

# The Single Plan for Student Achievement

## Del Mar High School

School Name

19752911996081

CDS Code

Date of this revision: 9/4/15

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

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

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## San Gabriel Unified School District

School District

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The District Governing Board approved this revision of the School Plan on 12/9/14.

## School Vision and Mission

Del Mar High School Vision and Mission Statement:

It is the belief of the staff at Del Mar High School that all students have value and are deserving of a comprehensive education to prepare them for the future. It is our mission to develop life long learners who will be literate in a competitive and technological society.

Adopted by School Site Council 5/18/04

Del Mar High School Expected School Wide Learning Results (ESLR'S)

### ACHIEVEMENT ESLRs

All students will demonstrate academic growth by  
Mastery of standards based curriculum  
Passing the California High School Exit Exam (CAHSEE)  
Meeting credit requirements toward graduation

### CHARACTER ESLR's

All students will demonstrate personal accountability and goals  
through:  
High attendance rate  
Participation in extracurricular opportunities  
Positive decision making

### TRANSITION ESLRs

All students will become productive members of society and have a post-secondary plan to include:  
Career inventory, exploration, and preparation  
Technology literacy  
Senior conferences

Adopted by School Site Council 1/19/2010

## School Profile

Del Mar High School is an urban continuation school, located approximately 15 miles east of Los Angeles and is one of eight schools in the San Gabriel Unified School District. Del Mar High School opened its doors in the fall of 1997, as The "Community Education Center". This was preceded by two years by the opening of Gabrielino High School, the district's traditional high school.

Current student enrollment as reported by October CEBDS, 2014 AERIES Information System is 63 students. The ethnic breakdown is as follows: 74% identify themselves as Hispanic or Latino in race. In ethnicity 4.3% identify as American Indian or Alaska, 6.3% Asian, 54.8% Black or African American, 14.3% White, 63.5% intentionally left blank.

The curricular offerings at Del Mar High School are designed to meet the needs of students based on the State of California content standards and frameworks and District and State diploma and graduation requirements. In the Spring of 2011, the school went through full review for WASC Accreditation and based on the self-study and visit by a WASC committee, was awarded a six year term of accreditation with a three year revisit. Del Mar went through a WASC three year interim review in the spring of 2014 and it's WASC status was affirmed through the 2017 school year. . Del Mar earned distinction from the State of California as a Model Continuation High School in the Spring of 2015 through the 2018 school year. Del Mar High School was put into place to serve the student's alternative educational needs. Del Mar serves students who must work to help their families, need a smaller more personalized environment or have fallen behind in credits at the traditional high school. Del Mar students frequently "catch up" on their credits and return to the traditional high school setting for graduation. Approximately thirty to forty students a year receive their diplomas from Del Mar High School.

The average class size is 15 to 20 students. All teachers possess a CLAD, BCLAD or Hughes Credential.

Students at Del Mar High School receive support services from a variety of qualified staff. Students are released at 2:25 p.m. and staff remains on site for conference and tutoring until 3:00 p.m. The school has two 50% academic/career counselors for a 1 FTE total counselor. These counselors are on site 100% of the time to meet with students to discuss academic, career and personal counseling. Our counselors are fully credentialed as a school, personal and Marriage and Family Counselor. There is a Peer Helping program where students are trained to be peer counselors and then will counsel their fellow students. Individual counseling for "At Risk" students is available through graduate level interns from the Cal State system as well. Del Mar is also in partnership with the La Casa De San Gabriel Community Center. At La Casa, Del Mar students assist with the pre-school program as classroom aides and program assistants. Students with attendance or behavioral issues are referred to the School Attendance Review Board. Automated attendance phone calls are sent daily to students who are not in attendance. Our office manager, teachers, Counselor and Principal make follow-up phone calls, wake up phone calls and pick students up for school. The Principal makes home visits with the counselor for chronically truant students, or students in crisis.

Student recognition is a large part of the Del Mar High School culture. There are "Student of the Week" awards in which students are recognized for weekly achievement in academic, attendance and behavior areas. Student attendance is recognized through T-Shirts awarded for 85% attendance or better. There is a monthly lunch for students with a 3.5 or better GPA and/or 90% attendance. Students are also able to compete against other continuation schools in the San Gabriel Valley Continuation League (SGVCL) in athletics if their attendance is 80% or better. Partnerships are in place with the San Gabriel Rotary Club, who teach business building and finance and who speak to students about overcoming adversity and barriers and becoming leaders . There is also the LACOE "Work Source" program for our students with Individualized Education Programs (IEPs) which enable our IEP students to get job specific training and intern placement that can lead to a regular job within the selected placement. Planned Parenthood comes weekly to discuss At-Risk-Teen issues and personal accountability. Student work at Del Mar is recognized in academic, elective and physical education classes and through the "Principal's Honor Roll" each trimester. There are school wide field trips and barbecues that promote respect of and awareness for other cultures. There is a "Student of the Year" award given at the end of the year, PTSA and community scholarships given to graduating seniors. Seniors graduate "On the Stage" in the Gary E. Goodson Theatre on the campus of Gabrielino High School, where most of our students began their high school experience.

While we are very focused upon each and every student's achievement, we also believe that all students learn best in an environment of care and concern. We recognize that high standards and their alignment with curriculum and assessment are extremely important. We also view each and every child as a special and unique human being and make every effort to meet all of their needs, not just their academic needs.

## Comprehensive Needs Assessment Components

### A. Data Analysis (See Appendix A)

In the absence of Statewide testing data due the implementation of the CAASPP testing program, California High School Exit Exam (CAHSEE) pass rates, graduation rates and credits earned are used to evaluate the school wide program. In the 2014/2015 school year the pass rate for all students taking the CAHSEE exam was up to 50% (35% in 13/14). Students taking the ELA portion of the exam passed at a rate of 63% (29% in 14/15) and the students who took the mathematics portion of the exam increased as the pass rate was 40% (39% in 2014/15). 94% (100% in 13/14) or 28 of the 30 graduating seniors had passed both sections of the exam by graduation, a drop of 6% from the previous year. The graduation rate for the 2014/2015 school year was 86% (91 % in 14/15) as calculated by graduates/ seniors - 5th year returnees and transfers. In the 2014/2015 school year students earned an average of 8.3 credits per month. (9.2 in 14/15).

At Del Mar, the staff and school are committed to improving the results of student proficiency for our school, and until the State finds a replacement accountability report in the absence of ASAM, we will use multiple sources of data as a measuring stick for the effectiveness of our program.

### B. Surveys

School Site Council parents, teachers and students as well as community members review and make recommendations in planning and implementing the school plan. Staff collaboration is achieved through weekly staff meetings as a part of our Achievement, Character and Transition (ACT) Wednesday program. The successful application and visit for a California Model Continuation High School are a part of development and implementation of the Single Plan goals. Surveys are given to students regarding their overall program including discipline and bullying issues at Del Mar.

### C. Classroom Observations

Student achievement is monitored by use of the Aeries.net Information System. Curriculum and instruction is also monitored through formal and informal teacher observations. There is a school wide goal written each year, with the focus for 2014/15 being development of subject wide unit plans based on district Common Core (CC) Unit planning templates, and the development of CC Performance Task in all core curricular classrooms. Teachers are evaluated on an every other year basis. As a part of the evaluation process, each member develops two learning goals for the school year that along with a goal written by the Principal, directs their instruction for the year and are in alignment with district LEA and school wide goals.

### D. Student Work and School Documents

Student work is monitored in many ways. The Counselor meets with students multiple times yearly to monitor progress in each class and graduation status. Student progress is monitored monthly by individual progress reports and credits earned. Student progress in individual classes and in credits earned towards graduation are used as a needs assessment. Parents are able to access current student grades, graduation progress and attendance through the Aeries Parent Portal online program. Student completion of California High School Exit Exam requirements, The Gates MacGinitie Reading test, Read 180 reading Lexile tests and Renaissance Learning assessments are indicators used to implement and support curriculum. Pre-test in reading and mathematics and classroom assessments are used to monitor student progress and assess academic needs. Students are given continuous feedback on their progress within each class and towards graduation by teachers, counselor and administration. The Adopt-A-Graduate program is in place so that each student has a faculty member to monitor their progress and coursework and to give them extra guidance beyond what our 50% counselor can give them.

### E. Analysis of Current Instructional Program (See Appendix B)

The following statements characterize educational practices at this school:

1. Alignment of curriculum, instruction and materials to state content and performance standards:

- Principal receives training on standards and how to coach, supervise and evaluate teachers according to their ability to teach standards.

- Teacher recruitment hiring, evaluation and tenure decisions focus on the standards for the teaching profession (CSTP)
- All textbooks and supplemental materials align with standards.
- Evaluation of student achievement stresses mastery of content and performance standards, including identified school wide essential standards and California Common Core State Standards.
- Current coursework and materials are being aligned to the Common Core national standards.
- Staff meets weekly to discuss the academic program and individual student achievement and progress.
- All new teachers have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSA) program, which focuses on standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

- District purchases materials on the State-Adopted list aligned with the standards and made available to students.
- Teachers plan lessons in accordance with State Standards, Common Core Standards and adopted school wide essential standards and Expected School wide Learning Results (ESLR's.).

3. Alignment of staff development to standards, assessed student performance and professional development:

- New teachers participate in BTSA, with activities that focus on the use of standards based reading materials.
- All teachers have the opportunity to attend professional workshops/conferences and to network with and observe best practices of the comprehensive high school in the district and other continuation programs.
- Master schedule that reflects minimum day ACT Wednesday that allow for weekly professional development and collaboration.
- Current professional development is directed towards implementation of Common Core State Standards in relation to curriculum, performance task, unit planning and objective writing.

4. Services provided by the regular program to enable under performing students to meet standards:

- Low student to teacher ratio.
- California High School Exit Exam intervention class.
- Algebra Readiness math class.
- American Academy online learning curriculum.
- "Test Prep USA" online CAHSEE intervention supplemental instruction.
- After School tutoring.
- School and community counseling services available to all students.
- Student of the Week Program.
- Incentive barbecues, t-shirts, Movie and Game Nights and Spirit Fridays.
- Principals Honor Roll each trimester.

5. Services provided by categorical funds to enable under-performing students to meet standards:

- Extended academic and personal/social counseling for EIA qualified students.
- Group counseling through Graduate Level Interns.
- Individual, group and family (In Kind) counseling through Graduate and Masters level intern Counseling Programs and the District Family Resource Center.
- Student incentive programs for attendance and academic success funded through EIA/LEP.

6. Use of state and local assessments to modify instruction and improve student achievement:

- The site participates in all phases of the state standards-based assessment system including the SBAC test and the California High School Exit Exam.
- Use of Read 180 Reading Level Lexile Test.
- Use of the Gates MacGinitie Reading assessment as pre and post test for all students enrolling in the school.

7. Low student performance in academic areas:

- Teachers differentiate instruction to address the ongoing needs of students.
- Teachers develop goals and strategies to address student needs based on data analysis.
- Students are offered after school tutoring by teaching staff to address academic needs.

- Student Study Team meetings.
- CAHSEE intervention classes and counseling.
- Algebra Readiness class for struggling students.
- Adopt-A-Graduate program.
- ACT Wednesday curriculum for alternative instruction areas including drug awareness, nutrition education, job readiness skills, At-Risk teen behaviors, Writers Workshop, Web-based technology instruction, group and individual counseling, smoking cessation, and athletic competition.
- Peer Helping Program.
- Use of Specially Designed Academic Instruction in English (SDAIE) methodology.

8. Family, school, district and community resources available to assist these students:

- Free and reduced lunch program.
- District Family Resource Center for counseling and medical referrals.
- School Site Council.
- School Attendance Review Board (SARB).
- Group counseling services through Graduate Level Intern program .
- After school tutoring.
- California High School Exit Exam intervention/support classes.
- Peer Helping.

9. School, district and community barriers to improvements in student achievement:

- Poor student attendance.
- High rate of student transiency.
- Economically disadvantaged students.
- Poor parental participation.
- Environmental factors relating to stable home and family dynamics.
- At Risk teen behaviors.
- Lack of Community Resources for youth employment.

10. Limitations of the current program to enable Under performing students to meet standards.

- Absence of advanced level courses.
- 3.87 Teaching positions as opposed to 4.0 FTE.
- 50% counselor instead of 100%.
- Limited number of teaching staff all of whom teach multiple subjects with multiple content preparation.
- No formal English as a Second Language classes or programs.
- Limited Special Education programs.
- Limited support staff.

## Description of Barriers and Related School Goals

In describing barriers that are related to Del Mar High School, you must begin with the students whom the school serves. Typically students at Del Mar enroll in the school with multiple individual barriers to their learning.

Students can enter the school program significantly below grade level standards with psychological and environmental factors that affect learning. There is a high transiency rate for student attendance. This can be related to transfers to and from the traditional high school program. It can also be related to family dynamics, family residence issues and involvement with law enforcement. Students also deal with low socio-economic status and poverty level existence including homeless and foster care. Often students are in attendance for one semester or less, making articulation and follow up difficult. Teen pregnancy and parenting issues also provide a barrier to the access of education because of limited student time for school. There is traditionally low parent involvement in the school as well.

Del Mar High School is a continuation high school that is in place to give students an alternative educational environment where their specific and unique individual needs can be addressed and their path towards graduation can be facilitated. Courses are structured to meet both the students' needs to remain current in credits but also to "catch-up" on class credits that have been failed. Classes are structured on a trimester basis and do not include the depth or breadth of the traditional high school. There are no advanced level classes and there are limited facilities for science labs (ie. no sinks or fixed equipment).

Del Mar High School underwent a full self study review through the Western Association of Schools and Colleges Accreditation (WASC) process in the spring of 2011. The school and the visiting committee identified specific areas of need and concern for the school. These identified concerns will be some of the areas of focus in planning for school instruction. These goals will be updated through the WASC review process during the 2016/17 school year. The areas of need were identified as:

- Increase academic achievement of students.
- Teaching staff further refining differentiated instruction for student achievement.
- Develop and refine periodic assessments to evaluate student achievement.
- Develop physical fitness curriculum according to standards based instruction.
- Continue to promote community partnerships.

Additional areas that need to be addressed:

- Implementation of Common Core Standards strategies.
- Ongoing implementation of the use of data to direct and adjust instruction.
- A need to continue to develop benchmark, formative and summative assessments.
- A need to continue to develop Differentiated Instruction techniques to increase student achievement as measured by student achievement data i.e. CST, CAHSEE, CELDT, STAR Reading, mathematics and local assessments.

## Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: College and Career Readiness</b>
<b>LEA GOAL:</b>
Students Will Be College and Career Ready
<b>SCHOOL GOAL #1:</b>
Students Will Be College and Career Ready
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. 2013 CST data indicate a proficiency level of 4% for the ELA exam taken by all 11th grade students (23). 2013 CST data indicate a proficiency level of 0% for the Math exam for all 11th grade students who took the exam (11).</li><li>2. 2014/15 CAHSEE exam results indicate that of 22 ELA portions of the exam taken, 63% passed, and that of 20 Math exam taken, 40% passed.</li><li>3. Currently approximately 90% of Del Mar Seniors complete the FAFSA financial aid application.</li><li>4. The percentage of students taking the ELA portion of the EAP exam in 2013 indicate that 16% of students scored at the Exempt or Conditional Exempt status level.</li><li>5. Approximately 90% of graduating seniors visit one or more community colleges or career pathway facilities or the community college and career day at Gabrielino High School.</li><li>6. Approximately 50% of all graduating seniors, enroll in and attend a community college or career pathway school within two years after graduating from Del Mar High School.</li></ol>
<b>Findings from the Analysis of this Data:</b>
The findings of this data indicate that the majority Del Mar High School students score below the proficient rate on CST exams. CAHSEE exams scores are improved to the 50% levels. A high percentage of students complete their on-line college financial aid applications and visit community colleges during their senior year, and the number of students enrolling in community college or a career pathway school lower than ideal.

**How the School will Evaluate the Progress of this Goal:**

1. SBAC summative data established for ELA and Math.
2. CAHSEE pass rates for ELA and Math will increase by 2% from previous year schoolwide
3. College FAFSA Financial Aid application completion rates will increase from 90% to 92%.
4. 90% of all 12th grade students enrolled more than 90 days will attend at least one Community College fieldtrip.
5. Community College enrollment and actual attendance rates will increase from 50% to 55%.
6. Percentage of 11th grade students scoring "Ready for College" or "Conditionally ready for College" will increase from 16% to 20% on EAP testing for 2014/15.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase CCSS- aligned ELA/Math core instructional materials within 1-2 years of availability.	October 2014 - May 2015	District and Site Level Staff				
Supplement current counseling staff with a college and career counselor 1 hours per week.	September 2015 - May 2016	District and Site Level Staff	This will fund personnel to meet with students individually regarding college and career counseling. It will provide 1 hour of weekly group instruction using the Naviance College and Career Inventory.	None Specified	District Funded	0
All core academic classes will be taught by Highly qualified staff.	August 2015 - May 2016	District and site staff	n/a	None Specified	None Specified	
Multiple fieldtrips to area community colleges and career pathway facilities.	October 2015 - May 2016	Site Staff	This will fund two field trips including transportation to area community colleges and career pathway facilities for EL, Economically Disadvantaged and foster youth.	0001-0999: Unrestricted: Locally Defined	Site Based Gifts and Donations	\$250.00
Use of daily stated learning objectives for all core curricular subject area classes.	October 2015 - May 2016	Site Staff	n/a	None Specified	None Specified	
Implementation of Academic Vocabulary in each core curricular classroom as a part daily lesson planning.	On- Going	Teachers Counselor Principal				

## Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Achievement Gap</b>
<b>LEA GOAL:</b>
Students will receive high quality instruction and intervention to eliminate the achievement gap.
<b>SCHOOL GOAL #2:</b>
Students will receive high quality instruction and intervention to eliminate the achievement gap.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. 2013 CST data indicate a proficiency level of 4% for the ELA exam taken by all 11th grade students (23). 2013 CST data indicate a proficiency level of 0% for the Math exam for all 11th grade students who took the exam (11).</li><li>2. 2014/15 CAHSEE exam results indicate that of 22 ELA portions of the exam taken, 63% passed, and that of 20 Math exams taken, 40% passed.</li><li>3. 3 year average graduation rate of 80%.</li></ol>
<b>Findings from the Analysis of this Data:</b>
The findings of this data show that the majority of students at Del Mar High School test below proficiency in CST and CAHSEE testing, while graduation rates fluctuate between 91% and 66%.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"><li>1. SBAC Baseline Summative Data established for ELA and Math.</li><li>2. CAHSEE pass rates for ELA and Math will improve by 2% each from the previous year.</li><li>3. The 3 year average graduation rate, which is currently 81% for the years 2013, 2014 and 2015, will improve by 5% to 86% for the years 2014, 2015, 2016.</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of designated AVID strategies in each core curricular classroom.	November 2015- May 2016	Staff/Principal				
Provide CAHSEE Intensive Instruction and Intervention during the school day.	Ongoing	Staff/Principal				
Train teachers and administrators on collaboration protocols that lead to student data discussions, data driven instructional decisions and sharing of research based practices.	November 2015 - May 2016	Staff/Principal				
Incorporation of CAHSEE released questions in all Math and Algebra I classes to supplement instruction.	Ongoing	Teacher				
Create Benchmark exams, pre-test, post-test and formative assessment using released CAHSEE questions to assess student readiness and progression and to adjust instruction.	Ongoing	Teacher				
Mandatory 7th period tutoring program for all students failing at the November progress report.	August 2015 - May 2016					
Addition of a 60% School based academic and personal-social counseling to attempt to remove barriers for EL, Economically Disadvantaged and Foster Youth.	August 2015		Counseling Services. With the addition of 60% counseling services, students will receive academic, college and personal social counseling daily for all periods of the school day.	1000-1999: Certificated Personnel Salaries	LCFF - Base	64,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic tutoring and credit recovery period	November 2015 - May 2016	Staff	This will be an additional period of instruction during the school day for students who need assistance with ongoing classwork or who need additional opportunities for credit recovery towards graduation.			

## Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Safe Learning Environment</b>
<b>LEA GOAL:</b>
Students will have an equal opportunity to learn and succeed in a culturally responsive, engaging, and physically and emotionally safe environment.
<b>SCHOOL GOAL #3:</b>
Students will have an equal opportunity to learn and succeed in a culturally responsive, engaging, and physically and emotionally safe environment.
<b>Data Used to Form this Goal:</b>
<p>Although school daily attendance rates are good (86%) the percentage of chronically absent students in 2013/14 is listed as 68% by the Data Quest Website.</p> <p>The average graduation rates at Del Mar High School for the previous three years were: 2013-66%, 2014-91% and 2015 -86 % for an aggregate percentage of 81%.</p> <p>The drop out rate for Del Mar in the 2014/15 school year for all students was 5.3%</p> <p>The 2013-14 school wide suspension rate was 9% (8 students) and the expulsion rate was 0% (0 student).</p> <p>In 2014-2015, School Climate/Bullying survey identified 77.8% of students (14 of 18 students responding and an increase from 12.7% in previous year)of students who when they witnessed bullying take place, ignored it because it was not their business.</p>
<b>Findings from the Analysis of this Data:</b>
The findings for Del Mar High School show that while daily attendance is relatively stable at 86% for the last school year and 81% over a three year period,, approximately 5% of the students who attend are chronically absent and constitute the majority of the daily and period absences for the. These are the same students who are most in danger of dropping out or returning for a 5th year of high school.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"><li>1. Three year Average daily School attendance rate will be improved by 7% to 90%.</li><li>2. Del Mar drop out rate will decrease from 14%, to 5%.</li><li>3. Del Mar graduation rate will increase 4% from a three year aggregate of 81% to 86%.</li><li>4. Del Mar will maintain expulsion rate of 1% and decrease suspension rate by 1% to 9.6%.</li><li>4. School Climate/Bullying Survey percentage of students who witnessed bullying take place and ignored the incident will drop from 77% % to 5% or less.</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and track chronically absent students and determine reasons for absenteeism; develop an appropriate intervention plan	August 2015- May 2016	Site and district staff.				
Additional Wednesday curriculum designed to engage students in critical thinking skills in relation to bullying, at-risk teen behaviors, drug and alcohol awareness.	August 2015 - May 2016	Counselor Staff Principal				
Review historical achievement data, attendance data, and behavioral data for dropouts to determine predictors and develop appropriate intervention plan.	August 2015 May 2016	Site and District staff				
Train teachers on positive behavior intervention and support, culturally responsive pedagogy, and anti-bullying strategies.	August 2015 May 2016	Site and District Staff				
Continue to implement progressive discipline policies, bullying protocols and Peer Helping program. Establish Principals Student Discipline Committee to review and revise school discipline policies.	August 2015 - May 2016	Peer Helping teacher, Principal, Counselors, Staff				
Multiple Fieldtrips to Environmentally and culturally based facilities, such as the Cabrillo Marine Museum, Getty Art Museum and additional Los Angeles area museums.	August 2015- May 2016	Principal, Staff	These fieldtrips will be used to raise student awareness of environmentally specific sites to raise student awareness of the impact they have in the world around them.	None Specified	Donations	1250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Senior Portraits and Yearbooks for all graduating seniors.	May 2016	Principal	Purchase Senior Portraits and Yearbooks for all graduating seniors so that that unduplicated students have equal access to all programs provided.	4000-4999: Books And Supplies	LCFF - Base	900.00

## Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Family and Community Engagement</b>
<b>LEA GOAL:</b>
Students will benefit from improved family and community engagement.
<b>SCHOOL GOAL #4:</b>
Students will benefit from improved family and community engagement.
<b>Data Used to Form this Goal:</b>
Del Mar struggles to have parent representation on site committees such as School Site Council, English Learner Advisory Committee and the Superintendents Parent Advisory Council Attendance at parent involved activities (Parent Information Night, back to School Night) is low. Specifically, the families of unduplicated students ( EL and foster youth) are under represented on committees and at parent functions. Parent access to the Aeries Parent Portal program is low and many families do not have access to the internet.
<b>Findings from the Analysis of this Data:</b>
This data shows that Del Mar is challenged to have parents attend meetings or to have parents volunteer for committees and councils. This is especially prevalent among the Hispanic EL population.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"><li>1. School and District Committee rosters will be used to determine baseline demographic composition of committees and parent night attendance.</li><li>2. Parent Event/Workshop evaluations will be tracked in one year to determine baseline data.</li><li>3. 50% of Del Mar parents will access parent portal, submit accurate email addresses to the school and all teachers will use Aeries grade-book linked to parent portal.</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve Home-school digital communication (email, website and parent portal).	August 2015 - May 2016	All staff				
Investigate ways to more effectively use existing Spanish, Mandarin and Cantonese community liaisons for parent outreach and oral and written translation.	August 2015 - May 2016	Site and District Staff				
Site Administration and staff will actively recruit more families of low income, English Learner, and Reclassified English Learner students to participate in school/district events. The school will provide oral translation at all events in the dominant primary languages.	August 2015- May 2015	Site Administration and staff.	School administration will make personal visits to students and families in order to help them to be more comfortable in participating in the school environment.			0
Develop and implement family nights and events with the help of community partners.	September 2015- May 2016	School site staff	This fund will be used in the implementation of two Parent Involvement Nights. One to be called Parent To Parent for parents to speak to each other about the unique needs of continuation students and for a drug awareness education night for parents. Funding will be used for supplemental materials and food.	None Specified	Title I Part A: Parent Involvement	621.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partner with Gabrielino High School on it's Parent Seminar Series.	August 2015-May 2016	DMHS and GHS school site staff.				
Title I At-Risk-Student and family coordinator who will work with Title I eligible students and families to improve student achievement.	October 2015-May 2016	District and Site Staff	This funding will be used to hire staff who will contact and work with Title I qualified students and families, assisting students with academic intervention and families with academic, community and counseling resources.	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	38,200.00

### Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

### Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	District Funded	0.00
None Specified	Donations	1,250.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	64,000.00
4000-4999: Books And Supplies	LCFF - Base	900.00
0001-0999: Unrestricted: Locally Defined	Site Based Gifts and Donations	250.00
None Specified	Title I Part A: Parent Involvement	621.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	38,200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	0.00
Donations	1,250.00
LCFF - Base	64,900.00
Site Based Gifts and Donations	250.00
Title I Part A: Parent Involvement	621.00
Title I Part A: Targeted Assistance Program	38,200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	250.00
1000-1999: Certificated Personnel Salaries	64,000.00
2000-2999: Classified Personnel Salaries	38,200.00
4000-4999: Books And Supplies	900.00
None Specified	1,871.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	250.00
<b>Goal 2</b>	64,000.00
<b>Goal 3</b>	2,150.00
<b>Goal 4</b>	38,821.00

## Progress Monitoring

### SCHOOL GOAL #1:

Students Will Be College and Career Ready

Please report progress in actions implemented:

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	
Purchase CCSS- aligned ELA/Math core instructional materials within 1-2 years of availability.	District Textbook adoption in math will be 15/16 school year	District Textbook adoption in math will be 15/16 school year	
		Purchased 20 laptops 4/10/14	Quantity reduced from 25 to 20 to accommodate Title I funding budget.
Supplement current counseling staff with a college and career counselor 1 hours per week.		All 2015/16 CTE monies moved to Gabrielino in exchange for CTE clerk to be at Del Mar 1 hour weekly.	Goal moved to 2015/16 school year from CTE monies.
All core academic classes will be taught by Highly qualified staff.	Completed 8/14		
Multiple fieldtrips to area community colleges and career pathway facilities.	None	Fieldtrips to Moorpark College, Pasadena City College, East Los Angeles Community College. Completed 5/2015	
Use of daily stated learning objectives for all core curricular subject area classes.	Ongoing throughout the school year.		Completed in all History classes. ELA not daily, Math /Science not done due to long term substitute. Will be a goal in all core academic classes 2015/16 school year.
Implementation of Academic Vocabulary in each core curricular classroom as a part daily lesson planning.	Completed 8/14		

## Progress Monitoring (continued)

<b>SCHOOL GOAL #2:</b>
Students will receive high quality instruction and intervention to eliminate the achievement gap.

Please report progress in actions implemented:

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	
Use of designated AVID strategies in each core curricular classroom.	Used infrequently	Used infrequently	Goal will be reviewed before the 2015/16 school year to determine the feasibility of implementation based on California Standards, staffing and WASC determining factors.
Provide CAHSEE Intensive Instruction and Intervention during the school day.	Completed 8/14. CAHSEE math and Read 180 for English Language Arts	Completed 8/14. CAHSEE math and Read 180 for English Language Arts	
Train teachers and administrators on collaboration protocols that lead to student data discussions, data driven instructional decisions and sharing of research based practices.	Did Not Occur.	Did not occur.	Training will be needed on new district data systems.
Incorporation of CAHSEE released questions in all Math and Algebra I classes to supplement instruction.	Completed 8/14	Completed year long in core curricular areas and ACT Wednesday.	
Create Benchmark exams, pre-test, post-test and formative assessment using released CAHSEE questions to assess student readiness and progression and to adjust instruction.	Did not occur.	To change in staffing of 50%, did not occur.	We are participating in SBAC trial core level assessments and will use those assessments as pre and post test in core academic subjects.
Mandatory 7th period tutoring program for all students failing at the November progress report.	Completed 11/4	Completed year long.	

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	
Addition of a 60% School based academic and personal-social counseling to attempt to remove barriers for EL, Economically Disadvantaged and Foster Youth.	Completed 8/14	Completed year long.	Goal will be carried over to the next year with the addition of hiring another 50% counseling position that will achieve 100% counseling services for Del Mar students.
Academic tutoring and credit recovery period		Completed 1/15 with the addition of a period 6 tutoring class.	This funding source was removed from Title I funding and placed into the General Fund. For the 2015/16 school year the goal will be rewritten to include 4 sections of Summer School from Title I funding.

## Progress Monitoring (continued)

<b>SCHOOL GOAL #3:</b>
Students will have an equal opportunity to learn and succeed in a culturally responsive, engaging, and physically and emotionally safe environment.

Please report progress in actions implemented:

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	
Identify and track chronically absent students and determine reasons for absenteeism; develop an appropriate intervention plan	Students tracked	Students tracked	While students were tracked and contacted on a yearlong basis, no new formal plan of addressing chronic or tardiness was ever formulated. The current plan of parent contact, principal home visits, SST, and SARB referrals was maintained.
Additional Wednesday curriculum designed to engage students in critical thinking skills in relation to bullying, at-risk teen behaviors, drug and alcohol awareness.	Completed 8/14	Completed yearlong.	
Review historical achievement data, attendance data, and behavioral data for dropouts to determine predictors and develop appropriate intervention plan.	Completed 8/14	Yearlong	Data was reviewed on a weekly basis with staff. While no new formal intervention plan was discussed, individual students plans were assessed and addressed by the entire staff. This included making curricular, scheduling and placement adjustments on individual student as needed.
Train teachers on positive behavior intervention and support, culturally responsive pedagogy, and anti-bullying strategies.	Did not take place formally.	Did not take place formally.	Training was given to teachers for the appropriate handling of seizure disorder.

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	
Continue to implement progressive discipline policies, bullying protocols and Peer Helping program. Establish Principals Student Discipline Committee to review and revise school discipline policies.	Completed 8/14	Completed yearlong.	
Multiple Fieldtrips to Environmentally and culturally based facilities, such as the Cabrillo Marine Museum, Getty Art Museum and additional Los Angeles area museums.		Fieldtrip to Museum of Tolerance 2/27/15 and Norton Simon Museum 5/21/15	Funding changed to San Gabriel Education Foundation sponsored trip.
Purchase Senior Portraits and Yearbooks for all graduating seniors.			

## Progress Monitoring (continued)

<b>SCHOOL GOAL #4:</b>
Students will benefit from improved family and community engagement.

Please report progress in actions implemented:

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	
Improve Home-school digital communication (email, website and parent portal).	Parent Portal established 8/14	Newsletters, emails and school information posted to school website	
Investigate ways to more effectively use existing Spanish, Mandarin and Cantonese community liaisons for parent outreach and oral and written translation.	Not Completed	Not Completed	
Site Administration and staff will actively recruit more families of low income, English Learner, and Reclassified English Learner students to participate in school/district events. The school will provide oral translation at all events in the dominant primary languages.	Invitation to join School Site Council sent home 8/14. Parent Information Night 9/14 parent again given opportunities to participate in school activities. Newsletters each month an open invitation for SSC participation.	Open House 3/15 used to try and recruit parent participation. Monthly Newsletters with open invitations for parent participation in SSC and other activities.	
Develop and implement family nights and events with the help of community partners.	Did not occur.	Did not occur.	
Partner with Gabrielino High School on it's Parent Seminar Series.		Del Mar parents were made aware of Gabrielino Parent nights including FASFA College and Career Night.	

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	
Title I At-Risk-Student and family coordinator who will work with Title I eligible students and families to improve student achievement.	Not Hired	Not Hired	Implementation will begin in 2015/16 school year. At Risk Student and Family coordinator will change funding source from Title I to LCAP Targeted Monies.

**Progress Monitoring (continued)**

<b>SCHOOL GOAL #5:</b>

Please report progress in actions implemented:

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	

**Progress Monitoring (continued)**

<b>SCHOOL GOAL #6:</b>

Please report progress in actions implemented:

Actions Stated to be Taken Reach This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	

## Appendix A - School and Student Performance Data

**Table 2: Title III Accountability (School Data)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	15	8	27
Percent with Prior Year Data	100.0%	100.0%	77.8%
Number in Cohort	15	8	21
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5%
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	16	0	8	0	35
Number Met	--	--	--	--	--	17
Percent Met	--	--	--	--	--	48.6%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	*	--	--	--	<b>No</b>

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above	--	--	

### Conclusions based on this data:

1.

**Appendix A - School and Student Performance Data (continued)**  
**Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,578	1384	
Percent with Prior Year Data	99.8	99.9	
Number in Cohort	1,575	1382	
Number Met	1,019	1003	
Percent Met	64.7	72.6	
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,264	591	1208	438		
Number Met	468	353	454	271		
Percent Met	37.0	59.7	37.6	61.9		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

**Conclusions based on this data:**

1.

**Appendix A - School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	50	1	25			1	25			4
10									***** *	***	*****
11	2	33	1	17	2	33	1	17			6
12	4	29	8	57	2	14					14
<b>Total</b>	8	30	10	37	4	15	2	7	3	11	27

## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Del Mar High School participates in California Common Core SBAC Testing and California High School Exit Exam Testing. Use of Read 180 Reading Lexile pre and post testing and the Gates MacGinitie Reading test. All classrooms use local assessments to assess individual student learning. All core content curriculum is aligned to California State Standards and is being adopted to fit the upcoming 2014/15 Common Core Standards rollout.

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

Del Mar High School staff use content based assessments for pre, post and mastery evaluation. The school is currently developing benchmark exams that will be aligned with those of the comprehensive high school. All staff use the Aeries.net and Aeries Browser Interface (ABI) data systems to monitor and disaggregate student achievement data for class and individual student results. Ongoing student progress in attendance, credits earned and progress towards graduation are monitored weekly during our ACT Wednesday Adopt a graduate program and at least tri-annually with the school counselor.

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (NCLB)

100% of Del Mar core curriculum (English Language Arts, Math, Science, Social Science) staff are NCLB compliant.

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

There have been no new State adoptions.

#### 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Teachers receive training on all new instructional materials.

#### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Del Mar staff meet each Wednesday as a part of our ACT Wednesday schedule. Staff development is driven by development of Standards alignment of Common Core curricular materials, development of aligned pre, post and benchmark exams, development of Differentiated Instruction Techniques, use and development of AVID instructional strategies, WASC Action Plan goals and monitoring and individual student and class monitoring.

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

Staff is involved in all district level staff development including: Implementation of Common Core State standards, differentiated instruction techniques, closing the achievement gap, use and development of Aeries.net and ABI systems and Special Education specific instruction.

8. Teacher collaboration by grade level (EPC)

Due to the small size of the school, each staff member at Del Mar is a "Stand Alone" teacher in their content areas. Staff collaborate weekly on best practices and student achievement in ACT Wednesday meetings. Staff also make yearly visits to the comprehensive high school to articulate with their department counterparts. We are currently developing a shared web-based resource for Common Core related lesson plans, differentiation and best practices that will enable staff to share successful and interesting lesson planning and implementation.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All Del Mar High School core-curricular classes are aligned with the California Content Standards and frameworks as we adjust our alignment to the State Common Core Standards. As the school is on a trimester system we have developed a set of "Essential Standards" that are taken from the Content Standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

N/A

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Del Mar High School is fully Williams compliant in standards based text and their availability to all students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Del Mar High School uses California Contents standards aligned text books for all core content classes and intervention classes. The Read 180 reading intervention program and the USA TestPrep web-site for math intervention are both aligned to the State of California content standards.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

The Del Mar High School curriculum is specifically designed to meet the needs of under performing students. As a continuation high school, Del Mar services students that have been determined to be at-risk by either being behind academically or in socially difficult family or guardianship situations.. Del Mar's curriculum is designed for students to "catch up" on learning and credits that they have missed for several reasons. The school year is divided into trimesters to facilitate students earning credits beyond the normal sixty per year. There are also a limited number of non-direct instruction classes including an online curriculum that allow students to work at their own pace. There is an algebra readiness class and a Read 180 Intensive instruction class for struggling students.

15. Research-based educational practices to raise student achievement at this school (NCLB)

All texts and core content classes are state aligned. Remedial programs and auxiliary resources such as the Read 180 reading program are research based programs that are purchased by the San Gabriel Unified School District and are used in all or most schools within the district.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

The master schedule at Del Mar is arranged so that the students school day ends primarily at 1:33 p.m. or at 2:25 for all students on Monday, Tuesday, Thursday and Friday. Each Wednesday is a minimum day to facilitate staff development and Professional Learning Community Discussion regarding student remediation. Each and every day tutoring is available from all staff from 2:25 until 3:00 p.m.

17. Transition from preschool to kindergarten (Title I SWP)

### Involvement

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

As with all schools in the San Gabriel Unified School District, Del Mar has resources available to families. The District's Family Resource Program provides counseling opportunities and can make outside medical agency and counseling referrals for families. There are referrals for counseling and family services to the Asian/Youth Center, Pacific Clinics and the San Gabriel Medical Center. On a school level, students are provided counseling resources through our school counselor who is a licensed marriage and family counselor as well as individual and group counseling through the California State University at Los Angeles counseling intern program.

19. Strategies to increase parental involvement (Title I SWP)

There is a Home/Parent School Compact, Parent Involvement Policy and School Site Council at Del Mar. While a high rate of parental involvement is difficult to attain, the school continually reaches out through Newsletters, mailings, parent nights including back to school and parent information nights. The school has also held Parent to Parent nights for parents to come in a discuss issues with each other and the staff.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

There is an active School Site Council that includes representation from all stakeholder groups.

### Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Del Mar High School receives additional Title I funding dollars in addition to LCFF funding.

22. Fiscal support (EPC)

Del Mar High School is fully funded through General Fund Dollars.

## Appendix C - Annual Evaluation

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

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

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

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

### Questions for SPSA Annual Evaluation

#### Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

1. Additional Counseling services to supplement the 40% school counselor. It is the goal to supplement by 10% the current school counselor and to hire an additional 50% school counselor for academic, college and career and social emotional counseling.
2. Two FTE Title I summer school positions for credit recovery and remedial skill foundations.
3. Community Liaison to work with unrepresented families in areas of school/family communication, college financial application and readiness and Dream ACT registration.

Identify the major expenditures supporting these priorities.

1. EIA/LCFF funding \$30,000 to \$50,000.
2. LCFF funding \$13,000.
3. Title I funding \$25,000

#### Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

1. 10% LCFF/EIA School Based Academic Counselor.
2. Teacher professional Development conferences and workshops.
3. Purchase of 20 Laptop Computers Title I funding.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

1. At Risk student and family coordinator Title I services.
2. Purchase of CCSS aligned ELA/Math core instructional materials.
3. Develop intervention plan for chronically absent students.

4. Develop and implement family nights to improve school/family communication.

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

1. Student Family coordinator tabled until 2015/16 school year.
2. Waiting for district textbook adoption of secondary math curriculum
3. Plan is currently being developed for 2015/16 school year.
4. Family night calendar was never scheduled.

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

Late approval of LCFF funding formulas by the State and the late approval of Single Plans for student achievement where barriers to funded actions. Attendance and family night plans did not get completed.

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

Tabling of actions until the 2015/16 school year when funding formulas and spending plans can happen at a much earlier in the school year time frame.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Since the programs that were not implemented do not produce quantifiable data, it is difficult to discuss the negative affect on student outcomes. The lack of a student family coordinator would indicate that unrepresented families may not felt as though there was access to school communications and programs. While there was not a newly developed intervention plan for chronically absent students, there was still a comprehensive effort to reach out to those students and families, including SST meetings, principal visits to the homes and SARB referrals.

### **Strategies and Activities**

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

1. The additional 10% counseling services were the most impactful. Student with social/emotional difficulties this year were at the highest levels in nine years. Students required more social emotional counseling as measured by students in private and outside counseling, probation, hospitalization and psychiatric placements. Seventh period mandatory tutoring was also helpful in credit completion and remediation.

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

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

- X Continuing it with the following modifications:  
Full implementation in the 2015/16 school year.

### **Involvement/Governance**

How was the SSC involved in development of the plan?

SSC was involved in the original development of goals and spending plans. When it became apparent that some goals would not be implemented, SSC was involved in the development of revised plans and goals for the January and May updates.

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

Since there was not 21 or more ELA families, there were no advisory committees at Del Mar.

How was the plan monitored during the school year?

As documented by SSC agendas, monitoring tables and minutes, the plan was monitored and updated on a monthly basis with the SSC.

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

Finding an appropriate way to get more families involved in the SSC process committee and process.

### **Outcomes**

Identify any goals in the most recent board approved SPSA that were met.

1. Students will be College and career ready. This goal was met as measured by CAHSEE pass rates, up 34% in ELA and 1% in math. College FASFA enrollment rates are still being determined. 95% of all seniors attended at least one community college fieldtrip. All other data will not be available until August of 2015.
2. Students will receive high quality instruction and intervention to eliminate the achievement gap. This goal was partially met as CAHSEE pass rates are up more than 2%. The average graduation rate and SBAC summative data are not currently available.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

3. Students will have an equal opportunity to learn and achieve in a culturally responsive, engaging and physically and emotionally safe environment. All data on this goal will be available by August of 2015.
4. Students will benefit from improved family and community engagement.

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

4. While parent rosters are used for continual communication for grades, counseling services and school functions, attendance at Parent Information and Back to School Nights were low. Parent attendance was monitored and rosters are on file. 50% of Del Mar parents did not use either Parent Portal or the schools web-site to monitor student progress or school functions.

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

1. Additional 50% school counselor to give students access to counseling services at 100%. This will improve college and career readiness and parent communications.
2. Parent and Community Liaison to help families access school, district and outside counseling and medical services.
3. Two summer school positions for Title I identified students for credit recovery and academic interventions.

## Appendix D - Recommendations and Assurances (Del Mar High School)

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

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

Attested:

Lon Sellers

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Denise Menchaca

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Appendix E - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families and students, the following are agreed upon roles and responsibilities that we, as partners will carry out to support student success in school and life.

Student Pledge:

The Student Pledge:

I understand that education is important; I am the one responsible for my own success. As a student, I will be responsible for the following:

1. I will come to school regularly and on time and be prepared to do my best.
2. I will cooperate with and respect, all teachers, staff and other students at the school.
3. I will take responsibility for my own actions.
4. I will respect the rights of others to learn and will not disrupt the classroom environment.
5. I will follow all school and classroom rules.
6. I will work daily to complete all work on time.
7. I will honor my position in the family of Del Mar High School and not do anything to bring disrespect to our family.
8. I will be a positive factor in my family at home as shown by my actions at home and at school.

Signature of Student. \_\_\_\_\_

### **Parents Pledge:**

Parents Pledge:

The Parent Pledge:

I realize that my child's education is very important. I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability.

As a parent, I will be responsible for the following:

1. I will make sure my child gets to school each and everyday they are well enough to attend.
2. I will provide a quiet, suitable place for my child to complete all homework.
3. I will support the school's homework, discipline and attendance policies.
4. I will attend Parent Information Night, Back to School Night and Parent to Parent Nights if I am available.
5. I will read all school-home communications and contact the school if I have questions or concerns.
6. I will stay informed on my child's graduation status by reading monthly progress reports and staying in contact with the school.

Signature of Parent \_\_\_\_\_

### **Staff Pledge:**

School Pledge:

The School Pledge:

We understand the importance of a quality education for every student and our role in responsibility in the process. As a school we will provide the following for each and every student:

1. We will provide a safe, positive and healthy learning environment.
2. We will provide academic instruction based on the California Content Standards.
3. We will treat each student as an individual.
4. We will communicate with parents on a regular basis.
5. We will utilize school/community resources to better meet the needs of all students and families.
6. We will participate in professional development and model life long learning.

Signature of Principal \_\_\_\_\_

## Appendix F - School Site Council Membership: Del Mar High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Denise Menchaca				X	
Ernest Lemus			X		
Rosey Cardenas				X	
Julie Sorensen				X	
Debbie Grimaldi			X		
Lizzeth Grijalba					X
Robert Valdez					X
Jeremiah Kurnidai					X
Bo Botts		X			
Yvette Villasenor		X			
Cathrine Kloster		X			
Dana Daniels		X			
Dori Rosental			X	X	
Isabel Brown				X	
Harriett Rothschild				X	
Lon Sellers	X				
Jessica Biase				X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>4 +3 (Alt)</b>	<b>2</b>

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