

**THREE-YEAR-TERM REVISIT
VISITING COMMITTEE REPORT**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

DEL MAR HIGH SCHOOL

312 S. Del Mar Avenue

San Gabriel, CA 91776

San Gabriel Unified School District

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Visiting Committee Members

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I. Introduction

General Comments:

DMHS, Where Second Chances Happen, is a small continuation school committed to student achievement and staff excellence. The team was very impressed with the school in 2011 when they visited the school originally and they are still impressed with the amount of progress the school has made in three short years. DMHS is very precise in their gathering of data. Their student population has dropped slightly in the past three years, from 65 to 56. They attribute this to a change in SGUSD graduation requirements, from 220 to 210, allowing students to stay at the traditional high school longer to make up credits. With the drop in overall student population the ethnic make-up of students seems to have remained unchanged and dropped proportionally to the overall drop in students. Currently, an average of 66% of students are of Hispanic/Latino ethnicity. Only about 10% of students are special education, who they service to the best of their abilities.

Average attendance has dropped slightly in the past three years, from 98% (2011/12) to 88% (2012/13) and DMHS has begun offering incentives to students for good attendance and has begun a rigorous disciplinary process for students with poor attendance. DMHS' Limited English population has stayed unchanged in the past three years, approximately 40-50%. The population of students on free and reduced lunch has risen significantly, from 62% to 78%, in three years. School discipline has improved significantly with the number of suspensions (3) and expulsions (0). In 2011, those numbers were 19 and 1. All of the teachers are fully credentialed and qualified for their positions according to NCLB standards. DMHS' API and CST scores have not changed significantly in three years, and a majority remain in the BB and FBB range. Due to the small, transient student population, it is difficult for them to get meaningful data from testing data. DMHS did meet all of their AYP criteria all three years since the last visit. For the past two years DMHS' graduation has dropped. The adjusted graduation rate in 2011/12 was 83%, but in 2012/13, it was only 66%. This ties into the CAHSEE pass rates which are also low. The average yearly overall pass rate for students taking the ELA is 47%, and the average for math is 28%. However, the students who have passed the CAHSEE is actually in the 80+%. Several students retake the test a few times, which skews the data. Dropout rates have shown a slight rise: 8 out of 68 students in 2011/12 and 10 out of 64 students in 2012/13, approximately 15%. DMHS follows an 80/20, direct – indirect, instruction model. The state requires three classes per day minimum of instruction for each student, but most students have 6-7 classes.

Significant Changes or Developments:

One significant change is that SGUSD has changed its graduation requirement from 220 to 210 credits, which has lowered DMHS' student enrollment. More students are now able to stay at the traditional high school and graduate due to fewer credits required for graduation. The reduction of students attending MCHS has affected their ability to get accurate data from their testing data. Another significant change was in staffing. Due to budget cuts, the social science teacher was replaced in the middle of the school year, which disrupted the classroom. Also the position was changed to 83%,

which affected the Master Schedule. The Family Resource Center was moved off-campus to the district office, which makes it more difficult for DMHS students to get the resources they need. New board members have been added since 2011, giving DMHS more visibility at the district level. The beautiful physical education facilities have been completed.

DMHS has become a Title 1 school giving them access to more funding. SGUSD has a new Superintendent who is more visible on the DMHS campus. The school has opened up the student and parent portals through the Aeries program so that students and parents can have instant access to student grades and credits. A wonderful new computer lab has been added with twenty-five new computers for student use. Very impressive since 2011, the school was recognized by the state as a Model Continuation School, which reflects the fine programs and staff that serves these students, one of the programs is ACT Wednesday.

II. Follow-up Process

Because DMHS is such a small school, the leadership committee is made up of all four teachers, the counselor and the principal. These six people are able to meet daily and weekly on Wednesdays for 2 ½ hours to discuss the overall progress the school is making toward meeting its goals. The leadership committee looks at student data to make changes to improve student achievement. Because of the intimate atmosphere that DMHS gives to students, the leadership committee is also able to look at students on a case-by-case, one-on-one basis and see beyond data into the heart of the student and determine a course of action that will be best. The committee has spent a lot of time together grappling with the various issues they have had to face in the past three years. Some of those issues are reduction in student enrollment, reduction in graduation rate, poor CAHSEE rates, Master Schedule changes, reduced Social Science teacher position, and rising dropout rate.

The capacity of the school to monitor implementation and accomplishment of the areas for improvement is very high. It is a very dedicated staff, strong principal leadership, and strong district support. They have a very hands-on environment and students are shown trust and fairness, with emotional support from all staff. The **ACT** ESLRs have proven to be a strong reflection of the direction DMHS students are encouraged to take:

Achievement - through academic growth and graduation

Character – showing personal responsibility

Transition - to be a productive member of society and have post-secondary plans

III. School's Progress on the Critical Areas for Follow-up

Critical Area of Need #1: Improve student achievement in 4 core curricular areas, i.e., English Language Arts, Mathematics, Science and History.

Goal: 10% increase in performance in CST core tests

DMHS took four specific steps to accomplish Need #1:

a. Refine the essential standards to align with CST

Teachers have continued to refine instruction by examining CST-released questions. Now, teachers have completed the Common Core training and are transitioning into the new instruction models.

b. Collaborate with the traditional high school to align essential standards

In an on-going process, teachers attend professional development together to move toward common core standards

c. Align essential standards for non-directed core classes

Teachers are beginning to align standards to match directed core classes, making them more relevant and rigorous.

d. Develop and implement intervention plan to increase student attendance

An 80% attendance policy was implemented to earn primary credit for classes. If 80% is not achieved, the credits earned will be applied toward electives. Students do have opportunities to make-up missed classes and by serving detention. Those achieving 80% receive numerous recognition and awards.

Unfortunately, these changes have not increased all the CST scores by 10%. The following data will represent the date from 2011 and 2013.

ELA: 38% - 52% Algebra: 54% - 58% Earth Science: 43% - 24%
US History: 51% - 45%

Earth science showed a good improvement with a 19% reduction in BB and FBB. US History showed a 10% improvement, but ELA and Algebra actually increased in BB and FBB.

It is an on-going challenge to increase these scores with at-risk students.

Critical Area of Need #2: Explore and implement more differentiation techniques to improve student achievement in the four core curriculum areas.

Goal: Increase the number of students earning credits each trimester by 10% by mastering content standards.

DMHS took three specific steps to address Need #2.

a. Develop a DMHS lesson plan bank of differentiation techniques

All staff are linked via Dropbox and a differentiation folder has been setup to unload and share lessons that work. These lessons range from Promethean board slides to homework or assessments. There are few lesson, but it is in progress.

b. Use Promethean Board to actively involve and engage students.

All the teachers have been trained and each classroom contains a Promethean Board with a set of activexpressions and an activslate to check for understanding. This serves as the main source of instruction delivery. Mr. Nyugen, science, use the Board extensively on a daily basis. Otherwise, most of the staff use it on ACT Wednesday during electives. During class observations in English and History, the Boards were used as a power point.

c. Collaborate with traditional high school and other model continuation school in area to observe best practices.

Teachers have tried to make at least 2 observations each year by visiting Gabrielino HS and another continuation HS. Teachers also observe each other.

Critical Area of Need #3: Create on-going periodic assessments (pre-tests, benchmarks, and post-tests) in all core curricular areas to improve student achievement on essential standards.

Goal: Increase student performance on all CST areas. Increase number of students earning credit.

DMHS took three specific steps to address Need #3

a. Disaggregate and analyze test results from CSTs and CAHSEE

The shift away from the CA Standards and the Essential Standards has put the refinement of periodic assessment on hold. Currently, all SBUSD staff are working on development and implementation of Common Core. Del Mar staff has articulated with their department counterparts at the traditional high school and are part of the District's Secondary Common Core Implementation Comm. It is the GOAL of the school to have refined all assessment in the core curricular areas to meet Common Core standards by June of 2014.

At the beginning of each year, staff reviews CST and CAHSEE results, determines the school single site plan and to focus on English and Math classes.

b. Utilize pre-tests, benchmarks, and post-tests aligned to essential standards.

At the beginning of the 2012/13 school year, teachers had training on the purpose of CC, its structure, and its instructional change. Teachers have decided to delay the assessments until more formal CC training has taken place and make the transition from essential standards. At the beginning of the

2013/14 year, teachers had written the first draft of a unit plan in English, math, social science, and physical education. The lesson plans include objectives, assessments, and a performance task.

c. Implement master calendar with pre-test, benchmarks, and post-test dates for core curricular areas.

A master calendar has not been implemented. This Need is in a transition stage. There was a brief collaboration with the HS, but all teachers are learning to use the CC. Actual implementation will not start until fall 2014, in the core curriculum areas.

Critical Area of Need #4: Improve current Physical Education program and develop comprehensive fitness curriculum with a writing component.

Goal: Increase the number of students earning PE credits toward graduation, enable students to participate in state-sponsored fitness programs, and keep students Safe on campus.

Del Mar and SBUSD completed the new, beautiful, 1.9 million dollar physical education facility with two additional classrooms in 2011. Weight and cardiovascular machines are now an integral part of the PE program. In addition, the half court basketball court is complete and PE remains mostly onsite. Nearby Smith Park is used for their fields and handball court twice per week. Students can use the facilities before and after school, and during lunchtime, besides the PE classes. ACT Wednesday also offers PE electives.

The comprehensive curriculum was developed and implemented in the 2013/14 year. The curriculum includes:

- CA PE standards for dual and individual activities
- CA PE standards weight training and fitness
- DMHS Power Standards for Team, Individual and Dual Sports and Activities
 - DMHS Power Standards for Weight Training and Fitness
- Curriculum for Weight Lifting/Fitness Center
- Curriculum for Team, Individual, and Dual Sports and Activities
- Fitness education component to increase fitness test scores and student fitness
 - Mandatory CA fitness testing
- Writing component that includes Physical Fitness packets, physical activity charts, and a common core component

In August 2010 DMHS founded the San Gabriel Valley Continuation League with six other teams. Currently there are eight teams in the League, and each team participates in basketball, football, and softball, with soccer as an optional sport. Each student practices once a week on Wednesdays. Practices consist of basic game skills, game strategies, teamwork drills, and safety and sportsmanship lessons. Over 50% of Del Mar students participate. Games are usually on Wednesday afterschool. The VC felt that this need was fulfilled.

Critical Area of Need #5: There is a need to continue to promote more community partnerships.

Goal: Increase the number of students involved in community service to improve self-esteem and academic achievement.

DMHS to two specific steps to address Need #5.

a. Maintain current community partnerships.

Del Mar maintained most of the partnerships that were in place, and added others. These are: Community Pre-school aides at La Casa De San Gabriel; Peer Helping Outreach at district elementary and middle schools; Graduate counseling intern program through Cal State LA and Pasadena City College; Weekly Teen-At-Risk instruction with Planned Parenthood and Clean Slate programs (In last two years, five students attended the Planned Parenthood National Leadership Summit in Portland, Oregon, and Washington, DC); Malibu Science Camp counselor program; **Asian Youth Center (AYC) partnership to help students with tutoring, participate in extra-curricular activities and receive student scholarships for graduation.**

b. New Partnerships with local financial institutions and other businesses

DMHS partnered with Bank of America to educate students in financial literacy. Other new partners include: 1) Pasadena Community College Pathways program so students are able to pre-enroll with priority registration. Program also includes support and guidance from a PCC counselor their first year of college. 2) Work Source/LA Works Program, students placed in jobs throughout the community and given instruction in job preparation skills, including certification in food handling and retail marketing. 3) Workability program for students with IEPs. A student's salary is paid through the county. 4) Bank of America became part of the Wednesday ACT program and local managers present instruction in financial literacy, personal finance and budgeting, interview skills and professional, personal grooming. 5) San Gabriel Public Library offers students the use of their facilities as an afterschool resource. It also expanded in a cooperative project exploration with the book Divergent. 6) San Gabriel Rotary Club adopted Del Mar as one of their scholarship schools, donating a yearly \$500 scholarship. Also a part of ACT Wednesday, four Rotary members come as speakers to share their professional experiences. 7) AYC offers students tutoring, afterschool activities, job placement activities and counseling.

This Need has been accomplished with much success. Community has embraced the Del Mar students in active partnerships. Most of these new resources address the **Character and Transition** ESLRs.

A. Priority and/or Additional Areas for Improvement: Identify and note any areas that need to be given priority for the school's ongoing improvement. (This may also include additional critical areas for follow-up.)

Like many continuation high schools, Del Mar suffers from many of the same problems, such as transiency, students performing below grade level, truancy and attendance problems, poor scores on standardized tests, and socio-economic problems that interfere with student success. The following areas need continued focus by the Del Mar staff. The first three are from the previous self-study that need addressing.

Critical Need #1: Improve achievement in the four core curricular areas. Focus on the new Smarter Balance testing data, CAHSEE data, and the CC standards. Continue to be proactive with attendance, and reward success.

Critical Need #2: Continue to explore and implement more differentiation techniques for all students. Address the needs of the Special Needs students and CELDT students with appropriate curricular solutions.

Critical Need #3: Create new, and use existing, on-going periodic assessments. Embrace the new CC standards, align course outlines to prepare them for CAHSEE and the Smarter Balance performance test. Work with Gabrielina HS to refine assessment data, and disaggregate and analyze the standardized test data.

Continue to use and implement technology, including the Promethian boards and student computers in the classroom to improve student achievement.

Continue progress in utilization of new physical education facility and implementation of team sports programs, Critical Need #4.

Continue to develop community partnerships to aid students in their transition to post secondary education and careers, Critical Need #5.

New: Develop a system to measure SLO/ESLR mastery. Make it user friendly and part of the education process so the students are an active participant.

In recognition of Del Mar's work in the last three years, these are some Commendations the VC would like to mention.

1. Completion of the beautiful physical education facility and two additional classrooms that benefit the PE program, sports program, and all students
2. Addition of a computer lab and twenty-five new computers
3. The introduction of Aeries.net and the parent/student portals that allow teachers, students and parents increased access to student data. Parent discussions praised the 100% participation of all teachers using the Aeries system.

4. Technology upgrades in the classroom, including Promethian boards, computers, and iPads to aid teachers in instruction
5. Continued and increased participation in elective and extra-curricular activities, like sports, adopt-a-graduate, ACT Wednesdays, and many partnerships with the community
6. DMHS's professional development participation for Common Core integration into instruction
7. Intervention class, as well as increased student accountability, consequences and recognition awards in the areas of attendance, credits earned, GPA, and student discipline.
8. A dedicated and hard-working staff and principal that works tirelessly for the benefit of all students
9. A very supportive district that addresses the needs of the alternative students and gives financial and educational support to Del Mar, including professional development and technology
10. 2012 Model Continuation School Distinction
11. Del Mar website and New marquee
12. Improved and evolving ACT Wednesday classes, including academic vocabulary, community speakers, and electives.