

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**César E. Chávez High**

**Superintendent**  
Jerry Almendarez

**Board of Education**  
Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

---

#### School Climate and Vision Goal:

César E. Chávez High School will provide all staff and students with a healthy, safe, and secure environment that support learning with meaningful experiences necessary to successfully complete high school graduation requirements in a safe and nurturing environment.

#### Strategy/Activity 1

All students will have access to a welcoming, creative and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed, through family communication and consistent support. For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement in school.

#### Budgeted Amount:

2,000

---

#### Strategy/Activity 2

Schoolwide program to support positive behavioral outcomes for students. This strategy includes Teachers training and all staff working together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Students exhibiting negative behavior will receive family involved intervention and support in order to ensure a positive learning environment for all students. Teams will be formed to investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior.

#### Budgeted Amount:

2,000

---

#### Strategy/Activity 3

Schoolwide Program to promote a culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students. Teachers will be trained on best practices to maintain rigor and implement growth mindset. Teachers, counselors and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy. Furthermore, technology use will be implemented to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. Teachers will be how to integrate technology into their curriculum. In addition, various college and career promotion events will be held to pique students interest in possible fields of study and future careers. Students at risk of falling off college and career success will receive close monitoring and careful guidance through various student success committees.

#### Budgeted Amount:

2,000

---

#### Strategy/Activity 4

Program that is intended to provide support and improve the socio-emotional wellness of all students and identify and support students demonstrating at-risk behaviors. Teachers will be trained on how to identify potential signs of trouble and a part-time consultant/counselor will meet individually with students and provide Tier III individualized support and mental health referrals where necessary.

#### Budgeted Amount:

0

---

**Total Expenditures**

6,000.00

**Goal 2 - English Language Arts****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

César E. Chávez High School students will improve skills in English language literacy - reading, writing, listening and speaking, through the implementation of a school-wide focus on academic language through reading and speaking, collaborative academic conversation, nonfiction reading and writing, critical thinking through Project Based Learning and integration of technology to prepare students for graduation, college, and or career. César E. Chávez High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

---

**Strategy/Activity 1**

All students will have access to the core ELA program through benchmark curriculum. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering tier II or tier III levels of need. In order to promote reading fluency and proficiency, supplemental software programs assessing student reading proficiency will be purchased as well as supplemental reading materials that support differentiated levels, cultural relevancy, and student interests levels.

Additionally, our DB instructional coach and Future Ready Coach will train and support teacher in implementing instructional best practices from our Chavez Literacy Playbook to promote language development and create an environment where rigor and language production is valued. A school-wide strategy to promote students production of language in a variety of media forms has been planned across all grade levels targeting ELA and ELD outcomes. Supplementing the core curriculum, ELA teachers will incorporate Project Based Learning methodology, use of technology, and media literacy into the ELA courses/classes to enhance performance and improve ELA content learning, as well as reflect 21st century skills. Student collaborative activities will promote the use of academic language & support increased student engagement. The goal of using supplemental media, digital arts, and technology is to improve student outcomes in ELA and to provide greater access to tools, and promote effective use of language and communication. Student improvement will be monitored by pre/post course assessments, ELA performance tasks, local and state assessment measures, teacher and principal observations and student feedback.

**Budgeted Amount:**

8,206

---

**Strategy/Activity 2**

Students at risk of not meeting ELA performance standards are identified for academic intervention and provided after school tutoring. Students at risk of failing are also given access to differentiated online programs which target specified skills for remediation. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary.

**Budgeted Amount:**

5,000

---

**Strategy/Activity 3**

Students performing three or more grade levels below standard who are struggling academically in ELA are referred to C.O.S.T. Collaborative meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed.

---

---

**Budgeted Amount:**2,000

---

**Total Expenditures**

15,206.00

**Goal 3 - English Learner Progress****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

English Learner students at César E. Chávez High School will improve English proficiency by utilizing academic English in core coursework and modeling effective strategies to promote second language acquisition. English learners at César E. Chávez High School will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum to ensure language acquisition strategies are prevalent for EL's in their courses. EL's will receive differentiated instruction throughout the school day in order to access core content and simultaneously develop English Language skills.

---

**Strategy/Activity 1**

All English Learners will be provided with integrated ELD instruction throughout the day and across the curriculum. Teachers will analyze current ELPAC and ELA data and will be provided with professional learning related to EL best practices throughout the school year to support differentiation and "first best instruction" for English learners. Supplemental texts, software, and tools will be utilized to differentiate instruction and make core content accessible to all English Learners.

**Budgeted Amount:**8,206

---

**Strategy/Activity 2**

English learners not demonstrating sufficient progress in acquiring English or the ability to demonstrate sufficient understanding in core academic curriculum will be supported through supplemental English Learner tutoring where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students individual needs and provides additional support so that students continue to make progress towards acquiring English.

**Budgeted Amount:**5,000

---

**Strategy/Activity 3**

English learners identified as current level 1-2 on ELPAC and who are at-risk of becoming long term English learners due to limited English language proficiency will be placed in a Tier III support program. Academic mentors will meet with students weekly during the school day to provide individualized support via goal setting, classwork review, progress monitoring, etc.

**Budgeted Amount:**2,000

---

**Total Expenditures**

15,206.00

**Goal 4 - Math****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

César E.Chávez High School students will demonstrate improved mathematics achievement through the use of explicit, strategic data and informed instruction to prepare students for graduation, college, and or career. César E.Chávez High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

---

**Strategy/Activity 1**

All students will have access to the core Math program provided by SAUSD. All math teachers are currently trained in and are implementing CPM (College Prep Math), and utilize CCSS supplemental instructional materials, including manipulatives and web-based activities regularly. CPM students complete a learning log each day that summarizes concepts learned in two to three sentences. Supplementary materials and supplies will be provided to promote successful access to the curriculum for all students. Teachers will attend CPM workshops as part of their professional development to incorporate engaging and effective research-based strategies to enrich and enhance core instruction and support successful access to the grade level curriculum for all learners. Teachers will differentiate instruction to meet the needs of all and monitor students needing additional support who may qualify for Tier II or Tier III programs. Tier II/III supports include technology-based resources that provide equitable access to high-quality instructional support. All students will have access to internet-based math programs such as KHAN Academy, CPM e-books and supplemental e-tools such as Desmos to support course standards. All students are encouraged to become independent learners by using other internet-based learning tools to help them solve problems in a variety of ways. Teachers will be trained on best practices to promote language development in mathematics and create an environment where rigor and language production is valued. Math department will work together to: select power standards to prioritize, create course-aligned pre/post assessments, and develop standards-based student projects and rubrics which emphasize hands-on applications of standards to real-world contexts.

**Budgeted Amount:**

2,000

---

**Strategy/Activity 2**

Students at risk of not meeting mathematic standards are identified for academic intervention and provided after school tutoring, given access to differentiated online programs for targeted support. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary.

**Budgeted Amount:**

2,000

---

**Strategy/Activity 3**

The lowest performing students and those performing three or more grade levels below standards will be referred to C.O.S.T. Collaborative meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in mathematics and monitor student progress. SEL counselors will be brought into the process where needed.

**Budgeted Amount:**

---

2,000

---

**Total Expenditures**

6,000.00

### **Goal 5 - Content Area Goal**

#### **LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

#### **School Content Area Goal:**

César E. Chávez High School is committed to maintaining rigorous and engaging instruction in alignment with the Common Core State Standards in ELA, Math, and Next Generation Science Standards for California for all students. We support the implementation of a whole school Project Based Learning Instructional Model. All stakeholders will work together to provide increased access to PBL, as well as in English, Mathematics, Social Studies, Science, Technology, College and Career investigation and preparation. All César E. Chávez High School students will demonstrate improved academic performance achievement through the use of explicit, strategic data, informed instruction, and Project Based Learning, as measured by local and state assessments. César E. Chávez High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

---

#### **Strategy/Activity 1**

All students will have equitable access to a high quality curricular and instructional program. With the adoption of PBL as our instructional framework, all departments utilize standards-aligned instructional materials, provide academic supports, and technology-based resources to enhance project based learning. Teachers have the opportunity to participate in ongoing professional development opportunities provided by both PBL Works trainers and 2 instructional coaches on site. Wednesday staff meetings, collaboration, department pull out days, and individual planning days will be provided to support teachers in creating and implementing quality PBL units of study throughout the year. Progress monitoring data will be conducted via empathy interviews and teacher self-assessment surveys. Data will inform a personalized approach to professional learning options and 1:1 coaching support throughout the year.

#### **Budgeted Amount:**

---

#### **Strategy/Activity 2**

Teachers have identified course Power standards to prioritize for "deep learning". The need for internal course assessment data became evident, so the purchase of Mastery Connect as a tool to support this need became the solution. All teachers have been trained in using Mastery Connect to build course alike common pre/post assessments. Mastery Connect tracks standards mastery so that data is easily accessible for teachers to use to provide academic interventions, differentiation, and support that is TARGETED to specific standards. Teachers will have ongoing support using Mastery Connect via our two instructional coaches. Departments have been provided with pull-out days to create and design ongoing assessments for quality and alignment.

#### **Budgeted Amount:**

---

**Total Expenditures**



## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

---

#### School Parent Engagement Goal:

César E. Chávez High School staff will build a strong, informed, and productive partnerships between the school, parents and our community to increase student motivation, improve parent and community involvement at César E. Chávez High School, and ensure academic success for all students.

---

#### Strategy/Activity 1

César E. Chávez High School will use the available technologies to maintain consistent communication with parents and families and our Parent Wellness Center will play a key role in meeting parent needs and communicating information. In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School, Open House, Carnivals, Parent/Teacher conferences, Parent meetings,) through a variety of means: Parent Square, monthly newsletter, fliers, teacher contacts, banners, school marque, email, and phone messaging. Classroom teachers are expected to communicate on a regular basis with parents. Our school will hold regular recognition and celebration events in order for our parents to feel welcome at the school and to take pride in their child's accomplishments.

#### Budgeted Amount:

1,000

---

#### Strategy/Activity 2

Based on parent feedback through surveys, parent meeting, and committee suggestions, César E. Chávez High School will continue to invite parents to attend district sponsored training, community agency events, English classes, and support groups on topics requested by parents. Parent workshops through community partners will continue to be supported as requested by our parents. César E. Chávez High School will continue to offer grade level and/or topic specific family workshops lead by our staff that equip parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home. César E. Chávez High School will involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity. Parents will be actively encouraged to help lead and recruit for these trainings and workshops.

#### Budgeted Amount:

1,000

---

#### Strategy/Activity 3

César E. Chávez High School will encourage parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. César E. Chávez High School will actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity.

#### Budgeted Amount:

1,000

---

#### Strategy/Activity 4

---

---

César E. Chávez High School will work towards improving at identifying family members in need of community assistance with housing or food insecurities and connect them with appropriate community partners. César E. Chávez High School will work with community partners to link families in need to community services.

**Budgeted Amount:**

1,000

---

**Total Expenditures**

4,000.00

## Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	6,000.00
Goal Area 2, English Language Arts	15,206.00
Goal Area 3, English Learner Progress	15,206.00
Goal Area 4, Math	6,000.00
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	4,000.00
<b>Total Funds Budgeted</b>	<b>46,412</b>