

The Single Plan for Student Achievement

School: Cesar E. Chavez High School
CDS Code: 15634120100529
District: Delano Joint Union High School District
Principal: Christopher Juarez
Revision Date: October 24, 2017

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

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The District Governing Board approved this revision of the SPSA on November 14, 2017.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	6
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	20
School and Student Performance Data	22
CAASPP Results (All Students)	22
CELDT (Annual Assessment) Results	26
CELDT (All Assessment) Results	27
Planned Improvements in Student Performance	28
School Goal #1	28
School Goal #2	41
School Goal #3	49
Centralized Services for Planned Improvements in Student Performance	61
Centralized Service Goal #1	61
Centralized Service Goal #2	62
Centralized Service Goal #3	63
Summary of Expenditures in this Plan	64
Total Allocations and Expenditures by Funding Source	64
Total Expenditures by Object Type	65
Total Expenditures by Object Type and Funding Source	66
Total Expenditures by Goal	67
School Site Council Membership	68
Recommendations and Assurances	69

School Vision and Mission

Cesar E. Chavez High School's Vision and Mission Statements

Welcome to Cesar E. Chavez High School, "A school whose Purpose is to PROMOTE achievement in academics, athletics, and the arts; PROVIDE superior opportunities to develop 21st century, career ready technical and vocational skills; and PREPARE tomorrow's leaders to be college ready, critical thinking, problem solvers." All students have the right to an education based on standards of excellence. Such an education is the shared responsibility of students, faculty, administrators, support staff, parents and the community at large. While acknowledging the individuality of each student, standards at Cesar E. Chavez High School challenge all students to achieve at their highest potential. Therefore, CCHS offers a comprehensive program that addresses the educational needs, abilities and interests of a diverse student population. Cesar E. Chavez High School is a school where Academics, the Arts, and Athletics are Fostered, Recognized, and Celebrated.

District Vision:

Delano Joint Union High School District students experience daily academic success through superior standards-based instruction. Each professional learning community team member is personally committed to creating a positive atmosphere of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

School Mission:

Cesar E. Chavez High School is committed to providing every student a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth. Our school motto is that CCHS is a learning community where academic achievement is fostered, recognized, and celebrated.

Graduation Outcomes:

Our Expected School-Wide Learning Results (ESLRs), or Graduation Outcomes, were revised during the 2013-2014 school year to more adequately reflect the changes since our last WASC visitation and address the the move toward College and Career Readiness and the Common Core State Standards.

The high school's curricular and instructional emphasis has both a solid foundation in the depth and breadth of the California State Standards and the Common Core State Standards, while maintaining particular attention to the various learning styles and needs represented by all students. These Graduation Outcomes (ESLRs) are a driving force in curricular and instructional development and teaching methodology. Our graduation outcomes (the goal of a four year course of study) are that every graduate will be Titan Made, equipped with the following core knowledge and skills:

C – Every graduate will be College and/or Career Ready.

C – Every graduate will be able to Communicate and use Technology.

H – Every graduate will be able to solve real life problems by using High Order – Critical Thinking skills.

S – Every graduate will be Socially Responsible and have an appreciation for Service Learning.

School Profile

In August 2003, Cesar E. Chavez High School (CCHS) opened its doors to the students of Delano. This historic occasion marked the beginning of a new educational era in the city of Delano where Delano High School (DHS) had been the only comprehensive high school for nearly a century. Now CCHS, DHS and RFK are sister schools within the Delano Joint Union High School District serving students in grades nine through twelve. Cesar E. Chavez High School employs 65 teachers, 4 Counselors, 4 administrators, and 50 support personnel. Our departments include Language Arts (includes drama and foreign language), Mathematics, Science, Social Studies, Business Education, State Requirements (Health and First Aid), Industrial Arts, Home Economics, Physical Education, Music and Art.

In addition to excellent facilities, Cesar E. Chavez High School students are supported well by funding from Migrant Education, Title I, Title II, Targeted Instructional Improvement Grant, Title III, Title VI, and LCFF, as well as other state and federal funded projects. Delano residents also benefit from a sustained partnership with the Delano Community Alliance and Wonderful Education Programs. However, given the economic background of many students in our district, these funding sources are insufficient to compensate for the resources that our students lack at home.

Cesar E. Chavez High School students reside in Delano and its surrounding rural communities. These rural areas are even more impoverished than Delano and, as a result, provide an inadequate context for learning among Cesar E. Chavez High School students. More than 20% of our families receive AFDC and over 80% of our student population qualifies for the free and reduced lunch program. We also have a large LEP and migrant population.

The fact that we are not a unified district allows each respective feeder school to establish and implement different curricular and instructional modes. Cesar E. Chavez High School feeder districts include Earlimart, Richgrove, and Columbine. Earlimart and Richgrove are small, unincorporated rural communities of approximately five thousand and two thousand respectively. The student population is over 90% Hispanic in both schools qualifying for Title I funds. Columbine is not a community, but a small rural geographic area northeast of Delano. For all students coming from these three districts, bus service to the school means at least an hour-long daily round trip. Under these circumstances, it is not surprising that a Delano area student is most likely to drop out of the educational system between the 8th and 9th grade.

THE MOTTO: Our school motto is that “CCHS is a professional learning community, a school where learning and academic achievement is fostered, recognized, and celebrated.” Teachers, parents, students, and staff have worked hard to create a uniquely Titan Culture, align our curriculum, instruction, and assessment to the California Content Standards and the Common Core State Standards, and to motivate our students to achieve. CCHS students are benefiting from our efforts as is reflected in consistent gains in our school’s Academic Performance Index (API), which demonstrates that our students and staff are meeting the challenges of a world class education.. Please note the different charts on this plan that outline academic data for CCHS as measured by test scores that are part of the California Assessment of Student Performance and Progress (CAASPP). We are pleased to report that CCHS meet all state and federal accountability targets and remains one of the top performing high schools in Kern and Tulare counties. College and Career Indicators (CCI) verify that our People, as well as our Programs are making an impact on the academic progress of our students and laying the foundation for a bright future for this community.

THE AWARDS: In the Spring of 2011, CCHS was nominated and then awarded as a California Distinguished School. In 2009 and 2011, CCHS was named by U.S. News and World Report as one of America’s Top High School (Bronze Medal); in 2012, 2013, 2015, and 2016 CCHS was again recognized but this time as Silver Medal reflecting the gains made in college readiness. Although we are proud of recent accolades and accomplishments, such as California Distinguished School Award, Title I Academic Achievement Award, National Title I Distinguished School Award, Golden Bell Award, America’s Best High School– Silver Medal (U.S. News and World Report in 2012, 2013, 2015, and 2016) and WASC Accreditation, the challenge remains to continue academic achievement and growth by innovating, collaborating, analyzing data, and having high expectations with support mechanisms to assist all CCHS students. We are confident that CCHS will continue to be a great school with the support of our community.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We anticipate incorporating a new platform this year to conduct surveys through Parent Squared, an application that is user friendly, uses realtime data collection, and is accessible through various media-technological devices, including smartphone. The targeted time for this endeavor is late fall 2016, early winter, or early 2017. The data collected from Parent Squared will then update the information below that was collected in 2015.

PARENT SURVEY- (Back to School Night, See attachment)

A parent survey was administered on September 22, 2015 to parents who attended the annual Back to School Night. On the issue of school safety, school maintenance, attendance, and respect, the results confirm that the majority of parents feel their students are safe at school with 96% citing "agree" on the "school is safe". That is up from 73% in 2013. 92% chose "agree" to confirm that the school effectively addresses attendance, dropout, and absenteeism issues. 94% agreed that the school is clean and in good repair. On issues surrounding school communication, 93% stated they agree that the school regularly communicates important information to parents effectively and 76% that the school involves parents in providing input in making decisions for the school. On the issue of academics and preparation, the majority of parents feel that the school prepares their child for life beyond high school at 94% agree. About 80% of the parents are aware of after school tutorial opportunities and agreed that their child frequently has reading assignments for homework.

TEACHER SURVEY (See attachment)

Teachers were surveyed on September 30, 2015 and on average, most teachers (69%) feel they have been provided with high quality training to prepare them to teach according to the Common core standards. That's a marked improvement from 2013 when only 26% felt that way. More than half of the teachers reported they received adequate instructional materials to teach their subject area. 81% of the teachers agreed that they have basic tools to deliver innovative lessons. All teachers agreed that the school is safe and almost all teachers, 98%, agree that they are familiar with the schools emergency response and safety policies. On average, about 90% of the teachers believe that the school provides adequate intervention and academic support for students. Also, majority of teachers, 91%, believe that PLC late starts are being used effectively in their department, an 8% increase from the 2013 survey results. 83% of teachers agree that they feel supported and recognized for their work at CCHS. About a 20% increase from the survey two years ago. About 90% of all teachers agree that they regularly analyzing data and are adjusting for re-teaching and are satisfied with their assessments. Overwhelmingly, teachers said that the administration's vision is clear.

STUDENT SURVEY (see attachment)

Students were surveyed during the week of October 2-October 8, 2015. On the subject of teachers and staff, the overwhelming majority (92%) feel that the staff and teachers treat them with respect and courtesy. About 90% of the students agree that CCHS teachers use a variety of alternate assessment strategies to evaluate student learning progress, a 10% increase from the last survey. 84% of students who responded to the survey agreed that they are assigned writing assignments other than in their English classes. Almost all students agreed that teachers make classroom academic expectations clear. 81% of the students said that their teachers assign independent reading. A majority of students self-evaluated their writing as good, 53%, and excellent 16%. Only 5% evaluated themselves as poor writers. On the issue of safety and school cleanliness, 62% of students agreed that the campus is clean and well-maintained, while 23% disagree, and 15% strongly disagree. However, 75% of the students disagreed that the restrooms are clean. More students, 66%, disagreed that bullying is a problem on the CCHS campus, a 7% improvement from the 2013 student survey where more students felt bullying was a problem. 78% of students said they feel safe on campus five days out of the week, 12% said four days a week, 6% said two or three days of a week, and 4% said one or fewer days. A slight increase in feeling safe from the prior survey. On the issue of academics, 93% of students agreed that CCHS prepares them for life beyond high school. Only 72% of students said they had a 4-year plan. These results are standard when Special Education students who have IEPs and immigrant-ELD students are taken into account. The majority of students, 63%, said they didn't have a 10-year plan. This also is understandable as the Focus On Freshman program first served last year's 9th grade class (the current class of 10th graders) and is currently being offered to this year's 9th grade class. About 63% of students are either not very or not all familiar with CTE pathway courses offered at CCHS, but more students are familiar with the UC A-G requirements, roughly 60% of students. On the issue of technology, 51% of the students do not access their grades and progress reports and 25% of students said they don't even have access to their online grades which is expected since most freshmen students have not been granted access. 39% of the students strongly agree, 49% somewhat agreed, and only 12% disagreed that there is adequate technology on campus to meet their academics need. A 28% improvement in agreement compared to the 2013 survey. Most classes have iPads and/or laptops, and computer labs have been upgraded. A majority of students, 86%, said they have internet access at home. 64% of students said they have both computer and smart device, but a third of students have only a smart device. 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 uncleanness of the restrooms. Many of the students are also not familiar with the evolving pathways and CTE courses offered at CCHS.

Title I Parent Meetings and LCAP Stakeholder Meetings:

There have been opportunities for parents and stakeholders to participate, share concerns and offer recommendations toward improvement of services and programs offered at CCHS over the past few years, most currently on September 6, 2017. During this Title I meeting, parents were provided with information about programs and services available to assist low socioeconomic and LEP students bridge the academic gap and attain academic proficiency. Also, the 8 State priorities, 3 District LCAP goals, and the various

actions as described in the LCAP (Local Control Accountability Plan) were shared and how monies under LCAP would be allocated to attain stated goals. Parents and those in attendance offered suggestions.

Classroom Observations

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

Classroom observations are separated into two types, formal and informal. Formal observations are part of the evaluation process and occur as per CBA in a two year cycle for permanent teachers and every year for probationary teachers. Informal observations are targeted per department using the building capacity through the "Lead Learner" approach (Professional Capital, by Andy Hargreaves and Michael Fullan) with the purpose of collaborating in identifying best practices and providing positive feedback and quantitative data on progress toward meeting instructional goals. Informal observations are done periodically through either a tablet application(E-Cove) where data is collected on a variety of strategies, instructional practices and/or methodologies, or through a Peer Observation template. The overall goal is to build instructional capacity through coaching and collaborating, whether from administrators or peer mentor teachers. The intention is to visit every classroom and provide every teacher with evidenced based, feedback and coaching at least 4 times per semester. Formal observations are evaluative in nature and are followed up by a formal post-observation conference where the merits of the lessons are discussed. There is a collaborative process involved in aligning instruction to research based practices as per Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), Discrete Language Skills (ELD - Kevin Clark), and Carolyn Coyle's Differentiated Instruction, methodologies the District has invested considerable staff development time and money. The general conclusions derived from these observations and its collaborative dialogue is that teaching strategies and instructional practices are slowly aligning with our site and district philosophy. Areas of focus are increasing Literacy Skills through targeted and focused activities, Checking for Understanding and Re-Teaching. There needs to be consistency with respect to the frequency and types of questions used to check for understanding, specifically the use of high order questions. For this reason the District has invested in DOK professional development over the past year. Our last WASC visitation report confirmed this conclusion. Also, more can be done to require students to respond to questions in complete sentences using academic language. Furthermore, activities should vary so as to tap multiple learning styles, increase student participation and cultivate collaborative, inquiry-based learning. Although much has been done to emphasize literacy skills of deep reading, annotation and writing, more can be done to vertically and horizontally align curriculum so that efforts are in step with Common Core State Standards, Curricular Goals and rubrics.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Assessment is ongoing at Cesar E. Chavez High School. Teachers and administrators assess the progress of students in many ways. Beginning in 2006/07, a Learning Director was added to the administrative staff to assist with the monitoring of curriculum alignment, testing, and student progress toward meeting District and State standards. We divide our assessment generally into two categories:

- Course-level assessments: Teachers are engaged throughout the school year in assessing their students and modifying their techniques as a result. This includes formative assessments that are closely tied to the instructional practices of individual teachers, and summative assessments – Formative (or fluency) Assessments of Common Core State Standards (FACCS) that are common to all teachers of a particular course.

- School-wide assessments: CCHS students participate in all state mandated testing programs that encompass the California Assessment of Student Performance and Progress (CAASPP, formerly STAR-CSTs) , SABE, CAPA, PFT, CELDT (which will become ELPAC this year), the new and to be piloted this year, Next Generation Science Standards Exam, and the Smarter Balanced Assessment Consortium (SBAC) which measures student progress towards mastery of the Common Core State Standards in ELA and Math and serve as part of the new CCI (College and Career Indicators), an evaluative tool with respect to the effectiveness of efforts in preparing student to be College and Career Ready academically (formerly part of the EAP process).
- District-Wide Benchmark Common-Core Assessments (DCAs): District Common Assessments were developed during the 2014-2015 school year as a way of further analyzing district wide learning toward district goals as found in the LEA Plan and the Local Control Accountability Plan (LCAP).

Goals for the Common Core Standards

With the passage of AB484 and the focus shift from STAR-CSTs to CAASPP and the Common Core we are in full implementation mode with Common Core State Standards (CCSS). In alignment with the CCSS, DJUHSD continues to incorporate the Twenty-First Century Standards and the 4Cs (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21st century readiness for every student. Every other Wednesday at CCHS, we have a modified schedule in order to work within our cohorts to address the curricular and instructional requirements for effective implementation of the CCSS. With implementation comes new goals that we must strive to achieve. One of our continuing goals for this school year is to continue to Build Instructional Capacity in order to meet the expectations set forth by the Common Core Standards. In 2014 we revised the scope and sequence for our subjects in order to better reflect the new standards that our students will be held accountable for. Our aim is to continue to work together in our department to refine the scope and sequence as well as implement and share instructional strategies to address the Common Core Standards. Another area that we will work on this year is the refinement of the FACCS (new assessments) in order to gauge student learning during this initial implementation period. Also in 2014, CCHS staff worked diligently to create formative assessments for the Common Core Standards called Formative Assessment of Core Standards (or Fluency Assessments of Common Core State Standards), or FACCS. As we teach the new standards, these FACCS allow us to measure student learning through collection of data via Illuminate. Aside from creating the FACCS, we also collaborated in creating new Core Subject Site-Based and District Common Assessments/ benchmarks. The benchmarks are a summative assessment of the Common Core State Standards. We plan to continue to refine our assessments in order to better align them to the new standards and analyze the progress we are making towards achieving those standards. The effort this year is also to calibrate toward assessments to include higher order DOK level questions.

In summary, our goal is to collaborate with the District's efforts to align core curriculum and assessments to the Common Core State Standards in preparing our students for local and state assessments and more importantly, to be College and Career Ready. A team of District Cohorts were established and formed of highly qualified teachers in each subject area. Each cohort is led by a qualified subject matter administrator and site lead teachers who meet regularly in order to monitor our overall progress in achieving our goals.

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

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

Staffing and Professional Development

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

CCHS recruits and employs the most qualified credentialed teachers. For the 2017-2018 school year, the school employs 65 teachers, 59 with full credential and 6 without. 100% of the of the classes in core academic subjects are taught by State Certified Compliant teachers as per ESSA.

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

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

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

Cesar E. Chavez High School is committed to continuing emphasis on staff development, especially as we implement the Common Core State Standards and the new Next Generation Science standards during this 2015-2016 school year. The Learning Director is coordinating the assessment and accountability components of our student achievement plan. Over the last several years through the TIIG program, Title I, Title II and other programs, these District efforts have accomplished the following:

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

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

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

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

There is a collaborative process involved in assisting and supporting teachers in research based instructional practices like Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), Discrete Language Skills Acquisition Instruction (ELD - Kevin Clark), CPM (College Prep Mathematics), Literacy (Deep Reading, Text Annotating and Critical Writing), and Carolyn Coyle's Differentiated Instruction, methodologies and consultants the District has invested considerable staff development time and money in.

For instance, we have found that many of our technology-driven efforts are effective at improving student performance; however, they require more specialized training of our staff. For staff members who have limited capacity in the use of computer hardware and software for instruction, they are provided with periodic professional development through an on site IT Coach/Resource Teacher, District IT trainers (for Aeries, Office365, OneNote, Schoology, iLit, etc.), and outsourced consultant/trainers like from Vernier, Illuminate, Edgenuity, Revolutions, etc.. Teachers also have access to an on site Tech that helps troubleshoot real-time problems as they arise. In addition, given our diverse student population, many of our teachers have participated in Specially Designed Academic Instruction in English ("SDAIE") and Cross-cultural Language Academic Development ("CLAD") training.

Through Title I funds, this year we have added 2 periods (1 per teacher) for two Resource Teachers, one for Math and one for

English Language Arts. Both teachers will help CCHS close the achievement gap in Math and English by:

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

Furthermore, there are still staff on site who received training in AVID methodologies (WICR, Costa's Levels of Questioning, etc.) back 2007. These teachers continue to make use of these AVID methodologies including Cornell Note-taking and other WICR (writing, inquiry, collaboration, reading) strategies. Also in 2007, teachers began to participate in Explicit Direct Instruction (EDI) training through DataWorks, which focuses on lesson development as well as the delivery of instruction. Training in Explicit Direct Instruction is ongoing as recent as September 17, 2016 with emphasis in Lesson Objectives, Checking for Understanding, and meeting the needs of English Learners. In 2015 a group of teachers were sent to the CAFE conference. In this one-day institute, participants learned how to differentiate instruction in science and mathematics to promote engaging, active participation. By using real content examples, this institute showed teachers different ways to improve literacy skills and vocabulary building using grade-level concepts and addressing the new English Language Development Standards, the Next Generation Science, the CCSS mathematics standards, and the Mathematical Standards of Practice.

Recent professional development has also included Depth of Knowledge (DOK), an effort to increase high order critical thinking through use of specific questioning during checking for understanding, on student activities, and on assessments. Ron Rohac training on critical thinking activities, deeper questioning and checking for understanding; this training's emphasis was on 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. Training focuses on vocabulary building activities and reading strategies for both mathematics and science with additional work on activities that engage the learner and meaningful warm-up activities. Another is Get Focused-Stay Focused Career Choices, training on Career Choices curriculum that uses writing and critical thinking and research so students are able to complete a 10 year plan that answers: Who am I? What do I want? and How do I get it? RIAP's two main goals are to help students (1) achieve a level on the joint California Standards Test and CSU Early Assessment Program that would exempt them from the English Placement Test or (2) demonstrate proficiency on the CSU English Placement Test (EPT) by scoring above 150 with no need for future reading and writing remediation. Teachers also are provided with professional development on the use of Vernier Probes for Science, and CPM Math. In the past teachers have also had the opportunity to participate in Differentiated Instruction workshops with Carolyn Coil. Through this opportunity, teachers have not only learned to more readily assist the students in the general population, but also received training in how to address the needs of English Learners. Thinking Maps training was also provided in the Fall of 2008. Based on academic study and brain research, Thinking Maps provide students with a common visual language for learning across all disciplines.

During the 2008-2011 school years, the District employed Kevin Clark who assisted our ELD teachers in aligning their curriculum and instruction to ELD standards with an emphasis on Discreet Language Skills Acquisition. Current efforts for ELD teachers have included deep reading and writing, annotation, and critical thinking.

During the Spring and Summer of 2014, the District contracted with Jill Hamilton-Bunch of Point Loma University for the purposes of providing professional development in the area of literacy (deep reading, annotating, analysis, critical thinking and writing) as it relates to requirements of the Common Core State Standards. Teachers from the ELA and Social Science departments participated, and we anticipate continued partnership with Mrs. Hamilton-Bunch to continue professional development for other departments during the coming years; RIAP through CSUB builds on the work already done in this area.

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

Moreover, beginning in 2015 site and district teachers participated in CPM training (College Prep Mathematics). CPM's mission is to empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. CPM recognizes and fosters teacher expertise and leadership in mathematics education. CPM engages all students in learning mathematics through problem solving, reasoning, and communication. CPM envisions a world where mathematics is viewed as intriguing and useful, and is appreciated by all; where powerful mathematical thinking is an essential, universal, and desirable trait; and where people are empowered by mathematical problem-solving and reasoning to solve the world's problems.

Lastly, a group of teachers from the academic core have participated in AP By the Sea over the past few summers, ERWC, and

the Bard College “Thinking and Writing Institute.” The cohorts meet together on a regular basis, and teachers are creating lessons and implementing strategies that will improve the critical thinking skills of students at all levels, not just Pre-Ap and AP.

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

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

Teaching and Learning

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

The District’s efforts to align core curriculum and assessments to state content standards began in the fall of 1999 and re-focused toward the Common Core State Standards during the 2012-2013 school year. This year we build on work began over the last couple of years to address the Next Generation Science Standards (NGSS) as PILOT TESTING is expected in the spring of 2017 (CAST/ CAA: California Science Test and the California Alternate Assessment in Science). Teachers in all core subject areas have worked to develop course outlines and to refine course scope/sequence so that each course is aligned to state content, common core state standards and the NGSS. Cohort and department level meetings (as part of PLC Wednesdays) are facilitated by department chairs and subject or grade level resource teachers and facilitated in an effort to desegregate and analyze data, adjust and align curriculum, revise and improve instructional practices, and write and calibrate assessments to these standards. Our progress by department includes the following:

The scope and sequence for all courses in the academic core – ELD, English, Math, Science, and Social Studies – are directly aligned to the California State Content Standards, the Next Generation Science Standards, and the Common Core State Standards. All teachers of a particular course use the same standards-based scope and sequence.

For over a decade, all courses in the academic core had established Assessments of Core Exit Standards – commonly referred to as “ACES” – that served as course-level exit exams. Over the course of the last four years, the ACES have been re-written and are now called FACCS (Fluency or Formative Assessments of Common Core Standards). All teachers of a particular course use the same standards-based assessments (FACCS). Pilot testing began in the fall of 2013; information and data gathered during pilot testing and the subsequent two years was used to produce revised and improved versions of FACCS during the 2014-2015 and the 2015-2016 school years and are the current versions that are being fully implemented. We anticipate to continue to use data from Illuminate to further revise and calibrate our FACCS during the 2016-2017 school year.

All textbook purchases and supplemental gap resources are correlated to state standards in the core academic areas including ELD. That department adopted and purchased the Edge textbook that is aligned to ELD standards and CCSS during the 2013-2014 school year. Last year new textbooks were purchased for Geometry and Algebra II. Over the summer of 2016, all ELA teachers were trained for use of new ELA Textbook, Perspectives. We anticipate future purchases to correlate to new Science and Social Science standards as well as the Common Core State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention Courses at CCHS:

Courses	Number of Sections
Career Readiness (STDV)	12
ELD Language Academy Classes	8

Academic Intervention Class (Opportunity)	6
Edgenuity Credit Recovery	1
Co-Teach (Push-In) ELA/Math - SE	11
Resource Center - SE	6
Academic Intervention Class (non-opportunity)	6
Opportunity	6

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

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

English Language Learners, socioeconomically disadvantaged, and ethnic subgroups participate in the core curriculum. The curriculum materials used by these subgroups are aligned to state standards, as we state above. During the alignment process, teachers developed handbooks for each course which contain lessons and instructional formats to address the needs of all students (i.e., graphic organizers, specific instructional strategies, alternate methods of instruction, EDI strategies, etc.) Supplementary materials such as software and instructional materials are aligned to state content and common core standards. Some are aligned to off-grade level standards providing a continuum. Settings have been improved to accelerate the learning process.

The DJUHSD Philosophical Framework for ELD Instruction

Extensive discussions, observations of classroom instruction, practical experience, data sources and research were synthesized by the Superintendent's Task Force to establish the following core principles related to language teaching and learning.

1. English learners produce their way to higher levels of language competence, therefore, students must produce at least half of the language during every ELD lesson (50/50 rule).
2. Students will use complete sentences at all times.
3. Language teaching is driven by a clear and discrete English language skill objective.
4. Teachers' skills and certain ELD methods are the critical factors in students' English learning.
5. English is the sole language of ELD instruction.

Task Force Recommendations to Improve ELD Achievement

Given that the transformation of our English learner programs calls for changes at all levels of the system, the development and articulation of the preceding principles was seen as critical and antecedent to the more applied work of designing better ways for our students to learn English and to achieve at higher academic levels. Against that backdrop, the Superintendent's Task Force endorsed the following recommendations:

- Intensifying the role and prominence of CELDT testing to ensure that students applied themselves to gaining the best score possible and that classroom ELD teachers participate more fully in the testing process and scoring;
- Full and rigorous development and implementation of an Accelerated Language Academy (legally referred to as SEI) for students at the lowest levels of CELDT proficiency;
- Direct teaching of advanced English language grammar skills necessary for academic writing and expression;
- Design and development of an English Language Skills Inventory that specifies discrete English skills that need to be taught explicitly and which are foundational to mastering academic English;
- An orientation in ELD classrooms toward the teaching of English as a foreign language;
- The development of teachers' skills around 10 high-intensity and research-based English language teaching methodologies;
- Design, development and use by administrators of a uniform ELD classroom instruction monitoring instrument.

Each of these initiatives is part of a larger effort to substantially transform both the program and the instruction for English learners, with a heavy emphasis on the direct teaching of English language skills. The full implementation of this sequential approach (Castañeda v. Pickard, 1981) represents an acknowledgement by all district stakeholders that English language proficiency is foundational to our students' academic and career success. Such a transformation touches every area of the district's and school's functioning. For that reason, this effort is seen as a systemic reorientation that is consonant with what our various data sources are telling us.

Program Design

In order to create the structure in which the district's ELD principles can be operationalized into teacher and student behaviors, several instructional programs are in place, each based on our student population. The instructional programs are described below;

Accelerated Language Academy

Student Group 1: Newly arrived and continuing EL students who test generally at CELDT levels Emerging (beginning) or Expanding (early intermediate and the "low" side of intermediate). These students are enrolled in all grades and number approximately 24 students.

Instructional Needs: This group of students needs an intensive and accelerated program of English language development that addresses five key linguistic areas:

1. Phonology: The direct teaching of sound production and reception is frequently lacking in instructional programs for LEP students. This population, primarily Spanish speaking, presents a predictable inventory of phonological issues that must be explicitly addressed. Specific skills they need for academic success: air control, auditory sound discrimination, productive control of 44 separate English phonemes, intonation, rhythm, accent and tone.
2. Morphology: This group needs instruction in verb tenses, particularly those tenses that are immediately required for survival in school, both at a social level and a classroom level;
3. Syntax: A conscious knowledge of word order rules is antecedent to both reading comprehension and writing ability. These students need direct instruction in how to form declarative, negative and interrogative sentence forms;
4. Lexicon-Semantics: Popularly referred to as vocabulary, these students must be taught four key vocabulary categories:
 - proximal environmental vocabulary
 - antonyms
 - academic synonyms
 - basic morphological word families

Class names

ELD Course Name:

ELD Emerging Reading
ELD Emerging Grammar/Writing
ELD Emerging Conversation/Vocabulary/Spelling
ELD Emerging Core I - Mainstream ELA Strategic
ELD Expanding Reading
ELD Expanding Grammar/Writing
ELD Expanding Conversation/Vocabulary/Spelling
ELD Expanding Core II (English Credit) - Mainstream ELA Strategic

ELD classifications

Emerging (beginning)
Expanding (intermediate)
Bridging (advanced) - Mainstream

Curriculum/ Textbook: Edge

Instructional Program Description: The students described above are placed in our Accelerated Language Academy (in legal terms, a Structured English Immersion Program) that focuses on three key student needs:

1. English grammar knowledge and application
2. Foundational reading skills

3. Writing skills

Accelerated Language Academy: Sample 6 Period Schedule- Program of Study

3 Periods of ELD (Emerging/Expanding: 1) Reading, 2) Grammar, 3) Vocabulary)

1 Period of ELA Strategic (formerly Emerging/Expanding Core I/II)

2 Periods from the following: Science, Math, P.E., Soc. Studies/ Science, Elective

The Accelerated Language Academy builds on a substantial research base related to how schools can support this student population. Central to this research stream is the need for educational agencies to recognize the unique linguistic, academic and sociocultural needs of this population (Friedlander, 1991; Short, Boyson & Coltrane, 2003; California Tomorrow, 1990). Because the preponderance of these students are relatively new to U.S. schooling, the research on newcomers programs is informative. In her exhaustive study of newcomer programs, Friedlander (1991) sets out five specific cultural support strands that assist students to acclimate to school environments and to learn better, all of which we intend to duplicate. Themed instruction units will serve as the framework for discrete English language skills instruction and literacy activities that are designed to move students rapidly from BICS competence to more academic language uses associated with CALP. Seven instructional modifications identified by Gersten and Geva (2003) will figure prominently in the instructional program.

Special Education:

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

Gifted and Talented (GATE) students also have access to the academic core. GATE funds provide supplementary materials for these students in their Advanced Placement/Honors classes to offer them more challenging material/ opportunities. GATE students not enrolled in an AP/ Pre-AP-Honors class in an academic core area (due to student choice or performance) are enrolled in a regular course aligned to state standards. Site and District Administration will continue to research, evaluate, assess, and possibly reform the GATE program, including the prospect of funding a Site GATE Coordinator to better serve the needs of our GATE student population.

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

All instructional materials used are State Board of Education adopted and standards aligned. They have been approved by the Board of Trustees. The District follows the SBE's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

Opportunity and Equal Educational Access

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

- English Language Development (ELD): César E. Chávez High School is committed to provide English Language Learners, socioeconomically disadvantaged students, and other ethnic subgroups universal access to state core curriculum. All curriculum materials have been aligned to state content standards and instruction is differentiated to ensure that all English Language Learners receive instructional support that will in turn accelerate and speed the process of language acquisition. All curriculum frameworks and handbooks have been designed to ensure the success and equitable learning of all English learners, maximizing student achievement, and facilitating a smooth transition into higher level mainstream courses. Some of the most common methods of differentiation used school-wide are: the use of graphic organizers, cooperative grouping, use of visual aids or realia, specific SDAIE strategies, the use of manipulative software that has been aligned to state-content standards, and other supplementary instructional materials.

The DJUHSD Philosophical Framework for ELD Instruction

The following principles were established by the Superintendent's Task Force:

1. Students must produce at least half of the language during every lesson (50/50 rule).
2. Students will respond using complete sentences at all times.
3. All ELD lessons are taught and driven by a clear English language objective.
4. English learners are grouped by homogeneous CELDT levels for ELD instruction.
5. All teachers are subject matter competent in assigned teaching area and have been trained to differentiate instruction and support English learners in an academic setting.
6. English is the sole language of ELD instruction.

Task Force Recommendations to Improve ELD Achievement: In effort to provide all English learners with the appropriate learning opportunities and at the same time ensure their academic success and mastery of state content and English Language Development standards, the development and articulation of the preceding principles was seen as critical and antecedent to the more applied work of designing better ways for our students to learn and gain proficiency in English.

- **Library Services:** Concerted efforts are ongoing that address the need of infusing the CCHS Library with more instructional resources and service capabilities. With many of our students experiencing language and academic deficits the focus on proactively pursuing library improvements continues to be a priority. Therefore, our school Library continues to be targeted for significant revamping to enhance services and increase resources. A better equipped library helps advance the overall learning goals and increase student academic achievement in the Reading, Writing, and Critical Thinking, not to mention on local, state, and federal testing. Also, by providing our staff and students with updated, relevant technology in the library, CCHS will be in step with its goal of providing our students with a world class education. An updated collection of current resources helps support the instructional programs as well as the needs and interests of our students. In collaboration local and state literacy advocates, foundations, philanthropists, and other agencies, the CCHS Librarian seeks funding through grants and donations. This helps extend the library book collection and the services offered to ensure that all students are provided with the necessary resources and supplemental materials to enable them to foster a high quality educational program, promote literacy, and enable students to achieve academic standards and become lifelong learners.
- **Career Readiness (STDV):** These Freshman Transition/ Career Writing- Career Choices classes consist of a summer bridge freshman transition course and one semester class during students' incoming freshman year, and a 5 to 10 hour follow-up module during their each of their 10th, 11th, and 12th grade years with the intent purpose of helping students answer the questions, "Who Am I? What do I want? How do I Get there?". The curriculum is articulated with Bakersfield College Student Development class and so students completing the course qualify for dual enrollment college credits. The goal of the class is to have students get focused and stay focused for the next 10 years on achieving important, life-changing goals; the ultimate objective – To graduate College and Career Ready as per the new Common Core State Standards and Career Technical Education Standards and acquire the knowledge and skills to become competitive for high-wage careers. The College Readiness Class (STDV) is designed to provide students with the knowledge, experiences and opportunities to acquire the skills necessary to explore and choose a career, take advantage of career pathways offered on site, create a 10-year plan, develop college and employment readiness, earn dual enrollment college credit, and eventually become competitive for 21st century, high-wage careers.
- **Base budgets:** The District has set aside funding for instructional supplies, travel, maintenance, repair, and reproduction of materials for each curriculum area at Cesar E. Chavez High School. In addition, the school provides funds annually for supplemental programs, academic competitions, incentives, and awards that promote academic culture.
- **Base Services:** Our library technician provides base services at the high school in checking out library books and in maintaining the library inventory. Our Registered Nurse provides screenings and maintains health records as required by state law.

14. Research-based educational practices to raise student achievement

As previously discussed, CCHS is committed to research-based educational practices. They include pedagogy founded on Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), College Prep Math (CPM), Depth of Knowledge (DOK), Differentiated Instruction, Discreet Language Acquisition - ELD Instruction, Growth Mindset, Gradual Release of

Responsibility, Co-Teaching/ PUSH-In, and Literacy/ Deep Reading-Writing instruction as per the Common Core ("shifts in instruction" necessary to accommodate proper delivery of Common Core State Standards).

Parental Involvement

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

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

- **School:**

In addition to the launching of a new District and Site Webpage that is more user friendly, parents now have access through AERIES Parent Portal to their student's most current academic standing and progress. Not only can they check on grades but missing assignments and attendance. In the coming months, the District will be launching Parent Squared, a new SmartPhone/ Tablet Application that parents will have access to for up to date information from the school as well as two way communication (requesting conferences, answering surveys, etc.). Most importantly, CCHS is proud of the work and role of the School Site Council in providing parents with oversight of programs and budgetary decisions. The school site council exists to bring together administration, teachers, parents, and students, and using the single school plan, to make decisions regarding the use of categorical funds. With this 2016-2017 Single School Plan, it is our highest priority to improve all processes relating to the operations of the School Site Council and the design and implementation of the Single School Plan for Student Achievement.. This is the process in place that ensures that the "official" priorities for categorical funds are also the "de facto" priorities. Single School Plans and related categorical funding will support the current and ongoing efforts at building professional capacity at every level, alignment of curriculum, improving instruction, and calibrating assessments to Common Core, Content, and Next Generation Science standards. Also, support will continue toward implementation and ongoing review of scope/sequences and formative assessments (FACCS), as well as student improvement in these formative assessments (local measures), the AYP, improvement on all AMAOs (as measured on the CELDT/ELPAC), and it will support the special needs of at risk students.

- **School Events:**

Cesar E. Chavez High School provides many opportunities for parents and the community as a whole to participate as part of our Professional Learning Community. Some examples include: Safe Schools Committee meetings, ELAC (English Learner Advisory Committee) and DELAC meetings, WASC Focus Group meetings, Title I meetings, School Site Council (SSC) meetings, Salute to Scholars Nights, Back to School Nights, Senior Awards Nights, Ninth Grade student & parent orientations, interscholastic athletic events, and ASB club/organization sponsored events. These committees and their meetings and noted events are publicized in the community newspaper (Delano Record), the school newspaper and school website, are announced through a school-wide call via Blackboard Connect Ed., and will soon also be promoted via Parent Squared.

- **Community:**

Currently, we are increasing the information in the community about our school and programs. In the fall of 2016, the District embarked in producing a professional video highlighting the District and Community and the many wonderful programs and people that make being a student or staff member at DJUHSD rewarding. Also, the district launched a new website that is more user friendly that advertises current events and provides access to the Parent Portal for parent access to student grades, assignments, and attendance. The District also publishes community newsletters and we mail home periodic updates on student progress as part of the CAASSP (SBAC). There is also a weekly all-call through Blackboard Connect, the Principal's Weekly, that informs parents of the week's activities and events. The calls also offer practical advice on how to help students succeed in school.

- **Public Meetings:**

There are several public meeting forums that parents are encouraged to attend. The Board of Trustees meets on the second Tuesday of each month at 5:00 p.m. The CCHS School Site Council meets on average, once a quarter (or as needed), and we hold Title I and LCAP Stakeholder parent information meetings on a yearly basis.

- **Advisory Committees:**

There are opportunities for parents to serve on the advisory committees for various programs. The District Technology Committee allows for participants to voice concerns regarding the use of technology at the district, as well as to develop solutions for how technology can be used to enhance the learning experience of English Learners as well as the student

population at large. In addition to the technology committee, each school site in the district has a WASC Leadership Team. Through participation in this group, parents are able to serve in an advisory role where they are able to impact the instruction and culture of the school. We hold quarterly ELAC and DELAC meetings where parents are able to advise school officials on how the school's programs are meeting the needs of English Learners. There are also opportunities for participation on the Migrant Education Advisory Committee which seeks to meet specific needs of students and families as well as to improve parent involvement and student leadership.

- **Student Services:**

Our school has a variety of student services that target parent involvement as the key factor in promoting student success. The Safe School Ambassador program is student driven and aims at promoting a culture of tolerance and respect. The Student Study Teams are a forum where students, parents, teachers, and administrators meet together in order to identify issues that are preventing student success and to collaborate in developing solutions to these problems. Counselors work with parents of struggling students in order to create an intervention plan that will aid in recovering credits as well as lead to certification in CTE Pathways or completion of A-G requirements. The counseling department also holds sophomore counseling each year.

- **PALM:** As part of the Career Readiness- Career Choices initiative (formerly Titan Focus Program), our counseling department coordinates the Parent Awareness and Leadership Module (PALM), an effort by our counseling and administrative staff to hold at least 2 informational/orientation meetings with all 9th grade student parents. Much the same as UC Merced's Parent Empowerment Program, PALM provides needed parent orientation and leadership training on study skills, communication and organization, Careers, CTE-Pathways, Dual Enrollment, College entrance requirements, financial aid and scholarship opportunities, skills needed to be successful in college, and the process for applying to a college. PALM meetings will be at least 2, one per semester with food and materials to be provided by grants and/or District LCAP.

- **Campus Visits:**

Parents are always welcome on campus at Cesar E. Chavez High School. To arrange for parent conferences with teachers, parents should call the counseling secretary. To meet with an administrator, parents contact the administration at the school site. To visit the school campus during regular school hours, parents should report to the Principal's office for a visitor's pass pending authorization.

- **Volunteering:**

Cesar E. Chavez High School welcomes parent volunteers. To volunteer to serve in a classroom or in another formal educational setting, parents are encouraged to contact the administration at the school site.

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

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

There are opportunities for parents, community representatives, classroom teachers, classified school personnel, and students to serve on the advisory committees for various programs. The School Site Council reviews and approves the SSPSA and Safe School Plan, a plan that is the product of laborious input from the Safe School Committee, a committee made up of members of the Fire Department, Police, EMT, school personnel, parents, and students. The District Technology Committee allows for participants to voice concerns regarding the use of technology at the district, as well as to develop solutions for how technology can be used to enhance the learning experience of English Learners as well as the student population at large. In addition to the technology committee, each school site in the district has a WASC Leadership Team. Through participation in this group, parents are able to serve in an advisory role where they are able to impact the instruction and culture of the school. We hold quarterly ELAC and DELAC meetings where parents are able to advise school officials on how the school's programs are meeting the needs of English Learners. There are also opportunities for participation on the Migrant Education Advisory Committee which seeks to meet specific needs of students and families as well as to improve parent involvement and student leadership.

Funding

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

- After School Tutorial: Cesar Chavez High School has a department-based After School Tutorial program. Tutoring is available for students in ELD, English, Mathematics, Science, and Social Studies. In the After School Tutorial program, students receive: tutorial instruction relating to departmental curriculum standards; individualized tutoring for specific needs; and, additional opportunities to take departmental Formative Assessments of Common Core State Standards (FACCS).
- Targeted Almost Proficient (TAP) program. Originally TAP was initiated to provide targeted instruction and remediation for EL students, in particular, and any student who was found to be near proficient/near passing on the 9th grade portion of the California Standards Tests (CST) in Mathematics and English-Language Arts (ELA). All EL students were monitored for academic progress throughout the year, and a sub-group of these students, identified through multiple diagnostic measures, were strategically targeted for an intense 10 week after school program that focused on mastering CAHSEE standards.
- Currently, the TAP program is being re-structured to meet the changing nature of accountability under the new Common Core State Standards. Adding to already administered STAR Reading Assessments (diagnostic tool used to gauge the reading level of every 9th grade student with subsequent follow up exams that track student growth in reading and comprehension), we anticipate using SBAC style diagnostic exams at the end of the first semester to identify students needing extra academic assistance in Literacy (reading, writing and critical thinking). Those students will then be placed in a TAP program that will aim to positively shape the academic culture by placing strategic focus on raising students' expectations to achieve proficiency on the SBAC. This will also be helped by establishing specific incentives and special recognition awards for high achievement and growth.
- Mandatory Academic Afterschool Study Hall (MAASH): Students who fail 3 or more classes during the previous 5 week grading period are assigned MAASH. Students are given time and assistance (tutorial services are provided by the teacher and several AP student tutor-volunteers) in completing daily homework assignments or the assigned daily reading assignment for the Titan Accelerated Reader Program. Students can exit at the next 5 week grading period if all grades are C's or better AND if the student submits a weekly routing slip showing, 90% attendance, and acceptable daily behavior. Together with the teacher, a counselor helps monitor student attendance and progress.
- The Migrant Education Program's objective is to assist the sites by providing our migrant students with the resources/services necessary to earn a diploma. One of the most important services is the efforts of the District Migrant Resource Counselor. She performs her duties during zero and 7th periods, working out of Room W5 at the District Office. She often visits the sites to have students pulled out at the end of 6th period so she may meet with them after school. She develops Individual Learning Plans that supplement the migrant students' regular school day schedules and consults with site counselors as needed. She meets with every migrant student multiple times per year, sometimes on a weekly basis depending on their progress. She also contacts parents on a regular basis to keep them informed and provides progress updates. In collaboration with MEP staff, she recruits migrant students to attend leadership camps and college readiness camps/visits throughout the school year.
- State standards Curriculum and Assessment Alignment and staff development: As we describe above, extensive resources continue to be used to align and adjust core curriculum and assessment to state content an common core standards. Teachers meet in subject or grade level cohorts, or as departments, every other Wednesday morning to discuss data, curriculum, instruction and assessment, make changes, and develop new course materials. Once courses have been aligned, teachers have been trained in instructional strategies and practices to better implement a standards-based curriculum. (TIIG, Title I, EIA, Title II, and Title III). With the recent adoption of the Common Core Standards and state plans to implement state wide testing of these standards starting in 2015, we anticipate that efforts will continue to align curriculum and assessments and bring them in line with the Common Core.
- Cohort Groups: These are regular meetings (PLC Wednesdays of groups of ELD, English, Math, Science, Social Studies, and Special Education teachers which are aimed at providing support for implementing the standards-based scope/sequences and FACCS for all courses in the academic core. These cohort meetings facilitate alignment efforts, consensus building, problem-solving, mentoring, data analysis, refinements/revisions of materials, and improved instructional practices. These cohort activities are facilitated by the designated resource teacher(s) for each cohort, with support from district and site administration.

- Spring-Summer-Early Fall Frosh Diagnostic and Placement Exams: All 9th grade students take comprehensive placement exams in ELA, Writing and Math as well as the already mentioned STAR Reading Assessment that identifies reading and comprehension level with subsequent follow up to track growth. Students identified as English Learners also take the CELDT exam. These exams help identify deficiencies in academic skills that help better coordinate intervention efforts, including placement in the correct intervention classes, after-school tutorials, math support, etc.
- Summer School Intervention: Students entering a new school and new district need extra support and exposure in order to adjust well to the change; this need was identified in a WASC self study. Though presently limited due to budgetary constraints, it is hoped that as funds become available summer school interventions will expand in coming years. They include:
- Summer Bridge is a jump-start effort for our incoming 9th graders which focuses on English-Language Arts and math skills. These efforts to provide early academic assistance and acceleration include "Summer Packets" meant to promote academic continuity and acceleration and ease the transition to High School level rigorous course of study. Students who participate or are enrolled in Summer Bridge classes are scheduled in such a manner to address their individual barriers that influence academic success. Instructional aides provide students with individual support and help students to utilize other software (i.e., NewsELA, Schmoop Kahn Academy, Reading Plus, Lexia and Orchard, iLit, Accelerated Reader (AR360) RevolutionK12, SmartPrep). Also part of this effort is the Career Readiness course (STDV) which offers dual enrollment college credits through Bakersfield College. This class is used as the foundation for various career pathways, or integrated into such academic courses as English and math. The goal is to enable students to take ownership of their pathway towards college and career readiness. Although they are flexible, the standards provide a scope-and-sequence series of learning objectives that lead to a personalized plan for students' educational and career aspirations. Teachers who incorporate the standards in their classrooms will have the formula for a class that culminates with each student developing a comprehensive 10-year educational and career plan.
- Incoming Freshmen Orientation Night in late Summer provides incoming students with a head start in preparing for high school. While being given their course schedule, parents and students visit the CCHS campus and are given important information regarding school programs. They are given the opportunity to sign up for clubs, visit with Academic Decathlon or FBLA, and even inquire about other school wide interventions and efforts.
- As already mention, Summer Packets are provided to students for English and math. The packets along with necessary materials, are distributed to students and need to be returned to their respective English/Language Arts & Mathematics Instructors the first week of class. We have found this effort to be extremely effective in maintaining academic continuity and minimizing the need for extended review of skills already taught in previous grade levels.
- Computer Assisted Instruction (CAI) and Learning Software: CCHS has made learning software available in Reading, Language, and Math. Computer-based instruction is effective because it provides a means to increase individualized instructional time for students within the confines and constraints of a high school setting. Research that has come out of the Congressional Office for Technology Assessment (OTA) supports computers as tools to increase student learning. However, the OTA and other researchers caution that the key to good use of computers in the classroom is teacher training in computing and classroom management as well as the availability of support staff for teachers (OTA 1995; Rotondo, 1992; Ellison 1989; Forrest 1993). Current programs and software include: Illuminate, Accelerated Reader and AR360 by Renaissance Learning, RevolutionK12 and SmartPrep, Edgenuity Credit Recovery, Reading Plus, ACCELUS, Schoolagey, iLit, Office 365, OneNote-OneClass, KAHN Academy, Paxon-Patterson, Microsoft Office, Apple Movie Maker Final Cut Pro, etc.
- Instructional Aides: Funded from Title I and Special Education, aides provide assistance on computers and one-to-one assistance to students enrolled in English, Math Support, and ELD classes.
- Resource Teachers: Funds from Title I, Title II, Title III, and other appropriate programs have provided identified department-level cohort leaders to support their teachers in implementing the standards-based data analysis scope/sequences and FACCS. Additional resource periods were added as we expanded our course offerings.
- * Coaches: Starting with the 2016-2017 school year, department coaches were added in English and Math to help teachers with resources and targeted approaches to preparing students for the SBAC summative assessments. Both English and Math have one department coach who collaborates with teachers from the various grade levels and subjects.
- Translated materials and workshops for parents: We provide numerous workshops, notices, and materials to parents in

targeted languages. In the recent past, these workshops focused on the California High School Exit Exam, California content standards, and graduation requirements. Currently these workshops have expanded to include information on colleges, financial aid, intervention programs, LCAP, and CTE. The school nurse has explained the barriers to learning that arise from health, vision, and hearing problems. The meetings are held in Delano, Richgrove, and Earlimart. (LCFF, Title I, Title III)

- Nurse, Psychologist: With increased screening of our students, we have been able to uncover many health barriers that were not previously being addressed by the school system. Once these students are identified, we can get them targeted assistance in various programs.
- Technological Support to Classroom Teachers: Since instructional software is being distributed school-wide by LAN and/or WiFi, assistance for teachers in the classroom is a must. An on site IT-Technician is available to address and troubleshoot problems as they arise. A certificated Tech Coach - Resource Teacher is available for teachers for professional development in the use of software and programs. The district IT department also provides technical assistance for telecommunications and for the network in general.
- Campus Discipline and Security Liaison: Using SB 65 and SB 68 Dropout Prevention and Recovery and other Categorical monies, Cesar E. Chavez High School utilizes two Discipline Liaisons who work with students and families on attendance/discipline problems. But in order to ensure that more of our low-performing students get to school, we hope to expand services through a Teacher On Special Assignment (TOSA); this position would be the Certificated Administrative designee to assist in efforts in remediation of truancy issues as well as make community contacts to assist our parents and to identify any barrier that is preventing the student from attending school.
- Coordinated Services Council: Currently on hold due to budgetary constraints, the Nurse, Psychologist, Community Discipline Liaison, and Administration meet with county agencies to assist parents and students with barriers that lead to low performance and/or poor attendance.
- GATE - Gate funds support supplementary materials for AP/ Pe-AP Honors programs in the academic core, and programs for exceptionally gifted students in the Arts, Performing Arts, and in career pathways. We also provide field trips to colleges, universities, cultural events, and museums.
- Writing Support classes: All 9th grade students and 10th grade CP/ Gen students are enrolled in a Writing Support classes. These classes offer curriculum designed to provide foundational grammar, writing, and reading skills necessary for achievement and success in all core and co-curricular areas or subjects
- Targeted English and Applied Math Classes - These are intervention classes for 10th & 11th grade students that have gaps in their skills that would make it difficult for them to score at or above standard on the SBAC exam. The curriculum is designed to close the gaps that exist.

Title I School Allocation:

6th Periods	Amount \$63,552
Support Staff	Amount \$206,437
Learning Director	Amount \$79,812
Coach	Amount \$32,860
Summer Cohort	Amount \$18,000
SES	Amount \$35,000

Total Site	Amount \$516,661
Unallocated	Amount \$79,534
Total School Allocation	Amount \$596,195

Title II School Allocation:

School Allocation	Amount \$51,907
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Title III LEP

School Allocation	Amount \$30,394
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Title III Immigrant
CCHS Amount \$3,600

18. Fiscal support (EPC)

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

I. Federal Programs:

- Title I, \$81,000
- Title II, \$51,907
- Title III, \$30,394
- Immigrant Education Grant \$3600
- Career Technical Education \$45,050
- College Readiness \$39,250
- Carl D. Perkins Voc. Ed. \$53,460
- Parent Training \$2,000
- LCAP 0600 \$210,000

Site Total: \$596,195

Description of Barriers and Related School Goals

- **Parental Involvement:** Many students come from large extended families which have the potential to provide great support for them in their education. However, parents do not tend to be as active as they could be in their child's education. We need to continue to improve communication with students, parents, and community members regarding all aspects of the school's academic programs, and especially student graduation requirements, including the many options and opportunities Career Technical Education/ Career Pathways provide. Parents need up to date information on local assessment measures (Fluency Assessments of Common Core Standards (FACCS), and these exams help prepare their students to prepare for state assessments (SBAC) and become College and Career Ready. Our efforts meant this barrier include: Aeries Parent Portal, BlackBoard Connect, Parent Squared, PALM, Site and District Website, and the many information meetings provided during the year.
- **Student Health:** In Delano, many students and families have few resources or information on mental and physical health. With our categorical funds, we provide them with as many resources as possible – nurse, psychologist, counselors, discipline liaison. These resources help students stay in school and attend more often – both of which eliminate an important barrier to learning: not being in school.
- **Socioeconomic Disadvantages - Poverty, Unemployment and Economic Outlook:** Delano's economy is based in agriculture and, as a result, the local economy is affected by seasonal work patterns and uncertain weather conditions. If crops do not perform well little revenue is generated anywhere in the community. Recent drought conditions have not helped. Also, as agriculture becomes more automated and technical, skills required for employment in high tech jobs do not favor older generations but do provide opportunities for those who still have access to furthering their education. Delano has an unemployment rate of 33.20%. The income per capita is \$11,150 with the average household income at \$35,176; that means 50% of households have an annual income below 35K a year with 20% at less than 15K per year. With a job growth of -2.5% and future growth over the next ten years predicted to be 1.78%, the economic outlook for Delano residents is not favorable. Furthermore, over the last several years, Delano has drawn a high number of immigrants from Mexico and, to a much lesser extent, the Philippines. Our student population is 87% Hispanic, 10% Filipino. With large influx of immigrants, the average level of education has not been consistent. Many of those migrating to Delano are from rural communities with little or no formal or technical education. This low level of education, in addition to language barriers, creates an even greater challenge with literacy. Studies show an achievement gap exists among low socioeconomic students as a result of the lack of resources at home and because parents are either not available to assist (working odd jobs or two jobs to provide) or themselves are not educated to offer assistance.
- **Teacher Retention:** Delano is in a small, rather isolated rural area and finds it difficult to attract and retain fully credentialed teachers. With a teacher shortage, all districts in the area face this problem. The district has implemented a number of policies

to attract and retain high-quality teachers. First, it provides a competitive base salary, commensurate with many schools in the area. Second, it has salary incentives for those with credentials or masters degrees. Third, it eases the burden of getting a credential by participating in a credentialing consortium that allows the local staff development time to count towards units for the credential. Fourth, teachers are assigned to a range of course levels. We do not assign lower-level freshmen classes solely to new teachers. Teachers, tenured and nontenured, teach college preparatory classes and non-college preparatory classes. Finally, teachers have the opportunity to become adjunct professors with local community colleges and thus qualify to teach dual enrollment courses during the day and in the evenings.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	259	282	335	256	279	334	255	278	333	98.8	98.6	99.7
All Grades	259	282	335	256	279	334	255	278	333	98.8	98.6	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2615.8	2626.4	2613.8	21	27	23.72	45	46	42.64	26	20	23.42	7	6	10.21
All Grades	N/A	N/A	N/A	21	27	23.72	45	46	42.64	26	20	23.42	7	6	10.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	28	27	33.63	57	60	45.95	15	14	20.42
All Grades	28	27	33.63	57	60	45.95	15	14	20.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	38	46	38.55	53	48	51.81	9	6	9.64
All Grades	38	46	38.55	53	48	51.81	9	6	9.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	19	21	20.42	67	69	67.27	14	10	12.31
All Grades	19	21	20.42	67	69	67.27	14	10	12.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	34	44	34.53	61	51	56.76	5	5	8.71
All Grades	34	44	34.53	61	51	56.76	5	5	8.71

Conclusions based on this data:

1. 73% of CCHS 11th grade students met or exceeded the English Language Arts/Literacy standards for the Smarter Balanced Summative Assessments. That is 14% higher than the overall State rate, 21% above the county average, and well above most schools with similar demographics.
2. There was a 1% decrease (7% to 6%) from last year from students not meeting the ELA standard. CCHS will continue to increase intervention programs in order to reduce the percent of students not meeting the standards.
3. The domains of Listening and Reading continue to be areas of concerns even though there was a decrease in students achieving at, near or below standard. The domain of Listening is an area of improvement since we had 79% of students at, near, or below standard in demonstrating effective communication skills. Additionally, the domain of Reading requires improvement with 74% of students at, near, or below standard. Reading intervention programs have been implemented in order to address areas of concern. ELA common core standards are being implemented in all non-core classes to help improve student achievement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	259	281	335	254	279	334	254	279	334	98.1	98.9	99.7
All Grades	259	281	335	254	279	334	254	279	334	98.1	98.9	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2584.5	2597.0	2579.9	9	14	14.67	19	23	17.37	39	33	29.34	33	29	38.62
All Grades	N/A	N/A	N/A	9	14	14.67	19	23	17.37	39	33	29.34	33	29	38.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	18	25	23.65	52	36	30.84	30	38	45.51
All Grades	18	25	23.65	52	36	30.84	30	38	45.51

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	10	17	15.87	58	61	39.82	31	22	44.31
All Grades	10	17	15.87	58	61	39.82	31	22	44.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	12	15	15.57	63	61	58.68	25	24	25.75
All Grades	12	15	15.57	63	61	58.68	25	24	25.75

Conclusions based on this data:

- 37% of 11th grade CCHS students met or exceeded the mathematics standards on the Smarter Balanced Summative Assessments, a 9% increase from last year, while 33% nearly met the standards and 29% of the students did not meet the math standard. Our results are similar to the state average and 12% higher than the county average.

2. Students improved in the areas of Problem Solving & Modeling/Data Analysis and Communicating Reasoning domain of the assessment; however, there was an increase of students scoring below standard on Concepts & Procedures,
3. In order to address the low performance on the math summative assessment, CCHS is making a transition to the College Preparatory Mathematics (CPM) curriculum, has added applied mathematics courses, and is including more spiral review into all math classes, and adding more tutorial opportunities.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	8	5	5	36	43	42	32	37	39	16	13	8	8	2	6
10	29	17	14	46	39	53	24	31	23	1	9	5		4	5
11	35	29	30	53	50	48	8	17	14	2	2	8	2	2	
12	38	27	33	43	55	48	11	15	17	8	3	2			
Total	22	14	17	42	44	46	23	30	27	9	9	7	4	3	4

Conclusions based on this data:

1. We had twelve (12) initials for 2016-2017 academic year. All students scored at the Beginning level with the exception of one student scoring at the Early Intermediate level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	7	4	4	34	40	37	30	35	37	15	13	8	14	9	13
10	30	17	14	45	40	53	24	31	23	1	9	5	0	4	5
11	35	29	30	53	50	48	8	17	14	2	2	8	2	2	
12	37	27	33	44	55	48	11	15	17	7	3	2	0	0	
Total	21	14	16	41	43	44	22	29	27	9	9	7	7	6	7

Conclusions based on this data:

1. 59% of EL students have scored Early Advanced or Advanced which meets one of the CELDT requirements for redesignation. There was a 5% decrease from last year in the amount of students in the Advanced and Early Advanced groups. One goal to increase proficiency is to incorporate the new ELD standards across all major content areas and to continue to monitor that ELD strategies are being implemented in all core classes. Mandatory tutorial will be mandatory for students scoring Intermediate or below in order to prepare students for the ELPAC exam in the next year.
2. 88% of EL students are scoring in Intermediate or higher which has been consistent for the past three years.
3. Similar to last year, about 18% of our EL population were reclassified as English proficient students.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: College Readiness
LEA/LCAP GOAL:
LCAP Goal #1: College Readiness - Provide high quality education to improve college readiness and proficiency or standard met levels for all learners, including ELs and Foster Youth, in all core academic content areas.

SCHOOL 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+

Data Used to Form this Goal:

CAASPP - California Assessment of Student Performance and Progress

1. Smarter Balanced Assessment results in ELA and Math for 2015-2016.
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.

Findings from the Analysis of this Data:

CAASPP - California Assessment of Student Performance and Progress

Smarter Balanced Assessments:

ELA: 67% of 11th grade students met or exceeded standards (-6% from '16).

Math: 32% of 11th grade students met or exceeded standards (-5% from '16).

AP Exams: 62% of AP Students scored 3+ (passing) on AP Exams (+0% from '16)

EAP English Language Arts: Ready = 24% (-3% from '16) = Well Prepared

Conditionally Ready = 43% (-3% from '16) = Prepared

EAP Math: Ready = 15% (+1% from '16) = Well Prepared

Conditionally Ready = 17% (-6% from '16) = Prepared

UC A-G Completion rates: 55% in 2016

How the School will Evaluate the Progress of this Goal:

1. Smarter Balanced Assessments: The percent of overall students scoring at levels 3 & 4 in Math and ELA will increase by 5%. The percent of EL students scoring at levels 3 & 4 will increase by 5%.
2. AP Passing rates will improve by 1%. Students Passing 3+ AP exams will improve by 1%
3. EAP: The percent of students designated Ready and/or Conditionally Ready in ELA and Math will increase by 5%.
4. UC A-G: Students completing UC A-G courses will improve by 3%.
5. Students earning College Credits through Dual Enrollment in Academic Courses will increase by 5%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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 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>	Ongoing	Site Administration, Department Chairs and Resource Teachers	Instructional Materials, Technology, and other resources	4000-4999: Books And Supplies	Title I	1000.00
				4000-4999: Books And Supplies	LCFF - Supplemental	6000.00
			Resource Teachers, substitute, extra duty pay for work on curriculum and data.	1000-1999: Certificated Personnel Salaries	Title I	1200.00
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000.00
			Teacher Training-Staff Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 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>	Ongoing	Site Administration, Department Chairs and Resource Teachers, Teachers of Core Area Subjects and Electives	Instructional Materials, Technology, and other resources	4000-4999: Books And Supplies	Title I	1000.00
				4000-4999: Books And Supplies	LCFF - Supplemental	3000.00
			Resource Teachers, substitutes, extra duty pay for work on instructional strategies and data.	1000-1999: Certificated Personnel Salaries	Title I	1000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000.00
			Teacher Training-Staff Development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2200.00
				5000-5999: Services And Other Operating Expenditures	Title I	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. A. FACCS that are aligned to State Academic and Performance Standards. B. District Benchmarks that are aligned to California Academic and Performance Standards. C. Align assessments in Science to NGSS and ELD to ELPAC. D. PLC - Cohort Collaboration in gathering and analyzing data from formative and summative assessments through Illuminate .	Ongoing	Site Administration, Department Chairs and Resource Teachers	Instructional Materials, Technology, and other resources	4000-4999: Books And Supplies	LCFF - Supplemental	15000.00
				4000-4999: Books And Supplies	Title I	1500.00
			Resource Teachers	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3000.00
			.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000.00
			Teacher Training-Staff Development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2200.00
				5000-5999: Services And Other Operating Expenditures	Title I	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 understanding, procedural skill and fluency, and application with equal intensity.</p> <p>B. EDI and ELD 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</p>	Ongoing	Site Administration, Department Chairs and Resource Teachers, Teachers of Core Area Subjects and Electives	Instructional Materials, Technology, and other resources	4000-4999: Books And Supplies	LCFF - Supplemental	5000.00
			Teacher Training-Staff Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1500.00
			Academic Coach for English and One for Math - Mrs. Cantu - ELA; Mrs. Garza - Math	1000-1999: Certificated Personnel Salaries	Title I	10000.00
			Teachers	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	10000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. 1. Regular Day Intervention Classes 2. After School Tutorial, Opportunity Class, and Extended Day 3. Intervention Classes and Resources (Materials, supplies, equipment, technology and software) 4. Title I Instructional Aides in Classrooms/ Labs to support and assist students. 5. Rewards and Incentives 6. Celebrations	Ongoing	Site Administration, Identified teachers	Instructional Materials, Technology, and other resources for tutorials	4000-4999: Books And Supplies	LCFF - Supplemental	3000.00
			Tutorials - Staffing, etc.	1000-1999: Certificated Personnel Salaries	Title I	2500.00
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5500.00
			Student of the Month, Top 100 and Elite Titan Scholar Rewards and Incentive efforts; Class Competition Incentives, etc.	None Specified	LCFF - Supplemental	3000.00
			Certificated Salaries for Reg. Day intervention Classes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20000.00
				1000-1999: Certificated Personnel Salaries	Title I	10000.00
			Instructional Aides to support student learning in the classrooms = 2.: Paid by District Title I	2000-2999: Classified Personnel Salaries	Title I	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 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>	ongoing	Kern Community College District - Bakersfield College, District Administration, Site Administration, Teachers and staff.	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
			Provide Teachers resource time to create and/or update curriculum. CTE Perkins; CTIEG; SB70 Grants; Other Funding including LCAP Goal 2.	1000-1999: Certificated Personnel Salaries	District Funded	2000.00
			Provide for teacher substitutes, professional-staff development and training, and extra duty pay to build capacity of teachers to provide standards based instruction. CTE Perkins; CTIEG; SB70 Grants; Other Funding including LCAP Goal 2.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	1000.00
			Prepare Classroom and facilities for delivery of instruction. CTE Perkins; CTIEG; SB70 Grants; Other Funding including LCAP Goal 2.	None Specified	District Funded	1000.00
			Offer monetary incentives for staff to pursue advanced degrees (Masters) or certification to qualify to teacher Dual Enrollment courses.	None Specified	District Funded	10000.00
			Provide for the Operational Costs	4000-4999: Books And Supplies	District Funded	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7. Advanced Placement Program (AP) & UC A-G Articulated course of study.</p> <p>- 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 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>	ongoing	Site administration, Counselors, and selected teachers.	Staff Development training in Pre-AP and AP curriculum, instructional strategies, etc. (ex. AP by the Sea)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3000.00
			Provide teachers resource time to create and/or update curriculum and assessments for Pre-AP and AP classes, including substitutes and extra duty pay	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3000.00
			Purchase and/or update/upgrade instructional resources and materials, software and technology	4000-4999: Books And Supplies	LCFF - Supplemental	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 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</p>	ongoing	Site Administration, Counselors, selected Teachers	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
			Provide for Teacher /Counselor Training- Staff Development.to build capacity in providing proper college and guidance counseling including FAFSA, Scholarships, college applications, etc.	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	2000.00
			Provide for Operation Costs involved in transportation to and from colleges and college events.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000.00
			Provide funding for transportation to warehouses, funding for specialized training, and visits to technical schools	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5000.00
			Provide for operational costs associated with Parent outreach efforts through PALM including home visits, on site meetings, etc., including materials, extra duty pay for staff, meals- refreshments for parents, etc.	None Specified	LCFF - Supplemental	1000.00
			Provide funding for instructing students to obtain industry	5800: Professional/Consulting Services And	Title I	10000.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Career Readiness - Career Technical Education
LEA/LCAP GOAL:
LCAP #2 - Career Readiness - Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and CTE.

SCHOOL 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.

Data Used to Form 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.

Findings from the Analysis of this Data:

1. Pathway Completers - Recent organization and alignment in this area will continue to yield positive results in the number of students completing pathways with a certificate and/or earned college credits.
2. Number of students receiving dual enrollment credit in CTE Articulated/ Dual Enrollment classes is expected to rise dramatically through collaborative efforts with Bakersfield College and the KCCD.

How the School will Evaluate the Progress of this Goal:

1. Students Completing a CTE Career Pathway will increase by 5%.
2. Students earning College Credits through Dual Enrollment in CTE Courses will increase by 5%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 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</p>	Ongoing	KCCD, Bakersfield College, NKVTC, District and Site Administration, Counselors, Selected Teachers, CTE Coordinator	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
			Provide teachers resource time to create and/or update and align curriculum, develop program of study that includes Work Based Learning Experiences, etc.. - Extra Duty Pay, Substitutes, etc. (CTE Perkins; CTIEG; SB70 Grants; Other Funding)	1000-1999: Certificated Personnel Salaries	District Funded	2000.00
			Provide for teacher substitutes, professional Staff Development and training, including extra duty pay to build capacity to provide standards based instruction. (CTE Perkins; CTIEG; SB70 Grants; Other Funding)	5800: Professional/Consulting Services And Operating Expenditures	District Funded	1000.00
			Prepare Classroom and facilities for delivery of instruction. CTE Perkins; CTIEG; SB70 Grants; Other Funding	None Specified	District Funded	1000.00
			Provide for transportation to and from other district schools offering Pathway courses.	5000-5999: Services And Other Operating Expenditures	District Funded	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>	Ongoing	KCCD, Bakersfield College, NKVTC, District and Site Administration, Counselors, Selected Teachers, CTE Coordinator	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
			Provide teachers resource time to create and/or update curriculum. CTE Perkins; CTEIG; SB 70 Grants; Other Funding.	1000-1999: Certificated Personnel Salaries	District Funded	2000.00
			Provide for teacher substitutes, professional-staff development and training, and extra duty pay to build capacity of teachers to provide standards based instruction. CTE Perkins; CTEIG; SB70 Grants; Other Funding.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	1000.00
			Prepare classroom and facilities for delivery of instruction. CTE Perkins; CTIEG; SB70 Grants; Other Funding.	None Specified	District Funded	1000.00
			Provide for Operational Costs associated with STDV-Career Readiness class-including 10 year plan log-ins, etc.	4000-4999: Books And Supplies	District Funded	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Promotion of Career Readiness Culture - Guidance Counseling 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. B. Focused and deliberate Career Counseling that includes ongoing monitoring of student enrollment and successful completion in CTE Career Pathways. 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. D. Strategic Data Analysis to identify trends, assist in scheduling of students, and promote greater academic expectations and career awareness/ exposure. 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. F. Provide opportunities to visit companies such as Wonderful, Target, and Sears so students gain first hand experience on what is required to work within these companies. G. Parent Awareness and Leadership Module (PALM) – The PALM initiative	Ongoing	Site Administration, Counselors, Selected Teachers, CTE Coordinator	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
			Provide for Career Promotion and Awareness Campaign - Career Day - etc.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000.00
			Purchase and/or create information and/or careers materials, pamphlets, flyers, brochures, posters, and other resources promoting knowledge and awareness of careers, requirements and opportunities to attend colleges that focus on such careers	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
			Provide for operational costs associated with Parent outreach efforts through PALM including home visits, on site meetings, etc., including materials, extra pay for staff, meals-refreshments for parents, etc.	None Specified	LCFF - Supplemental	2000.00
			Provide for operational costs required to train and develop capacity in counselors to offer up to date counseling on careers, CTE, pathways, and post-secondary	None Specified	LCFF - Supplemental	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>C. Professional Development in alignment of curriculum and creation of scope and sequences (syllabuses) that to CTE Standards.</p> <p>E. Training in effective instructional practices and appropriate delivery of CTE curriculum.</p> <p>F. Training in Career Choices Curriculum.</p> <p>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.</p>	Ongoing	Site Administrators, Counselors, Selected Teachers, CTE Coordinator, KCCD, etc.	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
			Provide for teacher substitutes, professional Staff Development and training, including extra duty pay to build capacity to provide standards based instruction.	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1000.00
			Purchase of materials and resources necessary for building of capacity for teachers	4000-4999: Books And Supplies	District Funded	250.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Climate - Pupil and Parent Engagement
LEA/LCAP GOAL:
LCAP Goal# 3 - School Climate - Pupil and Parent Engagement: 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.
SCHOOL 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.
Data Used to Form 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.
Findings from the Analysis of this Data:
Surveys and data confirm that CCHS's school climate is positive and safe and conducive to learning.

How the School will Evaluate the Progress of this Goal:

All data and surveys will confirm continued high quality educational environment. New state LCAP Evaluation Rubric (online in November and public in January) will also specify other metrics by which to measure parent engagement.

Per LCAP Goal #3 -

1. Maintain Graduation rates at or above 92%
2. Maintain Suspension rates at or below 4.5%
3. Maintain Expulsion rates at or below .15%
4. Maintain Attendance rates at or above 96%
5. Increase Parent Engagement (Yet to be Determined by state LCAP Evaluation Rubric) - Possibly to include increased participation in parent advisory committees and increased parent contact with school personnel via phone calls, home visits, conferences, Aeries Parent Portal, etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Safe School Ambassador Program- Administration will facilitate efforts in effective implementation of the SSA program at CCHS.</p> <p>This program is an effective bystander 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 shown</p>	ongoing	Administration, Counselors, Teachers, and 70 selected students	<p>1. Pre- and post-training coaching support.</p> <p>2. Two-day training of students and staff</p> <p>3. Program materials, including Principal's Handbook, Program Adviser's Handbook, 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>	None Specified	None Specified	6295.00
			Substitutes for Family Group facilitators during 2 day training.	1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	500.00
			Supplies for training participants and other optional program expense	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>	ongoing	Administration, Teachers, Counselors, Classified intervention personnel	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
				2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2500.00
				5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1500.00
				4000-4999: Books And Supplies	Title I Part A: Parent Involvement	250.00
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. a.) Refer students to In-School Intervention Class in lieu of suspension to help remediation efforts in academics and behavior. 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. d.) Provide students opportunities to get academic assistance after school in Teacher Tutorials. e.) Schedule Student Success Team (SST), IEPs and/or 504 meetings to address deficiencies in student academic capacities. f.) Schedule parent - teacher conferences via phone call outreach to address academic issues in the classroom. g.) Promote activities surrounding Anti Bullying Weeks in October and February.	ongoing	Administration, Teachers, Counselors, School Psychologists, Classified Intervention personnel	During School Academic and Behavioral Intervention efforts: Classes, Counseling, etc.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20000.00
			After School Academic and Behavioral Intervention Efforts: Tutorial, Detention, Work Detail, Counseling Referral to outside Providers	1000-1999: Certificated Personnel Salaries	Title I	2600.00
			Intervention Assessment Meetings, SSTs, 504s, IEPs, etc.	None Specified	None Specified	1000.00
			Parent Outreach and Teacher-Parent Conferencing	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5000.00
			Saturday School	1000-1999: Certificated Personnel Salaries	General Fund	25000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. 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.	Beginning 2nd Semester and Ongoing	.Administration, Intervention Counselor	Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	Title I	10000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 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>	ongoing	Administration, Teachers, Counselors, Classified & Student Leadership Groups (ASB, Advisory, etc.)	Purchase Titan Shirts as rewards for "Acts that demonstrate noble Character" exemplified by Titan students.	None Specified	LCFF - Supplemental	5000.00
			Recognize Exemplary Titans who demonstrate values consistent with the Titan vision and mission.	None Specified	LCFF - Supplemental	500.00
			Celebrate students of the Month (SOM) who are nominated by teachers in line with that month's Character Education.	None Specified	LCFF - Supplemental	1000.00
			Through ETS/ Titan Project Funds, principal will host Student Advisory committee during lunch at least once a month. The Committee will consist of a select number of 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 way.	None Specified	Local Categorical	1000.00
			Through ETS/Titan Project Funds and District Allocation, appreciate staff through a variety of ways, including gifts, shirts, etc.	None Specified	Local Categorical	5000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Facilities: Administration will coordinate efforts at providing for clean and adequate facilities for maximizing teaching and Learning: a) Repair or maintain clean and safe Classrooms, Computer and Science Labs, Restrooms, and school facilities. b) Move the North Fire lane Gate further north so that grounds can go in and out without having to secure it. c) Develop Check-Off lists for custodial accountability. 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. e) Purchase and set up barricades with lights to better direct traffic and prevent unsafe conditions for cars and pedestrians in the parking lot.	ongoing	Administration and Classified Support	Repair and/or maintain clean and safe classrooms, computer and science labs, restrooms, and school facilities.	None Specified	General Fund	2000.00
				None Specified	LCFF - Supplemental	6100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>	ongoing	Administration, Teachers, Counselors, School Psychologists, Classified Intervention personnel.	Security Cameras	None Specified	LCFF - Supplemental	20000.00
			Equipment purchase and/or repair	None Specified	School Safety and Violence Prevention Act	2000.00
			Professional Development and Training	2000-2999: Classified Personnel Salaries	School Safety and Violence Prevention Act	1000.00
			Facilities for Base of Operation	None Specified	LCFF - Supplemental	500.00
			School Resource Officer Services	5000-5999: Services And Other Operating Expenditures	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Credit Recovery and/or Edgenuity: Provide structures whereby students can recover 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.	ongoing	Administration, Teachers, etc.	Purchase of software license and/or computer based curriculum from Edgenuity	4000-4999: Books And Supplies	Title I	7400.00
			Provide Staff Development time for teachers, substitute, fees, extra-duty pay, etc. - Program Improvement Monies.	1000-1999: Certificated Personnel Salaries	None Specified	1500.00
			Purchase technology and/or repair existing technology as needed..	4000-4999: Books And Supplies	LCFF - Supplemental	6000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>9. Medical and Mental Health: Provide and promote supports to respond to medical and/or mental health emergencies when needed. - AEDs</p> <p>*5 AEDs were purchased in 2016 and installed at key access points around the campus.</p> <p>a) Provide continuous training and orientation on the proper use and application of AEDs during a crises situation.</p> <p>b) Maintain the AEDs in proper working condition with periodic checks.</p> <p>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.</p> <p>d) Adopt a formal suicide prevention, intervention, and follow-up plan in accordance with AB2246.</p> <p>c) Fill the open site nurse position.</p>	ongoing	Administration, school Nurse, school Psychologists, Counselors, and classified support personnel, etc.	Provide staff development in the use of AEDs, including fees, substitutes, transportation costs, etc.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000.00
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1000.00
			Provide training and staff development in mental health issues and proper health intervention including conference fees, transportation, etc.	1000-1999: Certificated Personnel Salaries	Common Core	500.00
				2000-2999: Classified Personnel Salaries	District Funded	500.00
			Provide for the maintenance of medical equipment as needed.	None Specified	District Funded	250.00
			Provide staff resource time to create a Suicide Prevention, Intervention, and Follow-Up Plan per AB2246.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in College Readiness
SCHOOL GOAL #1:
The District will support efforts to have the students at CCHS demonstrate College Readiness

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide and allocate funds for success in teaching and learning toward accomplishing of goal #1:	August 2016-June 2017	District and Site Adiministration				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Career Readiness
SCHOOL GOAL #2:
The District will support efforts to have students at CCHS demonstrate Career Readiness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide and allocate funds for successful teaching and learning towards accomplishing of goal #3:	August 2016-June 2017	District and Site Administration				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Climate and Parent Engagement
SCHOOL GOAL #3:
The District will support efforts at promoting and providing a positive and safe school culture at CCHS and increase Parent Engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide and allocate funds for success in providing a school climate conducive for maximized teaching and learning toward accomplishing of goal #4:	August 2016-June 2017	District and Site Administration				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Common Core	500.00
District Funded	60,000.00
General Fund	27,000.00
LCFF - Supplemental	179,800.00
Local Categorical	6,000.00
None Specified	8,795.00
School Safety and Violence Prevention Act	3,750.00
Title I	65,700.00
Title I Part A: Parent Involvement	7,250.00
Title II Part A: Improving Teacher Quality	15,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	151,800.00
2000-2999: Classified Personnel Salaries	12,000.00
4000-4999: Books And Supplies	91,150.00
5000-5999: Services And Other Operating Expenditures	21,700.00
5700-5799: Transfers Of Direct Costs	2,000.00
5800: Professional/Consulting Services And Operating	21,000.00
None Specified	72,645.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Common Core	500.00
1000-1999: Certificated Personnel Salaries	District Funded	6,000.00
2000-2999: Classified Personnel Salaries	District Funded	500.00
4000-4999: Books And Supplies	District Funded	34,250.00
5000-5999: Services And Other Operating	District Funded	2,000.00
5800: Professional/Consulting Services And	District Funded	3,000.00
None Specified	District Funded	14,250.00
1000-1999: Certificated Personnel Salaries	General Fund	25,000.00
None Specified	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	65,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	44,500.00
5000-5999: Services And Other Operating	LCFF - Supplemental	12,700.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	8,000.00
None Specified	LCFF - Supplemental	41,100.00
None Specified	Local Categorical	6,000.00
1000-1999: Certificated Personnel Salaries	None Specified	1,500.00
None Specified	None Specified	7,295.00
1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	500.00
2000-2999: Classified Personnel Salaries	School Safety and Violence Prevention Act	1,000.00
4000-4999: Books And Supplies	School Safety and Violence Prevention Act	250.00
None Specified	School Safety and Violence Prevention Act	2,000.00
0001-0999: Unrestricted: Locally Defined	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	37,300.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	10,900.00
5000-5999: Services And Other Operating	Title I	4,000.00
5800: Professional/Consulting Services And	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	250.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	1,500.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	13,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1,000.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	198,400.00
Goal 2	33,250.00
Goal 3	142,645.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christopher Juarez	X				
Christine Carter		X			
Andrea Herrera		X			
Russell Lentz		X			
Estevan Ramirez		X			
Iris Guerra			X		
Marcy Cortez					X
Diana Calderon					X
Ruby Galaviz					X
Adriana Caceres				X	
Linda Hernandez				X	
Octavio Magana				X	
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 20, 2015.

Attested:

Christopher Juarez
Typed Name of School Principal

Signature of School Principal

Date

Iris Guerra
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date