “intervention” screen</li> </ul> |
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**Curriculum-Embedded Assessments**

César E. Chavez High School regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

| <u><b>Findings</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u><b>Supporting Evidence</b></u>                                                                                                                                                                                                                             |
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| <p>Chávez High School has been on the quarter system since the advice of the visiting WASC committee six years ago. Because Chávez changed to the quarter system, all the teachers in each “core class” met together with teachers from Lorin Grisot Academy (who also changed to the quarter system) to develop a “45-day Plan” for each class. The teachers in each department collaboratively looked at: the State Standards for each class, release questions from the State tests if available, and the current textbooks for each class to determine what standards needed to be taught in the class. We also created “curriculum guides” and “curriculum maps” along with essential questions, learning outcomes, unit objectives, performance tasks, and big ideas. Chávez has had various training opportunities to help us incorporate Common Core into our curriculum in a meaningful</p> | <ul style="list-style-type: none"> <li>• “45-day Plan” for each “core class”</li> <li>• Sign-in sheets for the collaboration</li> <li>• Curriculum Guides</li> <li>• Curriculum Maps</li> <li>• Common Core standards</li> <li>• Gradebook Summary</li> </ul> |

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| <p>manner while adhering to our 45-day Plans.</p> <p>Teachers in both Language Arts and Math regularly assess students in all their classes using observations, discussions, Socratic questioning, and teacher created assessments, such as quizzes and unit tests to help determine the effectiveness of the standards-based curriculum. Teachers meet regularly as a department both formally and informally to determine the effectiveness of their current curriculum practices and discuss any changes that need to be made based on the academic needs of the students.</p> <p>Teachers in other core classes also meet on a regular basis to determine the effectiveness of the curriculum and the assessments students take.</p> | <ul style="list-style-type: none"> <li>• Quiz scores</li> <li>• Test scores</li> </ul> |
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**Student Feedback**

Student feedback at César E. Chávez High School is an important part of monitoring student progress over time based on the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Supporting Evidence</b>                                                                                                                                                                                                                                                                                                                   |
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| <p>At the beginning of every school year, and just before the beginning of each subsequent quarter, the Administration holds a “New Student Orientation.” Schoolwide expectations are explained to the incoming new students and their parents. Expectations include but are not limited to attendance, grades, academic support, acceptable behavior, dress code and the concept of “Making Students WHOLE” including our implementation of a “Therapeutic Web.”</p> <p>Chávez also administers the SAC Placement Test several times each school year in an effort to encourage students to attend college. Mr. Rita, our Counselor, also talks to students in their “senior seminar” class about what they need to do in order to apply to college, whether it be SAC or OCC or GWC.</p> <p>Every year Chávez administers two “surveys” (CHKS &amp; SEL) to determine the emotional “well-being” of the students as well as their “healthy” life choices. The surveys include questions about how well they feel the school and staff are meeting their academic needs. We use this data to help determine how successful Chávez is being, in fulfilling the needs of the students academically and otherwise.</p> | <ul style="list-style-type: none"> <li>• New Student Orientation</li> <li>• PowerPoint Presentation for the New Student Orientation</li> <li>• SAC Placement Test</li> <li>• College Night at</li> <li>• Senior Seminar rosters</li> <li>• CHKS survey</li> <li>• SEL survey</li> <li>• OCDE Therapist</li> <li>• Student Surveys</li> </ul> |

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| Chávez also gives all current and some former students (graduates) a survey to help determine the effectiveness of our curriculum. |  |
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**Modification of the Learning/Teaching Process**

Assessment data is collected by César E. Chávez High School and is analyzed and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Supporting Evidence</b>                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Teachers regularly meet to talk about various student’s work habits and what can be done to assist them in achieving success including but not limited to “Saturday Success Option” where teachers “invite” students who are not being successful in their class to attend school on Saturday. Teachers have ten to twenty students in a class and provide individual interventions to help students bring up their grade in that class. There must be “measurable outcomes” so teachers provide the Principal with “before and after” grades to show that the intervention was successful.</p> <p>Progress reports are also used three times a quarter to help students with academic achievement. When the TOSA prints every student’s progress report, she also runs a “Gradebook Summary” report as an Excel spreadsheet to see which students are not being successful. This is then given to the Administration to determine which students should receive “targeted interventions.”</p> | <ul style="list-style-type: none"> <li>• “Saturday Success Option” classes</li> <li>• Sign-in sheets for “Saturday Success Option”</li> <li>• Aeries Progress Reports with “before and after” grades for the “Saturday Success Option”</li> <li>• Gradebook Summary</li> <li>• Progress Reports</li> <li>• Gradebook Summary Report for entire school</li> <li>• Aeries “intervention” screen</li> </ul> |

**D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

**Assessment and Monitoring Process**

The following stakeholders at César E. Chávez High School are involved in the assessment and monitoring process of student progress: The District, board, staff, students, parents, and the business and industry community.

| <b>Findings</b> | <b>Supporting Evidence</b> |
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| <p>Teachers in both Language Arts and Math regularly assess students in all their classes using observations, discussions, Socratic questioning, and teacher created assessments: quizzes and unit tests to help determine the effectiveness of the standards-based curriculum. Teachers meet regularly as a department both formally and informally to determine the effectiveness of their current curriculum practices and discuss any changes that need to be made based on the academic needs of the students. Teachers also regularly monitor their student’s Gradebook Summary to help motivate them towards successful credit recovery.</p> <p>Report cards are mailed to parents eight times per year, which include one progress report and one report card sent home each quarter. Students are also given at least two other progress reports each quarter to help them stay focused on their credit recovery. When the TOSA prints every student’s progress report, she also runs a “Gradebook Summary” report as an Excel spreadsheet to see which students are not being successful. This is then given to the Administration to determine which students should receive “targeted interventions.” Some teachers offer students who need “targeted interventions” the option to come to school on Saturday for our “Saturday Success Option” where students come for extra tutoring to help improve student success rate. Both the current grade and the final grade are documented, as evidence of improvement.</p> <p>Teachers in other core classes also meet on a regular basis to determine the effectiveness of the curriculum and the assessments students take.</p> | <ul style="list-style-type: none"> <li>• Gradebook Summary</li> <li>• Quiz scores</li> <li>• Test scores</li> <li>• Gradebook Summary</li> <li>• Quiz scores</li> <li>• Test scores</li> </ul> |
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| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Supporting Evidence</b>                                                                                                                                                                             |
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| <p>Chávez does not currently have any students who take classes entirely online. Most students who attend Chávez attend at least three classes a day. If the student has an online course, they still have at least two other courses that are not online. However, that being said, the Testing Coordinator determines which students need to be tested (SBAC, CAASPP, CELDT, DWA, MAP, etc.) by running an Aeries “query.” The Testing Coordinator then creates a schedule including who is testing, room numbers, proctors etc. Results for the different state, district, and school mandated tests are disseminated to the proper stakeholders as they become available. A copy of the State test (i.e. CELDT) results are also placed in the cumulative folders of the students who were required to test.</p> | <ul style="list-style-type: none"> <li>• Class rosters</li> <li>• Cumulative folders</li> <li>• Aeries query report</li> <li>• “Mandatory testers” requirements</li> <li>• MAP test results</li> </ul> |

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| <p>Teachers also have access to MAP results for every student on their roster. Because we are on the quarter system teachers get “new students” every quarter. The TOSA runs a report each quarter for the teachers so they will know the RIT scores for all of their “new” students, (if they are available). Teachers can give students their RIT scores and offer them advice on achieving growth. Students can also see their scores as soon as they are finished with their individual MAP tests.</p> |  |
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**Schoolwide Modifications Based on Assessment Results**

César E. Chávez High School uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

| <p><b>Findings</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Supporting Evidence</b></p>                                                                                                                                                                                                                                |
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| <p>Chávez High School has looked at the effectiveness of its programs over the course of the last six years. There have been many developments since our last WASC visit six years ago. Many of these changes have been a result of the assessments that we have administered over the last six years.</p> <p>Up until last school year, the CAHSEE and the STAR tests had been the driving factors in the classes and curriculum provided by the staff at Chávez High School. The CAHSEE is no longer being administered in the state of California (for now) and the STAR has been changed to the SBAC. That being said, we still focus on successful credit recovery in all classes but we try to focus especially on ELA and Math due to the SBAC. Last year was the first time the SBAC was administered. At Chávez, it was only administered to the eleventh graders. Our SBAC results have shown varied test scores amongst our students.</p> <p>A few years ago, SAUSD implemented MAP Testing. MAP Testing originally was only for those students at in the district who had not passed the CAHSEE. Once the CAHSEE was no longer being administered, the district said only ninth and tenth graders would be tested. Since Chávez is especially concerned with helping students successfully recover their credits, we asked the district if we could test all of our students. They agreed. Because of this, last year we started MAP testing all students. MAP test results have helped Chávez determine that the reading levels of many of our students are very low; several grade levels below where they should be in reading.</p> | <ul style="list-style-type: none"> <li>• MAP Testing</li> <li>• CAHSEE results until two years ago</li> <li>• SBAC results in the last two years ago</li> <li>• Chrome carts</li> <li>• Thinking Maps</li> <li>• Digital Library logs</li> <li>• Apex</li> </ul> |



Because of this, Chávez is making an effort to get more students to “just read.” It was determined that our library was rarely used to check out “paper” books. Because of this, our Administration determined that maybe, due to the digital nature of today’s society, we should move our library into the digital realm. With that in mind, Chávez has purchased thousands of digital copies of books for students to read. Our school went from no books being checked out to hundreds of books each month being checked out! The Administration, with the support of the staff and community, has budgeted thousands of dollars a year to buy any book a student wants. If a digital copy is not available, we will buy the student a paper version of the book.

Chávez uses multiple tools to help students organize, access, and apply the knowledge they have already acquired in an effort to assist them with obtaining higher test scores and better grades. We also offer a variety of tools to help teach students how to gather and create knowledge and also offer opportunities for students to use these tools to research, inquire, gather, discover, and invent knowledge on their own and have the ability to communicate this knowledge in various ways. One such tool is Thinking Maps. Several years ago, the district purchased the Thinking Maps program for every school to use. Most of the staff at Chávez has been trained in the use of Thinking Maps. Because any student that has been in Santa Ana Unified longer than five years has been trained how to use Thinking Maps most teachers at Chávez use Thinking Maps to help increase test scores and credit recovery.

The CAHSEE was a “paper/pencil” test. The new SBAC and the MAP testing are all on the computer. Because of this, Chávez bought every classroom a Chrome cart. That being said, the Chrome carts also allows students to take classes online (Apex), research information as well as create presentations and read books on their Chromebook.



## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:**

### **Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

#### **Summary:**

Chávez has determined that one of the critical learner needs is to help students increase their reading comprehension skills. By using MAP testing results, Chávez determined that our students are very low in their reading skills. We looked at how many books students were checking out from our library and were stunned to realize that over the last few years, very few books were ever checked out. We also determined that many of our students would rather read a book on a digital device. Because of this, Chávez has allocated thousands of dollars to buy digital copies of any book a student wants. If a digital copy is not available, then Chávez will buy them a paper version of the book all in an effort to get our students to read more. Because of this, Chávez went from zero books being checked out to hundreds of books being checked out every month. Based on this knowledge, it will be interesting to see the data on which students are checking out books and how/if they are improving the RIT scores on their MAP tests.

#### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

Chávez has many areas of strengths. In regards to our strengths in terms of assessment and accountability, having Chrome carts in every classroom is a huge advantage. The few computers we had before the arrival of our current Principal made it difficult for us to administer the SBAC and MAP tests which were both computer based tests, in a timely manner. We only had two computer carts with old, outdated computers, and one computer lab before Mr. Cruz came to Chávez. We could have only tested three classes at a time. Since the SBAC test takes about six hours, it would have taken us several days to test all of our students. The MAP test is a minimum of two hours, three times a year. If we only had enough computers to test less than ninety students, it would have taken the staff three days to test everyone with the minimum of disruption to our bell schedule and teaching and a lot of "shuffling" of students to accommodate the testing.

The Illuminate and Aeries computer based programs are also an area of strength because these programs allow us disaggregate data easier.

Another area of strength is our use of MAP testing. A few years ago, SAUSD implemented MAP Testing. MAP Testing originally was only for those students at in the district who had not passed the CAHSEE. Once the CAHSEE was no longer being administered, the district said only ninth and tenth graders would be tested. Since Chávez is especially concerned with helping students successfully recover their credits, we asked

the District if we could test all of our students. They agreed. Because of this, last year we started MAP testing all students, three times a year. MAP test results have helped Chávez determine that the reading levels of many of our students are very low; several grade levels below where they should be in reading. Because of this, Chávez is making an effort to get more students to “just read.” It was determined that our library was rarely used to check out “paper” books. Because of this, our Administration determined that maybe, due to the digital nature of today’s society, we should move our library into the digital realm. With that in mind, Chávez has purchased thousands of digital copies of books for students to read. Our school went from no books being checked out to hundreds of books each month being checked out! The Administration has budgeted thousands of dollars a year to buy any book a student wants. If a digital copy is not available, we will buy the student a paper version of the book. This is another area of strength that has been achieved because of the MAP testing.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

Although students are tested three time a year, it is still difficult to collect meaningful data because of the high student transiency. It therefore is imperative for teachers to learn how MAP can inform their instructional practices in real time. More PD is necessary to learn how to effectively exploit MAP.

In order to get valid data, it is important that students are engaged and seriously make an effort to do the best they can. Students need to be encouraged and motivated by staff to approach the test seriously. Testing stamina needs to be developed in the students.

Teachers and staff need to work with students to improve the passing rate for the classes that they take.



## Category E

# School Culture and Support for Student Personal and Academic Growth

**Category E: School Culture and Support for Student Personal and Academic Growth**

**E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

**Regular Parent Involvement**

César E. Chávez High School implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parents are valued members of the community. Weekly meeting area held with parents and our community liaison to engage them in the on-going activities that take place at Chávez High School. At these meetings, parents receive workshops on basic computer literacy and the use of our District Aeries Portal (Student Information System). Various guest speakers offer parenting skills development, and inform them of community resources. The Counselor updates parents about their child’s academic progress toward meeting graduation requirements. Prior to enrolling at CCHS, parents receive academic planning information on the quarterly system and the credit recovery process through our orientation. In addition, parents are invited to our quarterly financial aid workshop nights where CCHS staff and Santa Ana College staff assist with the Federal Financial Aid Application (FAFSA). Parents of students with special needs are included in both Section 504 and Individualized Educational Plan Meetings. Section 504 meetings are conducted by the school’s 504 coordinator; and IEP meetings are scheduled by the special education teacher. Parents are active members of the decision-making process on campus. They are part of various collaborative meetings and notified regularly of the various school activities.</p> | <ul style="list-style-type: none"> <li>• Parent Outreach Flyer English/Spanish</li> <li>• School Orientation PowerPoint</li> <li>• Financial Aid Night Flyers</li> <li>• Financial Aid Night Sign-up Sheet</li> <li>• 504 and Individualized Education Plans available in Special Ed office</li> <li>• School Site Council/Spanish Interpreter Calendar, minutes and sign in sheets</li> <li>• Telephone and email notifications</li> <li>• Weekly Flyer</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Use of Community Resources**

César E. Chávez High School uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Supporting Evidence</b>                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Each quarter, students are able to participate in curriculum aligned field trips to such places as museums, natural parks, community resources facilities.</p> <p>We annually hold César E. Chávez Day in which we have civil rights activists, and community leaders. Politicians speak to our student body in order to promote knowledge, history, pride, and a cultural awareness of our school and its legacy.</p> <p>Students are able learn from more knowledgeable professionals through guest speakers in academic classes and schoolwide assemblies.</p> <p>Students are given an opportunity to learn about the voting process through court house visits, a voting bus, and through mock election.</p> <p>Students are able to participate in student projects by creating miniature altars for dia de los Muertos. Altars made by students are displayed at a city event which students attend and act as curators to present their altars. This helps them to develop communication skills and gain a stronger understanding of their cultural heritage.</p> | <ul style="list-style-type: none"> <li>• Quarterly field trips</li> <li>• César E. Chávez Day</li> <li>• Guest Speakers</li> <li>• Gabe Salazar</li> <li>• Visits to Court house</li> <li>• Visits from Voting Bus</li> <li>• Mock Election event</li> <li>• El dia de los Muertos</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                               |

**E2. School Environment Criterion**

The school is: 1. A safe, clean, and orderly place that nurtures learning and, 2. has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

**Safe, Clean, and Orderly Environment**

César E. Chávez High School has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

| <b>Findings</b>                                                                                                                                            | <b>Supporting Evidence</b>                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <p>Students, parents, and staff learn the importance of protecting their personal identity while using the Internet through District prepared lessons.</p> | <ul style="list-style-type: none"> <li>• Cyber Savvy Week</li> <li>• Secured Network,</li> </ul> |

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| <p>Students are held accountable for making good choices in both inside and outside of the classroom. Our campus is now monitored by two DSOs (District Safety Officer) with consistent policies to regulate student movement. Students are able to properly and efficiently participate in emergency preparedness procedures.</p> | <p>sausdlearns</p> <ul style="list-style-type: none"> <li>• Secure the Human</li> <li>• DSOs</li> <li>• Hall Passes</li> <li>• Fire Drills</li> <li>• Great CA Shake Out</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**High Expectations/Concern for Students**

César E. Chávez High School demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

| <b>Findings</b>                                                                                                                                                                                                                                                                               | <b>Supporting Evidence</b>                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Here at Chávez we strive in making students WHOLE (Well, Happy, Organized, Learned, Excellent) Students can be referred by staff or by self-referral in order receive emotional support services. Teachers allow students to self-evaluate in order to regulate their emotional state.</p> | <ul style="list-style-type: none"> <li>• WHOLE</li> <li>• OCDE Therapist</li> <li>• Teacher intervention</li> <li>• Trauma informed school</li> </ul> |

**Atmosphere of Trust, Respect, and Professionalism**

César E. Chávez High School has an atmosphere of trust, respect, and professionalism.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Supporting Evidence</b>                                                                                                              |
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| <p>Students are able to engage in extracurricular sports to enhance their appreciation of trust, respect, and professionalism. The principal informs the school on a daily basis any pertinent information that needs to be given, and positively sets the tone for the day. The Principal and other staff members inform the students of the school ideology and school cultural while also recognizing student academic success.</p> | <ul style="list-style-type: none"> <li>• Intermural sports</li> <li>• Morning announcements</li> <li>• Schoolwide assemblies</li> </ul> |



**E3. Personal and Academic Support Criterion**

All students of César E. Chávez High School receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

**Adequate Personalized Support**

César E. Chávez High School has adequate services available, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Supporting Evidence</b>                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <p>Students can be referred by staff or submit a self-referral to our school counselor regarding class scheduling, academic guidance, and/or college preparedness, including assistance in filling out the FASFA and college entrance applications.</p> <p>Students go through the COST process if students need additional academic support that may include an IEP or 501b plan. Students who are currently under these programs receive additional support from our para-educator and Special Education teacher. Students have the opportunity to work in small groups and have additional support in the classroom.</p> | <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• Special Education Teacher</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                          | <b>Supporting Evidence</b>                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <p>Each student has been issued a CCGI account where he/she can explore different college and career paths. Students are able to take quizzes and surveys that will note which areas of studies are their strengths.</p> | <ul style="list-style-type: none"> <li>• CCGI</li> </ul> |

**Direct Connections**

César E. Chávez High School demonstrates direct connections between academic standards, college and career readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

| <b>Findings</b>                                                                                                                                                                                           | <b>Supporting Evidence</b>                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p>Through the Santa Ana College partnership, students are given information about how to apply for college, receive financial aid, and take college placement tests in order to ensure that they are</p> | <ul style="list-style-type: none"> <li>• SAC Partnership</li> <li>• OCDE therapist</li> </ul> |

|                                                                                                                                                                                                                                                                               |  |
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| <p>afforded equal opportunities to attend college. All students are provided support from the counselor, teachers, and support staff in order to ensure that they emotionally and psychologically healthy as well as performing to their full potential in their classes.</p> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Support and Intervention Strategies Used for Student Growth/Development**

Strategies are used by the school leadership and staff of César E. Chávez High School to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                     | <b>Supporting Evidence</b>                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teachers participate in individual and group trainings in order to ensure that they Common Core compliant as well as learn strategies for how to more effectively engage all students in meaningful instruction. Teachers use district pacing guides in order to ensure that they are meeting the Common Core standards in a timely fashion.</p> | <ul style="list-style-type: none"> <li>• PD for Trauma-Informed School Culture</li> <li>• District training of Common Core</li> <li>• Pacing guides</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Supporting Evidence</b>                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parents are inducted into the school culture and expectations by participating in an orientation meeting before the start of each quarter. At this meeting, parents are introduced to the school’s expectations and given information about how to monitor their student’s progress while they attend César E. Chávez High School. Every quarter, students participate in a MAP test in order to assess the gaps in their knowledge. The results show students areas of deficit so that teachers can use this information to more appropriately differentiate instruction for the specific educational needs of their students. Every quarter, the principal holds several schoolwide assemblies which aim at helping students to embrace the ideologies of the school. In these assemblies, the principal addresses the fundamental beliefs of a trauma-informed culture through demonstrations, discussions, and stories.</p> | <ul style="list-style-type: none"> <li>• Student-parent orientation</li> <li>• MAP Testing</li> <li>• Schoolwide Assemblies</li> </ul> |



**Support Services and Learning**

The school leadership and staff of César E. Chávez High School ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Supporting Evidence</b>                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p>Students’ specific instructional needs are assessed through a quarterly MAP test in which teacher can discover gaps in students’ knowledge so that they can more appropriately plan instruction.</p> <p>Students, who fail more than one class, during any given quarter, are given an academic support class in which teachers are able to work with them more closely for tutoring and the additional support that they need in order to more fully understand the course content with which they are struggling.</p> <p>At least once, every quarter, several teachers offer Saturday Success Option classes in which students can come to school, from 8 to 12, in order to make up work with one or more teachers. During this time, students review major concepts, which have been covered during class, receive direct instruction, and complete unfinished assignments.</p> | <ul style="list-style-type: none"> <li>• MAP</li> <li>• Saturday Success Option</li> <li>• Academic Support Class</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                        | <b>Supporting Evidence</b>                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students are afforded equal access to curriculum through the incorporation of technologies in the classroom. These technologies include Chromebooks, web access, websites, email accounts, etc. which promote student learning.</p> | <ul style="list-style-type: none"> <li>• Chromebook Carts</li> <li>• Student Google Accounts</li> <li>• Google Classroom</li> <li>• Canvas Web Sites</li> <li>• School Web Site</li> </ul> |

**Equitable Support to Enable All Students Access to a Rigorous Curriculum**

Through the use of equitable support all students at César E. Chávez High School have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

| <b>Findings</b>                                                    | <b>Supporting Evidence</b>                                       |
|--------------------------------------------------------------------|------------------------------------------------------------------|
| <p>Students are provided opportunities to engage in meaningful</p> | <ul style="list-style-type: none"> <li>• Night School</li> </ul> |

|                                                                                                                                                                               |                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <p>instruction, outside of the traditional school day, through online learning options, night classes, and credit recovery or academic enrichment during summer sessions.</p> | <ul style="list-style-type: none"> <li>• Summer School</li> <li>• Apex Online Learning</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|

**Co-Curricular Activities**

César E. Chávez High School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

| <b>Findings</b>                                                                                                                                                                                                                                              | <b>Supporting Evidence</b>                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>Students are provided with opportunities to enhance their academic knowledge and college/career readiness through classes and activities that teach them about specific concepts, real-world applications of knowledge, responsibility, and teamwork.</p> | <ul style="list-style-type: none"> <li>• Field trips</li> <li>• After-school Sports</li> <li>• Academic Support</li> </ul> |

| <b>Findings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Supporting Evidence</b>                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students are assimilated into the school culture by participating in field trip days in which several teachers take students on academically-aligned field trips. During these trips students are able to enhance, and build upon, their classroom learning while bonding with their peers and instructors.</p> <p>Students are able to assume important roles, in the school, by participating in Leadership classes in which they design activities to strengthen the school community.</p> <p>Students participate in school clubs that address their specific interests and developmental needs. In these clubs, students engage in meaningful dialogues with each other and instructs as well as listen to guest speakers.</p> | <ul style="list-style-type: none"> <li>• Field Trips</li> <li>• Leadership</li> <li>• Book Club</li> <li>• Fellowship Club</li> </ul> |

## **ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:**

### **Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

#### **Summary:**

In summary, César E. Chávez High School focuses on school culture and support for student personal and academic growth through its strong leadership component, therapeutic environment, and unique approaches to academic learning. We partner with various outside agencies that provide services to our students and their families. Our faculty and staff are trained in trauma informed schools, which provides a safe environment for our students to learn and grow. Because our staff is uniquely trained, approaches to learning are geared towards each student's own personal need.

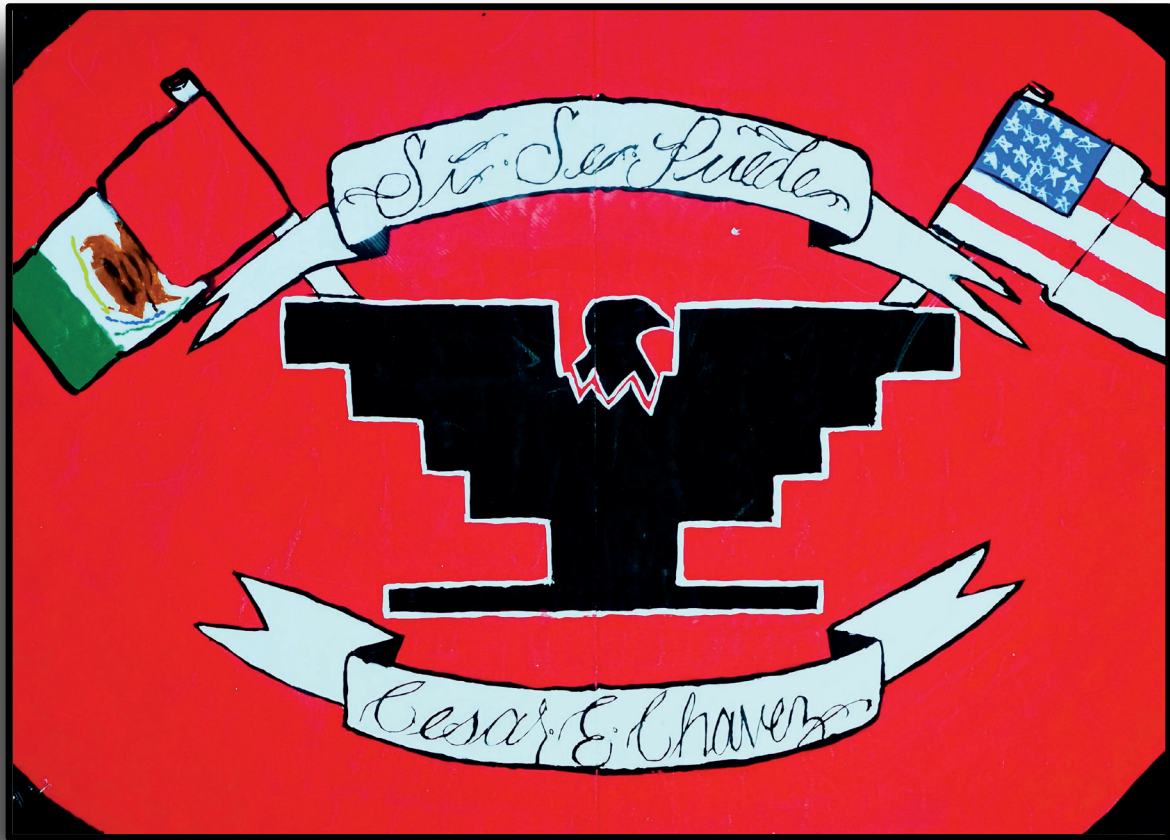
#### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

The strength of César E. Chávez is the Therapeutic Web that results from a staff that is committed to insuring that every interaction with students is positive. This creates a school culture that is positive, and uniquely suited to addressing directly and indirectly the trauma that students have experienced in their lives that prevents them from learning. The Therapeutic Web is supported with professional development to engage in best practices for being a Trauma Informed School Culture. Together, the Therapeutic Web along with being a Trauma Informed School Culture makes César E. Chávez High School a place where students are healed, where students want to be, where students make meaningful connections with teachers and staff, and where the aforementioned is leveraged to engage students in learning to attain academic success. César E. Chávez High School looks at each student as an individual, and tailors their learning to meet the unique needs of each and every student. This is "making students WHOLE", and results in a school that is thriving, because its students do.

#### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

An area of growth for our school is to continue to explore and develop partnerships with outside agencies to provide services and experiences for our students. While we continue to address the psycho/social aspects of our students, it becomes more apparent that more resources are needed. New resources need to be identified, and partnership developed

that will benefit students. Academically, the best arenas for students to implement and practice learned skills and concepts are in job experiences/internships within the community. César E. Chávez High School is working to develop career pathways with meaningful partnerships will aide in both students' personal and academic growth. The more positive experiences our students have, the more likely it is that they will envision a positive life and future for themselves, and attain it.



**SCHOOLWIDE ACTION PLAN**  
**Critical Areas of Need**  
**#1 - 3**

**Critical Area of Need #1: Improve Student Proficiency in Literacy**  
**Improvement Area:** Develop instructional strategies aimed at improving literacy skills and implement assessments of individual student achievement to monitor and evaluate progress towards mastery of state standards.  
**Rationale:** Self- study findings indicate a need to continue the implementation of activities to increase student achievement in literacy skills.  
**Student Learner Outcome Addressed: #2: WHOLE-Organize and Learned**  
**Impact on Student Learner Outcomes:** Steady progress is expected as students demonstrate growth in math skills by achieving content standards, as measured by course assignments, assessments and course completion.

| Action Steps                                                                                                                                                                                                                                                                               | Implementers/<br>Timeline                                                                                                                                                                                                           | Resources Needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Monitoring Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reporting Progress                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Faculty Collaboration<br>1.2 Literacy across the curriculum<br>1.3 Afterschool tutorial<br>1.4 Course assessments<br>1.5 Staff development at Griset<br>1.6 Project based activities<br>1.7 Technology integration<br>1.8 Reading Club<br>1.9 Parents/students progress report notices | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Faculty</li> <li>• Support staff</li> <li>• Tutors/Mentors</li> <li>• SSC</li> <li>• District staff</li> </ul> On-going August to June | <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Workshops</li> <li>• Test data</li> <li>• Technology materials and support</li> <li>• Textbooks</li> <li>• E-Library</li> <li>• Assessment data</li> <li>• Demographic data</li> <li>• Release time</li> <li>• Funding</li> <li>• Ancillary materials</li> <li>• Illuminate™</li> <li>• Classroom materials and displays</li> <li>• Aeries</li> <li>• Saturday Academic Intervention</li> <li>• District writing assessment</li> <li>• DBQ Project</li> </ul> | <ul style="list-style-type: none"> <li>• On-line assessments</li> <li>• Teacher generated formal and informal assessments</li> <li>• Student products, projects and presentations</li> <li>• Staff development activities</li> <li>• School-wide surveys</li> <li>• Attendance reports and intervention program sign-ins</li> <li>• Test data</li> <li>• District writing assessment results</li> <li>• Teacher observation</li> <li>• Flowcharts/Transcripts</li> <li>• Aeries Gradebook summary/Profile</li> <li>• Illuminate™</li> </ul> | <ul style="list-style-type: none"> <li>• SPSA</li> <li>• SARC</li> <li>• Parent/teacher conferences</li> <li>• Student/counselor conferences</li> <li>• SSC/ELAC</li> <li>• Progress reports</li> <li>• Quarterly report cards</li> <li>• Test scores/assessment results</li> <li>• Parent workshops</li> <li>• Home calls</li> <li>• District/school web sites</li> <li>• Open House/Back-to-School</li> <li>• Aeries Parent Portal</li> </ul> |

**Critical Area of Need #2: Improve Student Proficiency in Mathematics.**  
**Improvement Area:** Develop instructional strategies aimed at improving math skills and implement assessments of individual student achievement to monitor and evaluate progress towards mastery of state standards.  
**Rationale:** Self- study findings indicate a need to continue the implementation of activities to increase student achievement in math skills.  
**Student Learner Outcome Addressed: #2: WHOLE-Organize and Learned**  
**Impact on Student Learner Outcomes:** Steady progress is expected as students demonstrate growth in math skills by achieving content standards, as measured by course assignments, assessments and course completion.

| Action Steps                                                                                                                                                                                                                                                                                                                           | Implementers/<br>Timeline                                                                                                                                                                                                           | Resources Needed                                                                                                                                                                                                                                                                                                                                                                                                                           | Monitoring Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reporting Progress                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Faculty Collaboration<br>2.2 Math across the curriculum<br>2.3 Mathematical tutorial<br>2.4 Course assessments<br>2.5 Project based activities<br>2.6 Technology integration<br>2.7 Establish activities for students to connect mathematical concepts with real- world practices.<br>2.8 Parents/students progress report notices | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Faculty</li> <li>• Support staff</li> <li>• Tutors/Mentors</li> <li>• SSC</li> <li>• District staff</li> </ul> On-going August to June | <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Workshops</li> <li>• Test data</li> <li>• Technology materials and support</li> <li>• Textbooks</li> <li>• Assessment data</li> <li>• Demographic data</li> <li>• Release time</li> <li>• Funding</li> <li>• Ancillary materials</li> <li>• Illuminate™</li> <li>• Classroom materials and displays</li> <li>• Aeries</li> <li>• Saturday Academic Intervention</li> </ul> | <ul style="list-style-type: none"> <li>• On-line assessments</li> <li>• Teacher generated formal and informal assessments</li> <li>• Student products, projects and presentations</li> <li>• Staff development activities</li> <li>• School-wide surveys</li> <li>• Attendance reports and intervention program sign-ins</li> <li>• Test data</li> <li>• Teacher observation</li> <li>• Flowcharts/Transcripts</li> <li>• Aeries Gradebook summary/Profile</li> <li>• Illuminate™</li> </ul> | <ul style="list-style-type: none"> <li>• SPSA</li> <li>• SARC</li> <li>• Parent/teacher conferences</li> <li>• Student/counselor conferences</li> <li>• SSC/ELAC</li> <li>• Progress reports</li> <li>• Quarterly report cards</li> <li>• Test scores/assessment results</li> <li>• Parent workshops</li> <li>• Home calls</li> <li>• District/school web sites</li> <li>• Open House/Back-to-School</li> <li>• Aeries Parent Portal</li> </ul> |



**Critical Area of Academic Need #3: Improve Students Emotional Well Being**

**Improvement Area:** Develop and maintain a student emotional support system to increase student achievement and attendance.

**Rationale:** Self-study findings indicate a need to improve student academics and attendance by establishing and maintaining an emotional support system.

**Student Learner Outcome Addressed:** WHOLE- Wellness and Happy.

**Impact on Student Learner Outcomes:** Steady progress is expected by measuring student success through increased attendance and course completion.

| Action Steps                    | Implementers/<br>Timeline                                                                                                                                                                                                                                                                                                                                      | Resources Needed                                                                                                                                                                                                      | Monitoring Progress                                                                                                                                                                                                                                                                                                                                                                                                                       | Reporting Progress                                                                                                                                                                                                                              |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 OCDE                        | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Counselor</li> <li>• Teachers</li> <li>• Support Staff</li> <li>• TOSA</li> <li>• OCDE</li> <li>• School Psychologist</li> <li>• School Nurse</li> <li>• District Staff</li> <li>• Community Liaison</li> <li>• Mentors</li> </ul> <p>On-going August to June</p> | <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Training</li> <li>• Data</li> <li>• Funding</li> <li>• Release Time</li> <li>• Aeries</li> <li>• Referral Process</li> <li>• Assessment Data</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Course Completion</li> <li>• Staff Development</li> <li>• Parental Involvement</li> <li>• Surveys</li> <li>• Test Data</li> <li>• Aeries intervention log</li> <li>• Fieldtrip participation</li> <li>• College enrollment participation rate</li> <li>• Flowcharts/Transcripts</li> <li>• Gradebook Summary</li> <li>• Teacher Observation /Teacher Input</li> </ul> | <ul style="list-style-type: none"> <li>• SPSA</li> <li>• SSC</li> <li>• Weekly flyers</li> <li>• Parent/Teacher Conferences</li> <li>• Progress Reports</li> <li>• Attendance Reports</li> <li>• Student Review/Aeries Parent Portal</li> </ul> |
| 3.2 PBIS                        |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |
| 3.3 Trauma Informed Training    |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |
| 3.4 Student Recognition         |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |
| 3.5 Assemblies                  |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |
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## APPENDICES

**SELF-STUDY VISITING COMMITTEE REPORT  
ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**



**CÉSAR E. CHÁVEZ HIGH SCHOOL**  
2128 South Cypress Avenue  
Santa Ana, CA 92707

**Santa Ana Unified School District**

**March 13 to 15, 2017**

**Visiting Committee Members**

**Mr. Tom Herron, Chairperson**

Teacher, Green Valley High School & Yucaipa-Calimesa Online Academy  
Yucaipa-Calimesa Joint Unified School District, Yucaipa, CA

**Mr. David MacLeod**

Principal, Abraxas High School  
Poway Unified School District, Poway, CA

**Dr. Jordan B. Smith, Jr**

Teacher, Mountain View High School  
San Jacinto Unified School District, San Jacinto, CA

**Mr. Tom Vogt**

Dean, Garey High School  
Pomona Unified School District, Pomona, CA

## Chapter I: Student/Community Profile

César E. Chávez High School is one of two continuation high schools in the Santa Ana Unified School District. The school provides a supportive educational environment for students who are deficient in credits and are at least 16 years of age. Chávez students have the option of graduating from Chávez or returning to one of the district's comprehensive high schools to graduate with their class.

The following is enrollment and ethnicity information for the school for the last three years using CALPADS data:

| Year      | Hispanic | Asian | Pacific Islander | African American | White | Total Enrollment |
|-----------|----------|-------|------------------|------------------|-------|------------------|
| 2013-2014 | 284      | 1     | 1                | 3                | 0     | 289              |
| 2014-2015 | 288      | 5     | 0                | 0                | 3     | 296              |
| 2015-2016 | 278      | 1     | 0                | 0                | 2     | 281              |

Approximately 10% of Chávez students receive special education services within the Resource Specialist Program (RSP). Chávez is a Title I funded school.

Chávez High School has a high number of socioeconomically disadvantaged students. Due to these high numbers, the district receives funding to provide free breakfast and lunch to all students.

| Year      | Socioeconomically Disadvantaged | Total Enrollment | % Socioeconomically Disadvantaged |
|-----------|---------------------------------|------------------|-----------------------------------|
| 2013-2014 | 276                             | 289              | 95.5%                             |
| 2014-2015 | 286                             | 296              | 96.6%                             |
| 2015-2016 | 278                             | 281              | 98.9%                             |

Chávez does not have a defined community by attendance boundaries, but rather is one of two continuation high schools that serve the seven comprehensive high schools of the Santa Ana Unified School District, encompassing the city of Santa Ana.

Chávez is on a traditional school calendar schedule and operates with AM and PM six 54 minute period schedules; a traditional daytime program starting at 8:00 AM and a PM program starting at 1:36 PM. A total of 21 full and part-time classroom teachers and one Special Education teacher serve the campus. All teachers at Chávez are appropriately credentialed in their subject matter areas and meet the requirements of a Highly Qualified Teacher under NCLB guidelines. All teachers hold CLAD, BCLAD

or SDAIE certifications, 59% of teachers hold advanced degrees and one is National Board Certified.

Core academic departments have identified and mapped out key focus standards to be covered over a nine-week quarter, which would be equivalent to an eighteen-week semester at a comprehensive high school. In many cases, students have failed core academic classes at their previous high school, however this previous exposure to the standards help them to succeed with the accelerated program at Chávez. Students have the opportunity to earn 30 credits per quarter totalling potentially 120 for the year. Summer School and participation in ROP programs provide students with additional opportunities to earn credits. The accelerated program at Chávez provides students with the opportunity to catch up on credits to either return to their comprehensive high school or graduate from Chávez.

### **Testing Data**

#### **2015-2016 SBAC ELA 11th Grade (Percent by Category)**

|                     | California | SAUSD | Chávez |
|---------------------|------------|-------|--------|
| Standard Exceeded   | 20%        | 11%   | 0%     |
| Standard Met        | 29%        | 30%   | 4%     |
| Standard Nearly Met | 24%        | 30%   | 24%    |
| Standard Not Met    | 28%        | 30%   | 72%    |

#### **2015-2016 SBAC Math 11th Grade (Percent by Category)**

|                     | California | SAUSD | Chávez |
|---------------------|------------|-------|--------|
| Standard Exceeded   | 13%        | 4%    | 0%     |
| Standard Met        | 20%        | 15%   | 1%     |
| Standard Nearly Met | 25%        | 28%   | 8%     |
| Standard Not Met    | 43%        | 53%   | 91%    |

**2015-2016 CST Science 10th Grade (Percent by Category)**

|                 | California | SAUSD | Chávez |
|-----------------|------------|-------|--------|
| Advanced        | 23%        | 10%   | 4%     |
| Proficient      | 27%        | 22%   | 11%    |
| Basic           | 30%        | 39%   | 16%    |
| Below Basic     | 12%        | 16%   | 35%    |
| Far Below Basic | 9%         | 13%   | 35%    |

**CELDT Proficiency Levels (all students)**

|         | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|---------|-----------|--------------------|--------------|----------------|----------|
| 2015-16 | 7%        | 14%                | 43%          | 33%            | 3%       |

**Other Pertinent Data****Truancy, Suspensions and Expulsions**

|           | Truancy Rate | Suspension Rate | Expulsion Rate |
|-----------|--------------|-----------------|----------------|
| 2012-2013 | 11.4%        | 1.7%            | 0.0%           |
| 2013-2014 | 39.5%        | 2.4%            | 0.0%           |
| 2014-2015 | 39.4%        | 0.2%            | 0.2%           |

Chávez credits their low suspension and expulsion rate to the effective use of interventions to defuse negative situations. The site has experienced a notable increase in the truancy rate due to the fact that they now accept students currently in the SARB process and must address attendance issues that weren't resolved at a student's home school.

**Post-Secondary Enrollment**

|                    | 2014 | 2015 | 2016 |
|--------------------|------|------|------|
| Graduates          | 155  | 170  | 190  |
| College Applicants | 95   | 105  | 140  |

Chávez has seen a significant increase in the percentage of graduates completing the college application process due to the school's emphasis on every student having a plan for after they graduate and the school's strategic partnership with Santa Ana College.

**Dropout and Attendance Rate**

|                           | 2013-2014 | 2014-2015 | 2015-2016 |
|---------------------------|-----------|-----------|-----------|
| Dropout Rate              | 13%       | 21%       | 19%       |
| Percent Actual Attendance | 89.42%    | 89.62%    | 92.72%    |

Chávez's dropout and attendance rate are reflective of the fact that many students transfer to Chávez as a final intervention. Some are over the age of 18 when they enroll at Chávez and many experienced difficulties with attendance at their home school. Transportation to and from Chávez is a concern for many students since bus transportation is not provided and many must travel longer distances than they did to their home school. The site has implemented campus-level incentives to encourage good attendance. The positive impact of these incentives, combined with the efforts of the attendance clerk and community liaison are evident through recent improvements in attendance.

## Chapter II: Progress Report

Numerous changes have occurred at Chávez since the last full WASC visit in April 2011. The most significant changes that have had a positive impact for students are:

- Online Learning - In 2012-2013, Chávez started offering online classes. Classes are currently being offered through the APEX Learning system.
- Technology - In the 2015-2016 school year all classrooms were equipped with class sets of Chromebooks and up-to-date projection and audio equipment.
- Trauma Informed Culture - The staff have been professionally trained designed to assisting traumatized students. The site has utilized this training to create a “Therapeutic Web” to provide students with the support, help and healing they need.
- Counseling Services - Starting in the fall of 2015, a licensed social working from the Orange County Department of Education has been on campus 2 to 3 days per week to provide services to students.
- Seal of Biliteracy - the district adopted the California Seal of Biliteracy Award in June 2012 to recognize a student's ability to master more than one language.
- Competitive Sports - Students have the opportunity to participate on football, basketball, and soccer teams that compete with other smaller schools in the community.
- MAP Testing - In the fall of 2014 MAP testing was introduced as a tool to measure academic growth. Currently Chávez students are tested three times a year.
- PM Program - In the winter of 2015, Chávez started an afternoon/evening program operating from 1:30 to 8:30 PM to serve the needs of students who are unable to attend school during traditional hours due to work, daycare, medical needs, etc. This program also provides opportunities for day students to take additional courses in the PM program. All required classes for graduation are offered in the PM program.

In March 2011, the WASC committee noted the following areas of growth during a full visit.

- Provide an EL teacher to assist second language students.
- Provide 45-day pacing guides for each class.
- Provide relevant staff development.
- Utilize relevant testing that measures school academic growth.

In April 2014, during a Midterm, one-day visit, the following recommendations were made:

- Improve Student Achievement in Reading Comprehension
- Improve Student Achievement in Writing Strategies
- Improve Student Achievement in Mathematics

The Visiting Committee has determined that the Chávez staff has made very effective progress implementing strategies designed to accomplish the Visiting Team’s

recommendations. The staff recognizes that continued growth and improvement in the following areas still need to occur.

- There is a continuing need to improve student proficiency in literacy.
- There is a continuing need to improve student proficiency in mathematics.
- There is a need to maintain a student emotional support system to increase student achievement and attendance.

There is evidence through data, assessment, and anecdotally that student achievement is increasing as a result of implementation of these strategies.



## **Chapter III: Self-Study Process**

### **Chávez Schoolwide Learner Outcomes**

#### **WHOLE**

**W** - Wellness - Students are physically and emotionally ready to learn.

**H** - Happy - Students have goals and a purpose.

**O** - Organized - Students are able to plan and prepare to participate in their own learning.

**L** - Learned - Students are engaged and focused.

**E** - Excellent - Students become lifelong learners and productive members of society.

The school uses a number of specific indicators, including the California Healthy Kids Survey and the district's Social Emotional Survey, to measure how successful students are at achieving the Schoolwide Learner Outcomes.

Chávez started the Self Study Process in the fall of 2015-2016 by participating in WASC trainings, surveying stakeholders, creating a WASC Leadership Team and forming Focus Groups to meet and discuss the school's progress towards addressing Critical Needs and Areas for Growth. Additionally, Chávez reviewed the progress of the current Single Plan for Student Achievement (SPSA). Utilizing this process, Chávez wrote a summary of findings supported by evidence and the development of an updated Single Plan for Student Achievement.

During the 2015-2016 school year, the staff discussed and reviewed data related to the three critical needs:

- Improve Student Achievement in Reading Comprehension
- Improve Student Achievement in Writing Strategies
- Improve Student Achievement in Mathematics

When the data was observed, the staff identified four key areas of focus that guided the self-study process and established goals for school improvement:

- How to build a stronger bridge between home and school so that attendance will improve and all students will thrive.
- How to properly screen students so that they are transferred to Chávez for their own good and not sent because they are an attendance or behavior problem.
- How to best support students emotionally and academically.
- How to best assist students to become strong and resilient members living in challenging neighborhoods.

## **Chapter IV: Quality of the School's Program**

### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

#### **A1. Vision and Purpose Criterion**

César E. Chávez High School has an adopted mission statement that has been developed by all stakeholders and is measured using the site-wide matrix. Students, parents and staff are informed about the school's vision, mission and schoolwide learning objectives through quarterly orientations, School Site Council meetings, the English Learner Advisory Committee meetings and staff meetings.

Chávez's Schoolwide Learning Outcomes (SLOs) have been developed based on the school's mission statement, the district's goals and California's Common Core Standards. Results of parent, student and staff surveys have been discussed during faculty meetings and at School Site Council.

The school has implemented an effective process for regular review/revision of the Single Plan for Student Achievement (SPSA), Mission Statement, Schoolwide Learning Outcomes and Core Values based on student, parent and staff input, surveys, and district policies. Evidence of this includes alignment of Chávez's vision with the district governing board policies, updated curriculum that meets Common Core State Standards, minutes of SSC and ELAC committees, and the school's updated SLOs.

#### **A2. Governance Criterion**

The governing board has policies and bylaws that are aligned with the school's purpose and support the achievement of the Schoolwide Learner Outcomes and academic, college and career standards based on data-driven instructional decisions for the school. The Board delegates implementation of these policies to the professional staff. The Board monitors results periodically and approves the school's Single Plan for Student Achievement.

The policies and procedures are clear and effectively implemented regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

The governing board's policies are aligned with the district's and school's vision and mission. The school's Schoolwide Learner Outcomes, due to their alignment with the vision and mission, are also supported by the governing board. Chávez maintains stringent policies related to online instruction. Online classes are rigorous, meeting UC a-g requirements, and align with SAUSD Board and District expectations.

The school board is involved in the regular review and updating of the school's vision, mission and schoolwide learner outcomes. The School Plan for Student Achievement is revised twice per year and submitted to the school board for final approval.

The Chávez community understands the governing board's role, including how parents are able to participate in the school's governance. Parents are invited to breakfast meetings with the principal and are encouraged in ways they may be active participants in their students' education. Parents and students are required to attend a mandatory orientation session prior to starting their first quarter at Chávez. This orientation meeting includes information about how parents may become involved. The School Site Council and ELAC committees keep parents and students informed of updated SPSA policies and information.

The school and district maintain a clear understanding about the relationship between the governing board and the responsibilities of the professional staff. Clearly defined protocols regarding the Board's and Superintendent's Operating Procedures are communicated to the staff on the district's website. These operating procedures describe general functioning, areas of responsibilities, communication, constructive discussion with respect to differing opinions, decision making, leadership, evaluation and planning.

There is clarity in the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations and the school's finances. The school utilizes the SPSA, School Accountability Report Card and LCAP budget to evaluate and monitor the resources needed to obtain maximum student achievement.

Stakeholders are kept informed of the uniform complaint procedures. Parents, students and the community are able to file facility complaints through the procedures outlined in the Williams Act. The school maintains an open-door policy to assist with the resolution of any parent or student concerns. Students are provided with conflict resolution meetings to help them collaborate on resolving school problems. Professional staff meet quarterly to review school wide expectations and redefine norms. A Parent Compact informs students, parents and staff of Chávez's academic expectations.

### **A3. Leadership: Continuous Planning and Monitoring Criterion**

The planning process at César E. Chávez High School is collaborative and involves all stakeholders, which includes the staff, students, parents and the local community. All professional staff are involved in the decision making process through weekly faculty and/or collaboration meetings. Parents have the opportunity to provide input and be a part of the decision making process at weekly parent meetings as well as ELAC and SSC meetings.

Chávez's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes and academic standards. The professional staff periodically reviews the SPSA to provide input on critical and schoolwide learner needs. Flowcharts based off this plan are utilized with students by staff to review progress.

The allocation of time, fiscal, personnel and material resources is directly correlated with the implementation, monitoring and accomplishing of the SPSA. The School Site Council ensures that all allocated resources are used to support the SPSA.

**A4. Staff: Qualified and Professional Development Criterion**

César E. Chávez High School, as a part of the Santa Ana Unified School District, maintains clear employment regulations and practices related to the qualifications of staff. District policy is to hire highly qualified teachers in all specific subject areas.

All Chávez teachers are Highly Qualified (HQ) with proper credentialing. All teachers are credentialed in their subject areas. Teachers are certified or have received training in SIOP, SDAIE and CLAD. Additionally, the staff has received training in current teaching strategies and practices as well as in Trauma Informed School culture.

The school has an effective process to assign staff members so the expertise of staff members is maximized in relation to impact on quality student learning. Onsite trainings are held when there is a need determined by staff and administration. Professional development opportunities include collaboration time and departmental meetings. Proctor trainings are held periodically for MAP and CELDT testing. The staff has been trained for District Benchmark testing. The computer teacher works informally with the staff to explore and discuss technology and incorporate various applications and software to effectively enhance student learning. Professional development opportunities are available throughout the school year to provide staff with the opportunity to keep current on trends and research for implementing lessons as well as managing the classroom.

The school maintains clear and effective written policies, charts and handbooks for faculty and administration that define responsibilities, operational practices, decision-making processes and relationships of leadership and staff.

Chávez High School has effective existing structures for internal communication, planning and resolution of differences. The staff communicates regularly on a formal and informal basis through face-to-face interactions, electronic communication (email and texting) and surveys to keep abreast of information related to the school. The professional contract between the Santa Ana Educators Association (SAEA) and the district informs and provides a system for communication and resolving differences. The school administration has developed a specific chain of communication for the staff to promote honest and direct discourse.

The administration has effective processes and procedures for involving the staff in shared responsibility, actions and accountability to support student learning. Examples of processes and procedures include staff representation on the School Site Council and ELAC committee, collaboration time on Wednesdays, twice monthly staff meetings and informal discussions to monitor student achievement or strategize with support staff.

The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning. This is accomplished through twice monthly staff meetings and staff collaboration time when discussion and agenda items address ways to improve student learning, how to engage students and how to motivate and inspire students toward success and mastery of the subject matter.

#### **A5. Resources Criterion**

The school effectively supports professional development with time, personnel, material, and financial resources. This supports all students to achieve the academic standards and the schoolwide learner outcomes.

César E. Chávez High School implements effective supervision and evaluation procedures in order to promote professional growth of staff. Certificated and classified staff are evaluated through the use of formal and informal observations. A prescribed process of dialogue guides the professional development needs of each individual with a plan being designed, agreed upon and facilitated by both the teacher and administrator.

The supervision and evaluation procedures at César E. Chávez High School promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum and their fulfilling requirements for quality, student-teacher interaction. Day-long training sessions led by the APEX consultant take place in the summer for all APEX teachers, site coordinators and assistant principals. In addition to these training opportunities, on site coordinators provide assistance and training to all course instructors.

César E. Chávez High School maintains effective operating processes to determine the effectiveness of professional development, coaching and mentoring. District-wide professional development has begun to focus on the use of data. Chávez has taken schoolwide steps to identify student learner outcomes and is using the SLO's to provide a rubric for the measurement of student success.

#### **A6. Resources Criterion**

There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and faculty are involved in the resource allocation decisions.

There are effective processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. Beginning with the 2014-2015 school year, only Federal Title I funds were still in the hands of the SSC, all remaining categorical and general funding is funneled through the District. Extensive research was done to survey the opinions of parents, students and SAUSD employees to create guidelines in how the District will allocate the funding. Chávez has submitted a proposal outlining their plans and needs.

The school's facilities positively support the school's vision, mission, and schoolwide learner outcomes. The campus is safe, functional, and well-maintained. Student surveys and interviews showed that students feel comfortable and safe on campus. Classified staff maintains a clean and attractive campus. Campus security takes a proactive approach to student safety and order by enforcing the bell schedule and keeping order.

The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Professional development is offered providing ongoing support for teachers and staff. Teachers attend educational conferences and trainings to remain current in upcoming trends to support student performance.

The District and Chávez High School regularly examine the Single School plan to ensure the continual availability and coordination of appropriate resources to support students' achievement of the critical learner needs, the academic standards, college and career readiness standards and the schoolwide learner outcomes.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

1. César E. Chávez High School has a strong sense of community and collaboration among the staff, parents and administration.
2. Strong sense of mission -- “Making students WHOLE”.
3. The staff is very nurturing, flexible and resourceful.
4. Parents, students and staff all have a sense of pride being a part of César E. Chávez High School.
5. There is open communication with principal, students, teachers and parents.
6. Strong Learner Outcomes provide focus for daily lessons.
7. Students feel important and cared about.

**Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

1. Continued professional development to learn how to deal with vicarious trauma as teachers who deal with students of trauma (ie: self-care).
2. Continued exploration for the delivery of curriculum dealing with the agency skills of students (ie: efficacy and metacognitive skills).
3. Continued exploration of competency based learning and blended models for the delivery of instruction.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- SSC agendas and minutes
- Staff meeting agendas
- Documents and presentations used at student/parent orientation
- Master schedule
- Student, parent and staff surveys
- Professional development schedules
- ELAC agendas
- SPSA
- Schoolwide Learner Outcomes
- Board Policies
- SAUSD website
- Academic Focus Team meeting minutes
- Site budget
- Weekly eBulletin sent through the internet through email

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes. Chávez administration and staff use current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life. At Chávez there is congruence between the actual concepts and skills taught, the academic standards, the college and career readiness standards, and the schoolwide learner outcomes.

The school has strived over the past six years to create and perfect their 45-day curriculum map with rigor and a standards-based curriculum that has now incorporated the Common Core standards. Chávez teachers have collaborated with the other continuation high school in the district and have attended curriculum mapping trainings sponsored by the district to support and improve these plans. Over the last three years, they have used student data from Illuminate and MAP testing to guide their curriculum to fit student needs. Department chairpersons from each content area attend monthly district meetings providing subject specific collaboration and pertinent information relating to content.

The staff at Chávez has also incorporated PBIS and has received Trauma Informed School Culture training. This has greatly affected classroom management to better serve the students by building relationships to enable creative engaging instruction. Teachers employ multiple research-based instructional strategies in their classrooms. Every teacher has a written agenda in their classroom to facilitate students learning by front-loading them on the plans for the day, week or unit. Students also participate in group work to collaborate on assignments and projects.

Chávez has defined academic and college and career-readiness standards for all subject area courses. Chávez provides students with classes that meet UC a-g requirements through APEX. Due to the 45-day quarters students have to keep track of their credits, a skill necessary in college. In the Senior Seminar classes, students create portfolios, resumes, personal essay statements, and participate in mock interviews. This seminar teaches real-world skills that the students will be able to use after graduation.

Throughout the last few years Chávez has added APEX courses in Spanish, music appreciation, and art to meet the graduation needs of their students. Many of the teachers on campus have started to use Canvas, a learning management system, as a mode of instruction in their classrooms. The Canvas learning management system enhances teaching and learning by connecting digital tools teachers use into one platform which allows for both blended and flipped learning environments. In addition to Canvas, Google classroom is a new district-wide initiative that Chávez embraces by providing students a pathway to work on assignments and curriculum at their own pace.



Chávez has a few students in the P.M. program who were not able to come to school for personal reasons but were able to complete part of their classes online due to the way the curriculum was designed. With the help of online classroom management systems like Canvas and Google Classroom, students have access to their curriculum at home and can move ahead in a class if they desire.

The 45-day quarter curriculum is designed using the power standards to prepare students for college and career readiness. The schoolwide learner outcomes are to cultivate students' ability to read, write, compute, and think critically and creatively. Students can participate in ROP and CTE classes on campus and at other sites that prepare them with the skills necessary to obtain employment after graduation. Chávez invites various guest speakers to enhance and make the curriculum relevant.

Teachers clearly indicate daily objectives by writing them on the board while course objectives can be found in the class syllabi. Chávez incorporates many standards-based projects that are evaluated for demonstration of learning and comprehension. Teachers use effective engagement techniques such as pretests, quick writes, think-pair-shares and random call strategies. The school's philosophy of effective and engaging instruction was evident throughout the Visiting Team's classroom observations.

Chávez assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, homework, and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes evaluating how key stakeholders are involved in the review process.

For the past two years, the staff has been trained and mentored by a specialist in Trauma Informed School Culture. This training assists the teachers to fully understand that the behaviors their students exhibit in class have almost nothing to do with what is presently happening in class but stems from something outside of school and coursework. This knowledge allows the school community to create professional and personal relationships with Chávez students to help them achieve their goals.

The Chávez staff has been involved in trainings individually, as a staff and with the other continuation high school. The goals of these professional development activities were to develop common curriculum and effective methods to implement technology. The Visiting Team saw evidence that these trainings have improved student learning.

Assessment data is utilized to determine modifications needed in the curriculum. The English department has students take the District Writing Assessment (DWA) every year and MAP tests to collect data on student learning compared to other students in the same grade level. The math department is working on developing meaningful student assessments to determine areas of student need. This is a work in progress requiring

refinement. Chávez's staff has discussed the need for having intervention classes that cover the basic foundations of numeracy and literacy.

Chávez has an e-library that was put into place during the 2015-2016 school year. Every student has access to textbooks and literary works on their computer or personal mobile device. This e-library complements the traditional textbooks used within the daily curriculum.

César E. Chávez High School articulates regularly with both feeder schools and postsecondary institutions. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. Chávez has a strong partnership with the local community colleges. Chávez regularly takes students on tours, offers application assistance and FAFSA help. The school has regular visits from the Santa Ana College (SAC) representatives, including having a member of admissions department on campus every Tuesday to answer questions and assist students with their college applications. The school regularly facilitates field trips to local colleges, universities, and vocational training programs.

## **B2. Access to Curriculum Criterion**

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Chávez provides many opportunities for students to make appropriate choices as they prepare for careers and/or postsecondary education. This is accomplished through ROP and CTE courses where students study possible career opportunities. The school counselor provides college applications, FAFSA seminars and offers college fairs. The school curriculum provides computer and technology classes for students to explore the various new career pathways in computer science. Chávez also provide students with the opportunity to attend certification courses in welding and computer tech.

The Evening Program provides students with the opportunity to take extra classes at night or to schedule classes around work and family obligations. Credit recovery programs in both the evening and day programs allow students to accelerate with their credits if they so desire.

Chávez started offering online courses several years ago. All of the online courses offered on APEX meet the UC a-g requirements. Students are allowed 45-days to complete an online course however, many students are able to complete two online courses during the 45-day window.

Chávez has found many ways to evaluate and create a student's personal learning plan with parents, students and staff to collaborate in creating a student's plan. This is accomplished through orientation, conferences and regular communication between the staff, students and parents. Online access to grades and other student data through

Aeries provides parents, students and staff current information on a student's progress towards their personal learning plan.

Chávez uses appropriate data to place students in proper classes that includes prior grades, test scores, and teacher recommendations. Teachers and counselors can monitor students grades by using Aeries data and can implement student interventions accordingly. Counselors review student achievement and success data to make changes to student classes and academic goals.

Chávez facilitates effective transitions to college, career and postsecondary high school options. The school offers workshops for students and parents to assist with the FAFSA and college applications. Students are able to take the Santa Ana College placement test on campus and have regular visits from the college liaison. A strategic partnership with Santa Ana College offers a Chávez students a free year of college and use of a laptop computer once they graduate and enroll at the college.

ROP provides quality career preparation and workforce preparation through training and actual career experience. Students have the opportunity to take classes in a specific career that offers on the job experience as a part of the class. Chávez also invites military recruiters to the campus, providing students with additional post-secondary career and training options.

### **B3. Preparation for Career and College Criterion**

Chávez ensures that all students have access to a rigorous and relevant curriculum that includes field trips to various local museums and colleges, internships, guest speakers and access to the internet. The Senior Seminar course teaches students to create resumes, provides practice with interviews, and helps guide students through the college application process. Students are encouraged to participate in ROP courses, which prepares them for the workforce. The English department utilizes the Expository Reading and Writing Course curriculum, which concentrates on current events and preparing students for college level English classes.

The effectiveness of the academic, college and career readiness program are evaluated with individual student needs in mind. Students are given access to college preparation courses, testing, college visits, workshops, ROP, field trips, guest speakers, and internships designed to assist students make effective post-secondary transitions.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum:**

1. The site-wide “therapeutic web” provides a safe, nurturing climate and culture of learning focusing on the “WHOLE” student.
2. Model Alternative Pathway to a four-year university using the local community college (PSAT, SAT, SAC placement, Promise Integration).
3. The site effectively utilizes outside sources to enhance the curriculum to provide the necessary focus, relevance, and coherence to motivate and prepare students for college and career.
4. There is meaningful implementation of strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.
5. Standards-based 45-day quarter supporting credit completion, with relevant projects, differentiation of curriculum designed to meet the needs of students per the mission and vision statements of the district and school.
6. Technology resources (human, hardware, PD support) supports curriculum development and integration.

### **Key issues for Standards-Based Student Learning: Curriculum:**

1. Complete the submission of to UC for “a-g” approval of the core curriculum.
2. Complete the implementation of the California Common Core Math Standards using curriculum that supports instruction using research-based NCTM documentation and the new California Curriculum frameworks for Mathematics.
3. Research to find curriculum and methods to separate classes for math and English (1st and 2nd semesters)
4. Continue to enhance the parental education and involvement opportunities (workshops).
5. Enhance curriculum offering to include more elective options.

### **Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Self-Study
- Classroom Observations
- Stakeholder Interviews
- District Level Interviews
- OCDE Level Interviews
- LCAP
- Schoolwide Action Plan
- Master Schedule
- 45-Day Curriculum Pacing Plan
- Field Trips
- Technology Resources

- Partnership with Santa Ana College
- FAFSA workshops
- SAT prep and PSAT
- Flow charts for graduation

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1. Challenging and Relevant Learning Experiences Criterion**

Two primary directives drive instruction at César E. Chávez High School: 1) effective and engaging instruction and 2) positive relationships with students. Several initiatives and practices support these directives. The Schoolwide Learner Outcomes have been integrated into the instruction campus-wide. These SLOs are highly visible throughout the campus and in classrooms. Students are familiar with the acronym and are able to explain what it means. In addition to the SLOs, the staff's training in PBIS and trauma-informed culture have helped to establish nurturing classroom environments that are conducive to learning. The staff recognizes that student learning is affected by the social/emotional needs their students bring with them to the classroom and they seek to be proactive in understanding and responding to these needs. They have all been trained by in trauma-informed culture and have developed a Therapeutic Web that gives hurting students the support, help, and healing they need.

The staff is consistent in posting daily objectives in their classrooms to keep students aware of their learning expectations. Strategies such as quick writes, problems of the day, and exit tickets also assist in reinforcing this goal. Student work is displayed in most classrooms demonstrating writing and reasoning skills.

Technology is also utilized both for instruction and for learning to ensure that standards are being met. The APEX online learning program provides Chávez students the opportunity to complete classes that are not offered at the school or to repeat classes that they previously failed. Many of the Chávez teachers incorporate technology into their instruction through the use of document cameras and projectors. All classrooms are equipped with speakers and some of the teachers utilize microphones attached to them. Applications and programs such as Kahoot, Crash Course, and BrainPop provide interactive learning opportunities for the students. The Canvas learning management system, Google Classroom, and Google Drive along with students' access to Chromebooks also help them to utilize 21st century skills in their learning.

### **C2. Student Engagement Criterion**

A variety of strategies and resources are used to actively engage students and encourage higher order thinking skills. The Chávez staff have embraced a number of strategies and resources to create classroom environments that engage all learners. Students have many opportunities to receive support from the staff. Each student has a district-provided e-mail account which allow them to communicate with teachers about assignments. Teachers also hold office hours where students can get additional help. The Saturday Success Option and WHOLEness Wednesdays provide additional opportunities for students to meet with their teachers outside of the classroom in smaller group settings. Some teachers also utilize social media to keep students up to date on schedules and assignments.

The school's E-book library gives students access to an extensive collection of books which they can utilize both for school purposes and pleasure. Students are able to check out the books and read them on their own devices. The staff also extends learning beyond the classroom through field trips and guest speakers. There are two field trip days scheduled during the year in which the teachers select different field trip destinations. Recent destinations have included Aquarium of the Pacific, LACMA, Homeboy Industries, the Huntington Library, Dana Point Harbor, Museum of Tolerance, and the Getty Center. Guest speakers have included a geologist, NASA engineers, a congresswoman, a judge, an author, a screenwriter, and a biologist.

Through online learning, ROP/CTE classes and the PM program Chávez is able to extend learning beyond the limits imposed by their small size and provide students with additional access to classes that prepare them for academic and career success. APEX provides opportunities for students to complete elective courses that the school is unable to offer. With the PM program, students who are unable to attend school during regular hours are able to complete their courses in the afternoon and evening. Day students are also able to take additional classes they need through this program. ROP/CTE classes offered both at Chávez and other sites, provide opportunities for students to develop real-world skills that can lead to internships/employment. The district provides transportation services for students who want to take any of these classes that are offered at other sites.

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **Areas of strength for Standards-Based Student Learning: Instruction:**

- The academic programs at Chávez are specifically designed to assist students in recovering credits in a timely manner.
- Adherence to their two prime directives (to deliver effective and engaging instruction, and to establish positive relationships with students) has helped them in this effort.
- There is a high level of student engagement in classrooms.
- The use of technology has been significantly enhanced by recent technology upgrades with new equipment such as school wide Wi-Fi, an electronic library with over 20,000 titles, a computer lab with new desktop computers, new computers for teacher use, classroom sets of Chromebooks, document cameras, new computer projectors, and speaker systems in classrooms.
- The staff uses a variety of technology-based learning programs such as APEX, Canvas, Google Classroom, email for communication with students, staff, and administration and Classroom Clipboard for assessments.
- Their training in trauma-informed culture has led the entire staff to practice being a Therapeutic Web that provides an encouraging and healing atmosphere for all students. Both of these factors are making it possible for students to learn and achieve academic excellence.

### **Key issues for Standards-Based Student Learning:**

- Chávez teachers should continue to develop and incorporate instructional strategies that will increase the level of rigor so that students will be able to engage in the higher Depth of Knowledge levels.
- Chávez teachers should utilize MAP testing results more consistently to identify skills gaps and inform instruction. They are taking the first steps in looking at MAPS as a site wide tool.
- Continue professional development to increase instructional technology integration, problem-based learning, and relevant investigations using CA CCSS frameworks.

### **Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Classroom observations
- Student interviews
- Faculty interviews
- District Officials meeting
- Focus group discussions



## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion**

Chávez High School uses various assessment processes to collect, disaggregate, analyze, and report student performance data to its stakeholders. Chávez has used mandated state testing, such as CELDT, CST, and CAASPP as well as the District Writing Assessment, MAP, and EAP to provide standard assessments. Standardized testing data is disaggregated using Illuminate and Aeries for analysis by district personnel, allowing the district and school sites to further analyze assessment data by subgroups to identify needs and trends specific to these groups.

School staff, parents and students are involved in reviewing data as members of the SSC. The Single Plan for Student Achievement (SPSA) was based on indicators of student performance including district-mandated assessments, teacher observations, student progress towards graduation and student grades. At new student orientation, parents and students are introduced to the SLOs and the site's academic standards. These expectations and goals are reinforced throughout the campus and in all classrooms.

Teachers utilize a variety of methods to assess and respond to student progress. These include technology-assisted means including Google Classroom, Canvas, and Apex as well as monitoring student progress by circulating throughout the classroom and conferencing with individual students during instructional time. Aeries and Illuminate allow for collection of student information and accessibility of student data.

Chávez utilizes the district's Writing Assessment and administers MAP assessments three times a year in ELA and math. Teachers collaborate to plan units of study with uniform assessments and discuss the effectiveness of instruction. Students are placed in classes based on the transcript analysis of the academic counselor. Teachers differentiate instruction to meet the needs of individual students. IEPs and 504 plans are kept current for students with identified needs and learning disabilities.

### **D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

Chávez teachers use a variety of appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc. When the staff created curriculum guides and curriculum maps along with essential questions, learning outcomes, and unit objectives, performance tasks, and big ideas. Staff create assessments based off of state standards and curriculum guides.

The testing coordinator ensures that all teachers are appropriately trained and prepared to administer state, district, or school initiated exams. The coordinator ensures test security and the testing environment through the teacher training and observations prior to the standardized test. Depending on the test that is being administered, the testing coordinator determines which teachers will be proctors for the test.

Santa Ana Unified uses a series of tests to demonstrate student achievement of the academic standards, as well as the college and career readiness standards. Chávez uses several tests to measure student achievement and schoolwide learner outcomes. Throughout the course of the school year, Chávez administers the CELDT test to students who have not been “re-designated” as fluent in English. Chávez also administers the MAP Test three times a year to measure the academic performance of our students. Recently, the Santa Ana Unified has adopted the administration of the PSAT to all eleventh graders in an effort to prepare them for college.

A variety of assessments are used to determine if a student has met academic standards, as well as college and career readiness standards. These include; projects, group work, essays, posters, electronic presentations, and teacher observations. Chávez offers both Academic Support and Senior Seminar classes to all students. Academic Support is offered to students needing assistance in core classes. The Senior Seminar course is designed to help prepare students to make the transition from high school to college and career goals.

Teachers regularly meet to discuss student concerns and assessment data. The staff considers appropriate interventions such as the “Saturday Success Option” and support classes for students on an individual basis. Additionally, class sizes are kept small to provide teachers with the opportunity to provide individual interventions. Progress reports are utilized to help students maintain positive academic achievement. The Teacher on Special Assignment integrates progress report data with gradebook data available in Aeries to assist the administration in identifying students needing targeted interventions.

Teachers regularly assess students in all their classes using observations, discussions, Socratic questioning, and teacher created assessments to help determine the effectiveness of the standards-based curriculum. Teachers meet regularly as a department both formally and informally to determine the effectiveness of their current curriculum practices and discuss any changes that need to be made based on the academic needs of the students.

Every year Chávez administers the California Healthy Kids Survey & Santa Ana SE to determine the emotional well-being of the students as well as their healthy lifestyle choices. The surveys include questions about how well they feel the school and staff are meeting their academic needs. Chávez uses this data to help determine how successful Chávez is being in fulfilling the needs of the students academically and otherwise. Chávez also administers a student survey given to current students and graduating

seniors to help determine the effectiveness of the curriculum. The data from these surveys as well as standardized assessment data helps Chávez to make decisions and appropriate modifications to curriculum and instructional methods.

**D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

Chávez uses a variety of methods to determine and evaluate student progress and the effectiveness of curriculum and programs. The administration, staff and district personnel have access to student grade and assessment data through Illuminate and Aeries. The Teacher on Special Assignment provides regular gradebook analysis information to the administration and staff to help determine which students require targeted interventions. Parents are kept informed of student progress with four report cards and four progress reports mailed out each year. The departments meet regularly to determine the effectiveness of their current curriculum practices and strategy about changes that need to be made to meet the needs of the students.

Students at Chávez participate in various tests including the CAASPP, CELDT, DWAs, and MAP as required by state, district, and site mandates. Results for the different state, district, and school mandated tests are disseminated to the proper stakeholders as they become available and are utilized by teachers to monitor and modify the instructional program.

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability**

1. Chávez has high quality teachers, administrators and a supportive district educational leadership team to administer and monitor student progress toward college and career goals.
2. Sufficient technology resources are on hand for assessments.
3. School culture focuses upon student personal and academic growth.
4. Outside partnerships with community agencies to provide services to students and families.
5. Trauma informed school environment.
6. College-Prep pathway and community college on site placement tests.

**Key issues for Standards-Based Student Learning: Assessment and Accountability:**

1. Implement research-based instructional strategies for formative assessments to perform data collection, analysis, teaching reflection, modification of instruction, and intervention pathways.
2. Improvement is necessary to align, identify, and disaggregate the summative assessment data to assist in review and evaluation of curriculum and instruction to assure students are able to achieve success in meeting the academic standards and the schoolwide learner outcomes.
3. Implement research-based gradual release of responsibility instructional strategies to change student mindset and perceptions of EAP and state assessments.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Self-Study Report
- Classroom Observations
- Stakeholder Interviews

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **E1. Parent and Community Engagement Criterion**

Chávez implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Weekly meetings are held with parents and the community liaison every Friday to engage as active members of the Chávez community. These meetings provide parents with a wide range of skills ranging from basic computer literacy to instruction on accessing the district's parent portal. Various guest speakers offer parenting skills development, and inform them of community resources. The counselor keeps parents apprised of their child's academic progress toward meeting graduation requirements.

Prior to enrolling at Chávez, parents receive academic planning information on the quarterly system and the credit recovery process through our orientation. Additionally, parents are encouraged to attend college and financial aid workshops.

Parents of students with special needs are included in 504 and IEP meetings. Section 504 meetings are conducted by the school's 504 coordinator; and IEP meetings are scheduled by the special education teacher.

Parents are active members of the decision-making process on campus. They are part of various collaborative meetings and notified regularly of the various school activities. Parents indicated they were pleased with the level of communication and contact that the school has maintained with them and feel as though their input is valued as a part of the school's governance.

### **E2. School Environment Criterion**

Chávez maintains a caring environment that demonstrates concern for student well being while setting high expectations for students to honor individual differences. This creates a setting that is conducive to learning. Chávez has worked hard at creating an atmosphere of trust, respect, and professionalism amongst the staff, students, and parents. The school teaches appropriate digital citizenship with district prepared lessons and participation in Cyber Savvy Week.

Chávez holds students accountable for making good choices both inside and outside of the classroom. The campus is monitored by two district Safety Officers who follow consistent policies to regulate student movement. The campus has established emergency preparedness procedures that are practiced during fire and earthquake drills

Students needing support services can be referred by staff or initiate a self-referral. The school has a strong focus on the mental health. Outside agencies and professionals

such as Orange County Department of Education mental health specialist and Neutral Ground, a community intervention program, are an integral part of the Chávez campus.

Students are able to engage in extracurricular sports to enhance their appreciation of trust, respect, and professionalism. The principal informs the school on a daily basis of any pertinent information that needs to be given, and positively sets the tone for the day through daily announcements and emails. The Principal and other staff members inform the students of the school ideology and school culture while also recognizing student academic success.

### **E3. Personal and Academic Support Criterion**

Chávez provides all students with meaningful instruction to enhance their academic knowledge and college/career readiness. The administration and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Students can be referred by staff or submit a self-referral to receive assistance with class scheduling, academic guidance, as well as the college application process, including assistance with financial aid. Students with IEPs or 504 plans receive appropriate assistance and accommodations.

Teachers participate in individual and group trainings in order to ensure that they are Common Core compliant as well as to learn strategies for how to more effectively engage all students in meaningful instruction. Teachers use district pacing guides in order to ensure that they are meeting the Common Core standards in a timely fashion.

Three times a school year, students participate in MAP testing in order to assess the gaps in their knowledge. The results show students areas of deficit so that teachers can use this information to more appropriately differentiate instruction for the specific educational needs of their students.

Students who fail more than one class per quarter are given an academic support class to receive tutoring and additional support. Each quarter the school offers Saturday Success Option classes to provide students with the opportunity to catch up on assignments and receive assistance from classroom teachers.

Students are provided opportunities to engage in meaningful instruction, outside of the traditional school day, through online learning options, night classes, and credit recovery or academic enrichment during summer sessions. College and career readiness is incorporated in activities throughout all classes. Students are able to extend their learning at Chávez by participating in student leadership classes and school clubs.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **Areas of strength for School Culture and Support for Student Personal and Academic Growth:**

1. César E. Chávez High School has created a strong college pathway for students with its partnership with Santa Ana Community College. The majority of graduating students have completed the college's placement exam and have started the application process for the local community college, including applying for financial aid.
2. Chávez fosters a school culture and environment where students are engaged. The students understand classroom and academic expectations. The Visiting Team noticed very few students off-task during classroom observations.
3. Chávez has done a commendable job to create a safe learning environment for all students. Students not only feel safe but they also feel cared for at this school. This atmosphere is attributed to the school's SLOs, the Trauma Informed Culture that the staff has been trained in, and to the involvement of outside agencies like Neutral Ground and OCDE therapists.
4. Chávez has been proactive at expanding learning beyond the walls of its school. The regularly scheduled field trips provide students with meaningful learning activities throughout the community.

### **Key issues for School Culture and Support for Student Personal and Academic Growth:**

1. Chávez needs to use a data driven approach to monitor changes in school culture.
2. Chávez needs to create a plan to address the following needs:
  - a. to support teen moms, pregnant students, and teen fathers.
  - b. create a work experience program to honor the students who are working to support their families.
  - c. create a private meeting space to support the activities of the therapeutic web.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Parent Outreach Liaison
- Financial Aid Night Flyers & Sign-up Sheet
- Weekly Flyer
- Quarterly field trips
- César E. Chávez Day
- Guest Speakers
- Visits to Court house
- El día de los Muertos
- District Security Officers
- WHOLE

- OCDE Therapist
- Teacher intervention
- Trauma informed school
- Intramural sports
- Morning announcements
- School Counselor
- SAC Partnership
- OCDE therapist
- PD for Trauma-Informed School Culture
- Pacing guides
- Chromebook Carts
- School Web Site
- Night School
- Apex Online Learning
- Leadership



## **Part B: Schoolwide Strengths and Critical Areas for Follow-up**

### **Schoolwide Areas of Strength**

1. All staff have been professionally trained and understand how to properly respond to students of trauma. The staff of Chávez High School is able to leverage positive relationships with students to achieve positive results.
2. The administration and faculty of Chávez collectively possess a tremendous wealth of experiences, interests and skills making it easy for students to identify a staff member to develop a trusting relationship and connection with.
3. The campus is clean and well maintained, contributing to an environment that promotes academic excellence.
4. All stakeholders understand and support the school's vision, mission and Schoolwide Learner Outcomes.
5. Teachers and students have access to and effectively utilize modern technology to support and enhance effective instruction.

### **Schoolwide Critical Areas for Follow-Up**

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Improve Student Proficiency in Literacy. Develop strategies aimed at improving literacy skills and implement assessment of individual student achievement to monitor and evaluate progress towards mastery of state standards.
2. Improve Student Proficiency in Mathematics. Develop instructional strategies aimed at improving math skills and implement assessments of individual student and evaluate progress towards mastery of state standards.
3. Improve Student Emotional Well Being. Develop and maintain a student emotional support system to increase student achievement and attendance.

In addition, the Visiting Committee has identified two additional areas that need to be strengthened:

1. Increase Rigor. Teachers will continue efforts to increase rigor in all areas to support learners to become critical thinkers.
2. Research to find curriculum and/or means to separate classes in math and English (Fall and Spring semesters).

## **Chapter V: Ongoing School Improvement**

The schoolwide action plan integrates the school's critical learner needs, the school's analysis of its performance relative to Categories A through E in the 2015 edition of Focus on Learning, are aligned with the District's goals related to Academic Skills, Personal Skills and Lifelong Success.

Chávez High School revises its action plan yearly beginning with a needs assessment in the spring. After the needs assessment is completed, site data for all programs is collected and reviewed by all stakeholders. Money is allocated to programs based on the needs assessment mandated for the school plan. The action plan was revised in the fall of 2016 to reflect the self-study process. Its final version was approved by all stakeholders in December 2016.

Chávez's action plan is focussed on improving student success and learning. The school has identified multiple, diverse strategies that the school will be implementing in order to improve student achievement. With District support and guidance, the school has sufficient resources in order to implement the action plan. Chávez has strong support and commitment of all stakeholders to implement its action plan.

The following factors will support the ongoing school improvement efforts:

- A strong culture of collaboration and commitment by all staff members to improve student learning.
- The district and site have committed sufficient resources to successfully implement the action plan.
- The site's action plan is aligned to the Local Control and Accountability Plan.

The Visiting Committee has identified no impediments to the school implementing its action plan.

The three areas Chávez has identified for growth are sufficiently identified and are addressed in the school's action plan. The Visiting Committee has identified two additional school wide areas for growth that will need to be addressed.

César E. Chávez High School has effective and valid processes and methods in place to properly monitor successful implementation of this action plan.