

The Single Plan for Student Achievement

School: Del Mar High School
CDS Code:
District: Campbell Union High School District County-District School
Principal: Jennifer Baldwin
Revision Date: May, 2016

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

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

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School Vision and Mission

Del Mar High School's Vision and Mission Statements

School Purpose:

The past six years have seen many changes for Del Mar High School. Most of these changes are in the areas of personnel including the teaching staff, administrative team, classified, and custodial. The school is currently under the leadership of Jennifer Baldwin who took over as principal in 2012-2013.

Mission Statement:

A Del Mar High School education ensures that all students:

Develop responsibility and self-direction

Engage as compassionate members in a global society

Lead by example in academics and community service

Model individuality and embrace cultural diversity

Actively seek understanding through breadth and depth of knowledge

Rely on critical thinking and communication skills to achieve academic and vocational excellence.

School Profile

Del Mar High School is located in the heart of Silicon Valley within the boundaries of the Campbell Union High School District, is a comprehensive four year high school which services a socio-economically and ethnically diverse population of students. The area surrounding Del Mar is comprised of high density apartment buildings, single family homes, retail businesses, light industry and the home campus of eBay. There was a steady decline in enrollment between 2010 and 2014. In the fall of 2014, this trend reversed and the school population has been increasing ever since along with a continued increase in the Hispanic/Latino population for the past seven years.

Del Mar High School, along with other schools in the district, has received tremendous financial support over the past decade in the form of bonds and parcel taxes which were voted on and approved by the greater Campbell Union High School Committee. It began in 1999 with a 95 million dollar bond measure which was approved by the tax payers resulting in structural upgrades for Del Mar High School. These funds mostly went to the refurbishing of all standard classrooms on Del Mar's campus. It also created a new science wing which opened in the fall of 2005. An additional bond passed in 2006 helped finish the renovation of the student service center and the home economics wing. Del Mar's gym and locker rooms also benefited from an additional bond in 2008. This plan also included the redesign and construction of a new quad in the center of campus including brick pavers, a new drainage system, lawn, trees, and new tables and bench equipment. Plans are currently being drawn up for a new state of the art library which will also increase in square footage compared to the current structure. The band and choir room next to the cafeteria is also scheduled to be refurbished.

Del Mar is a secure campus. It is closed which means that students are not permitted to leave campus during breaks or lunch. All visitors must sign in at the main office where they receive a badge to identify them to students and staff that they have permission to visit the campus. Non Del Mar students are not allowed to be on campus during regular school hours. In 2012, Del Mar instituted a no hat or beanie policy, making it very easy to identify students who do not belong on campus. The school safety plan is updated and reviewed by the deans with staff members annually to promote a safe campus even in an emergency situation. Del Mar High School also utilizes the services of the San Jose police department and has one or two officers every day to support the deans in disciplinary situations as well as coordinating with other emergency services to assure a coordinated response in case of an emergency.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There have been a number of surveys sent out over the course of the year. This includes the LCAP survey of students, parents, and teachers. The results of this survey spelled out the district's priorities to include and increase in A-G rates overall and sub groups, an increase in graduation rates, a decrease in suspension rates over all and for English learners, reducing the risk of college remediation, and identifying and retaining highly effective staff members. Del Mar has also sent out an advisory survey resulting in the what will be taught in the grade 9-12 Wednesday advisories. We have sent out a professional development survey, helping to decide what subjects would be covered during the school's onsite professional development programs. A technology survey was sent out to help the district plan its priorities for technology over the next few years. A construction survey for parents and staff was sent out to help plan priorities for spending the bond which was passed in the fall of 2016.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

A	B	C	D	E	F
Year	Site-Team ONLY		Site-Team and District Staff		Total # Classrooms Visited
	# IRs	Classrooms Visited	# IRs	# Classrooms Visited	
Spring 2014	7	30	1	16	46
Fall 2014	7	37	2	12	49
Spring 2015	7	38	1	12	50

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

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

All Juniors take the California Assessment of Student Performance and Progress. The results of the SBAC are analyzed and discussed at one of the first staff meetings. Teachers are given access to the scores and compare them to other schools in our district. They are also compared to "like" school in our area since our district sister schools do not resemble our demographic makeup. In 2015/2016 they also took the CAASPP Interim English Assessment. In 2016/2017 juniors were given the CAASPP interim math assessment. English Learners across the Campbell Union High School District were given an assessment in English classes to determine their eligibility for reclassification.

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

Teachers are provided grade reports for their departments at the end of each grading period. After looking at the data, each department chair takes these reports back to their department meetings to unpack and assess the information. They also use collaboration to plan and analyze common assessments across their subject.

Staffing and Professional Development

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

This task is performed by Human Resources at the district level.

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

This task is performed by the Director of Curriculum at the district level.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

This task is handled by the Director of Curriculum, Director of Student Services, and the Assistant Superintendent of Curriculum at the district office.

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

Teachers continue to receive support for our QTEL initiative. New teachers are also receiving support from their BTSA mentors.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Del Mar High School has a collaboration scheduled once a week on Wednesdays. Two of those Wednesdays, each month, are reserved for departments.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

This task is performed at the district level.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not Applicable

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not Applicable

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

This task is performed at the district level.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

This task is performed at the district level.

Opportunity and Equal Educational Access

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

Del Mar offers several programs in different subjects to help enable underperforming students to succeed. The district offers a wide range of courses during the summer to help students recover credit or validate A-G Courses for college. At Del Mar, the site offers a math workshop where students are concurrently enrolled in this class and an Intergraded Math One class which helps the students build the skills needed to pass this course. The math department also offers IM1 Remix. Students who do not pass a particular performance task, they are assigned to remix after school for one week until they can pass the assessment. Our English Learner students benefit from an grade level English enrichment course which they take concurrently with their on level English course.

14. Research-based educational practices to raise student achievement

Research based educational practices at Del Mar include AVID and QTEL strategies.

Parental Involvement

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

Parent involvement comes in many forms at Del Mar High School. They include Open House at the start of school. On the first Wednesday of every month, all parent groups meet at the same time. This first begins with a general session for all groups, usually led by the Principal or Activities Director. This allows the site administration to communicate or address anything that would involve parents. After the general session, they break up into their various sub groups which include the PTSA, Sports Boosters, the DMH Performing Arts Parents, International Baccalaureate Parents, Padres Unidos, and ELAC. Parents also have the opportunity to participate in DLAC, located at the District Office once a month. Just before 8th grade course signups, Del Mar hosts 8th Grade Parent Night where 8th grade parents from the local middle schools can learn about the high school and the various programs the site offers. The guidance department offers a number of college based lecture nights at each grade level, designed to help students and parents navigate the road to college. A few times a year, the district will host a D.A. Mediation meeting. Parents and students who are habitually truant are invited to attend these meetings to explain the choices available to them when it comes to school attendance. Community services include Uplift, Catholic Charities, and CASEE counselors who provide counseling services for our at risk youth.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

This involves our parent groups including ELAC, PTSA, Padres Unidos, DLAC, I.B. Boosters and School Site Council.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Not Applicable

18. Fiscal support (EPC)

Not Applicable

Description of Barriers and Related School Goals

things that get in the way from students achiveing.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	251	264	237	248	230	245	94.4	92.8
All Grades	251	264	237	248	230	245	94.4	92.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2621.4	2605.2	29	24	37	37	19	25	12	13
All Grades	N/A	N/A	29	24	37	37	19	25	12	13

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	35	26	53	57	13	17
All Grades	35	26	53	57	13	17

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	40	37	41	45	14	18
All Grades	40	37	41	45	14	18

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	22	66	63	12	15
All Grades	23	22	66	63	12	15

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	49	42	40	48	10	11
All Grades	49	42	40	48	10	11

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	251	264	236	248	226	246	94.0	93.9
All Grades	251	264	236	248	226	246	94.0	93.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2566.6	2562.3	8	9	19	19	30	30	39	42
All Grades	N/A	N/A	8	9	19	19	30	30	39	42

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	14	16	41	38	45	46
All Grades	14	16	41	38	45	46

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	15	14	55	53	31	33
All Grades	15	14	55	53	31	33

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	14	13	61	60	25	26
All Grades	14	13	61	60	25	26

Conclusions based on this data:

- In English, students who exceeded the standard fell by 2% from 14/15 to 15/16 while the overall score for met the standard maintained the same score.
In reading, listening, and analyzing, the % dropped slightly while the measurement for meeting the standard rose slightly between the two years.

2. In Math, the overall achievement remained the same. When broken down into Problem Solving Skills and Communication reasoning, there were drops of 1% for exceeding and meeting the standards between 14/15 and 15/16.
3. There was a slight drop in participation for both English and Math between 14/15 and 15/16.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	18	20	21	29	29	36	40	29	34	11	17	7	2	6	2
10	16	24	8	37	31	33	33	27	38	10	9	10	4	9	13
11	11	16	14	52	37	24	29	28	28	7	12	14	2	7	21
12	28	31	10	34	38	43	19	24	29	13	5	10	6	2	10
Total	17	22	14	39	33	34	31	27	33	10	11	10	3	6	10

Conclusions based on this data:

1. In grade 9 to 10, there was a jump in the number of students who scored advanced, and early advanced.
2. The total number of students in 13/14 rose in 14/15 for Advanced, Early Advanced but then drop off in 15-16.
3. It is difficult to make conclusions without knowing the total population from those student's school and if they are the same students as they elevate in grade level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	16	19	21	33	29	34	31	27	31	12	16	7	9	10	7
10	14	23	11	32	29	29	30	21	30	11	7	9	13	20	21
11	9	14	16	48	35	21	27	27	26	6	10	11	9	14	26
12	24	30	18	30	35	36	19	22	29	14	4	7	14	9	11
Total	15	21	16	37	31	30	27	25	30	10	10	8	11	13	16

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Instruction that engages all students equitably

LEA/LCAP GOAL:

Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction by investing in targeted professional development, instructional technology, effective interventions and supports for students, and 21st Century skill development.

1. CA Dashboard English Learner Progress Indicator - maintain a performance level of Green
2. SBAC % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 76% and math = 53%
3. SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 58% and math = 25% for Latino Students
4. SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 55% and math for Low Income Students = 26%
5. SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 9% and math for English Learners = 12%
6. English learner performance on CELDT Criterion (Growth or English Proficient) = 49%
7. English Learner Reclassification Rate = 23%
8. Students agreeing that they do meaningful work at school on the school climate survey = 40%

SCHOOL GOAL #1:

- o Increase proficient in ELA on the SBAC Exam by 8% (from 61% to 69%)
- o Increase Proficient in Math on SBAC Exam by 7% (from 28% to 35%)
- o Increase 5% of English Learners reclassified annually
- o Increase CELDT Proficiency (AMAO) by 3% (from 69% to 72%)
- o Increase proficient for Latino subgroup in ELA on the SBAC Exam 5% (from 55% to 60%)
- o Increase proficient for Latino subgroup in Math on the SBAC Exam 5% (from 17% to 22%)
- o Decrease Low Income [LI] and Latino Failure Rate (increase 9th grade full credits earned from 69% to 75%)
- o Decrease Truancy Rates by 10% (from 52% to 42%)
- o Decrease Suspension and Expulsions by 5%
- o Targeted Proficiency Level in The District Local Common Assessment

Data Used to Form this Goal:

SBAC Data reported by the state.
CELDT Data Reported by the State
District Data on Suspensions, Expulsions, and Truancy

Findings from the Analysis of this Data:

Most sub-groups scored lower and did not meet targets in Math except for whites.
 Most Subgroups did not meet targets in English except for Asian.
 Suspensions were down over last year.
 Expulsions were up from last year. Although, rates for Hispanics have dropped, Black, White, and Asian are up.
 Drop out rates have decreased over the past few years.

How the School will Evaluate the Progress of this Goal:

District Curriculum Committee
 Site Curriculum Committee
 Administrative Collaboration
 Department Collaboration
 WASC PLAN

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Staff Development Site and District level collaboration	2016-2018 Upgrade 75% with CCSS Embed a minimum of two common assessments in all core areas to include CCSS aligned performance tasks Math will work with partner districts to work on CCSS and transition plans	Assistant Superintendent of C & I, Curriculum Director, Site Principal, VP, Curricular Leaders				
Align units with the Del Mar Learner Profile (SLOS)	2016-2018 Teachers imbed Learner Profile through Freshmen Advisory	Teachers, Administrators				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All curriculum and assessments to align with IB in order to provide equitable access to students.	2016-2018 Course alignment in 9th-10th grade. 1 common IB assessment per semester.	Teachers, Guidance Counselors, VP, IB Coordinator	No Cost			
Fall 2016 Promote the importance of the CELDT Test to students required to take it and to faculty and staff.	2016-2018 Prepare students for SBAC by engaging them in at least 3 practice tests during the school year in both ELA and Math. Discuss the EAP and how it is imbedded in the SBAC and how it affects their college entrance	Assistant Superintendent of C & I, Curriculum Director, Site Principal, VP, Curricular Leaders, Department Chairs				
Address Truancy, Attendance, and Expulsion Policies	2016-2018 Develop strategies to help lower truancy, attendance, and expulsion issues. Re-Evaluate current policies and decide on what works and where improvements can be made.	Director of Student Services, Site Principal, VP, APs, Attendance clerk, Off Site Services (Catholic Charities, CASSEY, etc...)				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase number of students in the AVID program.	2016-2018 Continue to build the AVID program. Increase number of sections to 8.	VP, Guidance Counselors, AVID Teachers	Possible costs if the site needs to hire more instructors.	1000-1999: Certificated Personnel Salaries	LCFF - Base	
Design, Improve, and Increase interventions so all students can achieve IB. Including an IB Summer Bridge Program	2016-2018 Homework Center, Learning Labs for each subject. Tutors	Administration/Teachers	Summer school courses designed to advance students from IM1 to IM2 over the summer.	1000-1999: Certificated Personnel Salaries	Title I	15,000
Hire A Technology TOSA	2017-2018	Principal	TOSA would be responsible for setting up, organizing, and maintaining site technology such as laptops, projectors, etc.	1000-1999: Certificated Personnel Salaries	Title I	40,000
Hire EL Coach to work with departments on QTEL Strategies	2017-2018	Principal, Teachers		1000-1999: Certificated Personnel Salaries	Title I	20,000
Add 2 Daily Math support sections from students who require interventions	2017-2018	Administration/Teachers	These sections will be paired with an IM1 class so that students receive IM1 math instruction daily.	1000-1999: Certificated Personnel Salaries	Title I	40,000
Designated Literacy & EL Support	2017-2018	Administration/Teachers		1000-1999: Certificated Personnel Salaries	Title I	40,000
Hire Additional Math Para Professional	2017-2018	Administration	This position will be assigned to math support classes to aid teachers in making more contact with individual students.	2000-2999: Classified Personnel Salaries	Title I	50,000
Purchase of Film Equipment for Latino Film Class	2017-2018	Administration		4000-4999: Books And Supplies	Title I	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Latino Film Literacy Institute	2017-2018	Administration/Teachers		1000-1999: Certificated Personnel Salaries	Title I	76,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Systemic, rigorous expectations with supports to help all students succeed

LEA/LCAP GOAL:

Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary opportunities.

1. A-G completion = 47%
2. A-G completion for Latino students = 30%
3. A-G completion for low income students = 28%
4. Dashboard Graduation Indicator = Maintain Green overall by increasing the graduation rate to 93%.
5. Dashboard Graduation Indicator for Low Income Students = Achieve Yellow for low income students by increasing their graduation rate to 87%.
6. Percent of 10th - 12th grade students taking AP tests = 36%
7. Percent of AP scores of 3 or Better = 71%
8. Percent of Students Who Earned at Least 10 Credits in a CTE Pathway = 36%
9. Percent of Graduates Enrolled in College the Fall after Graduation = 76%
10. Percent of Latino Graduates Enrolled in College the Fall after Graduation = 63%
11. Percent of Low Income Graduates Enrolled in College the Fall after Graduation = 63%
12. Student agreement with: "Students receive effective counseling on opportunities after high school or college." = 84%

SCHOOL GOAL #2:

- o Increase in the Del Mar cohort graduation rate of 3% from 94% to 97%
- o Increase Del Mar UC/CSU A-G Completion Rates 3% from 42% to 45%
- o Increase in the Del Mar EAP "Ready for College" in Math from 27% to 30% and ELA from 27% to 30%
- o Increase 3% of CUHSD graduates entering postsecondary education from 72% to 75%
- o Increase graduates completing at least one "concentrator" course in CTE Pathway from 31 to 35 and one "completer" course in CTE pathways from 8 to 10.
- o Increase proficiency levels on the PSAT participation and performance (% tbd)
- o Increase participation and pass rates for AP/IB in all demographic subgroups by 3%

Data Used to Form this Goal:
Graduation Rates A-G Offerings AP/IB Enrollment Data
Findings from the Analysis of this Data:
The graduation rate has increased at Del Mar High School but needs to increase. Del Mar should expand its offerings of A-G Classes.
How the School will Evaluate the Progress of this Goal:
Assess the number of students graduating and their A-G eligibility. Provide pathways for students to be A-G compliant. Transition students from the AP Program to an IB program and increase enrollment in advanced classes. Increase the number of Latino and African American sign ups using EOS data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plan (PLP) for all students to provide goal setting, action plans and parent involvement in student's high school and post-school planning 1. Work with CUHSD technology coordinator utilize the new program "Naviance." 2. Collaborate with partner High Schools to strategize ways to initiate this action. 3. Provide professional development on providing guidance for the PLPs	2016-2018 Look at introduction of model into professional development and new teacher orientation. Naviance data Pilot in frosh advisory	Principal, Vice Principal, Improvement Team, Guidance Advisors, Advisory teachers				
Develop and sustain an IB Parent group.	2016-2018 Recruit parents to serve on this committee and bring together parents for support through fundraisers and social events.	IB Coordinator, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Technology Use by Teachers	2016-2018 Provide PD in technology.	Principal, Technology Site Team				
Increase literacy and math skills for underperforming students.	2016-2018 Hire an EL TOSA, Implement math intervention program	Principal, VP, Teachers				
Develop an Advisory Program for all students to implement a Personal Learning Plan and provide a personal connection for each student at Del Mar	2016-2018 Implementation of PLP program for all students Naviance Advisory Team Work Survey Reflection	Advisory Team Vice Principal Teachers Guidance Advisors CCC Team PTSA				
Develop a Guidance Plan to implement the Personal Learning Plans into all phases of guidance work and into the advisory program	2016-2018 Successful implementation of a guidance plan in coordination with a new PLP program using Naviance.	Site VP Guidance Advisors				
Teachers will participate in professional development including: 1. QTEL strategies for all teachers 2. Department collaboration 3. Rounds 4. Development of rigorous curriculum 5. AVID Strategies	2016-2018 Plan Professional Development to meet the needs of the teachers and students based on the actions.	Principal Vice Principal CLT Teachers	Professional development workshops 2015-2016 included a focus on: AVID Technology Common Assessments Common Curriculum SDAIE			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Inclusion of SAI students into mainstream courses.</p> <p>Inclusion of EL students into mainstream courses.</p>	<p>2016-2018</p> <p>Vice Principal SAI DC Teachers</p> <p>Principal Vice Principal EL DC Teachers</p>	<p>Schedule students who would traditionally be in a SDAIE English class into mainstream with a support course.</p>	<p>Successful implementation of EL students into mainstream classes. Collaboration between EL and mainstream</p>			
<p>Increase Naviance usage</p>	<p>2016-2018</p> <p>(a) PD for Teachers on Naviance</p> <p>(b) Embed Naviance in the English Curriculum</p> <p>(c) Continue "Class Talks" in all grade levels.</p> <p>(d) Naviance training for parents</p>	<p>VP Guidance Teachers</p>				
<p>Increase Participation in high-stakes standardized tests (PSAT, SAT, ACT) to 100% of the 10th grade class to create equitable opportunities for students</p>	<p>2016-2018</p> <p>(a) Embed test prep into Plus period or afterschool enrichment program</p> <p>(b) Create a sustainable way to pay for PSATs for students in need</p>	<p>Guidance VP AVID-Coordinator</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the number of students meeting the A-G requirements especially to reflect the schools demographics.	2016-2018 (a) Recruit DMHS students to take at least one IB Course (b) Increase the number of students passing IB exam with a score of 4-7 (c) Create opportunities for credit recovery and replacement	VP Guidance AVID Coordinator IB Coordinator				
Increase variety of technology used by teachers	2016-2018 Add technology training to PD	VP Department Chairs Tech Dean				
IB Exam Fees	2017-2018 Funding for IB Exam fees		Assist students with the payment for IB Exam Fees	5000-5999: Services And Other Operating Expenditures	Title I	30,000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School climate that promotes physical and emotional well-being

LEA/LCAP GOAL:

Goal 3: School climate that promotes physical and emotional well-being: Schools will engage actively with staff, students, and families to promote positive school communities. Efforts will be focused on safety, improving attendance rates, and using positive behavioral supports to prevent disciplinary actions.

1. Dashboard Suspension Indicator = Maintain Green overall by reducing suspension rates by .5% each year.
2. Dashboard Suspension Indicator for English Learners = Achieve Green for English learners by reducing the rate by 1.5% each year. Overall Status = 4.4%. English Learner Status = 7.7%.
3. Suspension Rate = 4.3%
4. Suspension Rate for Latino and African American Students = Latino suspension rate = 51%, African American suspension rate = 6%
5. Expulsion Rate = less than 0.1%
6. Parent response rate on the WestEd school climate survey = 27%
7. Truancy Rate = 43%

SCHOOL GOAL #3:

- Increase level of Satisfaction with district and site communication by 5%
- Increase the level of engagement students have while learning by 10%
- Increase students level of satisfaction with college, career and socio- emotional counseling and mentoring by 10%
- Increase parent and student attendance and participation in school programs and extracurricular support activities (baseline data in 2017)
- Increase the level of staff satisfaction with district communication by 10% (from 59% to 69%)

Data Used to Form this Goal:

Data from the West ED/LCAP survey

Findings from the Analysis of this Data:

Low percentage of parents filled out the survey.

Satisfaction with district and site communication has room to grow.

Parent participation is needed on site

How the School will Evaluate the Progress of this Goal:

Increased percentage of parents responding to the survey.

Increased satisfaction of parents with communication.

Visible increase in the number of events by parents on campus.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create more opportunities and ways for parents to the WestED/LCAP Survey to increase participation	<p>2016-2018 Publicity campaign to increase parent participation through an online survey. Robo-Call home to direct parents on where and how to complete a survey.</p> <p>Create parent nights where parents can come down to the school and use Chrome books to complete the survey.</p> <p>Make sure all publicity goes out in Spanish & English</p>	Director of Technology, Site Administrators				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase use of Robo-Call system for important events and meetings	2016-2018 Utilize the robo call system by programming announcements for parent's events and meetings. Having them translated into Spanish. Dividing the population so that the message goes home in English or Spanish based on the Home Language.	Principal/VP/AP				
CASSY Counselors (3)	2017-2918	Administration	Emotional Support Counselors for students	1000-1999: Certificated Personnel Salaries	Title I	75,000

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Instruction that engages all students equitably
SCHOOL GOAL #1:
<ul style="list-style-type: none"> o Increase 5% of English Learners reclassified annually o Increase CELDT Proficiency (AMAO) by 3% (from 69% to 72%) o Increase proficient for Latino subgroup in ELA on the SBAC Exam 5% (from 51% to 56%) o Increase proficient for Latino subgroup in Math on the SBAC Exam 8% (from 19% to 27%) o Decrease Low Income [LI] and Latino Failure Rate (increase 9th grade full credits earned from 72% to 77%) o Decrease Truancy Rates by 10% (from 52% to 42%) o Decrease Suspension and Expulsions by 5% o Targeted Proficiency Level in The District Local Common Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Aids	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Six Bilingual Aids to provide direct translation and student engagement supports in ELD classrooms at each comprehensive school site. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	256470

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BTSA Coaching/New Teacher Supports	2017-18	Chief Human Resources Officer	New teachers are provided with mentoring and training. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	246750
District-wide professional development days for all teachers	2017-18	Director of Curriculum and Instruction	Incentive-based professional development days provided to all instructional staff. Topics include: standards-based instruction, grading policy, intervention strategies, and college readiness pathway completion. Two days paid out of LCFF Base. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	185000
			One day of professional development paid out of Educator Effectiveness Grant. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	Other	92500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Quality Teaching for English Learners (QTEL) professional development program	2017-18	Director of Curriculum and Instruction	A contract with WestEd to implement a program to provide professional development in English learner intervention and student engagement strategies paid out of the Educator Effectiveness Grant.	5800: Professional/Consulting Services And Operating Expenditures	Other	267000
Teachers on Special Assignment to support English learners	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Roughly .5 of a Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	286000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers on Special Assignment to lead Common Core standards implementation with embedded technology supports	2017-18	Director of Curriculum and Instruction	1.5 centralized Teachers on Special Assignment paid out of LCFF Base to support implementation of Common Core standards in ELA and math, including development of local assessments and curriculum. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	188698
			.5 of a centralized Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	56761
Technology initiative for blended learning to provide one device per student over four years.	2017-18	Director of Technology	Purchasing of devices to support blended learning initiative for all students in one grade level.	4000-4999: Books And Supplies	LCFF - Base	447000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Systemic, rigorous expectations with supports to help all students succeed
SCHOOL GOAL #2:
<ul style="list-style-type: none"> o Increase in the Del Mar cohort graduation rate of 3% from 94% to 97% o Increase Del Mar UC/CSU A-G Completion Rates 3% from 42% to 45% o Increase in the Del Mar EAP "Ready for College" in Math from 27% to 30% and ELA from 27% to 30% o Increase 3% of CUHSD graduates entering postsecondary education from 72% to 75% o Increase graduates completing at least one "concentrator" course in CTE Pathway from 31 to 35 and one "completer" course in CTE pathways from 8 to 10. o Increase proficiency levels on the PSAT participation and performance (% tbd) o Increase participation and pass rates for AP/IB in all demographic subgroups by 3%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College and Career Center Staff	2017-18	Director of Curriculum and Instruction	College and Career Centers will have full-time staff to support students and families with preparing for the transition to post-secondary opportunities. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	244820
			Partly funded through the College and Career Readiness Grant. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	Local Categorical	81607

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Coordinators	2017-18	Director of Curriculum and Instruction	Five AVID Coordinators, one for each comprehensive high school, with one at each site, to oversee AVID training, scheduling of classes, and supports to students. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	139865

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in School climate that promotes physical and emotional well-being
SCHOOL GOAL #3:
<ul style="list-style-type: none"> • Increase parent response to WestEd/LCAP Survey by 10% • Increase level of Satisfaction with district and site communication by 5% • Increase the level of engagement students have while learning by 10% • Increase students level of satisfaction with college, career and socio- emotional counseling and mentoring by 10% • Increase parent and student attendance and participation in school programs and extracurricular support activities (baseline data in 2017) • Increase the level of staff satisfaction with district communication by 10% (from 59% to 69%)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Liaisons	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Three bilingual Community Liaisons to provide translation services, support ELAC and DELAC meetings, and engage with parents. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	230000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinator of Community Engagement	2017-18	Director of Strategy, Accountability, and Innovation	The Coordinator will create educational materials for families and community members about college and career preparation, and work with sites to engage stakeholders on strategic planning. Half will be LCFF Supplemental to highlight the focus on outreach to low-income and English learner students' families. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	60000
			Half will be LCFF Base to reflect outreach to all family and community members. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	60000
Mental health counselors	2017-18	Director Student Services & Assessment	A contract with CASSY, a counseling agency, to provide crisis counseling to students at each school site.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	450000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base		
LCFF - Supplemental		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	406,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Baldwin	X				
Kira Durant		X			
Tori Waite		X			
Linda Harvey			X		
Miguel Paredes				X	
Oliver Miles					X
Numbers of members of each category:					

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Jennifer Baldwin

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix A. LCAP Goals and Data for Del Mar High School

California Dashboard Results (Relevant to Goals 1, 2, and 3)

Del Mar High - Santa Clara County

Enrollment: 1,167 Socioeconomically Disadvantaged: 50% English Learners: 17% Foster Youth: N/A Grade Span: 9-12 Reporting Year: Spring 2017

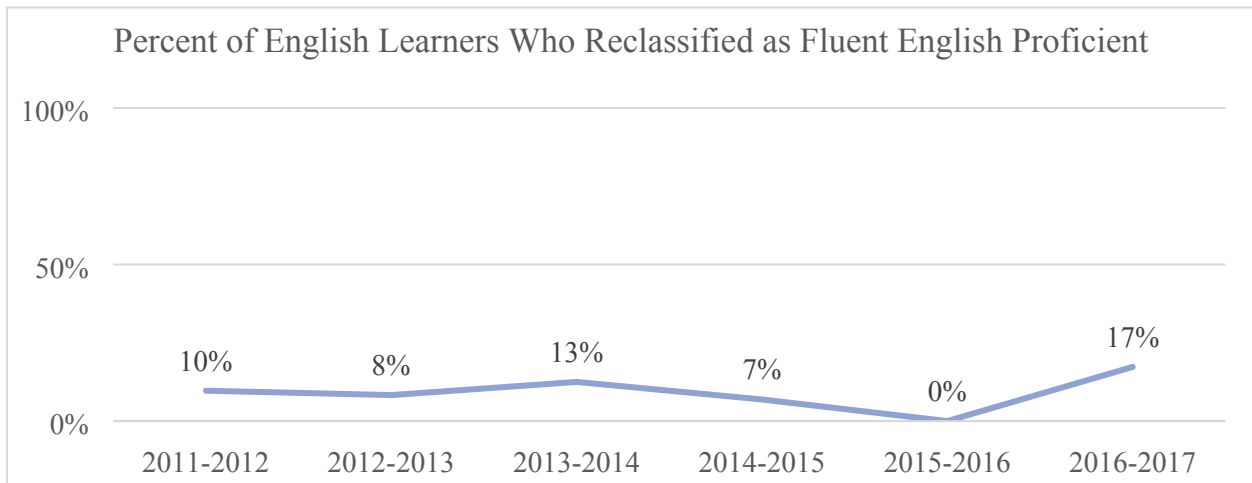
Charter School: No

Equity Report Status and Change Report Detailed Reports Student Group Report

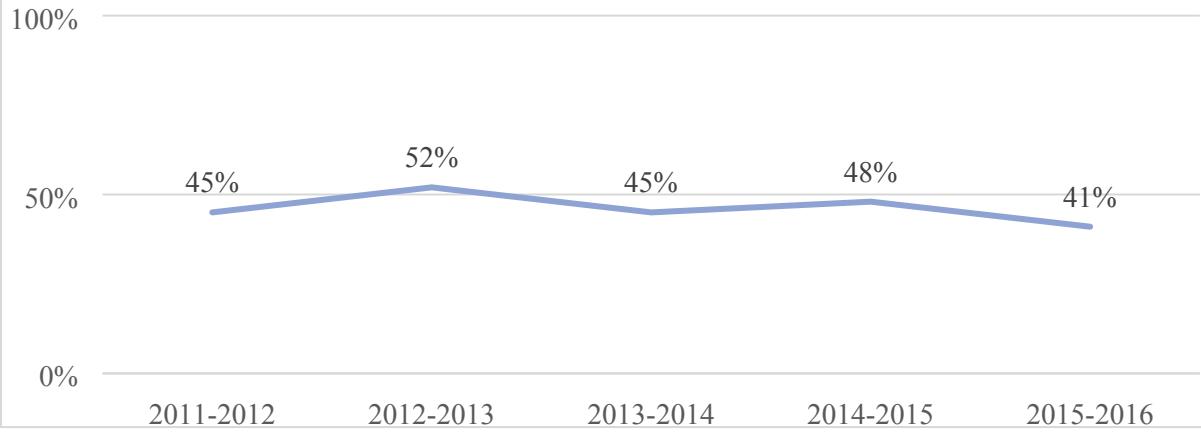
This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*					*		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>			N/A	N/A		*	*	*	*	*		*	*	

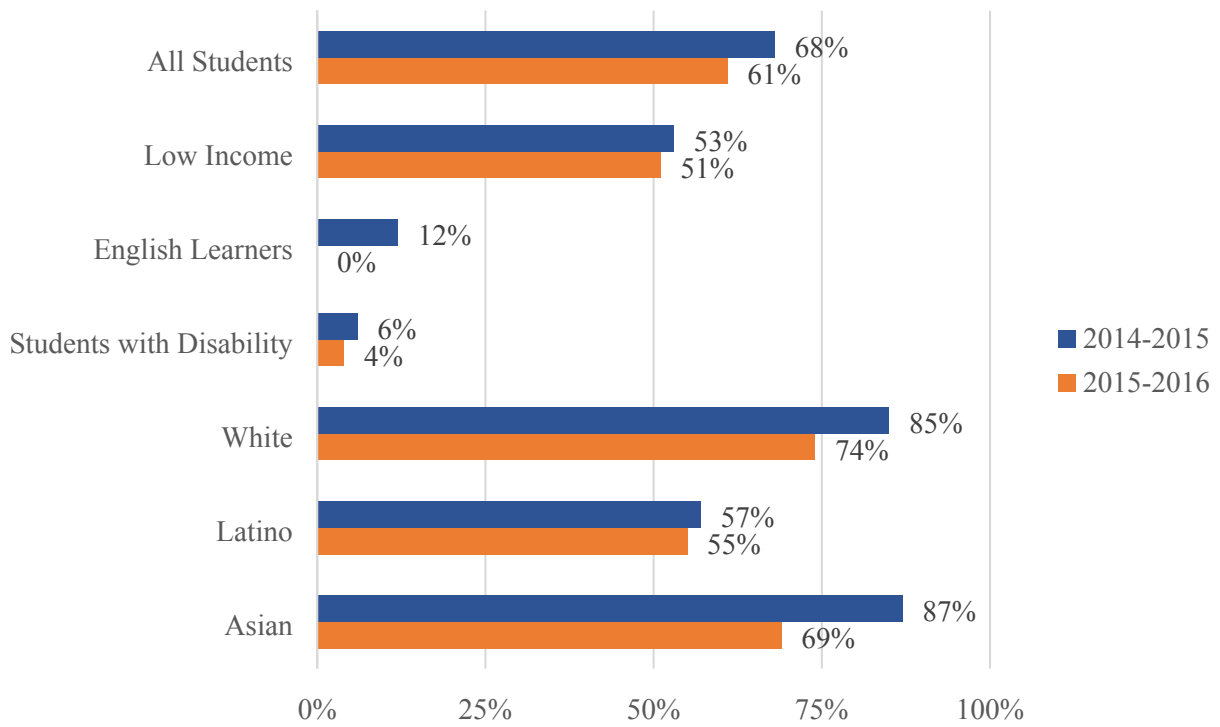
Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction through professional development of staff, targeted interventions and supports for students, and by investing in 21st Century instructional technology.



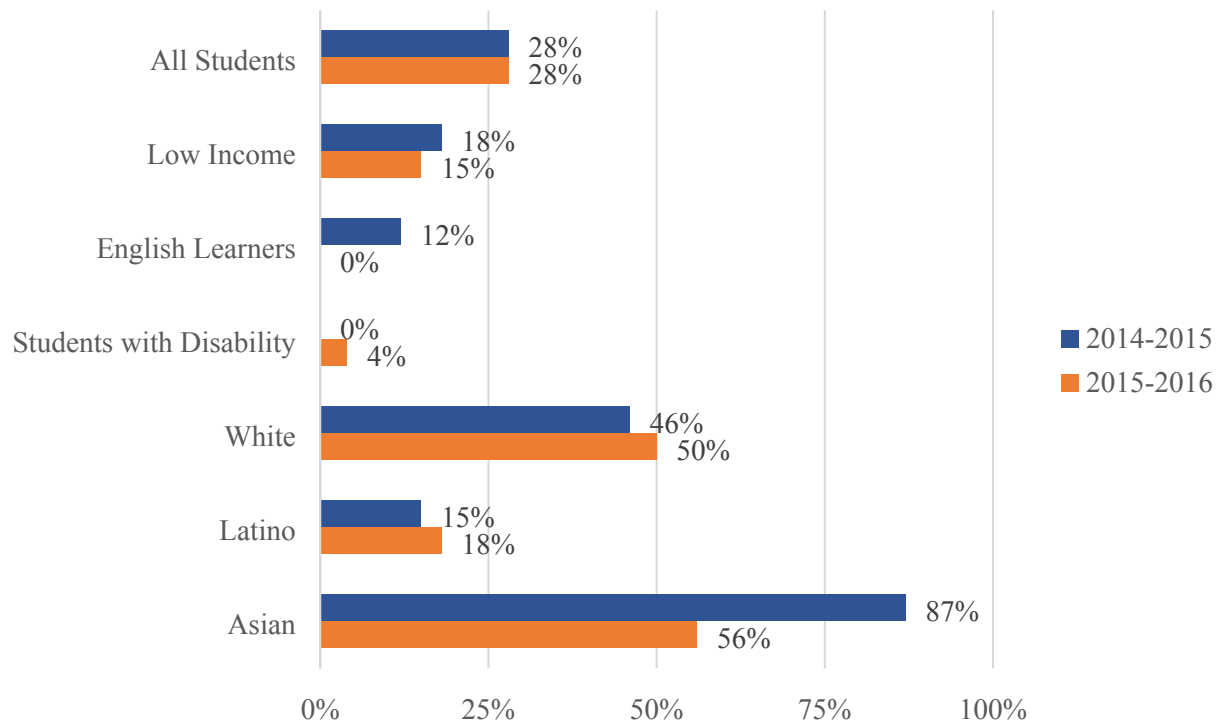
Percent of Students Who Met the CELDT Criterion



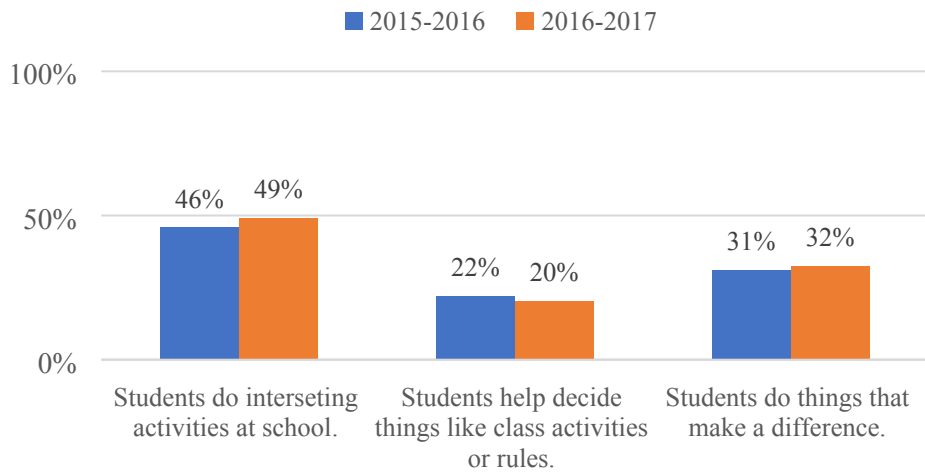
Percent of Students Who Met or Exceeded Standards on SBAC ELA, "Conditionally College Ready" on the EAP



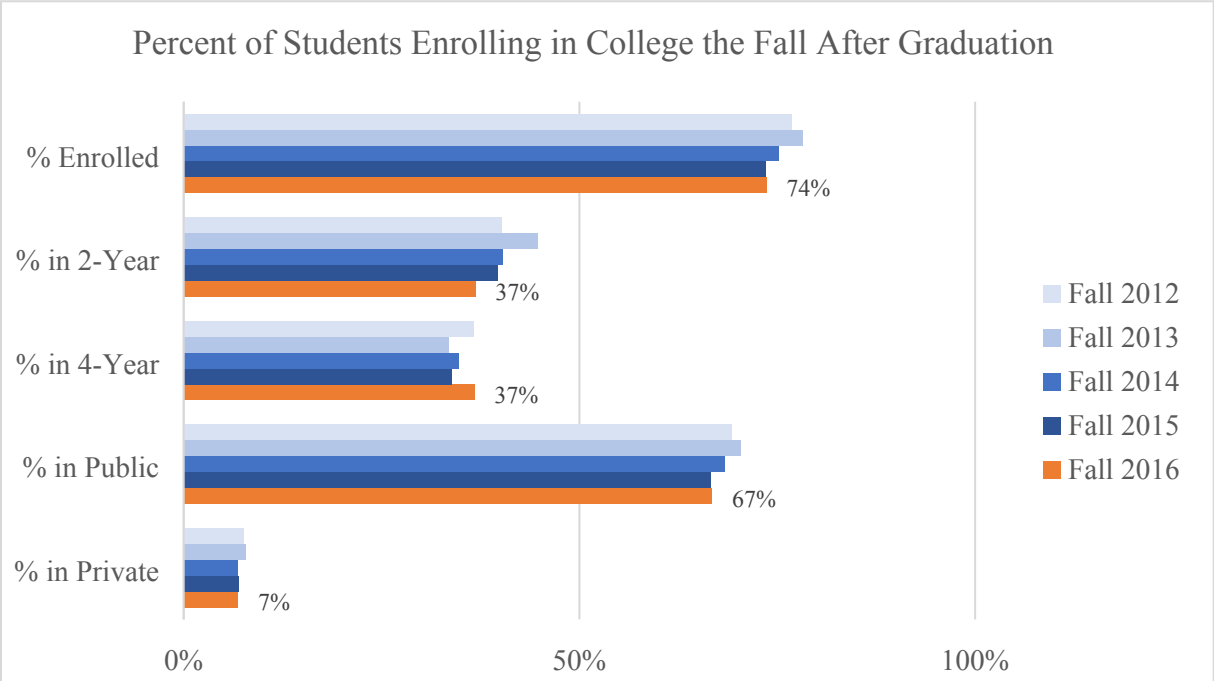
Percent of Students Who Met or Exceeded Standards on SBAC Math, "Conditionally College Ready" on the EAP



Percent of 9th Graders Who Agree that They Do Meaningful Work at School



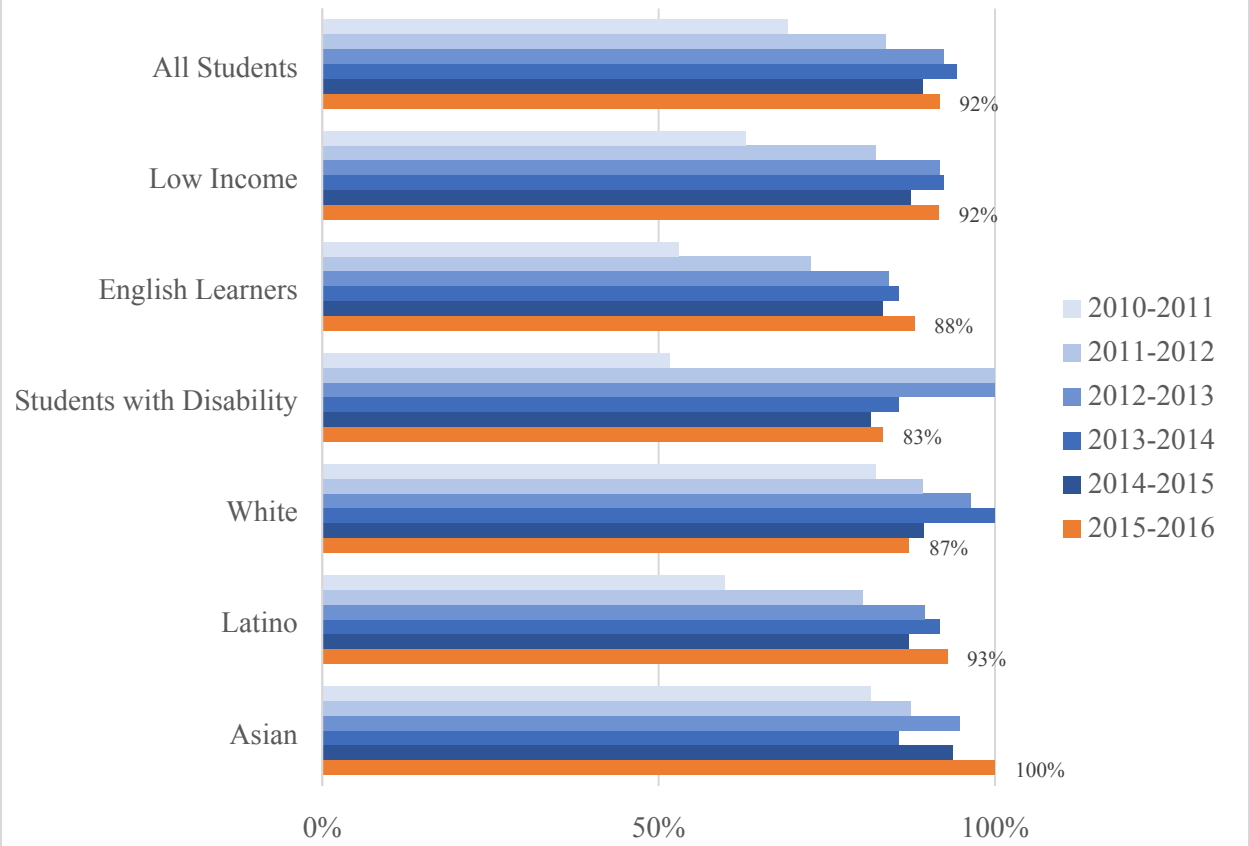
Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary pursuits.



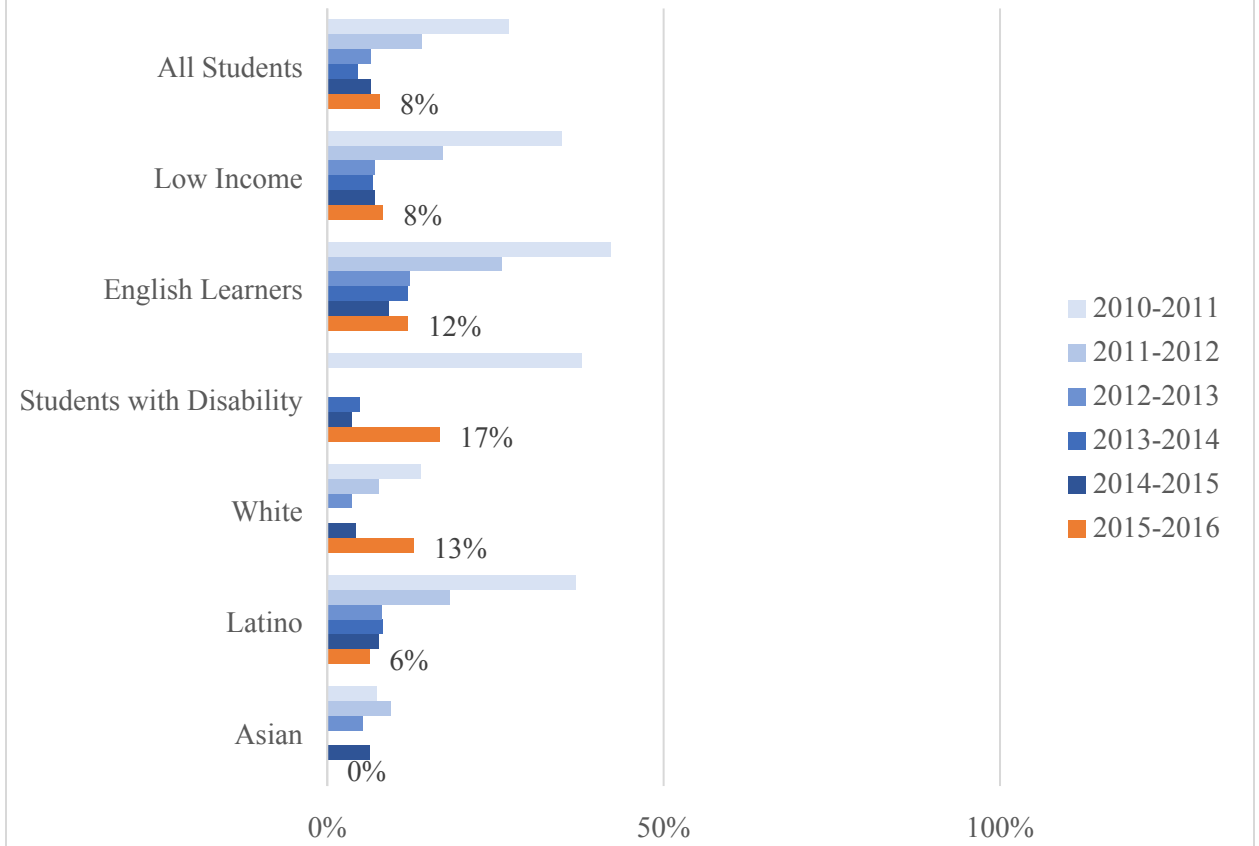
Percent of Students Enrolling in College the Fall After Graduation by Group



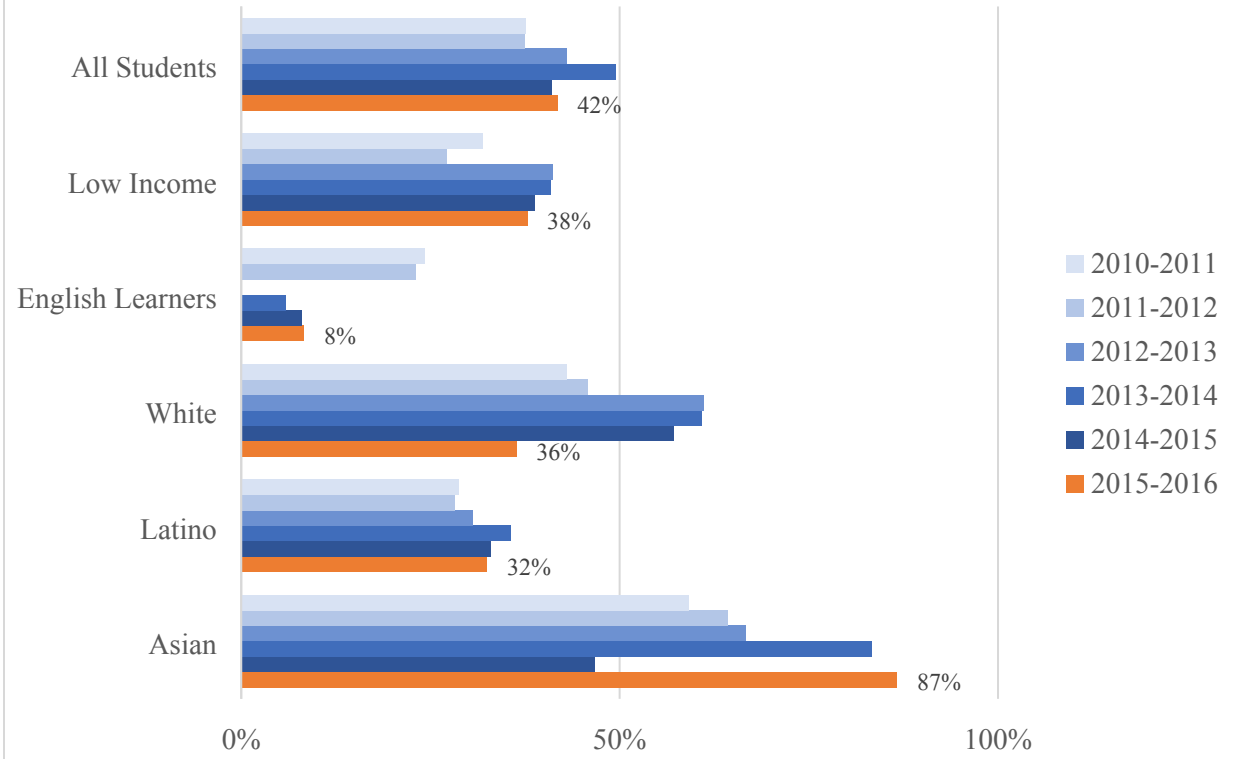
Graduation Rate, Based on Four-Year Cohort



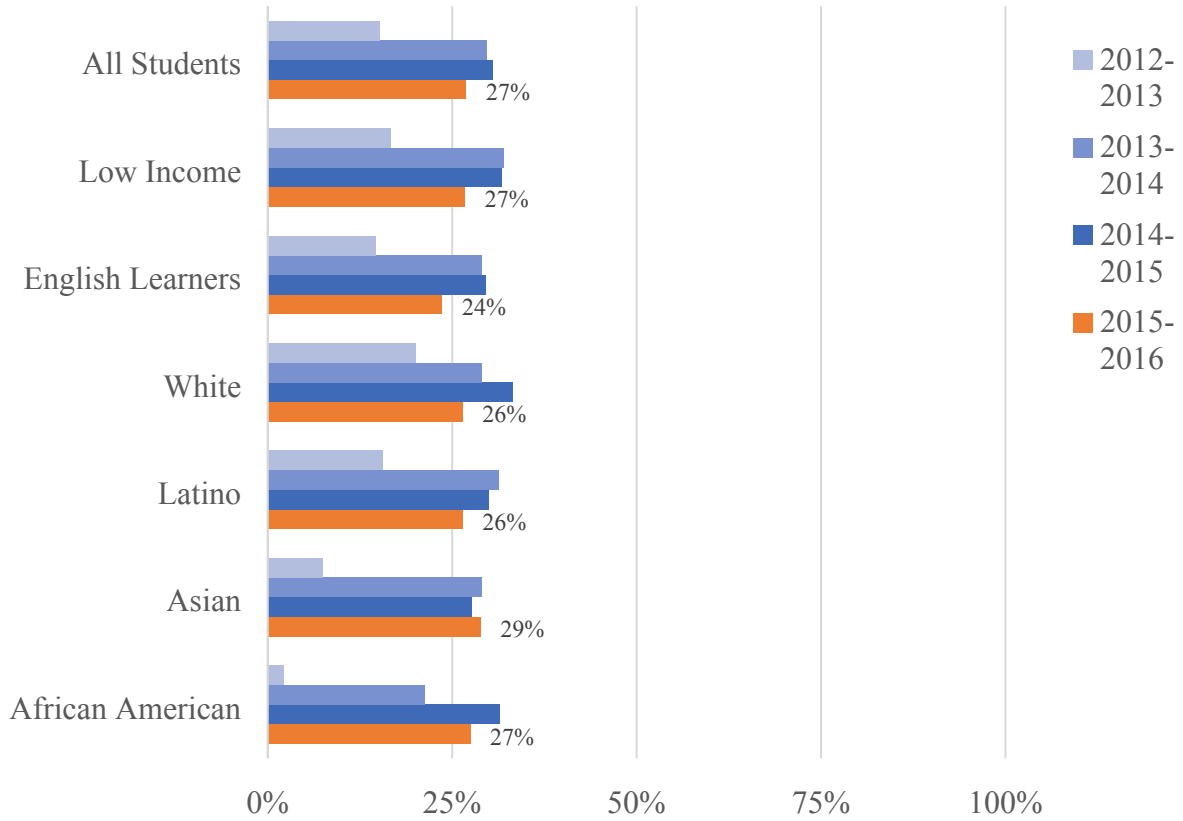
Dropout Rate, Based on Four-Year Cohort



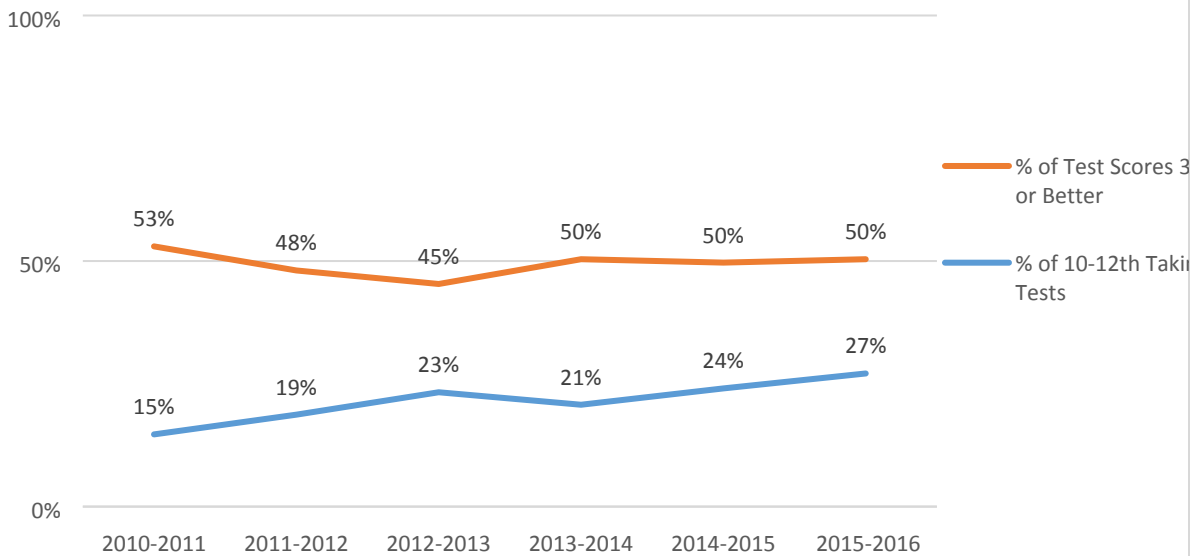
Percent of Graduates Who Completed A-G Courses with a "C" or Better

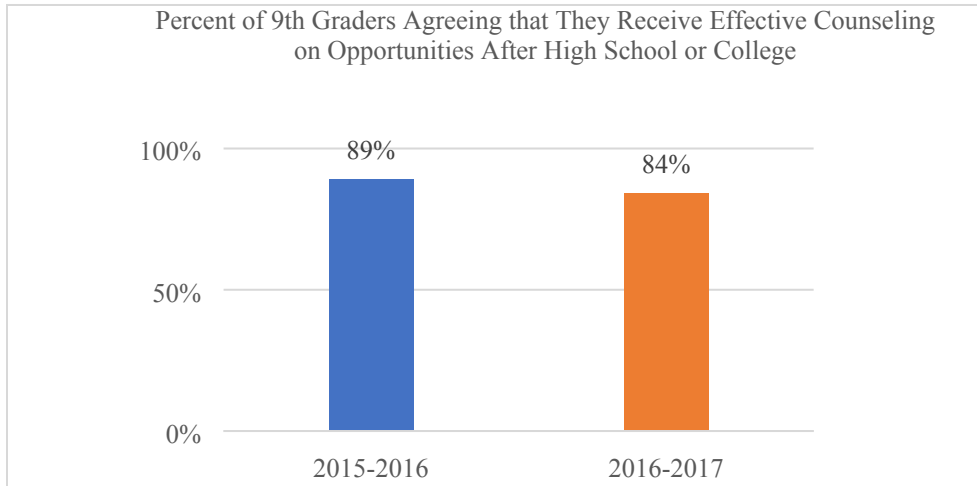


Percent of Students Who Earned 10 Credits or More in a CTE Pathway

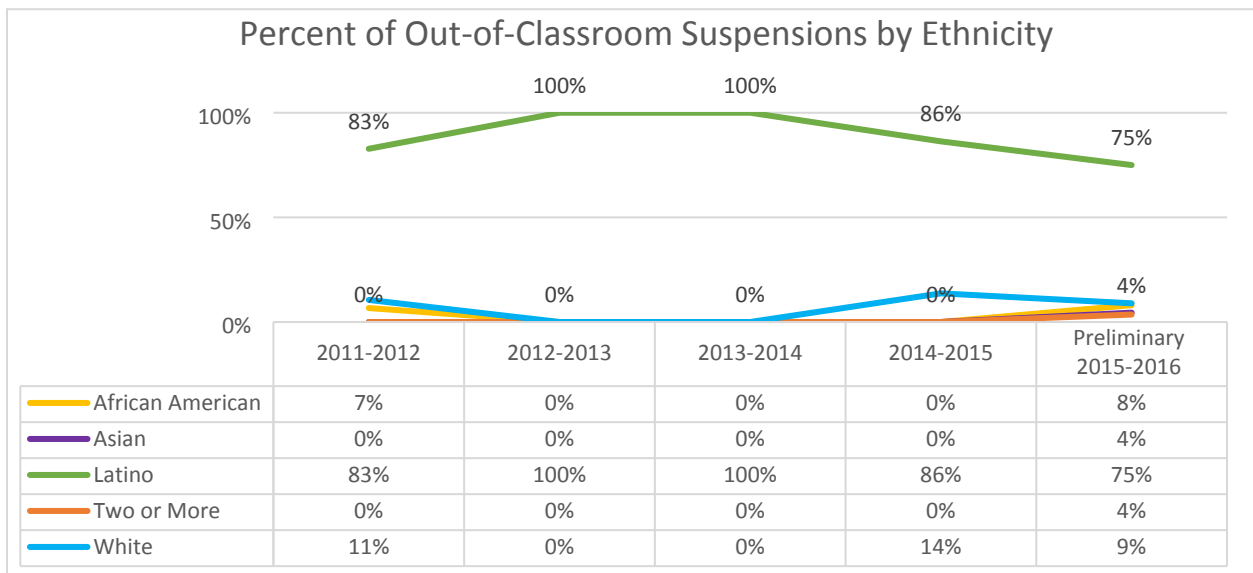
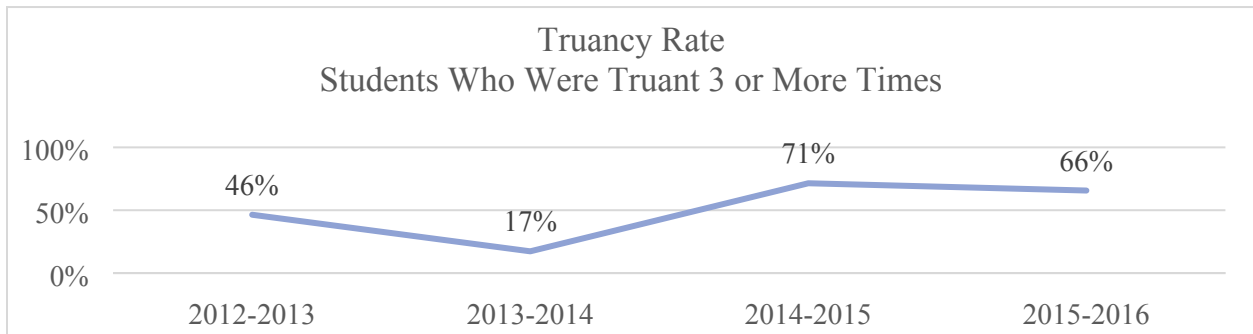


Percent of 10th - 12th Grade Students Taking AP Tests and Percent of AP Test Scores of 3 or Better

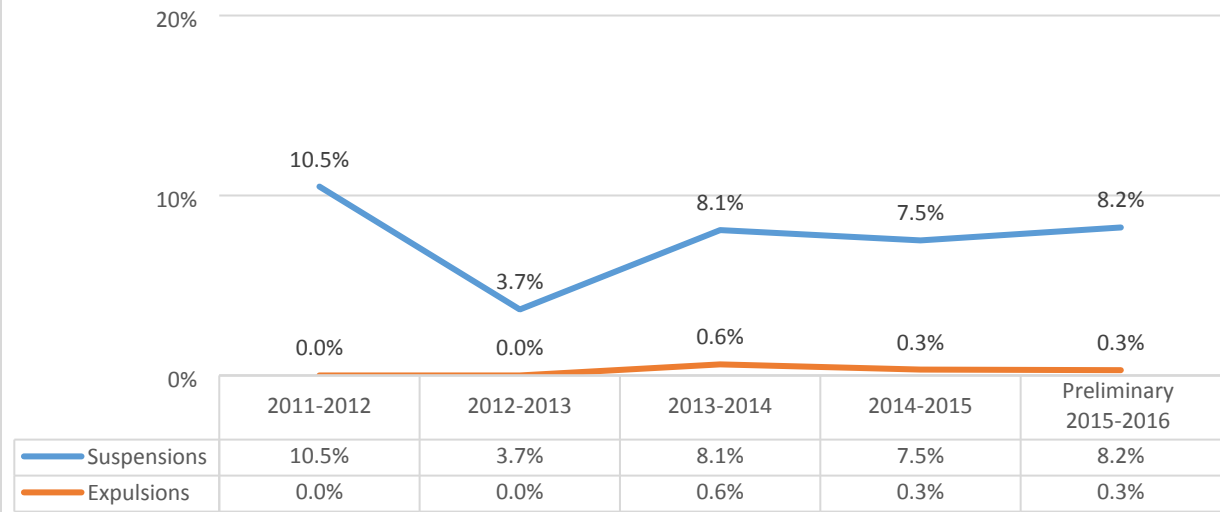




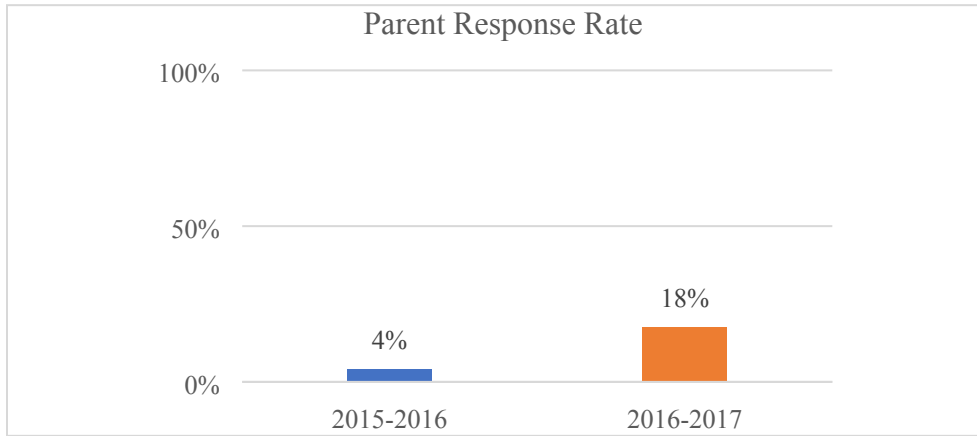
Goal 3: School climate that promotes physical and emotional well-being: School sites will engage actively with staff, students, and families to ensure that students receive the physical and emotional supports they need to succeed. Restorative justice and positive behavioral supports will be used to promote positive relationships in school communities.



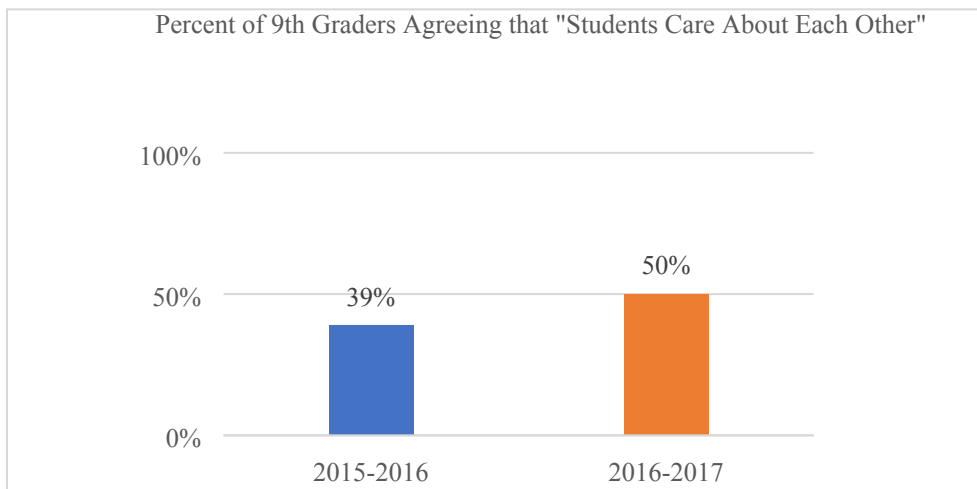
Suspension and Expulsion Rates



Parent Response Rate



Percent of 9th Graders Agreeing that "Students Care About Each Other"



Goal 4: Use human capital strategies that support staff effectiveness: CUHSD will use proven recruitment, selection, and retention strategies to improve staff quality throughout the District.

