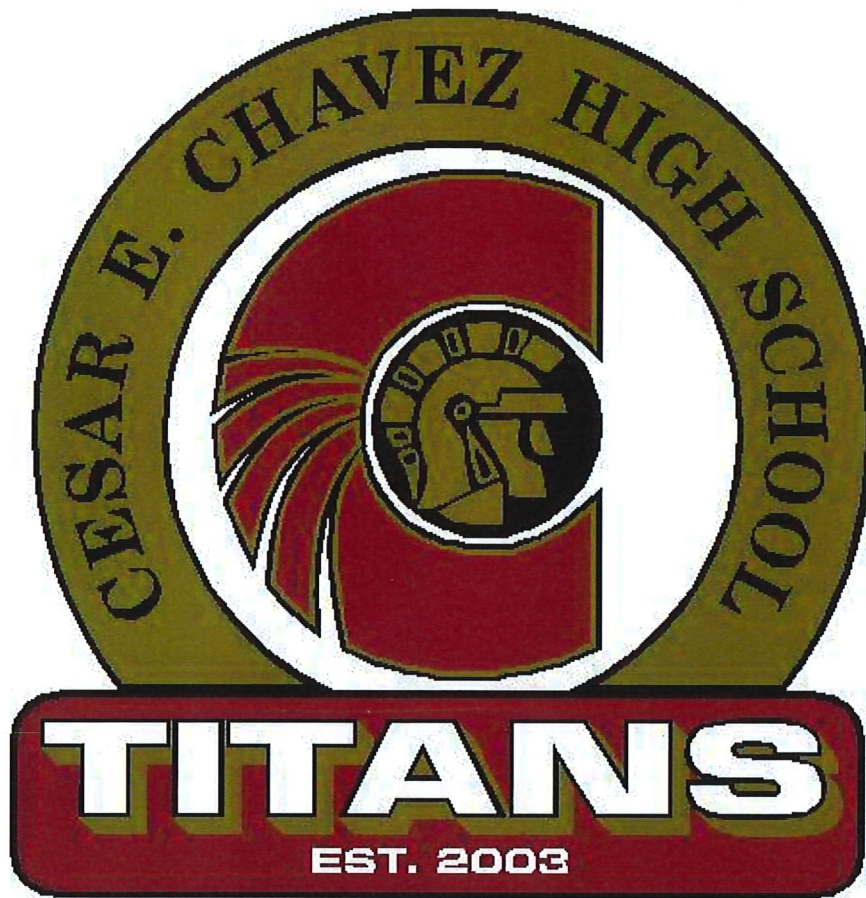


School Year: 2019-20



## School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez High School	15634120100529	October 23, 2019	November 12, 2019

### Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program



Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

As a Professional Learning Community, César E. Chávez High School is a school where learning and academic achievement are fostered, recognized, and celebrated. This mission has been discerned as CCHS has continues to achieve award-winning academic success. CCHS has a concise and well-defined mission, vision and purpose which reflect the school and community's commitment to success for all students. The mission statement is reviewed annually by the School Site Council and can be changed as the school's needs also change. It is the goals set forth in our mission statement that guide and direct all decisions for the students of the César E. Chávez High School community.

The mission of CCCHS is to "Provide a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth."

The purpose of CCHS is to "Promote academic, athletic, and artistic achievement, provide superior technical and vocational opportunities, and prepare tomorrow's leaders to be college and career ready."

The school motto of CCHS is "A learning community where academic achievement is fostered, recognized, and celebrated."

The vision of Delano Joint Union High School District (DJUHSD) and CCHS is for students to experience daily academic success through superior standards-based instruction. All teachers and



staff are personally committed to creating a positive atmosphere of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

César E. Chávez High School faculty members agreed to the following Expected School Wide Learning Results (ESLRs):

C—College and Career Ready

C—Communication and Technology

H—Higher Order Thinking Skills

S—Social Responsibility and Service Learning.

CCHS continues to use these learner outcomes because they continue to fit in, shape, and drive the school's culture of promoting academic, athletic, artistic, technical and vocational opportunities, in order to prepare students to be college and career ready.

#### Student Learner Outcomes

Since the last WASC visit, the Expected School-Wide Learning Results (ESLRs) have remained the same. The ESLRs have fit well into the school's mission, vision, and culture. They continue to guide students and staff towards academic excellence, and serve as tools that every student and teacher can utilize for higher achievement.



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# 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).

### PARENT SURVEY- (Back to School Night)

A parent survey was administered on September 17, 2019 to parents who attended the annual Back to School Night. 100% of parents feel that the school has sufficient instructional standards aligned materials, the school implements appropriate academic content standards, and feel teachers are assigned appropriately in their subject area. Over 98% of parents feel that school facilities are in good repair, the school involves parents in decision making process, and provides sufficient notices regarding parent involvement activities. In addition, 97% of parents feel that students feel safe at school and feel connected to school. Lastly, over 99% of parents feel the the school effectively addresses attendance, dropout, graduation, and the school provides sufficient alternatives to suspension for minor offenses such as disruption or defiance.

### TEACHER SURVEY

Teachers were surveyed on September 27, 2019 and on average, over 97% of teachers feel that students have sufficient access to standards aligned instructional materials and students feel safe on campus and connected to the school. Over 90% of teachers feel that school facilities are in good repair and that the school provides a broad course of study.

### STUDENT SURVEY

Students were survey on September 27, 2019 and on average over 97% of students feel connected to the school and 96.7% feel that school provides access to a broad course of study.

### Title I Parent Meetings and LCAP Stakeholder Meetings:

There have been opportunities for parents and stakeholders to participate, share concerns and offer recommendations toward improvement of services and programs offered at CCHS over the past few years, most currently on September 5, 2019. During this Title I meeting, parents were provided with information about programs and services available to assist low socioeconomic and LEP students bridge the academic gap and attain academic proficiency. Also, the 8 State priorities, 3 District LCAP goals, and the various actions as described in the LCAP (Local Control Accountability Plan) were shared and how monies under LCAP would be allocated to attain stated goals. Parents and those in attendance offered suggestions.

### Title II

The DJUHSD uses data to continually update and modify activities to improve student academic achievement. Data is evaluated before the start of the school year and during the bi-weekly Wednesday late starts to identify the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. Data is used to identify areas for improvement and to refine and modify instructional practices to improve student learning. The DJUHSD uses various sources of data to monitor student academic achievement. These data



sources include the SBAC English and mathematics; ELPAC; English learner reclassification; CAST; CAA English, mathematics, & science; Advance Placement passing; local formative and summative assessments; Instructional strategy monitoring tool; and teacher, student and parent surveys. The DJUHSD uses ongoing consultation to continually update and improve activities supported under Title II, Part A. Administrators, teachers, paraprofessionals, and instructional staff (i.e. counselors, psychologists, nurses, attendance, discipline) participate in the bi-weekly PLC (Professional Learning Community) meetings to analyze and review the student data; refine and modify instructional strategies; and select and implement formative assessments and design classroom-based assessments to improve instruction and student academic achievement. The DJUHSD district conducts LCAP and Federal Addendum stakeholder meetings throughout the year to consult with parents and parent advisories, school and district administrators, teachers, students, and other staff members to improve student academic achievement. The DJUHSD also consults with Delano Joint Union High School District Teachers Association and California School Employees Association at least once every year in the review and analysis of the LCAP. An annual LCAP community forum is held in the spring to review data, proposed actions, and for comment from the community to improve student outcomes. In addition, the DJUHSD consults on a regular basis with experts that provide services on evidence-based strategies to improve teacher effectiveness and student learning. Parent stakeholder groups are consulted at least three times annually at each school site. District level parent advisories are held at least four times a year.

## **Classroom Observations**

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

Classroom observations are separated into two types, formal and informal. Formal observations are part of the evaluation process and occur as per CBA in cycles for permanent teachers and every year for probationary teachers. Informal observations are targeted by instructional strategy and practice. The overall goal is to build instructional capacity through coaching and collaborating, whether from administrators or peer mentor teachers. The intention is to visit every classroom and provide every teacher with evidenced based, feedback and coaching. Formal observations are evaluative in nature and are followed up by a formal post-observation conference where the merits of the lessons are discussed. There is a collaborative process involved in aligning instruction to research based practices as per Explicit Direct Instruction (EDI) and Strategically Designed Academic Instruction in English (SDAIE).



## 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

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

Assessment is ongoing at Cesar E. Chavez High School. Teachers and administrators assess the progress of students in many ways.

- Ongoing Checking for Understanding: Teachers are regularly checking for understanding throughout their lessons to monitor student learning and progress. This can be seen in a variety of ways such as , whiteboards, random selection, project based, observation, writing samples, rubrics, etc.)
- Course-level assessments: Teachers are engaged throughout the school year in assessing their students and modifying their techniques as a result. This includes formative assessments that are closely tied to the instructional practices of individual teachers, and summative assessments – Formative Assessments of Common Core State Standards (FACCS) that are common to all teachers of a particular course. As a cohort, teachers identify essential which they assess and evaluate to determine best practices moving forward. This is done collaborative by department and subject level.
- School-wide assessments: CCHS students participate in all state mandated testing programs that encompass the California Assessment of Student Performance and Progress (CAASPP, ELPAC, and CAST)



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



The staff meets every other Wednesday morning during PLC time to desegregate data, adjust curriculum, identify instructional best practices, and review and re-write current assessments so as to align them to CCSS. The PLC time also serves to help monitor students' progress, particularly in English, ELD Language Arts, Math, Science, and Social Science. Second, as we find more local evidence that particular school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/ or programs so that implementation is broader and more consistent.

Local benchmark exams (FACCS) are graded using Illuminate software for real-time data results that are analyzed periodically during PLC Wednesdays by subject-level cohorts and by department. The purpose being to monitor student progress, inform best practices and decisions, and to evaluate the effectiveness of the instructional program. Also analyzed are multiple local and state measures of student achievement that include teacher tests, classroom observation, report card grades and/or mid-quarter scholarship warnings, ELPAC, AP exams, CAST, and all data provided through the California Assessment of Student Performance and Progress (CAASPP).

The Delano Joint Union High School District provides professional growth and improvement opportunities for teachers, principals, or other school leaders to address the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. The DJUHSD plan includes the following support services:

#### Principals and other school leaders

The DJUHSD conducts trainings for principals and other school leaders before the start of every school year. These trainings include school budget workshops; Discipline Handbook training provided by Schools Legal Service; the state Safe Schools Conference; the Heart of Coaching; Recognizing Substance Abuse; One Note training for effective integration of technology into curricula and instruction; and Illuminate training for use of data to improve student achievement. Continued substance abuse trainings are provided throughout the school year. There are two additional workshops in November and February provided for principals and upcoming principals on the Law and School Discipline to provide support and guidance. At the start of the school year, principals and school leaders receive training on McKinney-Vento eligibility and services, the development of a safety plan, and English learner program requirements and program placement. Mentors are provided for new and upcoming administrators to provide support and improve classroom instruction and student achievement. The DJUHSD provides Tier II training to promote professional growth and improvement. The DJUHSD also provides ongoing, evidence-based professional development opportunities for principals and other school leaders that is focused on improving teaching and student learning and achievement. These training are conducted throughout the year and include Thinking Maps; Response to Intervention; Padlet which provides sample lessons, UDL strategies, and how to write IEPs; Motivating Disruptive Students; and PLC training.

#### Teachers

The DJUHSD provides support for new teachers and evidence-based professional development opportunities for all teachers. Mentors are provided for all Provisional Internship Permit (PIP), Short-term Internship Permit (PIP), Waivers, Interns, & Induction Program teachers for support and guidance. Academic coaches provide instructional support and training throughout the year for all teachers and this subgroup as well. Professional development activities are strategically schedule to support new teachers. These activities include:

- Managing Challenging Behavior through Effective Classroom Management (Oct & Feb)
- Feeling Overwhelmed? Known Strategies Effective Educator Use (Oct & Feb)



- In October: Inclusion; Academic Language Development for All; Differentiating Instruction; Student Centered Classroom (Oct)
- Practicing Creativity (Nov)
- Bridging the Gap; Utilizing Assessment to ensure all students are making meaningful progress (Dec)
- Making small group instruction meaningful and engaging (Dec)
- New teacher seminars (Jan, Feb, March): Being a dynamic Communicator; Expertise in Your subject; Being a Continual Innovator.

Ongoing evidence-based professional development activities for all teachers throughout the year include activities:

- One Note training (districtwide) in August to effectively integrate technology into curricula and instruction with additional follow-up trainings in November and January to refine instruction.
- PLC training (Aug, Feb, March, Summer), Illuminate training (Aug), Solution Tree Data Driven Analysis workshop (Aug), Data Analysis and How to Collaborate workshop (Jan) to assist teachers in using data from classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
- The Heart of Coaching strategies for academic coaches
- Thinking Maps, ELD, SDAIE, EDI, DOK, NCTM Best Practices, Science Institute and Learning Network, and KCTE writing and reading workshops to improve teaching and student learning.
- Activities that increase the ability of teachers to effectively teach children with disabilities, and English learners: Padlet and Goal book training that include sample lessons, UDL strategies and How to write IEPs; Training on autism, health care, and how to meet student needs; Proact training for crisis intervention; Transitions Supports workshop; 21st Century training Classroom management; and Supporting Learning Disabilities.

All professional activities are strategically implemented to support ongoing learning. Professional growth and improvement is monitored through weekly classroom visitations and continual data analysis of benchmark and summative assessments. The DJUHSD has set aside a two hour biweekly scheduled time on Wednesdays (late start) for this purpose of collaboration, data analysis, and improving instruction and student learning. Academic coaches provide needed instructional support and guidance throughout the year.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

CCHS recruits and employs the most qualified credentialed teachers. For the 2019-2020 school year 100% of the of the classes in core academic subjects are taught by State Certified Compliant teachers as per ESSA.

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



## Title II

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### Title III

The DJUHSD provides high-quality, evidence-based professional development opportunities for teachers, administrators, and paraprofessionals to improve instruction for English Learners as well as improving use of academic assessment data to meet the learning needs of all English Learners. Professional development activities focus on improving English Learner outcomes in ELD and the academic content. Title III funds are used to provide professional development on evidence-based English Language Development (ELD) strategies.

All teachers hired at CCHS have met State Credentialing requirements as per ESSA to teach in each of the academic areas. They continue to develop professionally via education classes toward advanced degrees, clear credential classes and the Teacher Induction Support program, a program that is administered jointly by the CDE and the California Commission on Teacher Credentialing. Teachers who are in the Teacher Induction program participate in professional development that is specifically geared to new teacher needs and concerns. There is also a certificated Staff Mentoring Program and Peer Coaching designed to support new teachers. To address new legislation (SB103), teacher mentors have been designated to work with new teachers to build instructional capacity. In addition, funding has been allocated as part of the SPSA for ongoing professional development in EDI, Differentiated Instruction, DOK, Thinking Maps, Co-Teaching and SDAIE instructional strategies.



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

Cesar E. Chavez High School is committed to continuing emphasis on staff development, especially as we implement the Common Core State Standards and the new Next Generation Science standards. The Learning Director is coordinating the assessment and accountability components of our student achievement plan.

Staff development has been designed to help staff work together as departments to align their courses to State Academic and Performance (Content) Standards in ELA and ELD, Content standards in History-Social Science, Science Standards found in the new NGSS, and Common Core State Standards, develop curriculum and assessments, and develop instructional practices that address key components of the CCSS. Staff development has as its root and final goal to maximize student learning and academic achievement.

The staff meets every other Wednesday morning during PLC time to desegregate data, adjust curriculum, identify instructional best practices, and review and re-write current assessments so as to align them to CCSS. The PLC time also serves to help monitor students' progress, particularly in English, ELD Language Arts, Math, Science, and Social Science. Second, as we find more local evidence that particular school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/ or programs so that implementation is broader and more consistent.

Staff development activities are also based on professional needs. As we implement the State Standards, CCHS teachers participate in site and District level cohort meetings and professional development opportunities meant to build professional capacity, calibrate assessments and curriculum, increase DOK level questions on assessments and activities, align curriculum, instruction, and assessments to the NGSS and Common Core State Standards.



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

There is a collaborative process involved in assisting and supporting teachers in research based instructional practices like Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE).

Through Title I funds, this year we have added 2 periods (1 per teacher) for two Resource Teachers, one for Math and one for English Language Arts. Both teachers will help CCHS close the achievement gap in Math and English by:

- \* Conducting Peer Observations with follow up Feed-Back/Forward Conferencing
- \* Modeling Lessons
- \* Adjusting curriculum/ assessments based on data.
- \* Helping teachers effectively implement technology (HPs, Tablets, WiFi projectors)
- \* Helping teachers incorporate the use of OneNote and Office 365

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### Title III

The DJUHSD provides high-quality, evidence-based professional development opportunities for teachers, administrators, and paraprofessionals to improve instruction for English Learners as well as improving use of academic assessment data to meet the learning needs of all English Learners. Professional development activities focus on improving English Learner outcomes in ELD and the academic content. Title III funds are used to provide professional development on evidence-based English Language Development (ELD) strategies.

Furthermore, teachers regularly participate in Explicit Direct Instruction (EDI) training through DataWorks, which focuses on lesson development as well as the delivery of instruction. Training in Explicit Direct Instruction is ongoing with emphasis in Lesson Objectives, Checking for



## Understanding, and meeting the needs of English Learners.

Recent professional development has also included Depth of Knowledge (DOK), an effort to increase high order critical thinking through use of specific questioning during checking for understanding, on student activities, and on assessments. Training focuses on vocabulary building activities and reading strategies for both mathematics and science with additional work on activities that engage the learner and meaningful warm-up activities. Another is Get Focused-Stay Focused Career Choices, training on Career Choices curriculum that uses writing and critical thinking and research so students are able to complete a 10 year plan that answers: Who am I? What do I want? and How do I get it? Through this opportunity, teachers have not only learned to more readily assist the students in the general population, but also received training in how to address the needs of English Learners. Thinking Maps training was also provided in January of 2019. Based on academic study and brain research, Thinking Maps provide students with a common visual language for learning across all disciplines.

During the Summer and Fall of 2019, the District contracted with Jill Hamilton-Bunch of Point Loma University for the purposes of providing professional development in the area of literacy (deep reading, annotating, analysis, critical thinking and writing) as it relates to requirements of the Common Core State Standards. Teachers from the ELA and Social Science departments participated, and we anticipate continued partnership with Mrs. Hamilton-Bunch to continue professional development for other departments during the coming years;

The District will continue to employ and utilize consultants who provide information and training on curriculum, instruction, assessments, observation/evaluation instruments for teachers, DOK, literacy instructional strategies, key instructional strategies for second language acquisition and sheltered instruction, and knowledge of the ELD/ELA California State Standards. These efforts continue to be funded by Title III monies as well as Title I.

Lastly, a group of teachers from the academic core have participated in AP By the Sea and ERWC, .

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

Again, teachers meet in grade level / subject specific cohorts and as departments every other Wednesday morning for two hours. This PLC collaboration time is designed to give teachers the opportunity to meet together to analyze data, determine essential standards, review and re-write FACCS/ assessments, monitor student progress, and evaluate best practices.



## Teaching and Learning

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

The District's efforts to align core curriculum and assessments to state content standards on going. Teachers in all core subject areas have worked to develop course outlines and to refine course scope/sequence so that each course is aligned to state content, common core state standards and the NGSS. Cohort and department level meetings (as part of PLC Wednesdays) are facilitated by department chairs and subject or grade level resource teachers and facilitated in an effort to desegregate and analyze data, adjust and align curriculum, revise and improve instructional practices, and write and calibrate assessments to these standards.

All textbook purchases and supplemental gap resources are correlated to state standards in the core academic areas including ELD. We anticipate future purchases to correlate to new Science and Social Science standards as well as the Common Core State Standards.

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

NA

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

NA

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

All students at Cesar E. Chavez High School have access to the academic core. Students in the regular curriculum are enrolled in classes aligned to state content and common core standards. Students who are English Language Learners and those who are below grade level in Language Arts or Math are placed in ELD classes with state approved textbooks.

#### Special Education:

The majority of Cesar E. Chavez High's Special Education students are in the Resource Specialist Program (RSP) and they participate in the regular curriculum 80% to 100% of the time. RSP Teachers Co-Teach with regular Ed teachers using the PUSH-IN model for RSP students. Depending upon the Individualized Learning Plans of our Special Education students, regular education curriculum is modified and students are provided accommodations through collaboration between the Special Education Teacher/ Case Manager and the Regular Education Teacher, including making available a Resource Center for individualized tutorial purposes. Curriculum in classes that RSP students are enrolled in are aligned to state standards and IEP goals align to those standards. All Severely Handicapped (SH) students in the District are currently housed and served on the CCHS site campus.



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

All instructional materials used are State Board of Education adopted and standards aligned. They have been approved by the Board of Trustees.



## **Opportunity and Equal Educational Access**

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



- English Language Development (ELD): César E. Chávez High School is committed to provide English Language Learners, socioeconomically disadvantaged students, and other ethnic subgroups universal access to state core curriculum. All curriculum materials have been aligned to state content standards and instruction is differentiated to ensure that all English Language Learners receive instructional support that will in turn accelerate and speed the process of language acquisition. All curriculum frameworks and handbooks have been designed to ensure the success and equitable learning of all English learners, maximizing student achievement, and facilitating a smooth transition into higher level mainstream courses. Some of the most common methods of differentiation used school-wide are: the use of graphic organizers, cooperative grouping, use of visual aids or realia, specific SDAIE strategies, the use of manipulative software that has been aligned to state-content standards, and other supplementary instructional materials.
- Library Services: Concerted efforts are ongoing that address the need of infusing the CCHS Library with more instructional resources and service capabilities. With many of our students experiencing language and academic deficits the focus on proactively pursuing library improvements continues to be a priority. Therefore, our school Library continues to be targeted for significant revamping to enhance services and increase resources. A better equipped library helps advance the overall learning goals and increase student academic achievement in the Reading, Writing, and Critical Thinking, not to mention on local, state, and federal testing. Also, by providing our staff and students with updated, relevant technology in the library, CCHS will be in step with its goal of providing our students with a world class education. An updated collection of current resources helps support the instructional programs as well as the needs and interests of our students. In collaboration local and state literacy advocates, foundations, philanthropists, and other agencies, the CCHS Librarian seeks funding through grants and donations. This helps extend the library book collection and the services offered to ensure that all students are provided with the necessary resources and supplemental materials to enable them to foster a high quality educational program, promote literacy, and enable students to achieve academic standards and become lifelong learners.
- Career Readiness (STDV): These Freshman Transition/ Career Writing- Career Choices classes consist of a summer bridge freshman transition course and one semester class during students' incoming freshman year. Future goals include a 5 to 10 hour follow-up module during their each of their 10th, 11th, and 12th grade years with the intent purpose of helping students answer the questions, "Who Am I? What do I want? How do I Get there?". This is a dual enrollment course through Bakersfield College Student Development class and so students completing the course qualify for dual enrollment college credits. The goal of the class is to have students get focused and stay focused for the next 10 years on achieving important, life-changing goals; the ultimate objective – To graduate College and Career Ready as per the new Common Core State Standards and Career Technical Education Standards and acquire the knowledge and skills to become competitive for high-wage careers. The College Readiness Class (STDV) is designed to provide students with the knowledge, experiences and opportunities to acquire the skills necessary to explore and choose a career, take advantage of career pathways offered on site, create a 10-year plan, develop college and employment readiness, earn dual enrollment college credit, and eventually become competitive for 21st century, high-wage careers.
- Base budgets: The District has set aside funding for instructional supplies, travel, maintenance, repair, and reproduction of materials for each curriculum area at Cesar E. Chavez High School. In addition, the school provides funds annually for supplemental



programs, academic competitions, incentives, and awards that promote academic culture.

- Base Services: Our library technician provides base services at the high school in checking out library books and in maintaining the library inventory. Our Registered Nurse provides screenings and maintains health records as required by state law.

The DJUHSD will assist all English learners, including immigrant youth, in attaining English proficiency and develop high levels of academic achievement in English; meet the challenging State academic content standards; and graduate with UC a-g eligibility and/or Career Technical Education (CTE) completion. The DJUHSD will use Title III resources to fund three instructional assistants to provide English learners with additional instructional support in the core academic content areas.

Title III resources will also be used to:

- provide professional development for teachers and paraprofessionals on English Language Development (ELD) instructional strategies;
- purchase supplementary instructional materials and equipment for student learning including picture dictionaries, CD players for listening, enunciation and speaking, Essential Words, Scholastic readers, and supplementary reading materials;
- provide students with enrichment activities such as field trips to educational institutions that include colleges, universities and museums

#### Evidence-based educational practices to raise student achievement

As previously discussed, CCHS is committed to research-based educational practices. They include pedagogy founded on Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), Depth of Knowledge (DOK), Differentiated Instruction, ELD Instruction, Thinking Maps, and Co-Teaching/ PUSH-In,



## **Parental Engagement**

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



Cesar E. Chavez High School is strongly committed to increasing and improving Parent Engagement in line with the 8 State Priorities of the LCFF and WASC recommendations. CCHS aims at providing parents with opportunities to contribute to the educational process as well as provide input into decisions affecting student learning. These opportunities can be grouped into the following categories:

- **School:** A new District and Site Web page that is more user friendly. Parents now have access through AERIES Parent Portal to their student's most current academic standing and progress. Not only can they check on grades but missing assignments and attendance. Most importantly, CCHS is proud of the work and role of the School Site Council in providing parents with oversight of programs and budgetary decisions. The school site council exists to bring together administration, teachers, parents, and students, and using the single school plan, to make decisions regarding the use of categorical funds.
- **School Events:** Cesar E. Chavez High School provides many opportunities for parents and the community as a whole to participate as part of our Professional Learning Community. Some examples include: Safe Schools Committee meetings, ELAC (English Learner Advisory Committee) and DELAC meetings, WASC Focus Group meetings, Title I meetings, School Site Council (SSC) meetings, Salute to Scholars Nights, Back to School Nights, Senior Awards Nights, Ninth Grade student & parent orientations, interscholastic athletic events, and ASB club/organization sponsored events. These committees and their meetings and noted events are publicized in the community newspaper (Delano Record), the school newspaper and school website, are announced through a school-wide call via Blackboard Connect Ed.
- **Parent University:** A series of workshops for parents are hosted throughout the school year. Workshops are hosted by school counselors, academic counselors, school psychologist/Nurse. The goal is to provide with a variety of information such graduation requirements, college admission, financial aide, drug awareness, suicide prevention and intervention.
- **Community:** Currently, we are increasing the information in the community about our school and programs via Social Media (Twitter, Facebook, Instagram) Also, the district launched a new website and phone application that is more user friendly that advertises current events and provides access to the Parent Portal for parent access to student grades, assignments, and attendance. There is also a weekly all-call through Blackboard Connect.
- **Public Meetings:** There are several public meeting forums that parents are encouraged to attend. The Board of Trustees meets on the second Tuesday of each month at 5:00 p.m. The CCHS School Site Council meets on average, once a quarter (or as needed), and we hold Title I and LCAP Stakeholder parent information meetings on a yearly basis.
- **Student Services:** Our school has a variety of student services that target parent involvement as the key factor in promoting student success. The Safe School Ambassador program is student driven and aims at promoting a culture of tolerance and respect. The Student Study Teams are a forum where students, parents, teachers, and administrators meet together in order to identify issues that are preventing student success and to collaborate in developing solutions to these problems. Counselors work with parents of struggling students in order to create an intervention plan that will aid in recovering credits as well as lead to certification in CTE Pathways or completion of A-G requirements. The school also has a full time Nurse, School Psychologist, Intervention Counselor, and School



Resource Officer.

- Campus Visits: Parents are always welcome on campus at Cesar E. Chavez High School. To arrange for parent conferences with teachers, parents should call the counseling secretary. To meet with an administrator, parents contact the administration at the school site. To visit the school campus during regular school hours, parents should report to the Principal's office for a visitor's pass pending authorization.
- Volunteering: Cesar E. Chavez High School welcomes parent volunteers. To volunteer to serve in a classroom or in another formal educational setting, parents are encouraged to contact the administration at the school site.



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)



Advisory Committees: School Site Council, Safe Schools Committee, ELAC, DELAC, Migrant Advisory Committee, Title I, District Technology Committee, WASC

There are opportunities for parents, community representatives, classroom teachers, classified school personnel, and students to serve on the advisory committees for various programs. The School Site Council reviews and approves the SSPSA and Safe School Plan, a plan that is the product of laborious input from the Safe School Committee. Through participation in this group, parents are able to serve in an advisory role where they are able to impact the instruction and culture of the school. We hold quarterly ELAC and DELAC meetings where parents are able to advise school officials on how the school's programs are meeting the needs of English Learners. There are also opportunities for participation on the Migrant Education Advisory Committee which seeks to meet specific needs of students and families as well as to improve parent involvement and student leadership.

The DJUHSD uses data to continually update and modify activities to improve student academic achievement. Data is evaluated before the start of the school year and during the bi-weekly Wednesday late starts to identify the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. Data is used to identify areas for improvement and to refine and modify instructional practices to improve student learning. The DJUHSD uses various sources of data to monitor student academic achievement. These data sources include the SBAC English and mathematics; ELPAC; English learner reclassification; CAST; CAA English, mathematics, & science; Advance Placement passing; local formative and summative assessments; Instructional strategy monitoring tool; and teacher, student and parent surveys.

The DJUHSD uses ongoing consultation to continually update and improve activities supported under Title II, Part A. Administrators, teachers, paraprofessionals, and instructional staff (i.e. counselors, psychologists, nurses, attendance, discipline) participate in the bi-weekly PLC (Professional Learning Community) meetings to analyze and review the student data; refine and modify instructional strategies; and select and implement formative assessments and design classroom-based assessments to improve instruction and student academic achievement.

The DJUHSD district conducts LCAP and Federal Addendum stakeholder meetings throughout the year to consult with parents and parent advisories, school and district administrators, teachers, students, and other staff members to improve student academic achievement. The DJUHSD also consults with Delano Joint Union High School District Teachers Association and California School Employees Association at least once every year in the review and analysis of the LCAP. An annual LCAP community forum is held in the spring to review data, proposed actions, and for comment from the community to improve student outcomes. In addition, the DJUHSD consults on a regular basis with experts that provide services on evidence-based strategies to improve teacher effectiveness and student learning. Parent stakeholder groups are consulted at least three times annually at each school site. District level parent advisories are held at least four times a year.

The DJUHSD coordinates the Title II, Part A activities with other related strategies, programs, and activities to provide all students with a high quality instruction and improve the academic achievement of all students. Title II, Part A activities focus on designing classroom-based assessments and using data from such assessments to improve instruction and student academic achievement; evidence-based professional development to improve teaching and student learning and achievement; promoting high-quality instruction in science, technology, engineering, mathematics, dual enrollment and academic acceleration education; and activities that increase the ability of teachers to effectively teach youth with disabilities and English learners so that children with disabilities and English Learners can meet the challenging State academic standards.



Academic coaches in English and mathematics are provided at each school site as part of the Title II activities that support teaching and student learning. These activities are coordinated to supplement LCAP, Title I, Title III, and Title IV activities toward improving student academic achievement.

The DJUHSD Local Control and Accountability Plan (LCAP) has included actions that encompass schoolwide programs to improve student academic performance. The LCAP provides resources for time during the PLC late start Wednesdays for staff to analyze data and refine and modify instructional strategies; the use of assessment data to refine or modify curriculum to improve student academic achievement; mentors for all new teachers and Teacher Induction Support Services to increase teacher effectiveness in the classroom; increased college readiness, dual enrollment and academic acceleration opportunities; strategies to close the achievement gap of English learners, students with disabilities, and for students not yet meeting the state academic standards; and increased CTE course offerings. The Title I resources will be used for summer intervention courses in English and mathematics to close the achievement and increase college opportunities for our students. Title I also provides for support services to continually monitor students' progress in meeting the challenging State academic standards. Instructional support staff and effective professional development to improve instruction are provided with Title III funding to improve English learner language proficiency and academic achievement. The Title IV funds are used to provide acceleration summer school mathematics courses for incoming freshman and activities that support safe and healthy students.



## Funding

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



- After School Tutorial: Cesar Chavez High School has a department-based After School Tutorial program. Tutoring is available for students in ELD, English, Mathematics, Science, and Social Studies. In the After School Tutorial program, students receive: tutorial instruction relating to departmental curriculum standards; individualized tutoring for specific needs; and, additional opportunities to take departmental Formative Assessments of Common Core State Standards (FACCS).
- Targeted Tutorial program. Was initiated to provide targeted instruction and remediation for struggling students, in particular, and any student who was found determined not to meet essential standards throughout the school year.
- ELD: All EL students were monitored for academic progress throughout the year, and a sub-group of these students, identified through multiple diagnostic measures, were strategically targeted for on going targeted tutorial

### Title III

The DJUHSD will assist all English learners, including immigrant youth, in attaining English proficiency and develop high levels of academic achievement in English; meet the challenging State academic content standards; and graduate with UC a-g eligibility and/or Career Technical Education (CTE) completion. The DJUHSD will use Title III resources to fund three instructional assistants to provide English learners with additional instructional support in the core academic content areas.

Title III resources will also be used to:

- provide professional development for teachers and paraprofessionals on English Language Development (ELD) instructional strategies;
- purchase supplementary instructional materials and equipment for student learning including picture dictionaries, CD players for listening, enunciation and speaking, Essential Words, Scholastic readers, and supplementary reading materials;
- provide students with enrichment activities such as field trips to educational institutions that include colleges, universities and museums
- Parent University: A series of workshops for parents are hosted throughout the school year. Workshops are hosted by school counselors, academic counselors, school psychologist/Nurse. The goal is to provide with a variety of information such graduation requirements, college admission, financial aide, drug awareness, suicide prevention and intervention.
- Mandatory Academic Titan Tutorial (MATT): Students who are struggling to complete assignments or have several missing assignments are assigned mandatory tutorial by one or more of their teachers. Students have access to a credentialed teacher who can assist them with any of their assignments.
- The Migrant Education Program's objective is to assist the sites by providing our migrant students with the resources/services necessary to earn a diploma. One of the most important services is the efforts of the District Migrant Resource Counselor. She also contacts parents on a regular basis to keep them informed and provides progress updates. In collaboration with MEP staff, she recruits migrant students to attend leadership camps and college readiness camps/visits throughout the school year.
- State standards Curriculum and Assessment Alignment and staff development: As we describe above, extensive resources continue to be used to align and adjust core



curriculum and assessment to state content an common core standards. Teachers meet in subject or grade level cohorts, or as departments, every other Wednesday morning to discuss data, curriculum, instruction and assessment, make changes, and develop new course materials. Once courses have been aligned, teachers have been trained in instructional strategies and practices to better implement a standards-based curriculum. (TIIG, Title I, EIA, Title II, and Title III).

- Cohort Groups: These are regular meetings (PLC Wednesdays of groups of ELD, English, Math, Science, Social Studies, and Special Education teachers which are aimed at providing support for implementing the standards-based scope/sequences and FACCS for all courses in the academic core. These cohort meetings facilitate alignment efforts, consensus building, problem-solving, mentoring, data analysis, refinements/revisions of materials, and improved instructional practices. These cohort activities are facilitated by the designated resource teacher(s) for each cohort, with support from district and site administration.
- Instructional Aides: Funded from Title I and Special Education, aides provide assistance on computers and one-to-one assistance to students enrolled in English, Math Support, and ELD classes.
- Campus Discipline Liaison: Cesar E. Chavez High School utilizes two Discipline Liaisons who work with students and families on attendance/discipline problems.
- Targeted English and Math Support classes - These are intervention classes for 10th & 11th grade students that have gaps in their skills that would make it difficult for them to score at or above standard on the SBAC exam. The curriculum is designed to close the gaps that exist.

#### Fiscal support (EPC)

The following is a list of Federal and State Programs that offer fiscal support:

##### Federal

- Title I,
- Title II,
- Title IV
- Carl D. Perkins Voc. Ed.

##### State

- Career Technical Education Grant
- LCAP 0600



# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

### Engagement of all Stakeholders

The Schoolwide Action Plan—a product directly aligned with our Single Plan for Student Achievement—is a shared product of the staff, administration, students, and parents of César E. Chávez High School. The correlation of LCAP, ESLRs, WASC goals, and Single School Plan goals are an important component of our ongoing efforts. The Single School Plan is reviewed and revised annually to ensure that the school goals remain aligned to the needs of our students, staff, and community. This alignment provides an assurance that the progress of WASC goals and the viability of ESLRs are monitored continuously by the WASC Leadership Team, the School Site Council, the School Administration, and the Board of Trustees.

There are several outreach methods that CCHS utilizes for engaging all stakeholders:

#### Title I Annual Meetings

Every year CCHS holds an annual Title I meetings, at a time convenient for parents, to inform the public of Title I programs and services, and to explain the Title I requirements and the rights of parents. Additionally, State priorities, District LCAP goals, and the various Single Plan for Student Achievement actions as described in the LCAP are shared, and how monies under LCAP would be allocated to attain stated goals. Parents and those in attendance offer suggestions.

#### School Site Council (SSC) Meetings

Twice a school year, CCHS holds bi-annual SSC meetings on campus with the goal of creating a collaborative plan for school improvement. This group consists of administration, teachers, parent, classified staff, and students. The council collaborates with the principal, to create, review, and evaluate school improvement programs, budgets, and the Single Plan for School Achievement (SPSA). Many of these members have been hand-picked, as well as elected, to hold a position. Additional duties include decisions about parent engagement, school safety, and discipline strategies.

#### District Board of Trustee's Meetings

The Delano Joint Union High School District's Board of Trustees' regular meetings are generally held at 5:00 p.m. on the second Tuesday of each month. At these meetings, the public may address the Board on any matter pertaining to the school district that is not on the agenda. For example, if a member of the public wishes to voice specific topics or concerns, they may either discuss it openly or request that the Board hear such topics or concerns in a closed session.

#### César E. Chávez High School Website: <https://www.djuhsd.org/Domain/9>

The CCHS website is available to anyone with internet access and is widely promoted to all stakeholders as a way of easily accessing information about the school. Some of the information that the public can access includes information about the administration, athletics, counseling, departments, discipline and safety, extra-curricular activities, health services, library resources, migrant resources, the school calendar, state assessments, tutorials, teachers, additional staff, etc.

#### Local Control and Accountability Plan (LCAP) Stakeholder Meetings



Throughout the school year, several LCAP meetings take place to facilitate the annual update of the district and school action plans. These meetings are intended to provide all stakeholders, a spectrum of students, parents, teachers, support staff, and the community, involvement in the LCAP update process. These meetings include stakeholders by informing them of the school district's key goals for students as well as the specific actions and expenditures the district will take to achieve the goals used to measure progress.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There were no resource inequities identified as a result of the required needs assessment.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	%	%	1		
African American	0.4%	0.20%	0.27%	6	3	4
Asian	1.5%	0.99%	1.21%	21	15	18
Filipino	9.1%	8.71%	8.87%	128	132	132
Hispanic/Latino	86.7%	87.39%	87.7%	1,221	1324	1,305
Pacific Islander	%	%	%			
White	1.9%	2.31%	1.75%	26	35	26
Multiple/No Response	0.1%	0.13%	%	2	2	
Total Enrollment				1,409	1515	1,488

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	462	461	383
Grade 10	286	387	433
Grade 11	341	309	356
Grade 12	302	347	316
Total Enrollment	1,409	1,515	1,488

### Conclusions based on this data:

1. Student enrollment has increased slightly since the 2018-2019 school year.
2. Student demographic percentages have stayed consistent within the last 3 years.
3. CCHS population is composed on mainly hispanic/latino students with 87.3%



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	351	368	377	24.9%	24.3%	25.3%
Fluent English Proficient (FEP)	627	679	635	44.5%	44.8%	42.7%
Reclassified Fluent English Proficient	31	94	59	10.3%	26.8%	16.0%

### Conclusions based on this data:

1. Number of English learners has increased slightly since 2016-2017
2. CCHS reclassified more English learners in 2017-2018
3. There is a significant decrease in number of reclassified students in 2018-2019



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	335	303	349	334	302	347	333	302	347	99.7	99.7	99.4
All	335	303	349	334	302	347	333	302	347	99.7	99.7	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2613.	2632.	2607.	23.72	34.44	25.65	42.64	34.11	35.16	23.42	22.85	24.21	10.21	8.61	14.99
All Grades	N/A	N/A	N/A	23.72	34.44	25.65	42.64	34.11	35.16	23.42	22.85	24.21	10.21	8.61	14.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.63	35.76	29.97	45.95	44.04	49.57	20.42	20.20	20.46
All Grades	33.63	35.76	29.97	45.95	44.04	49.57	20.42	20.20	20.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.55	49.34	36.89	51.81	40.73	51.30	9.64	9.93	11.82
All Grades	38.55	49.34	36.89	51.81	40.73	51.30	9.64	9.93	11.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.42	28.15	20.17	67.27	61.92	64.84	12.31	9.93	14.99
All Grades	20.42	28.15	20.17	67.27	61.92	64.84	12.31	9.93	14.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.53	47.02	33.72	56.76	44.37	52.45	8.71	8.61	13.83
All Grades	34.53	47.02	33.72	56.76	44.37	52.45	8.71	8.61	13.83



**Conclusions based on this data:**

1. The percentage of students that met standards increased from the previous year. Although students exceeding standards decreased.
2. Writing continues to be the strongest domain with with larger percentage of students above standard
3. Listening domain continues to be an area of improvement with a large percentage of students at or near standard.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	335	303	349	334	301	347	334	301	347	99.7	99.3	99.4
All	335	303	349	334	301	347	334	301	347	99.7	99.3	99.4

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2579.	2601.	2569.	14.67	19.27	12.97	17.37	23.26	18.44	29.34	26.25	24.21	38.62	31.23	44.38
All Grades	N/A	N/A	N/A	14.67	19.27	12.97	17.37	23.26	18.44	29.34	26.25	24.21	38.62	31.23	44.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.65	31.89	23.63	30.84	31.23	26.22	45.51	36.88	50.14
All Grades	23.65	31.89	23.63	30.84	31.23	26.22	45.51	36.88	50.14

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.87	19.27	15.56	39.82	45.85	42.94	44.31	34.88	41.50
All Grades	15.87	19.27	15.56	39.82	45.85	42.94	44.31	34.88	41.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.57	19.27	14.70	58.68	54.15	53.03	25.75	26.58	32.28
All Grades	15.57	19.27	14.70	58.68	54.15	53.03	25.75	26.58	32.28

### Conclusions based on this data:

1. There was a decline in the number of students meeting or exceeding standards.
2. Students continue to do strongly in the area of concepts and procedures with more than 23% of students exceeding standards. Higher than any other math domain.
3. Problem solving and modeling/data analysis continues to be an area of growth.







# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1545.6		1546.0		1544.6		141	
Grade 10	1539.3		1534.9		1543.2		89	
Grade 11	1578.2		1575.2		1580.9		53	
Grade 12	1552.1		1537.3		1566.5		22	
All Grades							305	

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18 18-19
9	21.28		35.46		29.79		13.48		141
10	24.72		37.08		23.60		14.61		89
11	45.28		33.96		*		*		53
12	*		50.00		*		*		22
All Grades	26.23		36.72		24.59		12.46		305

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18 18-19
9	39.01		36.17		18.44		*		141
10	46.07		23.60		21.35		*		89
11	64.15		22.64		*		*		53
All Grades	45.90		30.49		17.05		6.56		305



Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	7.80		21.99		33.33		36.88		141	
10	*		29.21		34.83		29.21		89	
11	*		32.08		33.96		*		53	
12	*		*		50.00		*		22	
All Grades	9.84		25.25		35.08		29.84		305	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	33.33		50.35		16.31		141		
10	37.08		40.45		22.47		89		
11	47.17		50.94		*		53		
12	*		63.64		*		22		
All Grades	36.07		48.52		15.41		305		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	61.70		32.62		*		141		
10	59.55		31.46		*		89		
11	77.36		*		*		53		
12	77.27		*				22		
All Grades	64.92		28.52		6.56		305		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	12.06		35.46		52.48		141		
10	*		47.19		43.82		89		
11	*		58.49		24.53		53		
All Grades	12.13		43.28		44.59		305		



Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	16.31		69.50		14.18		141	
10	14.61		73.03		12.36		89	
11	32.08		62.26		*		53	
12	*		54.55				22	
All Grades	20.66		68.20		11.15		305	

**Conclusions based on this data:**

1. 2018-2019 Data not available at this time

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,515	89.6%	24.3%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	368	24.3%
Foster Youth	2	0.1%
Homeless	15	1.0%
Socioeconomically Disadvantaged	1,357	89.6%
Students with Disabilities	120	7.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.2%
Asian	15	1.0%
Filipino	132	8.7%
Hispanic	1,324	87.4%
Two or More Races	4	0.3%
White	35	2.3%







Conclusions based on this data:

1. Our English Learner subgroup continues to be the largest with about 24.3%



# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Blue 51.9 points above standard Increased 20.2 points 293 students	<b>English Learners</b>  Yellow 21.9 points below standard Increased 14.2 points 92 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Socioeconomically Disadvantaged</b>  Blue 46.6 points above standard Increased 23.6 points 266 students	<b>Students with Disabilities</b>  No Performance Color 95.3 points below standard Maintained 1.1 points 13 students



### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Filipino</b>  Blue 84 points above standard Increased 3.8 points 31 students
<b>Hispanic</b>  Blue 46.7 points above standard Increased 21.3 points 254 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 30 points below standard Increased 20 points 55 students	<b>Reclassified English Learners</b> 9.9 points below standard Increased 6.5 points 37 students	<b>English Only</b> 80.8 points above standard Increased 16.4 points 84 students
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Conclusions based on this data:

1.

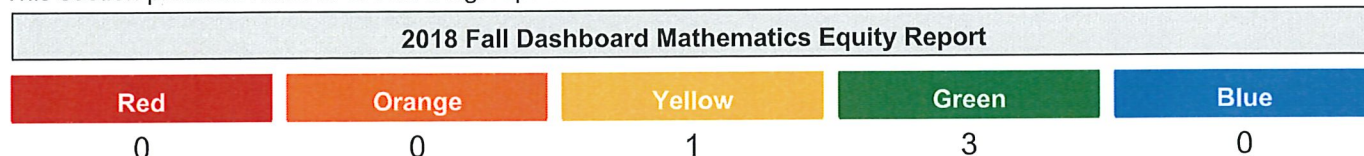
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 22.2 points below standard Increased 24.1 points 292 students	<b>English Learners</b>  Yellow 90.2 points below standard Increased 33.9 points 92 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Socioeconomically Disadvantaged</b>  Green 25.5 points below standard Increased 33.1 points 265 students	<b>Students with Disabilities</b>  No Performance Color 195.9 points below standard Increased 6.3 points 13 students



### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Filipino</b>  Green 14.9 points above standard Declined -14.5 points 31 students
<b>Hispanic</b>  Green 28.3 points below standard Increased 26.6 points 253 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 110.1 points below standard Increased 20.8 points 55 students	<b>Reclassified English Learners</b> 60.6 points below standard Increased 53.8 points 37 students	<b>English Only</b> 8.3 points below standard Maintained 0.3 points 83 students
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Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
305	26.2%	36.7%	24.6%	12.5%

Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Red



Orange



Yellow



Green









Blue

Highest  
Performance









This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 56.8% prepared Declined -3.8% 345 students	 Orange 25.3% prepared Declined -6.9% 99 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 50% prepared Declined -2.4% 12 students	 Orange 54.5% prepared Declined -4.4% 314 students	 No Performance Color 16.7% prepared Increased 16.7% 30 students

### 2018 Fall Dashboard College/Career by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>Filipino</b>  Green 80% prepared Declined -7.1% 35 students
<b>Hispanic</b>  Yellow 54.5% prepared Maintained -1.5% 297 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
44.1% Prepared	60.6 Prepared	56.8 Prepared
32.7% Approaching Prepared	25.8 Approaching Prepared	29.3 Approaching Prepared
23.2% Not Prepared	13.5 Not Prepared	13.9 Not Prepared

#### Conclusions based on this data:

1. There is a need to increase college and career readiness among English Learners
3. There is a need to increase college and career readiness among Special Ed students on our campus.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">93.9% graduated</div> Declined -1.6%  345 students	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">84.8% graduated</div> Declined -2.1%  99 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">91.7% graduated</div> Declined -3.6%  12 students	 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">93.3% graduated</div> Declined -1.8%  314 students	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">70% graduated</div> Increased +14%  30 students



### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Blue 100% graduated Increased +3.2% 35 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 93.3% graduated Declined -1.8% 297 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017	2018
95.5% graduated	93.9% graduated

#### Conclusions based on this data:

1. Graduation rate increase overall by 1.2%
2. Graduation rate decrease among homeless population
3. Significant graduation rate increase among English Learners

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Red



Orange



Yellow



Green









Blue

Highest  
Performance

This section provides number of student groups in each color.









2018 Fall Dashboard Suspension Rate Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	0	1	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.2% suspended at least once Maintained -0.1% 1588 students	 Green 1% suspended at least once Declined -0.9% 421 students	 No Performance Color Less than 11 Students - Data Not 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 4.8% suspended at least once Increased 1.2% 21 students	 Green 1.3% suspended at least once Maintained 0.1% 1424 students	 Green 1.5% suspended at least once Declined -1.4% 130 students



### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 3 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0% suspended at least once Declined -4.5% 17 students	<b>Filipino</b>  Yellow 0.7% suspended at least once Increased 0.7% 140 students
<b>Hispanic</b>  Green 1.2% suspended at least once Maintained -0.1% 1392 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 5 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 0% suspended at least once Maintained 0% 31 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
1.8% suspended at least once	1.3% suspended at least once	1.2% suspended at least once

Conclusions based on this data:

1.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

College Readiness

## LEA/LCAP Goal

LCAP Goal #1: Provide a high quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English Language learners and foster youth, in all core academic content areas.

## Goal 1

All students and student subgroups at CCHS will demonstrate College and Career Readiness as indicated in the state's College and Career Indicator Model

## Identified Need

The SBAC English language arts assessment results indicate an achievement gap for the English learners and students with disabilities subgroups when compared to the performance of all students. The English learner and students with disabilities subgroups are in the 'very low' performance level compared to a high performance level for all students. In SBAC mathematics, the English learner, homeless, and students with disabilities are in the orange (low) performance level compared to all students in the green (high) performance level. DJUHSD also noted an achievement gap in the English learner and students with disabilities subgroups in completing UC a-g requirements and/or a career technical educational program. DJUHSD intends to continue providing the support needed to meet or exceed the performance outcomes. Delano Joint Union High School District has an unduplicated pupil population of approximately 92%. The unduplicated pupil count for Delano High School is 93.8%; 87.6% at Cesar E. Chavez High School; 94.8% at Robert Kennedy High School; and 99% at Valley High School. Accordingly, all services and actions are principally directed to increase or improve services for our unduplicated pupil population.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1(a): Basic Services- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	California School Dashboard Fall 2017 Met All teachers (100%) are appropriately assigned relative to their credential.	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services- Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1(c): Basic Services- School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool:  CCHS 96.67% in "Good Repair"	CCHS 98.5%
Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.	95% implementation of state board adopted academic and performance standards.	California School Dashboard Fall 2019 100% implementation of state board adopted
Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	a. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction. b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.	a. Professional Development for teaching recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' b. Instructional materials aligned to recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' c. Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks for ELD is at '5 Full Implementation and Sustainability.'
Priority 4(a) Pupil Achievement Statewide assessments as measured by statewide assessments	Standard met: CAASPP English: All Students 66% ELs 37% SWD 4% CAASPP Mathematics: All Students 32% ELs 10% SWD 2% CAPA SWD 82%	All Students 67% ELs 40% SWD 16% CAASPP Mathematics: All Students 37% ELs 12% SWD 5% CAA ELA 54% Mathematics 17%
Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed	UC a-g completion All Students 39.3% CTE completers	Dataquest UC a-g completion All Students 52% ELs 28%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
courses that satisfy UC and CSU entrance requirements, or career technical education sequences or programs of study that align with state board approved career technical educational standards and frameworks.	All Students 28.4% SWDs 32%	SWDs 15% CALPADS CTE completer All Students 38% ELs 30% SWDs 36%
Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.	English Learner Progress: Status High - 79% Increase: 2.8%  As of 2018 Data Attained ELPAC Level 3 or 4: All students 60.7%	Attain ELPAC Level 3 or 4: All students 62%
Priority 4(e): Pupil Achievement - The English learner reclassification rate.	Reclassification All Students 25.4%	Attain reclassification rate on Dataquest All Students 21%
Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;	AP Exams Passed 33.2% Decline -0.9%	To attain- AP exams passed: Grades 11-12 24%
Priority 4(g): Pupil Achievement - The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	2016 Indicator Results: CAASPP English: All Students 66% CAASPP Mathematics: All Students 32% ACT Scores above 21 34.4% Decline -8.43 SAT Scores above 1500 31% Increase +7.56	CAASPP English: All Students 66% EL 26% IEP 15% CAASPP Mathematics: All Students 37% EL 5.8% IEP 2% ACT (Dataquest) Scores above 21 49% SAT (Dataquest) Met ELA Benchmark 61% Met Math Benchmark 38%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



## All Students

### Strategy/Activity

#### Action 1

Ensure all students are provided with high quality instruction:

- Continue utilizing time during the day on Wednesdays for teachers to improve teacher quality; analyze data (SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments); and refine and modify instructional strategies.
- Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.
- Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.

This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Data Analysis Collaboration and refinement
118,067.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Professional Development during the day (Wednesday)
110,232.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Retention Salary Increase
12,000.00	Title I Certificated Personnel Salaries & Benefits Data Analysis and Collaboration

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### Action 2.

Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low-socioeconomic status.



- a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, PLC, NCTM Best Practices, Thinking Maps and Co-teaching.
- b) Continue to fund mentors for new teachers and Teacher Induction support services.
- c) Maintain increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Professional Development for teaches to improve academic performance
6,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Professional Development Materials, Supplies, and equipment
6,500.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Professional Development Materials, Supplies, and equipment
18,144.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Mentors for New Teacher and Teacher Induction Stipends
23,520.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Induction Program County Agreement
48,680.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Beginning of the Year Professional Development 2 Days
4,188.00	Title I 4000-4999: Books And Supplies Professional Development materials, books, and supplies
16,000.00	Title I 5000-5999: Services And Other Operating Expenditures



	Professional Development Materials, books, and supplies
12,000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures PD Materials and supplies for improving teacher quality

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Action 3

Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,300.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Supplemental Instructional Materials
1,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Supplemental instructional materials
30,000.00	Title I 4000-4999: Books And Supplies Supplemental Instructional Material
13,194.00	Title I 5000-5999: Services And Other Operating Expenditures Supplementary Instructional Material

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students



### Strategy/Activity

#### Action 4

Maintain the increased UC a-g sections, dual enrollment opportunities, and the additional foreign language teacher to improve college readiness for English learners, foster youth and pupils of low socio-economic status.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

239,558.00

#### Source(s)

LCAP Supplemental & Concentration  
Certificated Personnel Salaries & Benefits  
Increase UC A-G sections and Dual Enrollment

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### Action 5

Provide support staff to improve student outcomes:

a. Maintain ELD coordinators, Learning Directors , ELD Clerks, work-based learning clerk, homeless/foster youth support staff, and instructional assistants

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

40,036.00

#### Source(s)

LCAP Supplemental & Concentration  
1000-1999: Certificated Personnel Salaries  
EL Support Staff

155,047.00

LCAP Supplemental & Concentration  
2000-2999: Classified Personnel Salaries  
Support Staff-ELD Clerk Instructional aides



200,887.00	Title I Certificated Personnel Salaries & Benefits Support Staff Learning Director
18,342.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits .5 SE Coach
51,912.00	Title II Part A: Improving Teacher Quality Certificated Personnel Salaries & Benefits .5 SE Coach
149,431.00	Title I Classified Personnel Salaries & Benefits Support Staff: ELD Clerks and Instructional Aides

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Action 6

Continue to maintain:

- a. Reading, writing and mathematics intervention during the day.
  - b. Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators.
  - c. Summer school for ELD and core academic make-up classes.
  - d. The additional two English and three mathematics (hired 2014-2015) teachers and fund an additional math teacher at CCHS for reduced class size.
  - e. Reduced class size for students not attaining standard.
  - f. Instructional field trips to supplement learning
  - g. Incentives for students completing intervention program.
  - h. Transportation and the additional bus driver for the tutorials.
- These actions are principally directly to improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,000.00	LCAP Supplemental & Concentration



	Certificated Personnel Salaries & Benefits Academic tutorials for intervention and AP Passing
1,050.00	LCAP Supplemental & Concentration 2000-2999: Classified Personnel Salaries Academic Tutorials and interventions
8,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures College Field Trips/
4,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Incentives for students completing intervention programs
46,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Intervention During the day
55,200.00	Title I Certificated Personnel Salaries & Benefits Intervention During the day
35,000.00	Title I Certificated Personnel Salaries & Benefits Intervention During the day
85,098.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Class Size Reduction 2 English and 4 Math
95,116.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Class size Reduction math teacher CCHS
235,622.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Reduce class size (21 sections)
29,209.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Fund Additional Bus driver for CTE and BCS
28,901.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Transportation for Tutorials
55,440.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Transportation for Tutorials

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

##### Action 7

Continue to provide opportunities to improve college readiness by:

- a. Funding UC a-g online program to make up coursework.
- b. Allocating resources for AP exam and dual enrollment fees.
- c. Providing visitations to four year universities, community colleges and post-secondary institutions.
- d. Conducting parent trainings/workshops on readiness for college and career.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures University and College Field Trips
1,350.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Parent Training and workshops
3,050.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Parent Training and Workshops
19,488.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures UC A-G Online Program
31,920.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies AP Exam and Dual Enrollment Fees

#### Strategy/Activity 8

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

##### Action 8



Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
75,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Update student use of technology
80,000.00	Title I 5000-5999: Services And Other Operating Expenditures Technology
17,136.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Technology/Data System

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Action 9

Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators.

Recognition of students and staff is principally directed to recognizing the attainment of State standards and state metrics of English Learners, foster youth and pupils of low socio-economic status.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Student and Staff Recognition for attaining goals



# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our staff continues to utilize time to evaluate data, collaborate, and modify and refine curriculum and assessments to meet student needs. Teachers continue to participate in targeted, high-quality professional development. The full implementation of content standards, the supplementary instructional materials, technology, tutorials, interventions and the increased UC a-g offerings attributed to attaining or surpassing the outlined goals.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. These stakeholders are proud of the academic achievements attained by our district schools. These achievements include the SBAC English (63.7% met standard) surpassing county (41.8% met standard) and state levels (55.96% met standard). Similarly, the SBAC mathematics of 36.34% meeting standard exceed county and state rates as well. Students with disabilities who took SBAC English California Alternate Assessment performed extremely well with 53.8% at level 3 (the highest level). Our students continue attain high University of California UC a-g completion rates of 48.9% and a 'High' on the College and Career Indicator . Similarly, the DJUHSD English Learner Progress on the English Language Proficiency Assessment proficiency of 60.7% exceeds county and state rates. The stakeholders concurred the outlined actions and services are appropriate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no significant differences in budgeted expenditures. Action 2 resources were not fully expended due to availability of College Readiness grant monies. The College Readiness monies are not available next year. The increased expenditure in Action 4 is attributed to the increased dual enrollment opportunities for students. The resources not fully used in the actions outlined in this goal were used to purchase needed technology (Action 8) to attain the outlined goals

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are only a couple of changes added to this goal. Our district will fund an additional bus driver to transport students to other district school sites for access to a broad course of study. The DJUHSD also added an additional mathematics teacher at Cesar E. Chavez for reduced class size. These added actions are principally directed to improve services for English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged pupils.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Career Readiness - Career Technical Education

## LEA/LCAP Goal

LCAP #2 - Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education.

## Goal 2

All students and student sub-groups (ELs, SpEd, etc.) at CCHS will demonstrate Career Readiness as indicated in the state's College and Career Indicator Model.

Career Readiness can be demonstrated by achieving a Well Prepared or Prepared status:

\*The following preliminary information was forwarded as of September-October of 2016 by the California Department of Education (See attached draft) but is subject to change as the process for gathering input from all stakeholders is ongoing. .

Well Prepared: The College/Career Indicator (CCI) measures for "Well Prepared" will be determined following further review of potential state and local CCI measures as statewide data becomes available. California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.

Prepared: High School Diploma and any one of the following:

A. Career Technical Education (CTE) Pathway Completion plus one of the following criteria:

\*Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area

\*One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

B. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments

C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)

D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams

E. Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria:

\*CTE Pathway completion

\*Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area

\*One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

\*Passing score on one AP Exam OR on one IB Exam



Site Administration will coordinate resources to improve and increase Career Readiness and equip students to be viable candidates for 21st century highly-skilled/ high- wage (HS-HW) career opportunities.

## Identified Need

DJUHSD has identified the need for pupils to have access to a broad course of study at all comprehensive high schools and close the gap between CTE completers and UC a-g completers among English Learners and students with disabilities. Additionally, DJUHSD goal is to continue performing in the top 25% in Visual Performing Arts, Mock Trial, Academic Decathlon, and improve the Physical Fitness test results. Our goal is also to improve AP Foreign Language passing rate and increase the number of students attaining the Biliteracy Seal as well as increasing the number of students attaining dual enrollment credit.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	98.5% of pupils have access to a broad course of study.	Attain 100% of pupils have access to a broad course of study. CALPADS Dual Enrollment Passing: 2019 1800 Students  CALPADS CTE Completers All Students 19% ELs 11% SWDs 17% Dashboard College and Career Indicator (CCI)-Prepared: 2018 56.5% ELs 34% SWDS 19.5%
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	98.5% of unduplicated pupils have access to a broad course of study.	Attain 100% of unduplicated pupils have access to a broad course of study. Dashboard College and Career Indicator (CCI)-Prepared: Socioeconomically Disadvantaged 56% ELs 34%
Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	Attain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Dashboard College and Career Indicator (CCI): SWDs 21%
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220	<p>Attain:</p> <p>English</p> <p>AP Passing 70 Gain +15</p> <p>UC a-g 65%</p> <p>Mathematics</p> <p>AP Passing 85 Gain -7</p> <p>UC a-g 50.8%</p> <p>Science</p> <p>AP Passing 33 Gain +6</p> <p>UC a-g 72%</p> <p>Social Science</p> <p>AP Passing 46 Gain -12</p> <p>UC a-g 79.3%</p> <p>Foreign Language</p> <p>AP Passing 217 Gain +44</p> <p>UC a-g 74%</p> <p>Physical Fitness Test</p> <p>Fitness Zone Passing Gain</p> <p>Abdominal Strength 89.5% 1.7%</p> <p>Aerobic Capacity 66.9% 5.8%</p> <p>Body Composition 52.7% - 1.7%</p> <p>Flexibility 76.1% -0.6%</p> <p>Trunk Extension 95.2% 4.5%</p> <p>Upper Body Strength 68% 6.3%</p> <p>Visual Performing Arts:</p> <p>Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic</p> <p>UC a-g 65%</p> <p>CTE Completers 28.4%</p>	<p>UC a-g Completion 87.4% of students enrolled in UC a-g Foreign Language</p> <p>AP Passing 225 Dual Enrollment Passing 331 students</p> <p>UC a-g Completion 84.7% of students enrolled in UC a-g</p> <p>Biliteracy Seal: 170 students</p> <p>Fitness Zone Passing</p> <p>Aerobic Capacity 2019 62%</p> <p>Body Composition 2019 51%</p> <p>Abdominal Strength 2019 87.6%</p> <p>Trunk Extension 2019 93%</p> <p>Upper Body Strength 2019 61.2%</p> <p>Flexibility 2019 76%</p> <p>Visual Performing Arts: The Band, percussion, colorguard, winterguard, and choir continue to rank as champions, 1st place, 2nd place and superior rating in their division.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

##### Action 1

Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction.

- a. Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.
- b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis.

This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

##### Amount(s)

##### Source(s)

4000.00

LCAP Supplemental & Concentration  
1000-1999: Certificated Personnel Salaries  
Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis to improve learning for English Learners and pupils of low socio-economic status.

58,152.00

LCAP Supplemental & Concentration  
Certificated Personnel Salaries & Benefits  
Wednesday Staff Development and Refinement of Curriculum and Assessment

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

##### Action 2

Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs. The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.



### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,500.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Professional Development for teachers on evidenced based effective instructional strategies
1050.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Materials and supplies for Professional development
4100.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Professional Development on evidence based effective instructional strategies
4,000.00	Title IV Certificated Personnel Salaries & Benefits Professional on Evidence based strategies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Action 3

Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population.

The supplementary materials and equipment are principally directed to improve physical fitness, Visual Performing Arts education, Career Technical Education completion, and access to a board course of study for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)	Source(s)
20,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Supplementary Instructional Materials
3,000.00	Title IV 4000-4999: Books And Supplies Supplies for Instructional materials on drug and bully prevention

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.

### Strategy/Activity

#### Action 4

Offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English learners and students with disabilities.

a. Maintain Career Technical Education teachers: Home Ec. and Industrial Technology teachers at CCHS.

b. Maintain CTE Director for articulation, dual enrollment and work-based learning.

c. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.

c. Maintain additional CTE and dual enrollment courses.

d. Maintain CTE Courses: Auto Body, Nurse Assistant, Medical Assistant, Clinical Medical Assisting, and Security Law.

e. Maintain two Health pathway teachers and one welding teacher.

These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
183,854.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Maintain CTE teachers
79,644.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Fund Welding and Health Pathway



180,872.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Additional CTE/BCS
217,728.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures North Kern
12,528.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Dual Enrollment Clerk

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.

### Strategy/Activity

#### Action 5:

Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for English learners, foster youth, pupils of low socioeconomic status, and students on an active IEP.

- Maintain SH teacher and two SH Special Ed. aides for reduced class size.
- Maintain the additional hour for the SH program staff to increase access to a broad course of study for students with severe cognitive disabilities.
- Maintain three four-hour instructional aides to increase course access to SWD: Two SH aides at CCHS and one RSP aide for the PAVE program.
- Maintain athletic trainers to improve outcomes in safe physical activity practices and improve outcomes in physical fitness.
- Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes.
- Continue to provide afterschool intervention to improve student outcomes.

These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)



4,500.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries After School Interventions
70,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Athletic Trainers
141,299.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries SH teacher-Reduce Class size
42,000.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Physical Education: Reduce Class sizes
191,878.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Aides: 2 SH CSR/SH(2-4hr)/pave aide(1-4hr)/ 1 hour increase instr time (13)/CSR 2-7hr

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These supplemental educational activities are principally directed to improve learning for English learners, foster youth, and pupils of low socio-economic status.

### Strategy/Activity

#### Action 6

Continue to provide visitations to four year universities, community colleges, and/or vocational institutions.

These supplemental educational activities are principally directed to improve learning for English learners, foster youth, and pupils of low socio-economic status.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Visits to Colleges or Vocational Institutions
5,000.00	Title IV 5000-5999: Services And Other Operating Expenditures College visits for at Risk students



## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

The purchase of technology is principally directed to improve technological literacy for pupils of low socio-economic status, English learners, and foster youth.

### Strategy/Activity

Action 7

Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000.00

Source(s)

Title IV  
4000-4999: Books And Supplies  
Purchase additional technology

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

DJUHSD provided professional development time on Wednesday to refine instruction and curriculum in CTE, foreign language, visual performing arts, and physical education. We maintained the additional CTE pathway teachers as well as funding North Kern Vocational Center to improve college readiness. Staff also participated in high quality professional development, purchased equipment and supplies, purchased updated technology, provided tutorials, and provided field trips to colleges, universities, and vocational institutions. Access to a broad of study increased for students with severe cognitive disabilities by utilizing the additional instructional assistants to accompany them to other subject areas such as music, art, choir, home economics, and computer literature. Our CTE Director was instrumental in aligning CTE course and articulating dual enrollment opportunities for our students.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. The College and Career Readiness Indicator increased to 15% for English learners and 13.8% for students with disabilities. This is attributed to the increased access to dual enrollment and CTE opportunities. The music program continues to excel. All schools attained Champions, first place and second place in the county. Cesar E. Chavez High School



percussion was promoted to World Class and finished 16th in the world. Stakeholders concurred to keep the outlined actions and services to meet student outcomes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are a couple of areas with significant difference in budgeted expenditures. The first is noted in Action 1: Provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis. Teachers utilized the Wednesdays to collaborate and were able to analyze data and refine instruction and curriculum during this time. The second area of material difference is in Action 2: provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs. The College Readiness grant monies were utilized to provide professional development for this goal. The funding for the College Readiness grant ends June 2019. The unused funds were transferred to purchase much needed technology for students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

DJUHSD is attaining or exceeding the expected outcomes of this goal. Student and staff stakeholders analysis of the gap in College and Career Indicator for students with disabilities and English learners prompted the need for a designated staff to assist students with disabilities, English learners and socioeconomically disadvantaged pupils in registering for dual enrollment college courses. Thus, the DJUHSD funded a dual enrollment clerk to provide this much needed service.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

School Climate - Pupil and Parent Engagement

## LEA/LCAP Goal

LCAP Goal# 3 Provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school every day.

## Goal 3

Cesar E. Chavez will promote and provide for a positive school climate that values parent engagement, student safety, student relationships and overall academic, social, and emotional well-being, and provide a clean, safe, and orderly environment conducive to superior teaching, learning and maximum academic achievement.

Site administration will coordinate efforts and resources to maintain high student and staff morale, lower suspension, expulsion, truancy and drop-out rates, improve attendance and graduation rates, and promote greater parent participation.

## Identified Need

The DJUHSD facilities are in need of repair. The DJUHSD has also identified the need to improve pupil attendance; reduce chronic absenteeism for all students and the English Learner and Students with Disabilities subgroup; and improve the graduation rate of students with disabilities and English learners. Pupil surveys indicate that student sense of safety and school connectedness declined from spring of 2018 to fall of 2018. The expulsion rates for 2018 increased for all students, English learners, and students with disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	97.1% teachers are fully credentialed and three teachers not appropriately assigned.	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 1(c): Basic Services-School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool:	CCHS 99% in "Good Repair"



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CCHS 96.67% in "Good Repair"	
Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;	District Parent advisory participation increased by 31.7%. DJUHSD provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site Council, Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).	Dashboard: Standard Met Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.
Priority 3(b): Parental Involvement addresses:  How the school district will promote parental participation in programs for unduplicated pupils	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.	Dashboard: Standard Met Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.
Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.	The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.	Dashboard: Standard Met Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.
Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: School attendance rates	96%	Attain 96.8%
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates	2015-16 Civil Rights Data Collection on Chronic Absenteeism: DJUHSD 13.7%	Reduce Chronic absenteeism to 11%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates; and	0.8%	All students 0.28% English learners 0.8% SWDs 0.5%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: High school graduation rates	Graduation Rates: All students 97.7% English Learner 97.1% SWD 83.6%	Dataquest 2019 All students 95.5% English learner 92% SWD 84%
Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates	All students 3.5% English Learner 6.7% SWD 7.9%	Dataquest All students 1.8% English Learner 2% SWD 2.9%
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates	Total number of expulsions: 10	Total number of expulsions: 8
Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.	Maintain: 100% Sense of Safety 100% connectedness to school

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

#### Action 1

Continue to provide high-quality professional development on evidence-based intervention strategies.

This action is principally directed to reduce suspensions and expulsions and improve student sense of safety for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.



### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Professional Development on evidence based strategies needed to reduce suspensions, expulsions and improve school climate.
4,000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Materials for Professional Development on evidence based strategies needed to reduce suspensions, expulsions and improve school climate.
5,000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures Professional Development Evidence Based Strategies: Drug and Bully Prevention

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This action is principally directed to serve the unduplicated pupil population.

#### Strategy/Activity

##### Action 2

Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Recent stakeholder input and student surveys indicated a need and concern to add additional safety measures (training, reinforced gates, doors, locks, etc.) at the school sites so that students and teachers feel safer. All supplementary materials will improve services in intervention and increase graduation rates for student who are struggling.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)	Source(s)
5,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety
500.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety
2,000.00	Title IV 4000-4999: Books And Supplies Supplementary Instructional Materials
24,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Increase sense of safety
6,720.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Repairs for Increase sense of safety
3,000.00	Title IV 5000-5999: Services And Other Operating Expenditures Supplementary Instructional Materials for Anti Drug and Anti Bullying

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

##### Action 3

Continue to provide alternative educational settings and services to reduce suspensions and expulsions.

- Maintain the two district Opportunity Program teachers
- Maintain three academic intervention teachers – one for each comprehensive school site

This action is principally directed on improving outcomes for the unduplicated student population

#### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
153,668.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Two Opportunity and Academic Intervention Teachers

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and pupils of low socio-economic status.

### Strategy/Activity

#### Action 4

Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status.

- Maintain additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism.
- Maintain the additional credit recovery sections.
- Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school.
- Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses
- Maintain contract with Delano Police Department for three resource officers.
- Maintain funding for an intervention counselor for each comprehensive high school to reduce suspensions and expulsions.
- Fund an additional security staff at each comprehensive school site to increase student and teacher sense of safety.

This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and socioeconomically disadvantaged pupils.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies



	Materials and Supplies need for additional support, academic interventions to keep students on track for graduation.
40,000.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Additional Credit Recovery
88,186.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Extended teacher duty day
256,492.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Psych. Nurses
96,845.00	LCAP Supplemental & Concentration 2000-2999: Classified Personnel Salaries Discipline Liaison
76,667.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Campus Resource Officer: Delano Police Department
139,925.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Intervention Counselor
47101	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Additional Security Guard

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### Action 5

Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs. This action is principally directed to improve graduation rates for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)	Source(s)
13,000.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Continue to provide tutorials, Saturday School, and or evening interventions
9,975.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries 6th period assignment to reduce class sizes

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students. This action is principally directed to improve graduation rates for English learners, foster youth, and pupils of low socio-economic status.

### Strategy/Activity

Action 6

Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement. This action is principally directed on improving the digital literacy of English learners, foster youth, and socioeconomically disadvantaged pupils.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Web Page Maintenance
8,400.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Tech-parent Website Services
25,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Technology

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This action is principally directed to provide English learners, foster youth and pupils of low socio-economic status a quality learning environment and classrooms.



## Strategy/Activity

### Action 7

Continue to maintain facilities in good repair.

a. Maintain additional traveling custodian to help keep school facilities clean. The 2014 student surveys indicated the need to have clean restrooms to improve services for our unduplicated student population.

b. Repair CCHS west student parking lot. This repair will improve school conditions for English learners, foster youth, and socioeconomically disadvantaged pupils. The student parking lot has severe cracks posing a hazard to the unduplicated pupil population.

d. Repair lifted roof of the 600 wing at CCHS. This repair is principally directed to improving the educational environment for the unduplicated student population. The damaged roof causes severe leaks in six classrooms. These leaks are directly over student computers and desks.

These repairs will provide for increased student sense of safety; maintain interior temperatures in classrooms within normally acceptable ranges; and improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.

This action is principally directed on providing English learners, foster youth and socioeconomically disadvantaged pupils with a quality learning environment and classrooms.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

## Strategy/Activity

### Action 8

Continue to foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities and increase student sense of school connectedness.

a. Implement Link Crew program to improve school connectedness for all students including English learners, students with disabilities, homeless, and foster youth subgroups.

This action is principally directed to improve school connectedness for the unduplicated pupil population.

## Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.
1,800.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Service and other operating costs to ensure student connectedness to school and providing activities, presenters, and incentives for students meeting goals

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Action 9

Promote additional parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status by:

- Continuing to conduct Parent Awareness workshops.
- Continuing to provide district for parent outreach and assistance.
- Maintaining modified classified staff work calendar to improve services for students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	LCAP Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Teacher to provide Parent Awareness Workshops
300.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Materials and Supplies for Parent Awareness Workshops



1,500.00	LCAP Supplemental & Concentration 2000-2999: Classified Personnel Salaries Classified Staff to make parents calls and home visits to increase and improve services provided to students.
1,500.00	LCAP Supplemental & Concentration 2000-2999: Classified Personnel Salaries Continue to provide parent outreach and assistance
60,923.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Adjust class work calendar to meet student needs

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

TUPE: Implementation a combination of a primary research-validated tobacco prevention program, youth development (i.e. Friday Night Live, Safe School Ambassadors), intervention and cessation/referral activities, pregnant minor assessment/referral and linkage to services, to address problems identified in the TUPE project needs analysis and/or;

Training in research based curriculum to serve as a coach/support at the school site.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### Amount(s)

### Source(s)

	Tobacco-Use Prevention Education 5800: Professional/Consulting Services And Operating Expenditures Implementation a combination of a primary research-validated tobacco prevention program, youth development (i.e. Friday Night Live, Safe School Ambassadors), intervention and cessation/referral activities, pregnant minor assessment/referral and linkage to services, to address problems identified in the TUPE project needs analysis and/or; Training in research based curriculum to serve as a coach/support at the school site.
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# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions and services were implemented during the 2018-19 school year. DJUHSD provided professional development opportunities to all staff. Staff participated in the two professional development days offered in Goal 1 Action 1. We provided all interventions and support for student success through our opportunity programs and academic intervention sessions. Students received additional support services from our psychologists, intervention counselors, nurses, discipline liaisons, and resource officers. The DJUHSD implemented additional measures for student sense of safety. These included additional locks for all classroom doors, cameras, and secure entrances at the school offices. The teacher day was extended an additional fifteen minutes to be available afterschool for students and parents. Technology was provided in credit recovery and intervention. The district was able to complete much needed repairs to student use facilities. Parent outreach and workshops were conducted in the evenings on a regular basis. The DJUHSD accommodated student needs by maintaining the classified staff work calendar to align to student school days. These actions and services are principally directed to improve services for the unduplicated pupils.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. Our stakeholders are pleased with the increased services for our students and the outcomes (graduation rates, low suspension rates, and low expulsion rates) that have been attained. The DJUHSD has attained 100% credentialed and appropriately teachers, full implementation of academic content standards, and facilities are much improved with the repairs completed this year. Ninety-eight percent of parents agree that the school/district involves parents in providing input in making decisions for the school or district. The same percentage of parents indicated that DJUHSD promotes parental participation by providing parent notices, invitations, and letters regarding parent involvement activities. Attendance rates improved to a 96.67% students attending daily. Chronic absenteeism declined for all students, English learners, and students with disabilities. Dropout rates declined second year in a row to a 0.3% which is considerably below county and state levels of 3.9% and 5.4%, respectively. Our district continues to maintain a "High" graduation status of 95.1% for all students. Suspension rates declined for all students, English learners and students with disabilities. Stakeholder groups as well as our parent advisories are pleased with the outcomes the district has attained.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The material differences are in Action 2 and Action 5. The DJUHSD used approximately half of the \$180,000 allocated towards student sense of safety (Action 2). The unused half was transferred to meet technology needs for student learning. Action 5 cost for reduced class size was significantly less than projected. The rest of the allocation will be carried over to the 2019-2020 LCAP actions and services.



Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The DJUHSD stakeholder groups conducted data, outcome, and performance analysis of the expected outcomes, metrics, and actions. Overall stakeholders are pleased with the district's performance on the state and local metrics outlined on the Eight Priorities. There is, however, a noted decline in student sense of safety. Accordingly, the district has proposed funding for an additional security officer at each of the comprehensive high schools for the 2019-2020 school year.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

**Goal Subject**

**LEA/LCAP Goal**

**Goal 4**

**Identified Need**

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

**Goal Subject**

**LEA/LCAP Goal**

**Goal 5**

**Identified Need**

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**  
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$830,635.78
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$4,600,225.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$595,900.00
Title II Part A: Improving Teacher Quality	\$63,912.00
Title IV	\$28,000.00

Subtotal of additional federal funds included for this school: \$687,812.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP Supplemental & Concentration	\$3,912,413.00

Subtotal of state or local funds included for this school: \$3,912,413.00

Total of federal, state, and/or local funds for this school: \$4,600,225.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCAP Supplemental & Concentration

3,912,413.00

Title I

595,900.00

Title II Part A: Improving Teacher Quality

63,912.00

Title IV

28,000.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

972,631.00

2000-2999: Classified Personnel Salaries

255,942.00

4000-4999: Books And Supplies

283,108.00

5000-5999: Services And Other Operating Expenditures

667,193.00

5800: Professional/Consulting Services And Operating Expenditures

5,000.00

Certificated Personnel Salaries & Benefits

1,896,380.00

Classified Personnel Salaries & Benefits

519,971.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries

LCAP Supplemental & Concentration

972,631.00

2000-2999: Classified Personnel Salaries

LCAP Supplemental & Concentration

255,942.00

4000-4999: Books And Supplies

LCAP Supplemental & Concentration

237,920.00



5000-5999: Services And Other Operating Expenditures	LCAP Supplemental & Concentration	537,999.00
Certificated Personnel Salaries & Benefits	LCAP Supplemental & Concentration	1,537,381.00
Classified Personnel Salaries & Benefits	LCAP Supplemental & Concentration	370,540.00
4000-4999: Books And Supplies	Title I	34,188.00
5000-5999: Services And Other Operating Expenditures	Title I	109,194.00
Certificated Personnel Salaries & Benefits	Title I	303,087.00
Classified Personnel Salaries & Benefits	Title I	149,431.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	12,000.00
Certificated Personnel Salaries & Benefits	Title II Part A: Improving Teacher Quality	51,912.00
4000-4999: Books And Supplies	Title IV	11,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	5,000.00
Certificated Personnel Salaries & Benefits	Title IV	4,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,273,618.00
Goal 2	1,243,105.00
Goal 3	1,083,502.00



# 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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Uriel Robles	Principal
Lizeth Arellano	Classroom Teacher
Elizabeth Giuntoli	Classroom Teacher
Estevan Ramirez	Classroom Teacher
Vanessa Canales	Classroom Teacher
Sylvia Jacquez	Other School Staff
Syvannah Sandoval	Secondary Student
Denise Vega	Secondary Student
Karanbir Sunner	Secondary Student
Felicitas Cubanbang	Parent or Community Member
Gonzalo Gonzalez	Parent or Community Member
Linda Hernandez	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

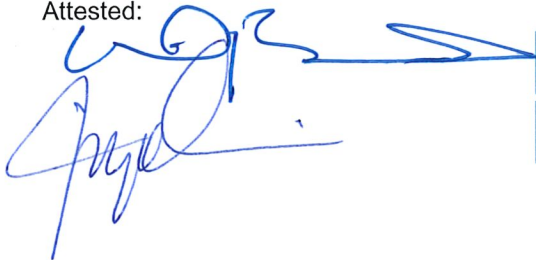
Signature	Committee or Advisory Group Name
Maria Ramos	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on October 23, 2019.

Attested:

Two handwritten signatures in blue ink. The top signature is for the Principal, Uriel Robles, and the bottom signature is for the SSC Chairperson, Sylvia Jacquez. Both signatures are connected by a horizontal line pointing towards the right.

Principal, Uriel Robles on October 23, 2019

SSC Chairperson, Sylvia Jacquez on October 23, 2019