



School Plan for Student Achievement (SPSA) Template

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.

School Name

Cesar E. Chavez High School

Address	800 Browning Road Delano, CA 93215-1456
County-District-School (CDS) Code	15634120100529
Principal	Uriel Robles
District Name	Delano Joint Union High School District
SPSA Revision Date	October 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	November 13 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 continued 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 CCHS 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.

During the school year of 2013-2014, 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.

School Profile

Community

As the second largest city in Kern County, the city of Delano, is located at the southern part of the Central San Joaquin Valley. Known as the Diamond of the Golden Empire, Delano sits in the northern end of Kern County, near the southern edge of Tulare County. Delano's economy is based in agriculture. The local economy is affected by seasonal work patterns and uncertain weather conditions; as a result, if crops do not perform well, little revenue is generated anywhere in the community. Delano's population continues to remain relatively stable as industry operates in the area. More than 130,000 residents live in the Delano area, which include the communities of Delano, McFarland, Wasco, Earlimart, Pixley, Tipton, and Richgrove, as well as surrounding farms and ranches. The community is diverse. According to U.S. Census Bureau, the City of Delano encompasses about 13 square miles, with an estimated population of 52,707 people. Over the last 20 years, Delano has drawn a high number of immigrants from Mexico, as well as the Philippines. This is reflected in the student population (2017-2018), as 87% of students are Hispanic and 10% are Filipino. While 61.8% of the residents are natives of the United States, 38.2% have immigrated from another country. According to a 2016 American Community Survey, the city of Delano itself is 71.8% White/Hispanic, 10.6% Filipino, 4.5% Black or African-American, and 8.5% some other race. These statistics have remained relatively consistent for the past 5 years.

César E. Chávez High School

During the 2017-18 academic school year, César E. Chávez High School served students a total of 1515 students in grades 9-12. 8% of enrolled students received special education services, 24% qualified for English learner support, 78% enrolled in the Free and Reduced-Price Meal program, and 4% qualified for migrant education services. The César E. Chávez High School community is committed to empower students through the realization of the school's vision, promotion of the school's mission, and dedication to the school's graduation outcomes which embody the principles that are the foundation of our "professional learning community" and serve as the tenets around which we base our decisions. The high school's curricular emphasis has both a solid foundation in the depth and breadth of California State Standards, the 4 C's of the Common Core State Standards, and pays attention to the various learning styles and needs represented by all students. Student Graduation Outcomes, also known as the Expected Student Learning Results, are a driving force in curricular development and teaching methodology. The Student Graduation Outcomes are intended to challenge students to graduate college and be career ready, to develop skills in Communication and Technology, to be able to solve real life problems through High Order/ Critical Thinking, and be Socially Responsible with an appreciation for Service Learning (C.C. H. S.).

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.1%	0%	0	1	0
African American	0.5%	0.4%	0.20%	7	6	3
Asian	0.9%	1.5%	0.99%	12	21	15
Filipino	8.9%	9.1%	8.71%	119	128	132
Hispanic/Latino	87.8%	86.7%	87.39%	1,181	1,221	1324
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	1.7%	1.9%	2.31%	23	26	35
Multiple/No Response	0.2%	0.1%	0.13%	3	2	2
Total Enrollment				1,345	1,409	1515

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9		462	461
Grade 10		286	387
Grade 11		341	309
Grade 12		302	347
Total Enrollment		1,409	1,515

Conclusions based on this data:

1. Student enrollment has increased in the last 3 years

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	302	351	368	22.5%	24.9%	24.3%
Fluent English Proficient (FEP)	625	627	679	46.5%	44.5%	44.8%
Reclassified Fluent English Proficient	88	31	94	26.8%	10.3%	26.8%

Conclusions based on this data:

1. Number of English learners has increased slightly since 2015-2016 with the largest increase occurring in 2016-2017.
2. CCHS reclassified more English learners in 2017-2018
3. There is a significant decrease in number of reclassified students in 2016-2017

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	282	335	303	279	334	302	278	333	302	98.9	99.7	99.7
All Grades	282	335	303	279	334	302	278	333	302	98.9	99.7	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2626	2613	2632	27	23.72	34.44	46	42.64	34.11	20	23.42	22.85	6	10.21	8.61
All Grades	N/A	N/A	N/A	27	23.72	34.44	46	42.64	34.11	20	23.42	22.85	6	10.21	8.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	27	33.63	35.76	60	45.95	44.04	14	20.42	20.20
All Grades	27	33.63	35.76	60	45.95	44.04	14	20.42	20.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	46	38.55	49.34	48	51.81	40.73	6	9.64	9.93
All Grades	46	38.55	49.34	48	51.81	40.73	6	9.64	9.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	21	20.42	28.15	69	67.27	61.92	10	12.31	9.93
All Grades	21	20.42	28.15	69	67.27	61.92	10	12.31	9.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	44	34.53	47.02	51	56.76	44.37	5	8.71	8.61
All Grades	44	34.53	47.02	51	56.76	44.37	5	8.71	8.61

Conclusions based on this data:

1. The percentage of students exceeding standards increased by about 7.5 percentage points within the last 3 years.
2. For 2017-2018 school year, Writing was the strongest domain with 49.34% of the students scoring above standard.
3. Although, CCHS has increased in the Listening domain, it continues to be an area of improvement with only 28.15 of the students scoring above 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	281	335	303	279	334	301	279	334	301	99.3	99.7	99.3
All Grades	281	335	303	279	334	301	279	334	301	99.3	99.7	99.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2597.	2579.	2601.	14	14.67	19.27	23	17.37	23.26	33	29.34	26.25	29	38.62	31.23
All Grades	N/A	N/A	N/A	14	14.67	19.27	23	17.37	23.26	33	29.34	26.25	29	38.62	31.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	23.65	31.89	36	30.84	31.23	38	45.51	36.88
All Grades	25	23.65	31.89	36	30.84	31.23	38	45.51	36.88

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	15.87	19.27	61	39.82	45.85	22	44.31	34.88
All Grades	17	15.87	19.27	61	39.82	45.85	22	44.31	34.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	15.57	19.27	61	58.68	54.15	24	25.75	26.58
All Grades	15	15.57	19.27	61	58.68	54.15	24	25.75	26.58

Conclusions based on this data:

1. CCHS continues to improve in the area of mathematics with an increase in students meeting and/or exceeding standards in Mathematics. This is significantly above the County and State Average.
2. Students continue to do strongly in the area of concepts and procedures with more than 62% of students meeting and or exceeding standards.

3. Problem solving and modeling/data analysis continues to be an area of concern despite significant growth within the last 3 years.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1545.6	1546.0	1544.6	141
Grade 10	1539.3	1534.9	1543.2	89
Grade 11	1578.2	1576.2	1580.9	53
Grade 12	1552.1	1537.3	1566.5	22
All Grades				305

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	30	21.28	50	35.46	42	29.79	19	13.48	141
Grade 10	22	24.72	33	37.08	21	23.60	13	14.61	89
Grade 11	24	45.28	18	33.96	*	*	*	*	53
Grade 12	*	*	11	50.00	*	*	*	*	22
All Grades	80	26.23	112	36.72	75	24.59	38	12.46	305

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	55	39.01	51	36.17	26	18.44	*	*	141
Grade 10	41	46.07	21	23.60	19	21.35	*	*	89
Grade 11	34	64.15	12	22.64	*	*	*	*	53
Grade 12	*	*	*	*	*	*			22
All Grades	140	45.90	93	30.49	52	17.05	20	6.56	305

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	11	7.80	31	21.99	47	33.33	52	36.88	141
Grade 10	*	*	26	29.21	31	34.83	26	29.21	89
Grade 11	*	*	17	32.08	18	33.96	*	*	53
Grade 12	*	*	*	*	11	50.00	*	*	22
All Grades	30	9.84	77	25.25	107	35.08	91	29.84	305

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	47	33.33	71	50.35	23	16.31	141
Grade 10	33	37.08	36	40.45	20	22.47	89
Grade 11	25	47.17	27	50.94	*	*	53
Grade 12	*	*	14	63.64	*	*	22
All Grades	110	36.07	148	48.52	47	15.41	305

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	87	61.70	46	32.62	*	*	141
Grade 10	53	59.55	28	31.46	*	*	89
Grade 11	41	77.36	*	*	*	*	53
Grade 12	17	77.27	*	*			22
All Grades	198	64.92	87	28.52	20	6.56	305

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	17	12.06	50	35.46	74	52.48	141
Grade 10	*	*	42	47.19	39	43.82	89
Grade 11	*	*	31	58.49	13	24.53	53
Grade 12	*	*	*	*	*	*	22
All Grades	37	12.13	132	43.28	136	44.59	305

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	23	16.31	98	69.50	20	14.18	141
Grade 10	13	14.61	65	73.03	11	12.36	89
Grade 11	17	32.08	33	62.26	*	*	53
Grade 12	*	*	12	54.55			22
All Grades	63	20.66	208	68.20	34	11.15	305

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Suspension rates declined overall by 0.5%

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change

Chronic Absenteeism	N/A	N/A	N/A
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College/Career (9-12)	N/A		N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Decline in suspension rates among English learners
2. Increase in graduation rate among English Learners

School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

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

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change

College/Career

N/A

N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2018 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change

All Students

N/A

N/A

English Learners

N/A

N/A

Foster Youth

N/A

N/A

Homeless

N/A

N/A

Socioeconomically Disadvantaged

N/A

N/A

Students with Disabilities

N/A

N/A

African American

N/A

N/A

American Indian

N/A

N/A

Asian

N/A

N/A

Filipino

N/A

N/A

Hispanic

N/A

N/A

Pacific Islander

N/A

N/A

Two or More Races

N/A

N/A

White

N/A

N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

Mathematics (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. There is a need to increase college and career readiness among students with disabilities
2. Our Filipino population performs high when it comes to college and career readiness
3. There is a need to increase college and career readiness among english language learners on our campus.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- English Language learners continue to make progress towards English Proficiency
- Close to half (44%) of the Class of 2016 demonstrated to be at the prepared level under the College and Career indicator

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. Decrease in suspension from 2016 to 2017

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator						
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics
All Students						
English Learners						
Foster Youth						
Homeless						
Socioeconomically Disadvantaged						
Students with Disabilities						
African American						
American Indian						
Asian						
Filipino						
Hispanic						
Pacific Islander						
Two or More Races						
White						

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. CCHS maintains positive indicators in the area of Suspension rates, English Learner progress, and graduation rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

College Readiness

Goal Statement

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

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.

Basis for this Goal

CAASPP - California Assessment of Student Performance and Progress

1. Smarter Balanced Assessment results in ELA and Math for 2017-2018.

2. AP Passing rates.

3. EAP (Ready-Conditionally Ready) rates as measured via Smarter Balanced Assessments in ELA and MATH, and/or scores on ACT/SAT exams.

4. UC A-G Completion rates

5. Dual Enrollment Courses Completed as reported in CALPADS 4-Year graduation cohort.

As a district there is an academic achievement gap in English and mathematics between all learners and the English Learner and Student with Disabilities subgroups as evidenced by this year's baseline date. In regards to the College and Career Readiness indicator (CCI), there is a completion among the English Learner and Student with disabilities subgroup as well. The reclassification rate for English proficiency with English learners declined 12.3%. AP passing rates decreased 1.3% district wide. An additional area of identified need is to implement academic content and performance standards in courses provided to students with significant cognitive disabilities. Our district has been able to better retain core subject teachers, thus producing high academic attainment as noted by California Dashboard results. DJUHSD intends to continue providing the support needed to meet or exceed the performance outcomes. All services and actions are principally directed to increase or improve services for our unduplicated pupil population. Delano Joint Union High School District has an unduplicated pupil population of 93.3%. Individually, Cesar E. Chavez high School, has an unduplicated count of 94.8%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	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	Expected Outcome
Priority 1(c): Basic Services-School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool: DHS 93.06% in "Good Repair" CCHS 96.67% in "Good Repair" RFK 99.48% in "Good Repair"	DHS 96% in "Good Repair"; CCHS 98.5% in "Good Repair"; RFK 100% in "Good Repair"
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 2018 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. Maintain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction. b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.
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%	To Attain standard met based on new baseline data: CAASPP English: All Students 66% ELs 39% SWD 10% CAASPP Mathematics: All Students 33% ELs 12% SWD 5% CAA (Formerly CAPA) ELA 10% Mathematics 20%
Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed 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.	UC a-g completion All Students 39.3% CTE completers All Students 28.4% SWDs 32%	To attain: UC a-g completion All Students 43% CTE completer All Students 36% SWDs 35%
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%	Attain: English Learner Progress: All Students 84%
Priority 4(e): Pupil Achievement - The English learner reclassification rate.	Reclassification All Students 25.4%	Reclassification All Students 26.5%
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: 34.5%

Metric/Indicator	Baseline	Expected Outcome
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% CAASPP Mathematics: All Students 33% ACT Scores above 21 37% Increase 1% SAT Scores above 1500 33% Increase 1%

Planned Strategies/Activities

Strategy/Activity 1

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, 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Site Administration, Department Chairs and Resource Teachers

Proposed Expenditures for this Strategy/Activity

Amount	22,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Data Analysis Collaboration and refinement
Amount	124,850.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development During Wednesday Late Starts

Amount	45,454.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	3 Instructional Coaches (1) Math and (2)English/ELD

Strategy/Activity 2

Action 2. Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals.

a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), Illuminate (data), AVID, CPM, SDAIE, DOK, ELD, PLC, Thinking Maps, and Co-teaching.

b) Continue to fund mentors for new teachers and Teacher Induction support services.

c) Increase staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Site Administration, Department Chairs and Resource Teachers, Teachers of Core Area Subjects and Electives

Proposed Expenditures for this Strategy/Activity

Amount	14,500.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development for teaches to improve academic performance
Amount	6,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Professional Development Materials, Supplies, and equipment
Amount	6,200.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development Materials, Supplies, and equipment
Amount	19,500.00
Source	LCAP Supplemental & Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Mentors for New Teaches
Amount	47,663.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	2 Teacher Professional Development Days
Amount	10,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Thinking Maps Training
Amount	10,000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development to Improve PLC practices
Amount	6,000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Explicit Direct Instruction Training

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Site Administration, Department Chairs and Resource Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,800.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials
Amount	2,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental instructional materials
Amount	10,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Reading Support Program
Amount	5,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development on Reading Support Program
Amount	40,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Mobile Lap Top Cart for Math Support Class
Amount	20,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Accelerated Math Licences and support
Amount	52,293.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Computers for ELD Computer Lab
Amount	23,000.00
Source	Title IV

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Title IV: Infrastructure for Computer Lab

Strategy/Activity 4**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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Site Administration, Department Chairs and Resource Teachers, Teachers of Core Area Subjects and Electives

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

166,457.00

Source

LCAP Supplemental & Concentration

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

6th Period Assignment to Increase UC-AG sections to improve College Readiness

Strategy/Activity 5**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

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Site Administration, Identified teachers

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

40,081.00

Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Support Staff
Amount	82,751.00
Source	LCAP Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Support Staff-ELD Clerk
Amount	236,232
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Support Staff Instructional Aides Technology Support Staff
Amount	144,891.78
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Learning Director

Strategy/Activity 6

Action 6

Continue to maintain:

- Reading, writing and mathematics intervention during the day.
- Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators.
- Summer school for ELD and core academic make-up classes.
- The additional two English and three mathematics (hired 2014-2015) teachers and fund an additional math teacher at CCHS for reduced class size.
- Reduced class size for students not attaining standard.
- Instructional field trips to supplement learning

Continue to maintain:

- Reading, writing and mathematics intervention during the day.
- Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators.
- Summer school for ELD and core academic make-up classes.
- The additional two English and three mathematics (hired 2014-2015) teachers and fund an additional math teacher at CCHS for reduced class size.
- Reduced class size for students not attaining standard.
- Instructional field trips to supplement learning

Transportation and the additional bus driver for the tutorials.

- Incentives for students completing intervention program.
- 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Kern Community College District - Bakersfield College, District Administration, Site Administration, Teachers and staff.

Proposed Expenditures for this Strategy/Activity

Amount	22,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Academic tutorials for intervention and AP Passing
Amount	1,050.00
Source	LCAP Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Academic Tutorials and interventions
Amount	8,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	College Field Trips/
Amount	4,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Incentives for students completing intervention programs
Amount	44,938.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Writing Intervention During the Day
Amount	163,828.00
Source	LCAP Supplemental & Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	6th period Assignments for Class size reduction
Amount	25,807.00
Source	LCAP Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Transportation for Tutorials
Amount	36,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation for Tutorials
Amount	71,267.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	6th Period Assignment for Class Size Reduction

Strategy/Activity 7

Action 7

Continue to provide opportunities to improve college readiness by:

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

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

Site administration, Counselors, and selected teachers.

Proposed Expenditures for this Strategy/Activity

Amount	5,200.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	University and College Field Trips

Amount	1350.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Parent Training and workshops
Amount	26,205.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	University and College Trips for Students and Parents
Amount	3050.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Parent Training and Workshops
Amount	16,875.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	UC A-G Online Program: Edgenuity
Amount	27,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	AP Exam and Dual Enrollment Fees and Supplemental instructional materials

Strategy/Activity 8

Action 8

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

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

Site Administration, Counselors, selected Teachers

Proposed Expenditures for this Strategy/Activity

Amount	115,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Update student use of technology
Amount	102,293.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology

Strategy/Activity 9**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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Site Administration, Counselors, selected Teachers

Proposed Expenditures for this Strategy/Activity

Amount	12,500.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Student and Staff Recognition for attaining goals

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Career Readiness - Career Technical Education

Goal Statement

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.

LCAP Goal

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

Basis for this Goal

1. CTE Pathway Completers and Concentrators as reported in CALPADS 4-Year graduation cohort: Completers = 237 in 2016 (+117 from 2015 = 120); Concentrators = 390 (+199 from '15 = 191)

**CTE Completer and Concentrator data for 2015-16:

Completers (123 performing arts, 9 production and managerial arts, 27 construction, 28 ed pathway, 0 architectural design, 11 fashion, 3 Health Care Occu, 8 patient care, 0 foods, 28 entrepreneurship)

Concentrators (135 performing arts, 26 production and managerial arts, 26 construction, 19 ed pathway, 30 architectural design, 28 fashion, 52 patient care, 43 foods, 31 entrepreneurship)

Number of CTE Pathways Offered :1) Entrepreneurship, 2) Information Support and Services, 3) Video Production; 4) Residential and Commercial Construction (Wood, Plumbing, Electrical), 5) Fashion Design, 6) Production and Managerial Arts (Drama and Set Design), 7 Teacher Education, 8) Performing Arts, 9) Health - Patient Care, 10) Architectural Design; 11) Food Services (Home Economics).

2. Dual Enrollment Courses Completed as reported in CALPADS 4-Year graduation cohort.: No data yet.

**Dual Enrollment Sections in CTE offered in 2014-2015 = 0; 14 Sections of Career Readiness (BC STDV) Sections offered 2016-2017.

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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	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.	Maintain 100% of pupils have access to a broad course of study.
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.	Maintain 100% of unduplicated pupils have access to a broad course of study.
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.	Maintain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220	Attain: English AP Passing 70 Gain +15 UC a-g 65% Mathematics AP Passing 85 Gain -7 UC a-g 50.8% Science AP Passing 33 Gain +6 UC a-g 72% Social Science AP Passing 46 Gain -12 UC a-g 79.3%	Attain: English AP Passing 78 UC a-g Completion 67% Mathematics AP Passing 89 UC a-g Completion 53% Science AP Passing 35 UC a-g Completion 74% Social Science AP Passing 49 UC a-g Completion 81%

Metric/Indicator	Baseline	Expected Outcome
	Foreign Language AP Passing 217 Gain +44 UC a-g 74% Physical Fitness Test Fitness Zone Passing Gain Abdominal Strength 89.5% 1.7% Aerobic Capacity 66.9% 5.8% Body Composition 52.7% -1.7% Flexibility 76.1% -0.6% Trunk Extension 95.2% 4.5% Upper Body Strength 68% 6.3% Visual Performing Arts: Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 65% CTE Completers 28.4%	Foreign Language AP Passing 222 UC a-g Completion 78% Physical Fitness Test Fitness Zone Passing Gain Abdominal Strength 89.7% 0.1% Aerobic Capacity 69% 1% Body Composition 55% -1.7% Flexibility 77.5% 0.5% Trunk Extension 95.3% 0.1% Upper Body Strength 69.5% 0.5% Visual Performing Arts: Perform or achieve top 30% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 69% CTE Completers 36%

Planned Strategies/Activities

Strategy/Activity 1

Action 1

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

- Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.
- 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

KCCD, Bakersfield College, NKVTC, District and Site Administration, Counselors, Selected Teachers, CTE Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	6300.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	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.
Amount	62,723.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Wednesday: Develop, Refine curriculum/assessments

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

KCCD, Bakersfield College, NKVTC, District and Site Administration, Counselors, Selected Teachers, CTE Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	8,600.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development for teachers on evidenced based effective instructional strategies
Amount	1050.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Professional development
Amount	4100.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Thinking Maps Training Professional Development

Amount	18,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PLC Summer Institute

Strategy/Activity 3

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, Career Technical Education completion, and access to a board course of study for English learners, foster youth, and pupils of low socio-economic status.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Site Administration, Counselors, Selected Teachers, CTE Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	25,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Supplementary Instructional Materials

Strategy/Activity 4

Action 4

Offer CTE opportunities to decrease CTE completion gap for all students, including English learners and students with disabilities.

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

Maintain additional CTE courses.

Maintain North Kern Vocational Courses: Auto Body, Health Occupations, Nurse Assistant, Medical Assistant, and Marketing.

Health pathway teachers one each for CCHS.

Students to be Served by this Strategy/Activity

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

Timeline

Ongoing

Person(s) Responsible

Site Administrators, Counselors, Selected Teachers, CTE Coordinator, KCCD, etc.

Proposed Expenditures for this Strategy/Activity

Amount	147,349.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Maintain Career Technical Education teachers
Amount	75,137.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Health Pathway
Amount	201,019.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional CTE/BCS
Amount	194,400.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	North Kern

Strategy/Activity 5

Action 5: Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for students with disabilities.

Maintain three four-hour instructional aides to increase course access to SWD; Two SH aides at CCHS
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 after school intervention to improve student outcomes.

Students to be Served by this Strategy/Activity

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.

Timeline

Ongoing

Person(s) Responsible

Site Administrators, Counselors, Selected Teachers,

Proposed Expenditures for this Strategy/Activity

Amount	4,500.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After School Interventions
Amount	67,500.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Athletic Trainers
Amount	137,983.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SH teacher-Reduce Class size
Amount	51,749.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Physical Education: Reduce Class sizes

Strategy/Activity 6

Action 6

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

Students to be Served by this Strategy/Activity

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

Timeline

Ongoing

Person(s) Responsible

Site Administrators, Counselors, Selected Teachers,

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Visits to Colleges or Vocational Institutions

Strategy/Activity 7

Action 7

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

Students to be Served by this Strategy/Activity

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

Timeline

Ongoing

Person(s) Responsible

Site Administrators, Counselors, Selected Teachers,

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Purchase additional technology

Strategy/Activity 8

College and Career Readiness Allocation: Provide additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years.

Students to be Served by this Strategy/Activity

All Students

Timeline

On going

Person(s) Responsible

Administration, Counselors, Staff

Proposed Expenditures for this Strategy/Activity

Amount	13,000.00
Source	College Readiness
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	(1) Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils, including providing for the development of honors and Advanced Placement courses.
Amount	4,500.00
Source	College Readiness
Budget Reference	Certificated Personnel Salaries & Benefits
Description	(2) Beginning or increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs. A.) College admission/readiness workshops for pupils and parents
Amount	15,250.00
Source	College Readiness
Budget Reference	4000-4999: Books And Supplies
Description	Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.
Amount	2,000.00
Source	College Readiness
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Providing subsidies to unduplicated pupils to pay fees for taking advanced placement exams. A.) Cost of Advanced Placement Fees
Amount	4,533.00
Source	College Readiness
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide transportation for grade 12 students to facilitate registration at universities

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate - Pupil and Parent Engagement

Goal Statement

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.

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.

Basis for this Goal

1. Suspension Rates: 4% in '14; and 4% in '15; and 1.5% in '16
2. Expulsion Rates: .1% in '14; and .1% in '15; and 2% in '16
3. Truancy Rates: 18.42% in '13; and 27.55% in '14; and 11.18% in '15.
4. Attendance Rates: 96.41% in '13, 96.61% in '14, and 97.05% in '15.
5. Graduation Rates: 94% in '14; 95.9% in '15, and 94.7% in '16.

6. Student and Parent Surveys (see section on surveys on page 4 of this Single School Plan).

Summary of Surveys for fall 2015 - (New surveys are TBD with use of new application (Parent Squared).

Overall, student satisfaction is high across the domains of Safety, Academics, Preparation, Classroom Learning Environment, Student Progress, Assessments, and Technology. Students expressed their frustration with the uncleanliness of the restrooms. Many of the students are also not familiar with the CTE courses offered at CCHS. Overall, parent satisfaction is high across all goals and domains of safety, communication, respect, and academics.

DJUHSD facilities are aged and in need of repairs. Our district goal is to continue to increase parental involvement in the decision-making process. Additional identified needs for DJUHSD include improve pupil attendance; reduce chronic absenteeism for all students and the English Learner and Students with Disabilities subgroup; reduce the number of expulsions; improve students with disabilities and homeless subgroup graduation rate; and improve the English Learner, homeless, Asian, white, and students with disabilities subgroups suspension rates.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	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.	97.3% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services-Pupils in the school district have sufficient	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials

Metric/Indicator	Baseline	Expected Outcome
access to the standards-aligned instructional materials.		
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% 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).	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.	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.	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 96.3%
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 12%
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%	New baseline metric based on new state criteria: All students 95% English Learner 95% SWD 83%
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%	Goal: All students 2.5% English Learner 4.4% SWD 4%

Metric/Indicator	Baseline	Expected Outcome
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

Planned Strategies/Activities

Strategy/Activity 1

Action 1

Continue to provide high-quality professional development on evidence-based intervention strategies that is principally directed to reduce suspensions, expulsions, and improve school climate

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

Administration, Counselors, Teachers, and 70 selected students

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Professional Development on evidence based strategies needed to reduce suspensions, expulsions and improve school climate.
Amount	4,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Materials for Professional Development on evidence based strategies needed to reduce suspensions, expulsions and improve school climate.

Amount	10,000
Source	Title IV
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Title IV: Drug Awareness Workshops for students

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

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

Timeline

ongoing

Person(s) Responsible

Administration, Teachers, Counselors, Classified intervention personnel

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety
Amount	500.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety
Amount	20,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	None Specified
Description	Equipment (Increase Sense of campus Safety)
Amount	20,000.00

Source	LCAP Supplemental & Concentration
Budget Reference	None Specified
Description	Repairs (Increase sense of campus safety)

Strategy/Activity 3

Action 3

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

- a. Two Opportunity Program teachers district-wide
- b. Maintain three academic intervention teachers – one for each comprehensive school site
- c. Contract with canine detection services to deter controlled substances on school grounds

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

Administration, Teachers, Counselors, School Psychologists, Classified Intervention personnel

Proposed Expenditures for this Strategy/Activity

Amount	145,036.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic Intervention Teachers
Amount	4000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Canine Detection Services (Increase Campus safety)

Strategy/Activity 4

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 the English Learner, students with disabilities and homeless subgroups.

- a. Maintain additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism.
- b. Maintain additional sections of credit recovery sections
- c. Extend teacher duty day to work with students and meet with parents after school.
- d. Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses

- e. Maintain contract with Delano Police Department for resource officer.
- f. Fund an intervention counselor at CCHS to reduce suspensions and expulsions.

Students to be Served by this Strategy/Activity

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.

Timeline

ongoing

Person(s) Responsible

Administration, certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies need for additional support, academic interventions to keep students on track for graduation.
Amount	17,382.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional Credit Recovery
Amount	83,378.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extended teacher duty day
Amount	139,521.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Psych. Nurses
Amount	93,052.00
Source	LCAP Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Discipline Liaison

Amount	73,334.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Campus Resource Officer: Delano Police Department
Amount	98,492.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Counselor

Strategy/Activity 5

Action 5

Continue to provide before school, after school, 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

Administration, Teachers, Counselors, Classified & Student Leadership Groups (ASB, Advisory, etc.)

Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Continue to provide tutorials, Saturday School, and or evening interventions
Amount	38,226.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	6th period assignment to reduce class sizes

Strategy/Activity 6

Action 6

Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement. This action is principally directed to improve graduation rates for English learners, foster youth, and pupils of low socio-economic status.

Students to be Served by this Strategy/Activity

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

Timeline

ongoing

Person(s) Responsible

Administration and Classified Support

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Action 7

Continue to maintain facilities in good repair.

- a. Maintain additional traveling custodian to help maintain school facilities clean.
- b. repair physical education grounds at CCHS repair chiller at CCHS; install adequate lighting CCHS stadium parking lot; repair concrete in front/side of CCHS gym.

Students to be Served by this Strategy/Activity

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

Timeline

ongoing

Person(s) Responsible

Administration, Teachers, Counselors, School Psychologists, Classified Intervention personnel.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Action 8

Continue to provide an educational environment where students feel connected to school and can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

Administration, Teachers, etc.

Proposed Expenditures for this Strategy/Activity

Amount	1,700.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.
Amount	3,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Service and other operating costs to ensure student connectedness to school and providing activities, presenters, and incentives for students meeting goals

Strategy/Activity 9

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

Administration, school Nurse, school Psychologists, Counselors, and classified support personnel, etc.

Proposed Expenditures for this Strategy/Activity

Amount	5,500.00
Source	LCAP Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher to provide Parent Awareness Workshops
Amount	300.00
Source	LCAP Supplemental & Concentration

Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for Parent Awareness Workshops
Amount	1,800.00
Source	LCAP Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Staff to make parents calls and home visits to increase and improve services provided to students.
Amount	3,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Continue to provide parent outreach and assistance
Amount	5,000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development for Latino Lit Parent Workshops
Amount	3,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Latino Lit Parent Workshop Facilitators
Amount	2,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Workshop Daycare

Strategy/Activity 10

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.

Students to be Served by this Strategy/Activity

All students

Timeline

On Going

Person(s) Responsible

Administration, Counselor,

Proposed Expenditures for this Strategy/Activity

Amount	3,500.00
Source	Tobacco-Use Prevention Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	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.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

1) College Readiness is demonstrated by achieving Proficiency (Standard Exceeded) or Standard Met on the state's California Assessment of Student Performance and Progress (CAASPP) via Smarter Balanced Assessments in English and Math, California Science Test (CAST)-Pilot, California Alternative Assessment for Science (CAA)-Pilot, the CAPA, and the CMA. These exams measure mastery of Academic Content and Performance Standards adopted by the State Board of Education for all students, including English Learners.

*These standards include, but are not limited to, the California Standards for English Language Arts, California English Language Development Standards, California State Standards for Mathematics, the Next Generation Science Standards, and the Common Core State Standards.

2) College Readiness can also 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

**EAP (Early Assessment Program) designation as Ready = Well Prepared; Conditionally Ready= Prepared is determined through the following -

Ready (Well Prepared): Meet all the following -

CAASPP (Smarter Balanced Assessments) - Standard Exceeded (Proficient) in ELA and Math

English ACT = 22+/ SAT = 500+

AP Language & AP Literature-Composition = 3+

Math ACT = 23+/ SAT = 550+

AP Calculus or AP Stats = 3+

Conditionally Ready (Prepared): Meet all of the following -

CAASPP (Smarter Balanced Assessments) - Standard Met in ELA and Math

English ACT = 19-21/ SAT = 460-490

Complete approved 12th grade year ELA course: ERWC, AP, or IB, or Honors ELA

Math ACT = 20-22/ SAT = 490-540

Complete approved 12th grade year Math course: Trig, Math Analysis, Pre-Calculus, or Calculus, AP Calculus AB or BC, AP Physics or AP Statistics

**See attachment - "Your Pathway to College Readiness" by The California State University

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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.	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. 17-18 100% teachers fully credentialed and appropriately assigned	California School Dashboard Fall 2017 Met 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.	Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials. 17-18 100% of students will have standards-aligned materials.	California School Dashboard Fall 2017 Met 100% of students have standards-aligned materials
Priority 1(c): Basic Services-School facilities are maintained in good repair.	17-18 CCHS 98% in "Good Repair"	California School Dashboard Fall 2017 Met CCHS 98% in "Good Repair"
Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.	Metric/Indicator Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students. 17-18 100% implementation of state board adopted academic and performance standards.	California School Dashboard Fall 2017 Met 100% implementation of state board adopted academic and performance standards.

Metric/Indicator	Expected Outcomes	Actual Outcomes
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.	<p>Metric/Indicator</p> <p>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.</p> <p>17-18</p> <p>a. Attain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction.</p> <p>b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.</p>	<p>California School Dashboard Fall 2017 Met</p> <p>a. Attain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction.</p> <p>b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.</p>
Priority 4(a) Pupil Achievement Statewide assessments as measured by statewide assessments	<p>Priority 4(a) Pupil Achievement Statewide assessments 17-18</p> <p>To Attain standard met:</p> <p>CAASPP English: All Students 67% ELs 38% SWD 4% 4.5%</p> <p>CAASPP Mathematics: All Students 32.5% ELs 11% SWD 4% 2.5%</p> <p>CAASPP Science All Students N/A CAPA SWD 83%</p>	<p>CAASPP English: All students 65.5% ELs 23.4% SWD 14.1%</p> <p>CAASPP Mathematics: All students 30.8% ELs 5.2% SWD 4.8%</p> <p>CAA (Formerly CAPA) ELA 8% Mathematics 17%</p>
Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed 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.	<p>Metric/Indicator</p> <p>Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.</p> <p>17-18</p> <p>Attain:</p> <p>UC a-g completion All Students 41%</p> <p>CTE completer All Students 35%</p>	<p>UC a-g completion All students 52.3%</p> <p>CTE completer All Students 34.4%</p> <p>SWDs 32% (Baseline data - No previous data available)</p>
Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.	<p>Metric/Indicator</p> <p>Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.</p> <p>17-18</p> <p>Attain:</p>	<p>2017 California Dashboard English Learner Progress: All students 89.4%</p> <p>For the 2018 year, DJUHSD is transitioning to ELPAC.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	English Learner Progress: All Students 79.5%	
Priority 4(e): Pupil Achievement - The English learner reclassification rate.	Metric/Indicator Priority 4(e): Pupil Achievement - The English learner reclassification rate. 17-18 Goal: Reclassification All Students 26%	All Students 19.18%
Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and	Metric/Indicator Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and 17-18 To attain- AP exams passed: 34%	AP exams passed: 31.4% The DJUHSD implemented dual enrollment opportunities during the 2016-17 school year. As a result, we had 223 students pass English and US History and earned college credit. More of our students are opting to take dual enrollment core classes to receive the college credit.
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.	Metric/Indicator 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. 17-18 CAASPP English: All Students 67% CAASPP Mathematics: All Students 32.5% ACT Scores above 21 36% Increase 1.6% SAT Attained Scores above 1500 32% Increase 1%	CAASPP English: All Students 66.5% CAASPP Mathematics: All Students 30.8% ACT Scores above 21 34.4% Decrease 1.6% SAT Attained Scores above 1500 19.1% Decrease 12.9% College/Career Prepared California School Dashboard Class of 2016 (Baseline data - No previous data available) All Students 46.2% English Learners 16.2% Students w/Disabilities 5.3% Homeless 36.9%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Curriculum: Site Administration will continue work to support on-going alignment, refinement and implementation of board approved curriculum to Academic Content and Performance Standards	Hands on supplies for students Refine Alg 1 Imaging laptops Scholastic Math Math Scope and Sequence (Garza)	Instructional Materials, Technology, and other resources 4000-4999: Books And Supplies Title I 1000.00	Instructional materials, Technology, and other resources 4000-4999: Books And Supplies 4,090.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>adopted by the State Board of Education for all students, including English Learners.</p> <p>A. Alignment to Academic Content and Performance Standards and Common Core State Standards in Core and All Subject areas.</p> <p>B. Scope and Sequence in all subject areas.</p> <p>C. Promote Literacy and Language Skills of Reading, Writing, Listening, and Speaking.</p> <p>D. Provide instructional and technological resources for proper delivery of Content and CCSS aligned curriculum.</p> <p>E. Incorporate new Text Book, Perspectives into aligned curriculum.</p> <p>(Year 2)</p>			
<p>2. Instruction: Site Administration will continue work to build instructional capacity through coaching, support and ongoing training in implementation and monitoring of research based instructional strategies.</p> <p>A. EDI – Explicit Direct Instruction</p> <p>B. ELD- Discrete Language Skills Acquisition</p> <p>C. SDAIE – Core content for EL learners</p> <p>D. CPM - College Prep Mathematics</p> <p>E. Depth of Knowledge (DOK)</p> <p>F. A specific emphasis on vocabulary building activities and reading strategies for both mathematics and science</p>	<p>EDI- Training and Modeling</p>	<p>Instructional Materials, Technology, and other resources 4000-4999: Books And Supplies Title I 1000.00</p>	<p>EDI Training 5800: Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>with additional work on activities that engage the learner and meaningful warm-up activities.</p> <p>G. Common Core Instructional Shifts</p> <p>1. ELA, History- Social Science, Science</p> <p>a. Build Knowledge through content-rich nonfiction</p> <p>b. Reading, writing, and speaking grounded in evidence from text, both literary and informational.</p> <p>c. Regular practice with complex text and its academic language.</p> <p>2. MATH</p> <p>a. Focus: Focus strongly where the Standards focus.</p> <p>b. Coherence: Think across grades, and link to major topics within grades.</p> <p>c. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.</p> <p>E. Office 365 - One Note/ One Class - SmartNotebook</p>			
<p>3. Assessments: Site Administration will continue work to support on-going efforts in developing and calibrating of effective formative and summative assessments that are aligned to Academic Content and Performance Standards adopted by the State Board of Education for all students, including English Learners and the analysis of data from those assessments.</p>	<p>NewSela Pro Site Licence</p> <p>Smart I Yr. Technology Calculators</p> <p>HMH AP French</p> <p>Follet Supplementary Reading Materials</p>	<p>Instructional Materials, Technology, and other resources 4000-4999: Books And Supplies LCFF - Supplemental 15000.00</p>	<p>Instructional Materials, Technology, and other resources 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,315.52</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>A. FACCS that are aligned to State Academic and Performance Standards.</p> <p>B. District Benchmarks that are aligned to California Academic and Performance Standards.</p> <p>C. Align assessments in Science to NGSS and ELD to ELPAC.</p> <p>D. PLC - Cohort Collaboration in gathering and analyzing data from formative and summative assessments through Illuminate .</p>			
<p>4. Staff Development: Site Administration will continue to coordinate with the District to build Professional Capacity by providing time and substantive teacher Professional Development and training in the following:</p> <p>A. Common Core State Standards and Instructional Shifts</p> <p>1. ELA, History- Social Science, Science</p> <p>a. Build Knowledge through content-rich nonfiction</p> <p>b. Reading, writing, and speaking grounded in evidence from text, both literary and informational.</p> <p>c. Regular practice with complex text and its academic language.</p> <p>2. MATH</p> <p>a. Focus: Focus strongly where the Standards focus.</p> <p>b. Coherence: Think across grades, and link to major topics within grades.</p> <p>c. Rigor: In major topics pursue conceptual</p>	<p>EDI Training in January</p>	<p>Instructional Materials, Technology, and other resources 4000-4999: Books And Supplies LCFF - Supplemental 5000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>understanding, procedural skill and fluency, and application with equal intensity.</p> <p>B. EDI and ELD</p> <p>Instructional Strategies</p> <p>C. CPM - College Prep Mathematics</p> <p>D. Illuminate - Data Gathering and Analysis and use of Technology</p> <p>E. Ron Rohac: Strategies, resources, technical support and coaching for teachers working with ELL students and/or other students that are struggling in the content areas of mathematics and science.</p> <p>F. Professional Development and Teacher Resource for Instructional practices and the use of Technology for instruction by allocating one period Resource for English and another for Math (Mrs. Cantu, and Mrs. Garza).</p> <p>G. RIAP</p> <p>H. DOK</p> <p>I. Vernier</p> <p>J. ERWC</p> <p>k. Edgenuity</p> <p>L. Perspectives Text Book</p> <p>Professional Development</p>			
<p>5. Student Interventions - Academic Culture: Site Administration will continue to coordinate resources to provide optimum student academic interventions and to promote an academic culture that "Fosters, Recognizes, and Celebrates" academic achievement.</p> <p>1. Regular Day Intervention Classes</p>	<p>After School Tutorial</p> <p>Instructional aides in classroom</p>	<p>Instructional Materials, Technology, and other resources for tutorials</p> <p>4000-4999: Books And Supplies LCFF - Supplemental 3000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2. After School Tutorial, Opportunity Class, and Extended Day</p> <p>3. Intervention Classes and Resources (Materials, supplies, equipment, technology and software)</p> <p>4. Title I Instructional Aides in Classrooms/ Labs to support and assist students.</p> <p>5. Rewards and Incentives</p> <p>6. Celebrations</p>			
<p>6. Dual Enrollment and Articulation - Site and District Administration will partner and coordinate with local Community Colleges to expand opportunities for students to earn college credits.</p> <p>A. Develop Dual Enrolled Academic Classes via on site approved staff or BC staff. Use Distance Learning Lab (ITV/satellite) when needed: part of the effort is to offer Senior Dual Enrollment Blocks - In development phase, these dual enrollment classes will enable students to receive college credit that satisfies Bakersfield College course objectives.</p> <p>B. Arrange for creation of scope and sequence, curriculum, and all the necessary instructional resources for articulation of these Academic Dual Enrollment Classes, including proper certification of on site staff and/or community college staff.</p> <p>C. Continue to align the Titan Focus on Freshman Class with BC Student</p>	<p>Increased Dual Enrollment offerings History 17A and 17B</p>	<p>Purchase necessary material, equipment, Curriculum, Technology, and other resources required for delivery of instruction. - CTE Perkins; CTIEG; SB70 Grants; Other Funding including LCAP Goal 2. 4000-4999: Books And Supplies District Funded 20000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Development Class and offer it as Career Readiness for all 9th grade students using the Get Focused-Stay Focused/ Career Choices curriculum. All students successfully passing this course receive college credit through Dual Enrollment in Student Development BC college course (STDV).</p> <p>D. Increase number of classes offering college credit through Dual Enrollment or Articulation.</p>			
<p>7. Advanced Placement Program (AP) & UC A-G Articulated course of study. - Site and District administration will continue to strengthen the AP program and maximize college eligibility via a course of study that includes articulated US A-G classes.</p> <p>A. Promotion of Rigorous Curriculum and Instruction in all Articulated A-G courses with the goal of improving percentage of student designated as Ready and Conditionally Ready via the Early Assessment Program (EAP) determined via performance on the Smarter Balanced Assessments and/or ACT/SAT exams. .</p> <p>B. Reform and Improve Pre-AP/Honors Classes and AP courses with the goal of improving 3+ passing rates in AP exams.</p> <p>C. Purchase and/or update/upgrade</p>	Provide AP Tutorials	<p>Staff Development training in Pre-AP and AP curriculum, instructional strategies, etc. (ex. AP by the Sea) 5800:</p> <p>Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 3000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>instructional resources, software and technology.</p> <p>D. Provide AP Tutorials for students to prepare for AP exams.</p> <p>E. Provide Academic Guidance Counseling that ensures proper placement, scheduling, and fidelity to successful completion of a 4 year UC A-G course of study.</p>			
<p>8. Promotion of College Readiness Culture - Guidance Counseling</p> <p>A. Improve capacity among the counseling staff to better identify, place and schedule students and more accurately design a 4 year UC A-G academic plan for students.</p> <p>B. Focused and deliberate Academic Counseling that includes ongoing monitoring of student enrollment and successful completion in A-G courses.</p> <p>C. Insightful and timely College Counseling that includes financial aid and scholarship opportunities, career and college major interest and exploration of colleges that align to those interests.</p> <p>D. Strategic Data Analysis to identify trends, assist in scheduling of students, and promote greater academic expectations and college awareness/exposure.</p> <p>E. Promote and provide opportunities for student Field Trips to Colleges and Different Career-Industry Sectors: Expand opportunities for students</p>	<p>Promotion of College Readiness Culture - Guidance Counseling</p> <p>A. Improve capacity among the counseling staff to better identify, place and schedule students and more accurately design a 4 year UC A-G academic plan for students.</p> <p>B. Focused and deliberate Academic Counseling that includes ongoing monitoring of student enrollment and successful completion in A-G courses.</p> <p>C. Insightful and timely College Counseling that includes financial aid and scholarship opportunities, career and college major interest and exploration of colleges that align to those interests.</p>	<p>Purchase Instructional and/or College informational Materials, Technology, and other resources required for promoting knowledge and awareness of requirements and opportunities to attend colleges. 4000-4999: Books And Supplies LCFF - Supplemental 2500.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to broaden their awareness of different colleges and universities through tours of various Ivy League, UC and CSU campuses via coordinated field trips.</p> <p>F. Partnerships with WESTEC. WESTEC is designed to help people receive certificates in first aid/CPR, oil field and general warehouse employment. These certificates strengthen an applicants chances of receiving a job.</p> <p>G. Parent Awareness and Leadership Module (PALM) – The PALM initiative will include home visits by counselors aimed at providing parents with direction and assistance in maximizing student learning at home and at school. Also, PALM intends to provide parents with at least two on site informational meeting opportunities to acquire knowledge about graduation requirements, A-G graduation requirements, Colleges and Universities, the application process, financial aid opportunities, career choices curriculum and the 10 year plan, career pathways offered at CCHS, and the progress of their student.</p> <p>H. Continue to expand the College Night experience.</p> <p>I. Awareness Campaign- Posters for College Readiness, EAP, A-G, etc.</p>			

Analysis

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

A heavy emphasis was placed on academic tutorials in several areas. AP tutorials was heavy in addition to math and English tutorials. Funds were also spent on EDI training for a group of teachers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

CCHS showed significant growth in the CAASPP math and English assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Given the growth in CAASPP scores, CCHS will continue to focus on tutorials with an emphasis on targeting specific students and standards based on local assessment data. In addition, CCHS will continue to increase professional development opportunities for teachers to better improve quality of instruction.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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.	Metric/Indicator 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. 17-18 Attain 100% of pupils have access to a broad course of study.	100% of pupils have access to a broad course of study.
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services	Metric/Indicator Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services	100% of unduplicated pupils have access to a broad course of study.

Metric/Indicator	Expected Outcomes	Actual Outcomes
developed and provided to unduplicated pupils.	developed and provided to unduplicated pupils. 17-18 Attain 100% of unduplicated pupils have access to a broad course of study.	
Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	Metric/Indicator Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs. 17-18 Attain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220	Metric/Indicator Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220 17-18 English AP Passing 75 UC a-g Completion 66 Mathematics AP Passing 88 UC a-g Completion 52% Science AP Passing 34 UC a-g Completion 73% Social Science AP Passing 48 UC a-g Completion 80% Foreign Language AP Passing 220 UC a-g Completion 76% Physical Fitness Test Fitness Zone Passing Gain Abdominal Strength 89.6% 0.1% Aerobic Capacity 68% 1.1% Body Composition 54% 1.3% Flexibility 77% 0.9% Trunk Extension 95.2% 0% Upper Body Strength 69% 1.0% Visual Performing Arts: Perform or achieve top 35% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 67% CTE Completers 35%	English AP Passing 55 Dual Enrollment Passing 52 UC a-g Completion 70% Mathematics AP Passing 76 UC a-g Completion 60% Science AP Passing 14 UC a-g Completion 60% Social Science AP Passing 47 Dual enrollment Passing 171 UC a-g Completion 73% Foreign Language AP Passing 238 UC a-g Completion 70% Physical Fitness Test Fitness Zone Passing Abdominal Strength 85.3% Aerobic Capacity 59.8% Body Composition 50.4% Flexibility 76.2% Trunk Extension 93.3% Upper Body Strength 61.1% Visual Performing Arts: Perform or achieve top 35% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 67%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Continue to develop Career Technical Education and CTE Pathways that are aligned to State CTE Standards and articulate with Post Secondary programs at local Community Colleges.</p> <p>a. Align Curriculum, Instruction & Assessments in all CTE Pathways with the goal of graduating student Career Ready.</p> <p>b. Reform and Improve CTE Curriculum by aligning it to CTE Industry Standards, CTE Standards and Common Core Standards and by Skills-Mapping with local industry sectors.</p> <p>c. Develop and sequence CTE Pathway courses into min. 300 hour, 2-3 course Pathway Program of Study (POS) that lead students to earning industry recognized certificates and designation as Completers upon earning a C or better in the Capstone Class.</p> <p>d. Increase opportunities in Work Based Learning experiences (WBL) and establish networks with local industry partners and make these experiences relevant to 21st century needs and careers.</p> <p>e. Purchase and/or update/upgrade instructional resources, software and technology.</p> <p>f. Arrange for facility accommodation for the delivery of instruction</p>	<p>Purchase and/or update/upgrade instructional resources, software and technology. Make available to students pathways that are offered at other sites. Explore possibility of launching Project Lead the Way (PLW) CTE Pathway for fall of 2017.</p>	<p>Purchase necessary material, equipment, Curriculum, Technology, and other resources required for delivery of instruction. - CTE Perkins; CTIEG; SB70 Grants; Other Funding 4000-4999: Books And Supplies District Funded 10000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>commensurate to Pathway requirements, including laboratory and/or high-tech instructional settings.</p> <p>g. Make available to students pathways that are offered at other sites.</p> <p>h. Explore possibility of launching Project Lead the Way (PLW) CTE Pathway for fall of 2017.</p>			
<p>2. Dual Enrollment and Articulation - Site and District Administration will partner with local Community Colleges to expand opportunities for students to earn college credits in CTE Dual Enrollment courses..</p> <p>A. Offer Dual Enrolled CTE Classes via on site approved staff or BC staff. Use Distance Learning Lab (ITV/satellite) when needed: part of the effort is to offer Dual Enrollment Blocks - In development phase, these dual enrollment classes will enable students to receive college credit that satisfies Bakersfield College course objectives.</p> <p>B. Career Readiness class (formerly Titan Focus Program) for all 9th grade students using the Get Focused-Stay Focused/ Career Choices curriculum. All students successfully passing this course receive college credit through Dual Enrollment in Student Development BC college course (STDV).</p> <p>C. Increase number of classes offering college credit through Dual Enrollment or Articulation.</p>	<p>Career Readiness class (formerly Titan Focus Program) for all 9th grade students using the Get Focused-Stay Focused/ Career Choices curriculum. All students successfully passing this course receive college credit through Dual Enrollment in Student Development BC college course (STDV).</p> <p>Increase number of classes offering college credit through Dual Enrollment or Articulation.</p>	<p>Purchase necessary material, equipment, Curriculum, Technology, and other resources required for delivery of instruction. - CTE Perkins; CTIEG; SB70 Grants; Other Funding. 0001-0999: Unrestricted: Locally Defined Title I 2000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3. Promotion of Career Readiness Culture - Guidance Counseling</p> <p>A. Improved capacity among the counseling staff to better identify, place and schedule students and more accurately design a 4 year academic plan for students.</p> <p>B. Focused and deliberate Career Counseling that includes ongoing monitoring of student enrollment and successful completion in CTE Career Pathways.</p> <p>C. Insightful and timely Career Counseling that includes 10 Year Planning, career exploration, post secondary college interests and exploration of colleges that align to those interests.</p> <p>D. Strategic Data Analysis to identify trends, assist in scheduling of students, and promote greater academic expectations and career awareness/ exposure.</p> <p>E. Promote and provide opportunities for student Field Trips to different and local career-Industry partners: Expand opportunities for students to broaden their awareness of different careers and/or industries, colleges and universities through tours of various facilities and/or colleges that offer post secondary technical career degrees.</p> <p>F. Provide opportunities to visit companies such as Wonderful, Target, and Sears so students gain</p>		<p>Provide for transportation and other operational costs associated with on-site visitations to and from local industry, business, and professional partners, colleges, and college events. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>first hand experience on what is required to work within these companies.</p> <p>G. Parent Awareness and Leadership Module (PALM) – The PALM initiative will include home visits by counselors aimed at providing parents with direction and assistance in maximizing student learning at home and at school. Also, PALM intends to provide parents with at least two on site informational meeting opportunities to acquire knowledge about graduation requirements, A-G graduation requirements, Colleges and Universities, the application process, financial aid opportunities, career choices curriculum and the 10 year plan, career pathways offered at CCHS, and the progress of their student.</p>			
<p>4. Staff Development: Site Administration will continue to coordinate with the District to build Professional Capacity by providing time and substantive teacher Professional Development and training in the following:</p> <p>A. Masters Degree and/or CTE Certification that leads to qualification for teaching of CTE and/or Dual Enrollment courses.</p> <p>B. Training and or education to keep current with changing industry demands and trends. (Skills Mapping, Work Based Learning, Etc.)</p>	<p>Professional Development in alignment of curriculum and creation of scope and sequences (syllabuses) that to CTE Standards.</p> <p>Professional Development in alignment of curriculum and creation of scope and sequences (syllabuses) that to CTE Standards</p>	<p>Offer monetary incentives for staff to pursue advanced degrees (Masters) or certification to qualify to teach Dual Enrollment course None Specified District Funded 1000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
C. Professional Development in alignment of curriculum and creation of scope and sequences (syllabuses) that to CTE Standards. E. Training in effective instructional practices and appropriate delivery of CTE curriculum. F. Training in Career Choices Curriculum. G. Professional Development and/or Training in Community College evaluation and/or procedures, including on registration of students and meeting requirements for adjunct professor status.			

Analysis

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

CCHS continues to refine and improve CTE Pathways. A large emphasis was placed in creating the PLTW pathway which is now in year 2 of its implementation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We are still continuing to collect data on the effectiveness and of PLTW program. Although over 95% of the students from year 1 have enrolled again into year 2 of the program. Students continue to complete CTE pathways while teachers refine and modify courses.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

CCHS will continue to monitor, modify, and refine CTE pathways. CCHS will continue to add CTE pathways based on industry need and achievement data.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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.	<p>Metric/Indicator</p> <p>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.</p> <p>100% teachers fully credentialed and appropriately assigned</p> <p>17-18</p> <p>97.2% teachers fully credentialed and appropriately assigned</p>	<p>California School Dashboard Fall 2017 Met</p> <p>Delano Joint Union High School District has zero misassignments of teachers of English learners, zero total teacher misassignments, and zero vacant teacher positions.</p>
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	<p>Metric/Indicator</p> <p>Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.</p> <p>100% of students will have Standards-Aligned material</p> <p>17-18</p> <p>100% of students will have standards-aligned materials</p>	<p>California School Dashboard Fall 2017 Met</p> <p>Delano Joint Union High School District has 0% students without access to their own copies of standards-aligned instructional materials for use at school and at home.</p>
Priority 1(c): Basic Services-School facilities are maintained in good repair.	<p>Metric/Indicator</p> <p>Priority 1(c): Basic Services-School facilities are maintained in good repair.</p> <p>CCHS 98% in "Good Repair";</p> <p>17-18</p> <p>CCHS 98% in "Good Repair"</p>	<p>California School Dashboard Fall 2017 Met</p> <p>There are zero number of instances where our facilities do not meet the "good repair" standard. The Facility Inspection Tool has a few noted deficiencies for repair of asphalt, roof, fence, and grounds at specific school sites. These minor deficiencies are currently under repair. The progress on this standard was reported to the local governing board at the November 2017 public meeting.</p>
Priority 3(a): Parental Involvement addresses:	Metric/Indicator	The DJUHSD maintained the increased parental involvement for

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;</p>	<p>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; Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site. 17-18 Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.</p>	<p>the 2017-18 from the previous year and attained the increase of 10% parental participation. The Parent Advisory groups were instrumental in providing input in the development and/or refinement of LCAP actions. California School Dashboard Fall 2017 Met Delano Joint Union High School administered a local survey to parents/guardians of our schools across grades 9 through 12. Approximately 1245 of our parents responded to the survey. The results of the survey indicate that 96% of parents agree that the school involves parents in providing input in making decisions for the school or district. In addition, 96% of parents also agree that the school promotes parental participation in programs. The local survey was developed to suit the Local Control Accountability Plan (LCAP) priorities and metrics. Questions were tailored for parents to provide specific responses to the areas of need (State Priorities) in the LCAP. The findings of the survey are directly related to the goals established in the LCAP.</p>
<p>Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils</p>	<p>Metric/Indicator Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings. 17-18 Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.</p>	<p>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. California School Dashboard Fall 2017 Met</p>
<p>Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>Metric/Indicator Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs. Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. 17-18</p>	<p>The Special Education Parent Advisory (SEPAC) provides for parent input in making decisions for the school district and school sites. SEPAC has been instrumental in recommending actions to improve the students with disabilities outcomes in the eight priorities. California School Dashboard Fall 2017 Met</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	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	Metric/Indicator Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: School attendance rates - Attain 96.2% 17-18 Attain 96.2% Attained 95.77%	95.8%
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates	Metric/Indicator Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates - Reduce Chronic absenteeism to 13% 17-18 Reduce Chronic absenteeism to 13%	15.3%
Priority 5(c): Pupil Engagement as measured by all of the following, as applicable: Middle school dropout rates – N/A	Metric/Indicator Priority 5(c): Pupil Engagement as measured by all of the following, as applicable: Middle school dropout rates – N/A 17-18 N/A	N/A
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates; and	Metric/Indicator Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates; and Target 0.7% 17-18 0.7% 2015-16 0.3% (15)	0.4%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: High school graduation rates	Metric/Indicator Priority 5: Pupil Engagement as measured by all of the following, as applicable: High school graduation rates 17-18 All students 97% English Learner 97% SWD 83.6%	All Students 97% English Learners 95% SWDs 80.3% Homeless 91.5% (Baseline data - No previous data available)

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates	Metric/Indicator Priority 6(a): School Climate as measured by all of the following, as applicable: ? Pupil suspension rates 17-18 Goal: All students 3.1% English Learner 6.0% SWD 6.0%	All students 2.7% English Learners 4.5% SWDs 4.8%
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates	Metric/Indicator Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates Target: Total Number of expulsions - 9 17-18 Total number of Expulsions: 9	All students 19 total students English Learners 6 students (Baseline data - No previous data available)
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.	Metric/Indicator 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. 17-18 Attain: 100% Sense of Safety 100% connectedness to school	California School Dashboard Fall 2017 Met Delano Joint Union High School District school sites administered a local climate survey to parents at the beginning of the school year. Approximately 1250 parents participated in the local climate survey. The 98% of the parents surveyed indicate students feel safe at school. In the more recent California Healthy Kids survey conducted in February 2018, 84% of ninth graders and 87% of 11th graders feel safe at school. Results from this survey also indicate that 90% of these students feel connected to their school.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Safe School Ambassador Program- Administration will facilitate efforts in effective implementation of the SSA program at CCHS. This program is an effective bystander	Safe School Ambassador Program- Administration will facilitate efforts in effective implementation of the SSA program at CCHS.	1. Pre- and post-training coaching support. 2. Two-day training of students and staff 3. Program materials, including Principal's Handbook, Program Adviser's Handbook,	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>education program that harnesses the power of students to prevent and stop bullying and violence. It equips 9 -12th grade students with the communication and intervention skills to prevent and stop emotional and physical bullying and improve school climate.</p> <p>a.) It involves the "change-agents" by identifying and recruiting "socially-influential" students who determine what's okay and not okay and have the power to change the way young people treat each other.</p> <p>b.) It equips students with powerful, nonviolent communication and intervention skills so they can speak up and take effective actions when they see their friends and classmates mistreat others.</p> <p>c.) It equips students to defuse potential incidents in the moment, as opposed to conflict resolution programs that require a structured meeting that might be held hours or even days after an incident occurs.</p> <p>d.) It provides participating students with structure and support through regularly-scheduled Family Group meetings of 7-10 Ambassadors with 1-2 trusted adults, where they will discuss their interventions, practice their skills, and receive support for their efforts.</p> <p>e.) It continues to be a year-round program, which research has</p>		<p>Family Group Facilitator guides and student guidebooks.</p> <p>4. On-line resources, including data collection and management tools, quarterly newsletters of best practices and timely reminders, webinars and videos, and an electronic help desk</p> <p>None Specified None Specified 6295.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
shown has immediate impact as well as lasting and measurable results.			
<p>2. Parent Participation and Outreach: Administration will coordinate efforts to increase and improve Parent and Community participation in the School's Culture.</p> <p>a) Promote greater participation in Advisory Committees, including Site and District Stakeholder Meetings (School Site Council, Title I, ELAC, DLAC, LCAP, etc.)</p> <p>b) Host Parent Trainings: PALM meetings as part of the college and career readiness initiative.</p> <p>c) Increase Parent Outreach Efforts: Provide access to Parent Portal, increase calls home by teachers and counselors regarding academic progress and by intervention specialists regarding attendance and discipline matters.</p> <p>d) Make home visits - have safety personnel including Discipline Liaisons make regular visits to At Risk student homes.</p>	<p>Increase Parent Outreach Efforts: Provide access to Parent Portal, increase calls home by teachers and counselors regarding academic progress and by intervention specialists regarding attendance and discipline matters.</p> <p>Make home visits - have safety personnel including Discipline Liaisons make regular visits to At Risk student homes.</p>	<p>Advisory committee and Stakeholder meetings, parent trainings, outreach efforts by phone or home visits, Parent Portal, etc. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 3000.00</p>	
<p>3. Positive Behavior Intervention and Support (PBIS) and Response to Intervention (RTI) - Administration will coordinate to offer multi-faceted intervention efforts during and after school.</p>	<p>Refer students to In-School Intervention Class in lieu of suspension to help remediation efforts in academics and behavior.</p> <p>Assign Saturday School, Work Detail, or Mandatory After School Detention (MADD) to students who</p>	<p>During School Academic and Behavioral Intervention efforts: Classes, Counseling, etc. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 20000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>a.) Refer students to In-School Intervention Class in lieu of suspension to help remediation efforts in academics and behavior.</p> <p>b.) Assign Saturday School, Work Detail, or Mandatory After School Detention (MADD) to students who are struggling with assignments and or following class-school rules.</p> <p>d.) Provide students opportunities to get academic assistance after school in Teacher Tutorials.</p> <p>e.) Schedule Student Success Team (SST), IEPs and/or 504 meetings to address deficiencies in student academic capacities.</p> <p>f.) Schedule parent - teacher conferences via phone call outreach to address academic issues in the classroom.</p> <p>g.) Promote activities surrounding Anti Bullying Weeks in October and February.</p> <p>h.) Afterschool Intervention Counselor assists the Assistant Principal of Discipline with scheduled meetings for misbehaving students. Their classroom disruption causes these students to fall behind in coursework. It will help curtail disruptive behavior by meeting with parents and students and following up every week.</p>	<p>are struggling with assignments and or following class-school rules.</p> <p>Refer students to In-School Intervention Class in lieu of suspension to help remediation efforts in academics and behavior.</p> <p>Schedule parent - teacher conferences via phone call outreach to address academic issues in the classroom.</p>		
4. Continue to provide support, academic interventions and	a.) Supplement academic instruction by providing hands on experience	Certificated Personnel Salaries 1000-1999:	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>academic acceleration options for students to stay on track for graduation.</p> <p>a.) Supplement academic instruction by providing hands on experience through field trips or other instructional activities.</p> <p>b.) Maintain additional periods of independent study to meet student needs.</p> <p>c.) Maintain additional sections of credit recovery.</p>	<p>through field trips or other instructional activities.</p> <p>b.) Maintain additional periods of independent study to meet student needs.</p> <p>c.) Maintain additional sections of credit recovery.</p>	<p>Certificated Personnel Salaries Title I 1000.00</p>	
<p>5. Student & Staff Recognition: Administration will coordinate efforts at promoting a positive school culture that fosters, recognizes, and celebrates excellence in academics, the artists, athletics, service learning, character education, etc.</p> <p>a) Use Exemplary Titan Shirts as rewards for "Acts that demonstrate noble Character" exemplified by Titan students.</p> <p>b) Recognize Exemplary Titans who demonstrate values consistent with the Titan vision and mission.</p> <p>c) Celebrate Students of the Month (SOM) who are nominated by teachers in line with that month's Character Education theme.</p> <p>e.) Principal's School Culture Student Advisory Committee - Principal will host Student Advisory committee during lunch at least once a month. The Committee will consists of a select number of</p>		<p>Purchase Titan Shirts as rewards for "Acts that demonstrate noble Character" exemplified by Titan students. None Specified LCFF - Supplemental 5000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students representing all groups and grades. The luncheon will give the students opportunity to voice their opinions and ideas and discuss improving the School's Culture into a more positive one.</p> <p>f) Appreciate staff through a variety of ways.</p> <p>g.) Whole School Celebrations - Rallys to celebrate academic achievement</p>			
<p>6. Facilities: Administration will coordinate efforts at providing for clean and adequate facilities for maximizing teaching and Learning:</p> <p>a) Repair or maintain clean and safe Classrooms, Computer and Science Labs, Restrooms, and school facilities.</p> <p>b) Move the North Fire lane Gate further north so that grounds can go in and out without having to secure it.</p> <p>c) Develop Check-Off lists for custodial accountability.</p> <p>d) Add traffic signs and speed bumps in parking lot. Paint surface demarcations and new traffic directional signals, as well as the Swing Arm bright yellow for better visibility.</p> <p>e) Purchase and set up barricades with lights to better direct traffic and prevent unsafe conditions for cars and pedestrians in the parking lot.</p>		<p>Repair and/or maintain clean and safe classrooms, computer and science labs, restrooms, and school facilities. None Specified General Fund 2000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>7. Campus Security: Administration will coordinate efforts and seek resources to maintain a safe and secure learning environment.</p> <p>a.) Install 6 additional Security Cameras for key entry/exit points as well as staff parking lot, and 3 cameras for quad area.</p> <p>b.) Purchase and/or repair equipment (radios and/or EzGos) to enable security to communicate and respond in a timely manner to areas needing assistance via timely mobility.</p> <p>c.) Provide training and professional development on effective, research based methods and strategies for maintaining a safe and secure learning environment.</p> <p>d) Arrange for the proper equipping of a central base of operation facility within the campus for Security Personnel and/or School Resource Officers to debrief, write reports, and conduct investigations while preserving confidentiality of records and information.</p> <p>e) Continue contracting the services of a School Resource Officer from the Delano Police Department, including expanding services during high profile school events.</p>	<p>a.) Install 6 additional Security Cameras for key entry/exit points as well as staff parking lot, and 3 cameras for quad area.</p>	<p>Security Cameras None Specified LCFF - Supplemental 20000.00</p>	
<p>8. Credit Recovery and/or Edgenuity: Provide structures whereby students can recover</p>	<p>Credit Recovery and/or Edgenuity: Provide structures whereby students can recover</p>	<p>Purchase of software license and/or computer based curriculum from Edgenuity 4000-4999:</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
credits toward graduation through Online or Computer Based curriculum delivery platforms that include A-G course approved programs. a) Purchase the software license. b) Provide Professional development to certificated staff for proper delivery of instructional services to students. c) Repair, update, or replace technology as needed for proper delivery of computerized instructional services to students.	credits toward graduation through Online or Computer Based curriculum delivery platforms that include A-G course approved programs. a) Purchase the software license. b) Provide Professional development to certificated staff for proper delivery of instructional services to students. c) Repair, update, or replace technology as needed for proper delivery of computerized instructional services to students.	Books And Supplies Title I 7400.00	
9. Medical and Mental Health: Provide and promote supports to respond to medical and/or mental health emergencies when needed. - AEDs *5 AEDs were purchased in 2016 and installed at key access points around the campus. a) Provide continuous training and orientation on the proper use and application of AEDs during a crises situation. b) Maintain the AEDs in proper working condition with periodic checks. c) Provide Counseling Services through the in school providers (Guidance Counselors, Discipline Liaisons, School Psychologist etc.) or outside providers (Child Guidance, Clinica Sierra Vista, Tulare County Mental Health, etc.) to address mental health and emotional issues affecting learning.	Medical and Mental Health: Provide and promote supports to respond to medical and/or mental health emergencies when needed. - AEDs *5 AEDs were purchased in 2016 and installed at key access points around the campus. a) Provide continuous training and orientation on the proper use and application of AEDs during a crises situation. b) Maintain the AEDs in proper working condition with periodic checks. c) Provide Counseling Services through the in school providers (Guidance Counselors, Discipline Liaisons, School Psychologist etc.) or outside providers (Child Guidance, Clinica Sierra Vista, Tulare County Mental Health, etc.) to address mental health and emotional issues affecting learning.	Provide staff development in the use of AEDs, including fees, substitutes, transportation costs, etc. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
d) Adopt a formal suicide prevention, intervention, and follow-up plan in accordance with AB2246. c) Fill the open site nurse position.	d) Adopt a formal suicide prevention, intervention, and follow-up plan in accordance with AB2246. c) Fill the open site nurse position.		

Analysis

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

CCHS continues to maintain the Safe School Ambassador program which is very influential on campus. Additional cameras were added to campus in key areas. CCHS continues to maintain the Credit Recovery and intervention for students struggling to meet credit requirements.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There was an increase in graduation rate from the previous year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

CCHS will continue to focus on student safety and parent involvement. CCHS has added a teacher on assignment for 3 periods to address chronic absenteeism. In addition, CCHS, is working on hiring an intervention counselor to address student needs, such as substance abuse, bullying, depression, and suicide.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	830,635.78
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	3694449.78

Allocations by Funding Source

Expenditures by Funding Source

Funding Source	Amount
College Readiness	39,283.00
LCAP Supplemental & Concentration	2,821,031.00
Title I	671,181.78
Title I Part A: Allocation	81,000.00
Title II Part A: Improving Teacher Quality	45,454.00
Title IV	33,000.00
Tobacco-Use Prevention Education	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,146,374.78
2000-2999: Classified Personnel Salaries	445,692.00
4000-4999: Books And Supplies	347,243.00
5000-5999: Services And Other Operating Expenditures	615,140.00
5800: Professional/Consulting Services And Operating Expenditures	95,500.00
Certificated Personnel Salaries & Benefits	4,500.00
None Specified	40,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	College Readiness	15,250.00
5000-5999: Services And Other Operating Expenditures	College Readiness	6,533.00
5800: Professional/Consulting Services And Operating Expenditures	College Readiness	13,000.00
Certificated Personnel Salaries & Benefits	College Readiness	4,500.00
1000-1999: Certificated Personnel Salaries	LCAP Supplemental & Concentration	1,876,762.00
2000-2999: Classified Personnel Salaries	LCAP Supplemental & Concentration	207,460.00
4000-4999: Books And Supplies	LCAP Supplemental & Concentration	229,700.00
5000-5999: Services And Other Operating Expenditures	LCAP Supplemental & Concentration	457,109.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP Supplemental & Concentration	10,000.00
None Specified	LCAP Supplemental & Concentration	40,000.00
1000-1999: Certificated Personnel Salaries	Title I	216,158.78
2000-2999: Classified Personnel Salaries	Title I	236,232.00
4000-4999: Books And Supplies	Title I	52,293.00
5000-5999: Services And Other Operating Expenditures	Title I	128,498.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	38,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	21,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	45,454.00
5000-5999: Services And Other Operating Expenditures	Title IV	23,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	10,000.00

5800: Professional/Consulting
Services And Operating Expenditures

Tobacco-Use Prevention Education

3,500.00

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
Emilio Canedo	Classroom Teacher
Elizabeth Giuntoli	Classroom Teacher
Estevan Ramirez	Classroom Teacher
Martin Rios	Classroom Teacher
Sylvia Jacquez	Other School Staff
Julissa Elizondo	Secondary Student
Kayla Sanchez	Secondary Student
Karanbir Sunner	Secondary Student
Adriana Caceres	Parent or Community Member
Gonzalo Gonzalez	Parent or Community Member
Angelica Sanchez	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

Gonzalo González

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 31, 2018.

Attested:



Principal, Uriel Robles on October 31st, 2018

SSC Chairperson, Sylvia Jacquez on October 31st, 2018

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrant Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

