

# MODEL CONTINUATION HIGH SCHOOL RECOGNITION PROGRAM

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2014–15 Model Continuation High  
School Application



California Department of Education

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Educational Options, Student Support, and American Indian Education Office  
1430 N Street, Suite 6408, Sacramento, CA 95814-5901

## Application Cover Sheet

Please check the box to indicate if you were designated as a California School of Excellence in 2011, 2012, or 2013. <input type="checkbox"/>																			
County: Los Angeles			District: San Gabriel Unified				Today's Date: 6/23/14												
School: Del Mar High School			Principal: Lon Sellers				CCEA District #: 7												
Mailing Address: 312 S Del Mar Ave.						City: San Gabriel		Zip: 91776											
Telephone: (626) 291-5723			Fax: (626) 291-2540			E-mail: sellers_l@sgusd.k12.ca.us													
Total Certificated Staff		3.8		Average Enrollment (Previous Year)		60		P2 (Previous Year)		56		Percentage		90%					
<b>Indicate Total Number:</b>																			
Administrators		1		Teachers		3.83		Staff		1.3		Counselors		.5		Support Staff		0	
<b>Student-Teacher Staffing Ratio: (Enter Numbers)</b>																			
Students		56		to Teachers		3.83													
<b>(✓) Check Basis of Staffing Ratio:</b>																			
ADA				or Enrollment															
<b>Number of Students who:</b>								<b>Basis for Credit: (✓) Check all that apply</b>											
Graduated from applicant school in 2013–14				31				Seat Time				50							
Returned to traditional high school				7				Productive Hours				60							
Transferred to other alternative program (e.g., ROP/C, adult school, community college)				6				Competency				70%							
								Enter the number of credits required to graduate from continuation high school				210							
								Enter the number of credits required to graduate from traditional high school				210							
<b>Percentage of Students who were:</b>								<b>School Ethnicity: (Data provided to CBEDS for 2012–13)</b>											
Involuntary transfers to the school in 2012–13				.058%				African American		3.64%		American Indian or Alaska Native		0%		White, not Hispanic		7.27%	
Percentage of district students enrolled in continuation education schools				.045%				Pacific Islander		0%		Asian		12.73%		Hispanic		70.91%	
								Filipino		0%		Multiple or no Response		5.46%					
<b>State Assessments Utilized: (✓) Check all that apply</b>																			
STAR-CST		10 <sup>th</sup> grade Sci.		STAR-CAPA				CAHSEE		X		CELDT		X					
<b>List other assessments used: (e.g., district proficiency tests, student portfolios)</b>																			
<b>EAP English Language arts, Local and formative assessments.</b>																			
<b>Other Assessments: (✓) Check all that apply</b>																			
PSAT				SAT				CHSPE				ASVAB							
<b>Date WASC Report Granted:</b>				Full 7/7/2011, Mid Term 4/1/2014				<b>Number of Years Accredited:</b>				6							
<b>Number of 2013–14 students concurrently enrolled or participating in each of the following:</b>																			
Traditional High School		56		Community Service				Adult Education				Community College							
ROP/C		10		Work Experience		0		Independent Study		1		Other (indicate)							
<b>The school would be willing to provide each of the following: (✓) Check appropriate boxes</b>																			
Site Visitations		X		Training (if requested)		X		Sample Materials		X		Telephone Consultation		X					

# Certification

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The District certifies that the diploma earned at this continuation high school is equivalent to the diploma earned at the traditional high school(s) in the district, and that every graduate, whether from a traditional high school or continuation high school, is equally prepared for productive citizenship.

The District certifies that all information presented in the Model Continuation High School Application is true and accurate.

Del Mar High School

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Name of School (print)

Lon Sellers

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Name and Position of Person Completing Application (print)

(626) 291-5723

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Telephone

sellers\_l@sgusd.k12.ca.us

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E-mail

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Signature of Person Completing Application (in blue ink)

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Date

Dr. David Yoshihara

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Name of District Superintendent (print)

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Signature of District Superintendent (in blue ink)

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Date

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## Eligibility Checklist

**Note:** If any of the boxes below are marked “No,” the application will be disqualified.

District San Gabriel Unified

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School Del Mar High School

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*(✓) Check the appropriate box after each statement. Double click on box to check.*

1. One original and two copies of the signed application submitted on or before the due date and time. (Faxed copies are not acceptable.)	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
2. The Application Cover Sheet indicates that ADA (Previous year P2) is at least 75 percent.	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
3. Seven one-page narrative statements are included.	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
4. Four one-page program effectiveness statements are included.	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
5. All 20 Quality Indicators are marked “In Place.” (A one-page narrative should be included if C3 is marked “Not In Place.”)	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
6. Evidence of implementation for each Quality Indicator marked “In Place” is included.	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
7. The application includes the Exemplary Components Checklist.	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
8. A copy of the most current Master Schedule is included.	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
9. A copy of the WASC Visiting Committee Report is included. A copy of the WASC Accreditation Letter indicating the WASC accreditation period is included.  <b>Note:</b> Initial, Interim, and Candidate status <b>does not</b> meet the criteria to apply for recognition as a Model Continuation High School.	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>
10. The application is assembled in the order required in Application Assembly.	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>

## Narrative Statement: School Profile

(See page 6 for instructions.)

Del Mar is one of eight schools in the San Gabriel Unified School District. The demographics of Del Mar based on 2013/14 CBEDS enrollment figures are: 70.9% Hispanic, 12.7% Asian, 7.3% White/not Hispanic with other groups 3.6% or less. The demographic background of the school does not reflect the demographic breakdown of the district (43% Asian, 41% Hispanic). Approximately 70% of the students at Del Mar participate in the free and reduced lunch program on a yearly basis.

Del Mar is consistently well supported by the Governing Board and District Level Administration. Financially, the school is supported through general fund, Title I, EIA and School Library Improvement Block Grant monies. The school was included in the passage of a \$46 million dollar school improvement bond and recently received new and upgraded facilities. All currently used classrooms are equipped with Promethean Boards, Digital projection systems, laptop and desktop computers and district adopted textbooks and materials. This past year the schools computer lab was updated with 26 new Mac Desktop computers. The school also has a portable, wireless laptop computer lab consisting of 25 Apple computers. Members of the Governing Board and District Level Administration are frequently at school and participate in graduation and parent night activities.

Instruction at Del Mar consists of 80% direct instruction and 20% non-directed instruction which includes project based and internet based classes through The American Academy. The curriculum addresses the California Common Core Standards and Essential Standards identified by the school. The school is able to provide curriculum that allows a student to meet the state and district graduation requirements for a high school diploma. Additionally, there are CAHSEE intervention courses in English Language Arts and Mathematics for students who have not passed the exam, and an Algebra Readiness class for struggling math students. Del Mar uses multiple forms of assessment data including CST Early Assessment Placement Test in ELA, CAHSEE, CELDT, ASAM formatted data, Star Diagnostic Program which includes reading and math formative and summative classroom assessments to determine student learning levels and school effectiveness. As a part of the WASC self-study process, the school identified a need to develop benchmark and other forms of classroom assessment to help determine instructional needs. Del Mar is also committed to using differentiated instruction, AVID teaching techniques and have our comprehensive A.C.T. (Achievement, Character, Transition) curriculum delivered to students every Wednesday.

Del Mar is committed to a full inclusion model of special education where services are provided through a fully credentialed teacher while providing a daily period of consultation and study support for all special education students. Student IEP's are reviewed annually and Tri-annually as required by law. When students with an IEP designation are transferred either to or from Del Mar, a 30-day transitional IEP is held before the transfer is implemented. Special Education students, as well as, all Del Mar students are supported with multiple counseling avenues including our district psychologist, school counselor, referrals to the district's Family Resource Center and group and individual counseling sessions with college counseling interns. Additionally, college interns provide college guidance and assistance.

At Del Mar we realize that our students represent the Achievement Gap in our district. We strive to address this situation with differentiated instruction, specialized ACT curriculum, remedial and intervention classes and our student's ability to carry over work in progress to the next trimester, as well as, offering a 5<sup>th</sup> year to struggling students. Programs like Peer Helping, individual and group counseling, A.C.T., athletic and ASB programs are in place specifically to address students connections to school and to try and build a bridge back to making school a place of success, and not failure. Every attempt is made to include Hispanic speaking parents and families in Del Mar functions and parent groups including School Site Council, English Language Acquisition Committee (ELAC) and Parent Information Nights. Letters are translated to Spanish and our district Spanish translator/liaison is frequently called upon for parent meetings, along with our two staff members fluent in Spanish.

## Narrative Statement: School Management

(See page 6 for instructions.)

Del Mar High School has an active and involved School Site Council that includes 14 members, made up of two to three students, one administrator, one classified staff member, three teachers, one counselor, three parents, and four community members. School governance at Del Mar is based on a philosophy of shared decision making. Policies and decisions regarding budgeting and instruction including; the Single Plan for Student Achievement, Title I and other categorical funding expenditures and applications for and participation in WASC and the Model School programs are decided by the School Site Council. Del Mar has a student representative to the Board of Education who attends all Board meetings, sits on the panel dais and has freedom to provide input into meeting discussions.

Decisions made at the site-level that involve classroom and school policy are shared between the administration and staff. Master scheduling decisions are made in conjunction with the school counselor, teaching staff and administration. The counselor and staff develop the Master Schedule together each trimester. Staff makes decisions that involve the workday and meets yearly to vote on the daily schedule and period schedule for the upcoming year. Del Mar teachers articulate with their department colleagues at the traditional high school, Gabrielino, twice yearly on curriculum, assessment, and best practices. The principals of both schools often collaborate on school goals, extra-curricular activities, facilities usage and curricular decisions.

Students are involved in the decision-making processes at the school in a number of ways. Yearly, students are active voting members of the School Site Council, sit as representatives on the Board of Education and were active members of the WASC Self-Study process. Students have been involved in changing the daily schedule of the school, were consulted about and were a part of the decision making process to move to Direct Instruction, developed and chose the school motto “Where Second Chances Happen”, design our school t-shirts among others. Del Mar students share Prom and Grad-Night with their counterparts at Gabrielino and are encouraged to enroll in ROP classes and attend athletic and performance events.

Del Mar is a part of the “San Gabriel Valley Continuation League”. Comprised of nine schools, the league competes in flag football, basketball, softball, and soccer. There are additional games playing soccer. All sports are coed. This has sparked a collegial atmosphere for students in all of the schools and has helped increase student and school moral and culture.

The Education Adjustment Committee accounts for 95% of students who come to Del Mar. The Education Adjustment Committee is comprised of the student’s parents, counselor, administrator from Gabrielino, the Del Mar principal and counselor. At the referral meeting, the whole child, including academics, behavior, activities in and out of school and family issues, along with the Del Mar program are discussed. The parents then make a decision to keep their student at Gabrielino or move them to Del Mar. Less than 5% of students are involuntarily transferred to Del Mar for discipline or attendance issues. These transfers take place through the Educational Adjustment process or are the result of a “suspended enforcement” of a Board of Education Expulsion. Students at Del Mar who are having difficulty are referred for a Student Success Team meeting. This committee is comprised of all Del Mar staff, the student and their parent. These meetings are held to determine effective measures that can be used to mediate the student’s difficulties. All stakeholders collaborate on a set of remediations/solutions to the barriers that are influencing a student’s successes or lack thereof. A plan is written, distributed to all individuals involved so that there is follow through from the Student Success Team meeting.

## Narrative Statement: The Way Credits Are Earned

(See page 7 for instructions.)

Maximum number of credits a student can earn:

Per quarter: NA      **Per trimester:**      40      Per year:      120

Is the number of credits to graduate less than that required for the traditional high school in the district?      Yes       No

If yes, explain the differences and the rationale for requiring fewer credits.

Student work at Del Mar comes in many forms. Direct Instruction classes have assignments that vary from written evaluation, project based, worksheet and group assignments. Non-Direct and internet based classes are based on standards based competency packets and work projects.

Credits are earned on a trimester basis. Students are enrolled into four to seven 50-minute classes per trimester. If a student needs less than four classes due to work or child care commitments, they can be enrolled in a minimum of three classes. Students may also take an after school ROP class at our traditional high school, or enroll in Adult School or Community College classes during the trimester. Classes are offered primarily in the direct instruction mode with some classes in the non-direct/independent method and others still through an on-line based program. During the school year, less than 10% of the student body is on an independent study plan at any one time. All work must be completed to a mastery level of 70% correct in order to be considered completed. In addition, all work in a given class must be completed in total with no missing assignments or projects in order for a student to receive credit. Class credits are awarded on successful completion of all coursework usually at the end of each trimester. Students are expected to complete all assigned work in each class by the end of the trimester with a minimum of 50% of the work completed in order to carry over the class to the next trimester. If a student does not complete the required coursework in the allotted time, all completed work in the class is given partial credit in the "elective" category. If a student completes at least 50% of the work in a class, the class is allowed to be carried over into the next trimester in a non-direct class. In addition to being able to earn five credits per trimester course, students are also able to earn an additional three elective credits per trimester by their attendance and participation in the ACT Wednesday program.

When a student transfers to Del Mar High School, all high school credits are accepted as labeled, unless there is not a logical reason the class would match. If the class does not match in primary credit, elective credit is given. When a student transfers from Del Mar back to the traditional high school all full semester credit classes are accepted. Any partial credit that a student might have that does not equal a full semester is placed into the elective credit category. Any senior who transfers back to the traditional high school must take at least five classes that include English and Government or Economics (whichever has not been completed). Students may not transfer back at a credit level that would exceed the highest possible class level.

For the last two years, district in-service and staff development has been focused on Differentiated Instruction techniques and the teaching staff makes every effort to address different learning styles and modalities. This is accomplished through using multiple modalities of instruction within lesson planning and delivery, assignment menus, and differentiated instruction within the lesson with different learning levels activities.

## Narrative Statement: Staff Statement

(See page 7 for instructions.)

The consensus with most new students who transfer to Del Mar is that they will return to Gabrielino, sooner rather than later. In their mind they have already left our school before they even began one course. They arrive with preconceived notions of what a continuation school will be like and they cannot wait to leave. However, over time their perception of our school begins to break. The walls they have placed slowly begin to crumble. They begin to realize that our school offers them opportunities and chances they lost in their education. They slowly begin to trust in their own ability to succeed in school. Education becomes important and it is no longer a priority to go back to Gabrielino. This is why I think our school is exemplary.

We are a small community of learners. Our school has four teachers, an office manager, a custodian and a Principal who devote countless hours to the success of our students. We collaborate every Wednesday on everything from students to curriculum to community programs. We work together to individualize our students' needs as much as possible. Students are able to meet with their Principal when they want because he makes himself available. Mrs. Rosental, part-time school counselor, not only provides individual therapy for students but also for their family members while ensuring that they are enrolled in all necessary classes in order to graduate. Mr. Botts, P.E. teacher, actively participates in his classes. Students enjoy challenging him to a game of handball. Mr. Nguyen, Math, Science and ASB teacher provides many hands-on activities for our students. Mrs. Kloster, our newest member, challenges our students to consider both sides of an argument and then make an informed decision. The office manager, Mrs. Grimaldi, ensures that our students feel welcome in the morning as they walk in to our school. Mr. Yao, custodian, ensures that our school is clean and safe. As a staff we are able to interact with students more frequently and informally. This helps build trust between students and staff which in turn allows them to trust in education once again.

Our greatest strength is the size of our school. It encourages personal interaction and participation. At a larger school our students had limited opportunities; few were able to take part in school sponsored activities due to a number of different reasons ranging from family obligations to behavioral problems to low GPA. At Del Mar all students are given a chance and encouraged to develop leadership skills through a variety of programs such as Peer Helping, Community Aides at La Casa, Student Board Representatives, School Site Council, ASB, Yearbook Staff, and our ACT Wednesday Program. Students are at the center of our school.

We want our students to feel valued and feel a sense of pride in their school. High expectations are clearly communicated to our students. One way we communicate this is through "Student of the Week". At an informal assembly every teacher explains why this student was chosen. The student's name is then announced, given a gift card and their name is on our school marquee for one whole week. The smile on their face upon receiving this recognition is priceless. They begin to realize that they can do well in school regardless of what they have been told in the past.

I believe our school is exemplary because it encourages our students to take back their self-esteem, to become independent thinkers, to take leadership roles, and to realize that a high school diploma is attainable. Most importantly Del Mar students can now see a future for themselves!



## Narrative Statement: Student Statement

(See page 7 for instructions.)

Many students may think of Del Mar High School as “Oh it’s that type of school”, “Where all the bad kids go”, but that’s not really how it is. Parents and students from other schools doubt Del Mar and talk negative about it, but it’s really “Where Second Chances Happen”. Del mar has really helped me out with catching up with my credits to all the fun and exciting things they have here. I now finally know the type of person I really am. I never believed in myself. I felt so lost and confused before I came to Del Mar and I always said, “I will never go to a continuation school” but that’s not what really matters, what matters is that you finally found the attention you’ve been looking for, for almost your whole high school years. I always wanted to prove to my family and the people who doubted me that I can make a change and I can succeed in life and graduate and each day that I come to Del Mar I’m always one step closer to my goals.

The day I walked into Del Mar I was pretty scare because I personally thought this is where all the bad kids go, but I thought wrong, the students and the teachers greeted me with nothing but smiles and hugs. I can say nothing but positive things about this school. I honestly take advantage of the opportunities that are provided here at this school from doing extra credit to ACT Wednesday, and just the extra help that they give students. I never felt shy or scared to ask for the extra help. Because Del Mar is such a small school I fell that the teachers care and pay attention more than any other high school would. I regret nothing about coming here, I am really proud to be a Del Mar Dolphin!

Martha Alvarado  
Senior Class of 2015

## **Narrative Statement: Parent/Guardian/Caregiver Statement**

(See page 7 for instructions.)

Del Mar High School has helped my daughter Amber in many ways, but the one that I am truly grateful for is her self-esteem and confidence which has been restored when it comes to her studies and education. She now feels she is a part of the class and not behind or “dumb” as she had expressed before attending Del Mar.

I am thankful to her counselor Mrs. Rosental for all her time and effort in helping Amber receive and necessary test she needed. Also to Mr. Sellers (principal) and her teachers Mrs. Villasenor and Mr. Nguyen for the SST meetings we all attended and worked together to help her achieve her goals in order to graduate.

I am also grateful to the student works program which I know she enjoys and is fortunate to be a part of. She has gained experience, responsibility, confidence and pride knowing she’s been entrusted to help others at her job site; and the paycheck is the bonus!

Thank-you DMHS Staff  
With much gratitude!  
Rocio J. Kuresa

## Narrative Statement: Community Member Statement

(See page 7 for instructions.)

### Community Member Statement

I am Julie Sorensen, the Community Library Manager of the San Gabriel Library. Since the library is geographically close to Del Mar High School, I have been personally involved in the impact of Del Mar students on the library and community.

Some Del Mar students are regular library users and have shared the benefits of library programs with their fellow students. They became liaisons between the school and the library. The library staff routinely asks these students for suggestions for events and books they would like to see in the library.

It became obvious, for example, that Del Mar students loved certain books such as “The Hunger Games” and “Divergent”. Since we honor the opinions of Del Mar students, we asked them “What would you suggest we do to host a “Hunger Games Day?”” For one such event, the Del Mar students produced creative art work and displays to decorate our meeting room and gave us ideas for interactive games and activities that ended up enticing teens from all over the community to join the festivity.

Del Mar High School staff has brought in the entire student body, in groups of 10 to 15 at a time, to learn about library resources, to get library cards, and find out about free book downloading, free music, and databases to “quick start” research. Students and staff have also been enthusiastic about participating in civic group projects such as mentoring and business plan contests through the San Gabriel Rotary Club. As a member of this local Rotary Club, I appreciate the students being a willing audience for our members.

I will conclude my statement with what the library staff refers to as “our personal Del Mar High School story.” The San Gabriel library re-opened 6 years ago after a year of being closed for refurbishment. For the first year following the reopening, we had several middle school students and their “entourage” cause disruption in the library. They seemed angry at the world and took out their anger on the library and staff. They constantly messed with the computer use rules and encouraged their younger siblings to ride through the library on bicycles! They regularly ignored all attempts to respect fellow library users and keep order.

As several of these teens grew older, they attended Del Mar High School. They became motivated students whose social and academic accomplishments were amazing. They seemed to find some inner peace from the support and attention they got from Del Mar High School. They actually became library advocates and worked hard accessing our library resources for school work. They came in daily and shared their goals and asked for suggestions. To this day, we are following their college pursuits as they keep coming to us. Obviously, Del Mar High School creates citizens aware of their surroundings and their community. I am happy that the library is within their circle of community.

## Program Effectiveness Statement: School Evaluation of Effectiveness

(See page 8 for instructions.)

Del Mar has weekly staff development meetings every Wednesday from 12:30 to 3:00 p.m. as a part of our A.C.T. Wednesday program. The 2 ½ hours each week is used for student monitoring, program monitoring, professional development and sharing of best practices.

Student achievement data is used to determine instruction both as a school and for individual students. Through the use of the Aeries.net information system, data such as EAP/ELA results, CAHSEE and CELDT scores, formative assessments, credit earning, attendance history and anecdotal classroom and school observations to analyze student success and program effectiveness. This data allows us to make decisions on individual students needs based on a Response To Intervention methodology. The programmatic decisions based on the overall needs of all students and the effectiveness of the programs in place as measured by the data points we have.

In the previous three years, Del Mar continued to look critically at itself through the lens of WASC, which identified other needs for our school that resulted in immediate changes. Essential Standards were implemented in all core curricular classes. A paring down and tailoring of the California Content Standards was needed because of twelve week. During this year, Del Mar will review and revise the essential standards to reflect the CCSS.

Data analysis has led to curricular changes in our program. Algebra Readiness class was implemented for our struggling math students. ACT Wednesday curriculum has been refined to include academic activities that focus on CAHSEE readiness, as well as, preparing students to be familiar with CCSS California Assessment of Student Performance and Progress. ACT curriculum has implement math, writing, and problem solving for all students.

## Program Effectiveness Statement: Student Assessment Results

(See page 8 for instructions.)

### STUDENT ASSESSMENT RESULTS FOR 2013/2014 SCHOOL YEAR

**Alternative Schools Accountability Model (ASAM).** (No longer reported to ASAM but as an ongoing comparative data source) Data derived from Aeries Student Information Systems. **(2012/13 scores)**

Indicator 6 Attendance: 89.2% **(88%)**

Indicator 13B Credit Completion (average): 9.2 **(9.1)**

#### **California High School Exit Exam (CAHSEE)**

ELA 29% passed **(50%)** Math 39% passed **(17%)** Overall pass rate 35% **(29%)**

29 of 29 graduating seniors (excluding 1 Special Education student on waiver) passed both sections of the exam for 100% Graduating Senior Pass Rate

#### **California Content Standards Test 2014 Scores**

With the States change in normative testing procedures CST data is limited for the 2013/14 school year. Del Mar was selected to take the SBAC Field-test in April and ### juniors took the exam.

##### CST 10<sup>th</sup> grade Science Exam.

Number of students taking exam: 2      Percent Proficient: 50      Percent Below Basic: 50

##### Early Assessment Program English Language Arts

Number of students taking exam: 25      Percent Exempt/Conditional: 16  
Percent Non-Exempt: 84

**Academic Performance Index Score 2012/13, 607 Met all AYP criteria.**  
**2011/12, Fewer than 11 valid scores**

The staff at Del Mar has access to all data reports through the Aeries.com Information system and through the EDAMS system. Teachers use these sites and check individual student and class level results. The information is used not only to evaluate student needs on an individual level but to assess effectiveness within each class and adjust instruction accordingly. The staff at Del Mar also uses these results to assess overall effectiveness of the school program and to make necessary changes on a school wide level.

Within each classroom, local and formative assessments are used to determine student learning and achievement. Students are assessed daily through these evaluations and anecdotal observations and checking for understanding methods.

An example of an instructional change on an individual student level would be to see that a student is struggling in a core content area of Algebra I through CAHSEE results. The student's teacher would then be able to modify that student's instruction by any number of means including assigning different levels of work, making a homework menu available for the student to choose from, re-teaching, offering the student assistance after school or assigning the student some computer assisted interventions.

Programmatic changes are made when it is evident that student achievement does not match learning goals and expectations. While the small staff size and Master Schedule limits the availability of course additions, adjustments are made on a yearly basis to accommodate student needs. Examples of this include updating the Read 180 English intervention class from a 2 period block, to a one period plus one period of regular English with accommodations. An Algebra Readiness class and computer literacy classes have also been added to our master schedule based on need.

## Program Effectiveness Statement: Use of Additional Data

(See page 8 for instructions.)

Students are assessed yearly using a variety of assessments with emphasis on CAHSEE student scores and pass rates along with CST English Language Arts Early Assessment Program (EAP) score for 11<sup>th</sup> graders, credit completion, attendance rates, graduation rates and student discipline rates.

Teachers use classroom based assessments to determine student learning levels. These assessments can vary from chapter and unit exams to pre-inventories, project and homework menus, and alternative assessments. Teachers use a variety of teaching techniques such as the Promethean Board to assess individual student understanding of the daily objective. Attendance, credits earned and behavioral data are used to tailor each individual student's learning plan. Benchmark exams are being developed to meet the California Common Core State Standards.

Students who have yet to pass the ELA portion of the CAHSEE exam are placed in the Read 180 Intensive instruction program. Each student in Read 180 takes a reading Lexile level pre-assessment and a scholastic reading inventory that helps to properly place them in the program. Lexile levels are assessed after every two workshops and scholastic inventories are taken every three months. The results are used to continually assess the student's level of progress and placement within the program. Students are exited from Read 180 only after passing the ELA portion of CAHSEE.

Preparation for the CAHSEE math exam is on a student-to-student basis. Students are identified and placed in CAHSEE Algebra. Those who require further assistance are placed in Algebra Readiness. In addition to classroom instruction, a web-based program called USATESTPREP is used. Students remain in the CAHSEE math class until they pass the mathematics portion of the exam.

Students earn credit through the use of The American Academy online learning program. The Del Mar staff monitors student progress and achievement and articulates with American Academy staff to mediate student progress through the assigned class work.

The use of non-traditional assessments gage the culture and values of our school. Students, parents and staff are surveyed using interest inventories and the California Healthy Kids survey. This information is used to implement such programs as a smoking cessation class, drug of the month lectures, Planned Parenthood, Clean-Slate curriculum, and nutrition education. Attendance and behavioral data determines eligibility for rewards programs such as athletics participation, fieldtrip, dance and prom attendance, Lucky Burger lunches, and others.

## Program Effectiveness Statement: How Use of Data is Noteworthy

(See page 8 for instructions.)

At Del Mar High School students are recognized for their uniqueness and individuality. The goal is to “make the program fit the students”, instead of “making the students fit the program”. Embedded within our philosophy is differentiation and an opportunity for individual growth, while maintaining a commitment to standards based instruction and programs that are research driven.

Different data points are used to tailor each student’s education learning plan. Data is collected from the referring school team, the student and their parents to determine what the students’ needs are in relation to academic progress and the barriers, both environmental and educational, that affect the student’s success. A student is then given a program based on coursework that needs to be remediated and the level of previous academic success. Their classes are tailored to meet their individual needs, with support. Anecdotal data shared in the intake meetings regarding personal/social issues are addressed with referrals to individual and group counseling or to supplemental programs such as Peer Helping. The San Gabriel Unified Family Resource Center is used to refer individuals and families for outside counseling services if necessary. Special Education students are transitioned into a full inclusion model with a class period of consultation by our Special Education teacher.

Academic performance data is used to determine not only a student’s class placement and coursework; we also use performance data to establish master schedule and course offerings. As we noticed trends of student deficits in English Language Arts and mathematics, we implemented new programs. In ELA , the Read 180 program replaced a CAHSEE Intervention class for students who have yet to pass the exam. The Read 180 program, which is a two hour intensive block, has diagnostic capabilities and individualized instruction levels that have been beneficial in assisting students in passing the CAHSEE. In mathematics, there was the addition of a CAHSEE Algebra class with intensive instruction relating to Algebra and Pre-Algebra with CAHSEE formatted assessments. When CAHSEE, CST and classroom data showed that many of our struggling math students did not have the basic math or algebra foundations to be successful in Algebra or CAHSEE Algebra, we implemented an Algebra Readiness class to address those issues.

Personal/Social data is used to determine alternative programs. Beginning with the 2009/10 school year, implementation of the A.C.T. Wednesday program began as a result of student discipline, attendance, college and career matriculation, anecdotal and survey data . This is a program that provides alternative curriculum, based on our ESLR’s (Achievement, Character, Transition), and allows us to address multiple issues that are career and life oriented. We have supplemental instruction in drug awareness, teen living through the Planned Parenthood and Clean Slate programs, nutrition education, gang intervention, job application and interview skills and others. The Bank of America comes monthly to instruct students in financial literacy and the San Gabriel Rotary Club teaches a weekly course in building a business model. We also work with every student monthly on transcript analysis, academic vocabulary geared towards CAHSEE, web-site building and technology education. In the 2010/11 school year, we were instrumental in starting an athletic league with other area continuation schools to help build students connections to schools and build self-esteem.

## QUALITY INDICATORS (SELF-EVALUATION)

**Instructions:** Mark the box that describes the level of implementation of each indicator at the applicant school. Briefly describe the evidence that validates the implementation of each indicator that is marked “In Place.”

<p><b>A. School Management:</b> Leadership is an important element of a quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership in continuation education is needed to effect high expectations of students within a caring community.</p>		
<p>A1. The philosophy, goals, and mission of the school are regularly reviewed by school and district staff, students, parents/guardians/caregivers, and the community.</p> <p><b>Evidence:</b> Each year, Del Mar High School reviews its mission statement, school wide goals and ESLR’s through the School Site Council. The Single Plan for Student Achievement is reviewed and updated yearly and approved by the Governing Board. There are staff meetings every Wednesday from 12:30 to 2:30 where the school staff evaluates the current program and individual student progress, discusses best practices and classroom pedagogy. In the 2013/14 school year we completed the WASC Self-Study Mid-Term review process. That process of review and reflection helped to refine and redevelop some of our programs. Students, parents, staff, community members and district office personnel are involved in the WASC and SSC process.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>A2. The principal provides strong positive leadership as indicated by:</p> <ul style="list-style-type: none"> <li>• Shared decision making</li> <li>• Creating a positive climate</li> <li>• Supporting policies that are responsive to student needs</li> <li>• Supporting staff efforts for change and innovations</li> </ul> <p><b>Evidence:</b> The principal at Del Mar includes all stakeholders in the decision making process. Through weekly staff meetings, student and school wide issues are discussed and decisions are made collaboratively. These include master schedule, daily schedule, classroom assignments, discipline policies, extra-curricular opportunities and individual student concerns. The principal has an “open door” and a “yes if it benefits students” policy so that staff feels free to propose and act on ideas involving the school. Through the SSC, all stakeholders are involved in policy and</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>



<p>budgeting decisions made at the school. Common Core State Standards curriculum is being written, assessed and implemented. Staff has been to multiple workshops regarding Common Core Implementation both inside and outside of the school and districts normal professional development offering. We also have a comprehensive program of student support in our ACT Wednesday program (described previously). At Del Mar much effort goes into promoting a family atmosphere. Staff and students regularly celebrate student and staff success through events like ‘Student of the Week” awards, monthly 90% attendance and 3.5 GPA lunches, awards for attendance, whole school celebrations of early graduates, academic and attendance awards every trimester, school barbeques and Thanksgiving and Christmas feast. We encourage students to connect with school by evening events like movie and game night activities, involvement in an athletic league and after school fitness club and tutoring.</p>		
<p>A3. Student referrals are made through a district-level process within the parameters of the California <i>Education Code</i>, other appropriate legal codes, Title IX (gender equity), and Governing Board policies.</p> <p>Sufficient district funding follows each student to provide appropriate resources.</p> <p><b>Evidence:</b> Students who are either 16 years of age, eleventh or twelfth grade (10<sup>th</sup> graders referred as 16 year olds or through special circumstance only) are referred to Del Mar by their academic counselor at the traditional high school through the Educational Adjustment Committee. This committee consist of the student, parent(s), academic counselor and assistant principal of the traditional school and the counselor and principal of Del Mar. Students and families who enter Del Mar from placements outside of the district such as an independent study program, outside district continuation school or correctional facility placement are required to have an introductory orientation meeting with Del Mar’s academic counselor and the principal. District funding follows each student through the enrollment process and the school receives student ADA, Special Education and categorical funding.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

<p>A4. Special education students are referred through Individualized Education Program Teams with input from the continuation school as to the appropriateness of placement, and provided with prescribed special education services.</p> <p><b>Evidence:</b> All Special Education referrals go through the Educational Adjustment Committee process which is expanded to provide for a transitional IEP meeting as well. Special Education student’s IEP needs are carefully reviewed before they can transfer to Del Mar High School. Since Del Mar uses the full inclusion model of Special Education with a one period consultation model of delivery, it is very important to determine that the districts offer of FAPE in their IEP can be successfully addressed and that Del Mar represents the ‘least restrictive environment’ for the student. It is occasionally determined as a result of the IEP meeting, that Del Mar is not the most appropriate placement for the student.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>A5. The district administration and Governing Board support the school/program with:</p> <ul style="list-style-type: none"> <li>• Equitable resource allocations</li> <li>• Positive public support</li> <li>• Student recognition activities</li> <li>• Staff recognition activities</li> <li>• Written procedures with flexibility in school policies, practices, and class schedules to meet the individual needs of students</li> </ul> <p><b>Evidence:</b> Del Mar receives all entitled district funding including; School Site Administration, Title I (beginning in 2014/15), full inclusion in LCFF funding through the LCAP Committee process, and school site safety credits, School Library Improvement, district technology, library/textbook and intervention. Both the Governing Board and District Office are fully supportive of the program at Del Mar and if there is a need, it is met without hesitation. As school funding from the state has decreased, the district and board have remained committed to supporting Del Mar as needed.</p> <p>Del Mar is publically supported by the District and the Board as evidenced by their attendance at school functions including Back</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

<p>to School and Open House nights, graduations and other school functions. The school is frequently visited by district administration and regularly monitored by the Board.</p> <p>Del Mar is fully staffed by NCLB qualified teachers and administration. We are fully supported in our request to fill and expand our master schedule offerings whenever possible. While the teaching staff at Del Mar has by contract, a class size limit of 36 students per teacher, the district has been committed to maintaining no greater than a 20 to 1 ration for staff to students. Staff are recognized by the principal formally at Open House and back to school nights and informally with staff appreciation lunches and gifts. Student needs are the driving factor of curriculum and course selection. Students are able to meet the State and District requirements for graduation, are supported with elective course offerings, individual and group counseling opportunities, extra-curricular activities through ASB and athletic league participation. Additionally, our ACT Wednesday curriculum is fully supported as an addition to the traditional core curricular offerings. There are multiple examples of student recognition including Student of the Week, Trimester awards ceremonies and lunches, athletic team lunches and awards, Peer Helping awards and activities, multiple scholarship opportunities from business</p>		
<p>A6. Teachers are selected on the basis of education, experience, and commitment to provide a superior education to all students.</p> <p><b>Evidence:</b> All staff members at Del Mar High school meet federal NCLB core curriculum requirements and are fully credentialed in subject area assignments. District hiring policies mandate that all prospective staff members must go through a committee interview process that includes; administrative, staff, parent and district representation.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>A7. Qualified and capable students are encouraged and permitted to concurrently enroll in other learning opportunities (e.g., traditional high school, Regional Occupational Center/Program, community college, community-based education).</p> <p><b>Evidence:</b> : All Del Mar students have the ability to enroll in multiple learning opportunities including ROP classes held at the traditional high school, adult school enrollment,</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

<p>community college enrollment and Work Experience Education programs. Additionally Del Mar has offered students the ability to enroll in community based programs that include the La Casa preschool community aide program, the Malibu Science Camp Counselor program and the Peer Helping/ Outreach Program. The AYC (formally known as the Asian Youth Center) which is across the street from Del Mar, also offers after school tutoring, resource and job placement programs.</p>		
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<p>A8. A process is in place that allows staff to determine the credit value of work accomplished by students and how credits are earned.</p> <p><b>Evidence:</b> Credits at Del Mar are earned on the completion of all course requirements. Teachers individually assign course credit when a student has met the 70% “mastery” requirement in each class. While Del Mar is on a trimester calendar and students are expected to complete each trimester course within the assigned trimester, there is a process in place and a credit “flowchart” that allows a student to carry over coursework into the next trimester for completion. Student matriculation between subjects and courses are carefully monitored to ensure that coursework is not repeated and credits assigned are not duplicated. Each staff member has a course syllabus and students are instructed in course requirements. Students are able to track their own progress towards course completion and graduation as a part of our ACT Wednesday curriculum and our “Adopt a Student” program. Within this program, each student has a staff mentor who works closely with them on transcript analysis, in addition to the students meeting each trimester with the counselor.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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**B. Curriculum:** A high school education should offer students a standards-based curriculum that provides them with the knowledge and skills that they will need to successfully transition to college, career training, or the workforce. Continuation high schools should ensure that multiple pathways are available to achieve success in this endeavor. Diversity in instructional strategies is encouraged so that the curriculum becomes relevant and meaningful to each student. Support services are provided to ensure that students' personal, social, and academic needs are met.

<p>B1. The school's curriculum is aligned with the standards adopted by the State Board of Education, the state curriculum frameworks, and the school's Expected Schoolwide Learning</p>	<p><b>In Place</b></p>	<p><b>Not In Place</b></p>
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<p>Results.</p> <p>The core curriculum is accessible to all students and supports student achievement of the:</p> <ul style="list-style-type: none"> <li>• California Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• History-Social Science Content Standards for California Public Schools</li> <li>• CCSS for Mathematics</li> <li>• Next Generation Science Standards for California Public Schools</li> <li>• Physical Education Model Content Standards for California Public Schools</li> </ul> <p><b>Evidence:</b> The entire school curriculum is accessible to all students and there are no prerequisites, with the exception of Government and Economics being seniors only classes (unless an underclassmen is on track for early graduation). All core curricular classes are being aligned to California Common Core State Standards. Del Mar staff teaching ELA, Math, History/Social Science and Science have attended CCSS workshops both inside the district offerings and outside through LACOE and other organizations. As Del Mar is on the trimester system of grading, we have adopted a set of Essential Standards through articulation with the traditional high school and the district educational services division that will be adjusted to reflect CCSS. All Del Mar High School ESLR's are aligned with and reflect, the essential standards, the Districts LEA plan and the Educational Master Plan.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>B2. All students have access to courses, programs, or training that are culturally sensitive and reflect the ethnic, racial, and diverse nature of the community. These include:</p> <ul style="list-style-type: none"> <li>• College preparation</li> <li>• The “a-g” entrance requirements</li> <li>• Vocational/career technical education</li> <li>• Work experience education</li> </ul> <p><b>Evidence:</b> All curriculum and programs are accessible by all students. Instructional strategies used by all staff include SDAIE</p>	<p><b>In Place</b></p> <input checked="" type="checkbox"/>	<p><b>Not In Place</b></p> <input type="checkbox"/>

<p>methodology such as: Tapping into prior knowledge, cooperative learning, use of manipulatives etc. The curriculum at Del Mar has been developed to prepare all students for high school graduation and matriculation to local community colleges including East Los Angeles College and Pasadena City College. Students who show interest in enrolling in a four year college program are encouraged to do so and a credit recovery program is established to return the student to our traditional high school Gabrielino. Currently Del Mar has partnerships with two of our local community colleges. Pasadena City College offers the Pathways program and our seniors are allowed to pre-enroll and take placement exams early. East Los Angeles College has also sent an enrollment counselor to work with our students on a weekly basis to help students through the ELAC enrollment process. Students are able to take fieldtrips to both colleges during each sites Senior Day. In the absence of those college counselors, the Del Mar counselor works individually with students and families on enrollment procedures. Additionally, Del Mar students and families are invited to attend the college financial aid night seminars at Gabrielino that are done in multiple languages.</p> <p>All students at Del Mar are able to enroll in ROP courses through Gabrielino HS. ROP counselors come to Del Mar at each semester before enrollment begins to explain the program and options available to our students. Students are able to enroll that day for whatever programs they may wish.</p> <p>Students who wish to receive credit for Work Experience are enrolled in a Work Experience Education program.</p>		
<p><b>B3. Co-curricular and extra-curricular programs and activities exist to assist students in developing self-esteem, social and emotional maturity, and in becoming productive members of their community.</b></p> <p><b>Evidence:</b> Del Mar has several opportunities for students to be involved in extracurricular opportunities.</p> <p>All students at Del Mar have access to both group and individual counseling. The Del Mar counselor is a licensed marriage and family counselor and works with students individually on academic and personal social counseling. In addition we participate in the Cal State University counseling intern program. This program has</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

up to three marriage and family interns available to our students for individual counseling sessions. Planned Parenthood is a weekly participant in our ACT Wednesday Curriculum to discuss teen issues pertaining to at risk behaviors. These are 60 minute workshops that all students will rotate through on a three to four week block. We also bring in the Clean Slate Program twice yearly to provide abstinence education. As a part of our ACT program the principal leads school wide "Drug of the Month" lectures to inform students on the physiological aspects of drug use.

The ASB class offers students the opportunity to become involved in planning and implementing activities such as Game/Movie Nights, Red Ribbon Week activities, Ice Cream Fridays, barbeque activity days and designing school incentive materials like t-shirts. ASB students also design and produce the schools yearbook and end of the year school video.

Students are able to enroll in the Peer Helping program. This program is a comprehensive class that prepares our students to be peer mentors and conflict resolution specialist. The students enrolled in this program also become elementary and middle school mentors to students within our district.

The La Casa Pre-School Community Aide program allows students the opportunity to work with one of the communities largest agencies. Our students travel to the La Casa center and help pre-school staff with curriculum implementation and individual student needs. This program has been essential in raising not only the profile of a Del Mar student in the community, it has been a tremendous asset to raising the self-esteem and sense of self-worth of Del Mar students and the La Casa students as they work together.

Del Mar students are able to attend the Prom and Grad-Night programs with their counterparts at Gabrielino. Our students are able to be "in front of and behind the camera" in school plays and performances at Gabrielino as well by enrolling in the "Actors Workshop" ROP program.

Beginning with the 2010/11 school year, Del Mar began participating in the SGVCL (San Gabriel Valley Continuation League) athletic league. The league is comprised of nine local continuation schools who have come together to provide students with an opportunity to not only compete against each other, but develop a kindred spirit with their counterparts and put a positive insight and feeling to attending a continuation school. Each of the

<p>three sports (flag football, basketball and softball) are co-ed. Schools also play additional games in girls soccer, handball tournaments or other sports to give students not interested in the three main sports an opportunity to compete.</p> <p>Del Mar students are encouraged to attend monthly School Site Council meetings and there is a Student representative to the Board of Education.</p>		
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**C. Instructional Strategies:** Alternative instructional strategies are an important aspect of continuation education. Strategies should reflect sensitivity to each student’s strengths and needs, the individual learning style of each student, and the climate in the classroom. Wherever possible, curriculum and instruction should include meaningful and relevant real-world experiences as well as frequent opportunities to develop problem solving, collaboration, communication, and critical thinking skills. Meeting the challenge of excellence in education requires a variety of instructional approaches that can be adapted to meet the needs of students and teachers.

<p>C1. Teachers promote high expectations, strong commitment to student success, the belief that every student can succeed, and a “no-failure” instructional system. Rewards are used to enhance student motivation and acknowledge student accomplishments.</p> <p>A variety of instructional practices are used to present the curriculum in a way that is relevant to student needs.</p> <p>Cooperative learning strategies and project-based assignments are used to increase basic skills and promote positive student interactions.</p> <p><b>Evidence:</b> The grading policy at Del Mar is based on a mastery criteria of 70%. There are no “D or F” grades given as all work and test must be to the mastery level. Teachers work with the students so that there is a clear understanding as to why the work was not at an acceptable level. All portions of the work and assignment must be completed, with no work excluded. There is also an attendance requirement of 80% before credits will be added to the transcript. If a student attends less than 80% of their scheduled time, they are required to make up the missing time in predetermined hourly blocks before credits earned are added to the transcripts. This accountability measure has helped to stem some of the student absenteeism that plagues continuation students.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p>Differentiated Instruction lies at the base of all core curricular classes. Individual student instruction is based on a student's ability, as determined by testing data, academic history and classroom assessment. Students are given choice in work through homework and assignment menus. When appropriate, students are allowed to demonstrate mastery through alternative assessments.</p> <p>Academic achievement is honored school wide each week through the "Student of the Week" program and in each individual classroom through posting of assignments and teacher recognition. At the end of each trimester there is an all school assembly to honor students for attendance, credits earned and recognition of the Principals Honor Roll (3.5 GPA or above).</p> <p>In addition to group work within each classroom, students interact each Wednesday through cooperative assignments in each of the ACT Wednesday specialty classes.</p>		
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<p>C2. Learning is self-paced and the student sets his or her own time frame for completion of a course with help from instructional staff.</p> <p>Student progress is monitored frequently to ensure success in achieving objectives. Skill building and tutoring are available to all students.</p> <p><b>Evidence:</b> The curriculum at Del Mar has evolved into an “80/20” model of direct vs. non-direct instruction. As we strive to prepare our students for life after high school we have found that our students are more successful in direct instruction classes where there is ongoing engagement with the teacher. In these classes, students are still allowed to be self-paced. Students are encouraged daily by staff to complete their work and to complete assignments and projects in pace with the class. If a student finishes at least 50% of the coursework with mastery, they are allowed to carry the class forward to a second trimester. In the non-direct classes, student learning and completion is completely self-paced. Students proceed at their own pace and are given credit for the class when the entire body of work is complete to the 70% mastery level. If a student finishes a class before the end of the trimester, they are given another class to begin. The same rules apply to students who are enrolled in our on-line program through The American Academy.</p> <p>In all programs, student progress is frequently monitored through monthly progress reports, weekly discussions with individual classroom teachers and on Wednesdays through the ACT program and the Adopt a Student program.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>C3. The student-teacher ratio is consistent with the CDE recommendation of 20:1 enrolled, with the expectation that this will produce at least 75 percent ADA (15:1) for each class.</p> <p><b>Note:</b> If the student-teacher ratio exceeds 20:1 but the applicant feels the school should be recognized as a model school, submit a one-page narrative that addresses this issue and request a waiver of this indicator.</p> <p><b>Evidence:</b> The student to teacher ratio at Del Mar is built on the 20:1 or less model. While very few classes may include enrollments of over 20 due to master schedule and student credit needs, other classes are at ratios of 15:1 or less. Classes that require smaller enrollments such as Special Education, CAHSEE</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

remedial classes, Algebra Readiness, ASB, Peer Helping, La Casa Preschool aide and others bring the overall student to teacher ration to16:1.		
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<p>C4. Teachers are highly qualified and credentialed to teach in their assignments. Teachers participate in districtwide curriculum and staff development activities and are provided staff development opportunities to improve effectiveness and update teaching practices through the use of current technologies.</p> <p><b>Evidence:</b> All core curricular teachers at Del Mar are NCLB compliant and fully credentialed or certified in their assigned teaching assignments. With a staff of 3.8 delivering the entire high school curriculum, this is no small feat. We have one teacher fully credentialed to teach mathematics and science, one fully credentialed teacher in English who is also credentialed in Special Education and science, one teacher who is credentialed in History Social Science and a fourth teacher credentialed in Physical Education, math and business education.</p> <p>All Del Mar staff are included in the three yearly district-wide staff development programs. Additionally teachers at Del Mar participate in weekly staff development meetings that include sharing of best practices, use of differentiated instruction techniques, AVID strategies, and training in the use of the Aeries ABI student information systems. Each Del Mar staff member is given two release days to work with their department colleagues at the traditional high school to articulate on common assessments, and development of common core benchmark exams. All Del Mar core curricular teachers have Promethean Boards in their classroom and have training on the use available through not only district resources but through Del Mar staff as well.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p><b>D. Educational Climate:</b> Students, staff, and the community set the educational climate of a school. Quality learning and high standards are attainable within a positive climate in which each person is respected and individual worth is honored. Successful experiences, encouragement, opportunities for professional growth, high expectations, trust, and caring are signs of a positive climate where teaching and learning can thrive. The continuation school offers an environment where students and teachers experience mutual respect and a strong sense of self-worth.</p>
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<p>D1. The school buildings and facilities are safe, clean, adequate, and well maintained to provide a high-quality program.</p> <p><b>Evidence:</b> The buildings and grounds at Del Mar are all in excellent condition. The primary classroom facilities are twelve years old and are all technologically sound with Promethean Boards, wireless internet capabilities, and Mac Laptop cart access. Through a \$46 million dollar school bond measure passed by the residents of the City of San Gabriel in 2009, two new classrooms, a new comprehensive fitness/weight room facility, basketball court, restrooms and storeroom were completed in 2011. One of the new classrooms has been converted into a computer lab with 25 computer stations that were upgraded to Mac Desktop computers in the fall of 2013/14. This room also serves as the school’s library where there are an abundance of books for students to take and read at their leisure. The campus is immaculate, graffiti free and well maintained by our 30% custodian, Mr. Yao.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>D2. There is open communication among the staff, students, and parents/guardians/caregivers that promotes mutual respect, trust, and support.</p> <p>The staff commitment to the students, parents/guardians/caregivers, and community is demonstrated by working as a team to provide a high-quality educational experience.</p> <p>Teachers have access to the instructional materials necessary to provide high-quality instruction.</p> <p><b>Evidence:</b> Parent communication at Del Mar begins with the meeting of the Educational Adjustment committee, before a student is enrolled. At this meeting each potential new family receives a detailed description of the schools operations and policies. Each student and family receives a copy of the Student Handbook that includes detailed descriptions of all aspects of the school.</p> <p>Each family at Del Mar receives a monthly progress report and Newsletter. The progress report includes the current grades and attendance for each class the student is enrolled in. The Newsletter includes personal messages from the principal and counselor. It also includes important school related information regarding upcoming important dates, events and deadlines for</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

students.

We believe in personal communication with students and families. The principal and counselor frequently contact parents on student issues including grades, attendance and personal matters. Both the principal and counselor do multiple home visits each year to meet with families that may be hard to contact or who cannot make it to school. Teachers frequently call and email parents with students' academic progress. We hold Student Success Team meetings for struggling students and their parents to try and proactively address their issues. The counselor meets with every student, and the family is invited, at least once each trimester regarding credit and graduation status. Each staff member knows students by first name and students often self-refer for counseling regarding private issues. There are multiple "father son/daughter" sessions with the principal, counselor, staff.

Each classroom at Del Mar is Williams compliant with textbooks and materials.

<p>D3. The school provides a nurturing environment and a supportive, caring atmosphere that ensures positive approaches to discipline.</p> <p>The conduct code is implemented in a fair and consistent manner.</p> <p><b>Evidence:</b> There is a progressive “firm, fair and consistent” code of conduct for the school and for each classroom with daily reminders to students by all staff. As described in previous evidences, the atmosphere at Del Mar is established to create a family culture where each student knows the expectations as a family member and consequences of inappropriate choices. In disciplinary matters, intervention techniques such as counseling, reflective writings, discussions with the principal, phone calls home and Student Study Teams are used to meet “Prior Means of Corrections” mandates. Suspension is used as a last resort in behavioral issues except in the instances of school and staff safety.</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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**E. Guidance and Counseling:** Continuation high schools strive to provide an intensive support system to students that will promote a successful experience in school, in the community, and in the transition from school to career. Guidance and counseling are an integral part of continuation education. The multiple needs that students bring to school often require individual counseling, information and referral, coordination of services, and ready access to a broad range of resources.

<p>E1. Students have access to counseling services that meet their social, academic, career, and emotional needs. Each student meets regularly with staff to ensure that his or her individual learning plan clarifies goals, embodies a long-range perspective, and is both comprehensive and balanced.</p> <p>Students have access to career preparation, employability skills training, and job opportunity information at the school. Provisions are made to ensure a successful transition from school to career, and the school has a CDE-approved Work Experience Education Program, if required.</p> <p><b>Evidence:</b> Students at Del Mar have access to multiple forms of counseling. Our school counselor is a licensed marriage and family counselor. She provides academic and behavioral/ social</p>	<p><b>In Place</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p>counseling to all of our students. Students meet with the counselor at least once each trimester to discuss academic progress and students are free to self-refer to the counselor for personal social matters at any time.</p> <p>There are weekly services of a District school psychologist who provides DIS counseling. Students can also be referred to on-site counseling interns through the Cal State Los Angeles and other colleges. Students and their families are also referred to outside counseling agencies through the Districts Family Resource Center. All counseling is onsite at Del Mar.</p> <p>Through our ACT Wednesday curriculum and meetings with our counselor, students are constantly made aware of their academic standing and progress towards graduation. Students can frequently verbalize their credit status towards graduation and are actively involved in planning their schedule for up-coming trimesters. A part of the ACT curriculum is job application and interview preparation skills. Students are instructed in creating a resume, are instructed in filling out job applications and do mock job interviews. In the past year, two community partnerships that have become vital to our students preparation for Job placement. The Rotary Club of San Gabriel has also committed to helping Del Mar students prepare for the future. During the third trimester, a representative of the Rotary Club comes weekly and leads a business building class for students. Students are put into teams, build business models, develop proposals and present their proposals to a team of faculty “Sharks” to judge their businesses. We also continue our partnership with the Bank of America. Each week the B of A comes in with two to four branch managers and instructs students in Financial Literacy topics including: opening an account, basic banking, check writing, credit card use, job interview skills, resume writing and professional dress and appearance.</p>		
<p>E2. Referral services for support and/or rehabilitative programs are available for students with problems stemming from:</p> <ul style="list-style-type: none"> <li>• Substance abuse</li> <li>• Physical or sexual abuse</li> <li>• Gang affiliation</li> <li>• Emotional or mental stress</li> <li>• Other factors</li> </ul>	<p style="text-align: center;"><b>In Place</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>Not In Place</b></p> <p style="text-align: center;"><input type="checkbox"/></p>

<p><b>Evidence:</b> Students and families are referred to outside agencies through the Districts Family Resource Center. Once referred to the FRC by the school, a student and family meet with an FRC intake counselor. After reviewing the case, referrals are made to a variety of agencies including Pacific Clinics, The Asian Pacific Center, health clinics and other related services.</p> <p>Students are referred by the school to counseling intern and teen substance abuse organizations. Guest speakers are brought in as a part of ACT Wednesdays to address substance abuse and gang affiliations. Planned Parenthood is a weekly participant in ACT Wednesdays and discusses teen at risk behaviors. The Clean Slate Program discusses abstinence and drug education with students. The San Gabriel Unified School District has also implemented the Brief Intervention program for first time substance abuse offenders. In this program, based on a similar program used by San Francisco Unified, a student found in possession of a controlled substance or under the influence will be referred to a program consisting of critical questioning and reflection techniques with the aim of getting that student to take a reflective look at their at risk behavior.</p>		
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## Exemplary Components Checklist

The following list of exemplary components is intended to provide the review team with an overview of the applicant school.

Each component is described in general terms. Use your best judgment in determining whether or not the school offers each component. There will be an opportunity to clarify the details of each checked component if a site visit is scheduled.

Please add any components that support the applicant school in providing exemplary practices. Check the appropriate box if the applicant school offers the indicated component(s).

**Yes      No**

- 
- |                                     |                          |  |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Curriculum aligned to state and district standards   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Individual student data system that informs students, staff, and families                    |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | District referral process  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Data-driven continuous improvement model   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Comprehensive range of educational options offered in the district                           |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Shared decision-making at district and school levels   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student Success Team model or a variation thereof  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Individual Learning Plan for each student  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | California High School Exit Examination intervention programs                                |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Instructional strategies differentiated to meet the needs of students                        |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Senior project/portfolio or similar project  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | High rate of parent/guardian/caregiver and stakeholder involvement                           |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Yearbook or other student publication(s)   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Art and/or music program(s)  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student government   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Reading and/or writing across curriculum   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Physical education/sports programs   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Co-curricular and extra-curricular activities  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Additional component(s) that support exemplary practices:<br><u>Act Wednesday Curriculum</u> |

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(Use an additional sheet of paper if necessary.)