

WASC Self-Study Report 2009

Delta Charter High School

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Tracy, CA
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Established July 1, 2001

Chartered by the New Jerusalem School District

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William KosterTrustee
Stephen BogettiTrustee

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David ThomingSuperintendent
Stephanie LytlePrincipal
John A. CardozaAssistant Principal
Angelo Castillo.....Assistant Principal

Teaching Staff

Steve Abercrombie
Nora Bauer
John A. Cardoza
Angelo Castillo
Christie Davidson
Anthony Dumlao
Chuck Feathers
Evie Freeman

Aisha Kareem
Ken Koons
John Lautenslager
Stephanie Lytle
Julie McDonald
Sandra Mollon
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Don Wigle
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PREFACE

Since its foundation, Delta Charter High School has earned an exceptional reputation as a school where students can experience success. The academically challenged, the disadvantaged, and the marginalized have joined with the gifted and talented to form a learning community which finds an identity in a unique approach to alternative education. As we have grown through the years, we have formed a new understanding of ourselves which has resulted in a reevaluation and necessary reformulation of our originally stated purpose, mission and vision. Nevertheless, our central philosophy has remained constant: that all students deserve a chance to succeed, and will succeed with the support, guidance, and encouragement of dedicated, compassionate adults. This document reflects that philosophy – and the “new and improved” Delta Charter High School which has resulted from our continued commitment to the Focus on Learning process.

Two years after receiving its charter, the Delta Charter High School filed an initial request for accreditation. Candidate status for accreditation was granted in the summer of 2003. The initial visit came in April of 2004; the Visiting Committee evaluated the school in the spring of 2006. Accreditation was recommended and granted in 2006, with a revisit scheduled for spring of 2009.

In preparation for the Visiting Committee review, the following steps were taken:

- the administration organized a process and timeline for up-dating and verifying the Self-Study, and for addressing the Recommendations of the Visiting Committee 2006.
- the administration conducted a review of our Purpose, Vision and Mission to provide for a thorough up-date and revision
- the administration formed Staff Support Teams to review Areas of Strength and Key Issues. Regularly scheduled staff development days on Fridays were the forums for specific discussion on the action plan.
- the administration provided for the distribution and collection of parent/student/staff surveys
- the administration provided for staff/student interviews
- the administration correlated and aligned the Strategic Plan, the HPSG action plans, and the WASC actions plans to provide a single, cohesive approach to school-wide improvement

The WASC self-study process is in line with not only the concept of the life-long learner, but of Personalized Learning itself. The WASC process has been extremely helpful in crystallizing our findings and propelling these findings into concrete actions steps. We appreciate this opportunity to both validate the work that we have already accomplished with our students, as well as the assistance to further develop our school into a place where these students can access their true potential. It is with this in mind that we have focused our collective efforts to offer the highest quality and most effective approaches appealing to all learning styles.

The self-study process, by its very nature, cannot be done without the involvement of the entire learning community. In particular, thanks go out to the students, teachers, parents, administration and support staff for their contributions to this self-study. Thanks especially to our students, whom we celebrate in their pursuit of academic, social, vocational, and personal success.

Delta Charter High School Profile

Background

Delta Charter High School was originally founded in response to the expressed desire of parents and students for a more personalized approach to learning. The school opened in the fall of 2001 with 18 students, and graduated its first senior class of 7 students in the spring of 2002. Within seven years, the graduating class had grown to 132 students.

DCHS serves those students who reside in San Joaquin County and the adjacent counties of Alameda, Amador, Calaveras, Contra Costa, Sacramento, Santa Clara, and Stanislaus. The vast majority of DCHS students reside in and around the San Joaquin County cities of Tracy, Stockton, and Manteca and in and around the Stanislaus County cities of Modesto and Patterson. San Joaquin County and Stanislaus County are the 4th and 10th fastest-growing counties in California (US Census Bureau, April 1, 2000); their combined populations should exceed 1,600,000 by 2020 (California Department of Finance Demographics Research Unit, 2007). Although the general projections for secondary enrollment throughout the State suggest that “total enrollment [will be] relatively stable over the decade, showing an annual average increase of just 0.1 percent”, the population projections specific to San Joaquin and Stanislaus Counties (with population increases projected at 19.06% and 14.38% respectively) indicate that secondary enrollment in those counties will have a greater percent of increase compared to the rest of the State.

The Census 2000 Report stated, “Northern San Joaquin Valley residents are less-educated, have lower-paying jobs and are far more likely to live in poverty than other Americans” and “the Valley’s culture does not encourage higher education.” 37% of San Joaquin residents have not earned a high school diploma, as compared to 18.4% statewide. Given these statistics, DCHS provides an alternative educational model which will address the needs of the disadvantaged and marginalized student who has not experienced academic, personal or social success in the traditional school setting. In addition, DCHS responds to those students who prefer an independent, personalized approach to scholastic success.

DCHS enjoys a diversified social, cultural, and economic base. Delta Charter High School is part of the New Jerusalem School District, which consists of a K-8 elementary school and a K-12 charter school with two programs: K-8 elementary and 9-12 high school. Delta Charter High School has an enrollment of 300+ students in grades nine through twelve, with the student population reflecting the diversity found in the ethnic, cultural, and economic realities of our service area. DCHS is accredited by the Western Association of Schools and Colleges (WASC) and is certified by the California Association of Charter Schools (CACCS). Delta Charter High School is affiliated with the California Scholarship Federation, the National Honor Society, and the National Forensic League.

DCHS is a “hybrid” school which combines on-site direct instruction with both independent study and distance learning through a personalized learning model tailored to the needs and interests of each individual student. The faculty is fully NCLB compliant, and is noted for its vast experience, professionalism, warmth, support, and availability to students and their

parents. In conjunction with standards-based instruction, selected faculty members are assigned students as their Educational Coordinators in mentoring them in their academic pursuit. Computer technology is used extensively in providing educational services, academic content and skills training, tutorial assistance, and personal support for our students.

Purpose

DCHS's purpose is to:

1. Serve as a viable and attractive alternative for students in our region;
2. Provide a curriculum and flexible schedule that:
 - a. Is motivating, personally relevant and worthwhile
 - b. Provides work-directed students the opportunity to acquire a skilled or semi-skilled job upon graduation
 - c. Equips students with the knowledge and skills necessary to enter a college, university or technical school
 - d. Enables students to engage in valuable extra-curricular activities, community involvement, or job opportunities
3. Serve as an educational model for others to follow in the development of alternative high school educational programs

Mission Statement

“Delta Charter High School, a fully certified and accredited public charter high school serving San Joaquin and adjoining counties, is committed to providing quality education in a safe and supportive environment in order to empower students to be independent learners and productive citizens in preparation for college, career, and community life.”

This commitment is accomplished through the creation and delivery of an innovative, high quality student-focused, competency-based, and technology-enhanced comprehensive high school education program supported by direct instruction and augmented by hands-on classroom science and technology instruction, that elicits young people's innate love of learning, builds self-confidence, and prepares students for future educational paths and career pursuits.

While technically dubbed by the State Board of Education (SBE) as an “independent study” charter school, in actuality DCHS is a hybrid between independent study, direct instruction through on-site classes, distance learning, and community service. DCHS's motto — “One Student at a Time with Success the Only Option”— is implemented through a model for education that simultaneously maintains high academic expectations aligned with State Content Standards while providing students with a wealth of applied, real-world, career-oriented and technology-rich experiences and opportunities.

Our program is multifaceted and geared to each student's particular interests, inclinations, abilities, and aptitudes. “Applied learning” is emphasized in academic courses, while extensive reference to real-world experiences allows students to perceive and experience relevance in their education. Students who live with physical or other health challenges are able to continue their educational goals with the compassionate assistance and guidance of a caring and committed staff, and the support of a respectful and understanding student body. All students are empowered in their discovery and pursuit of personal “passions”, whether individual avocations, post-secondary education, or career choices.

Vision

It is the ultimate goal of DCHS to become an energizing, creative, and technologically-advanced school of the highest caliber. This goal will be realized when students, under the direction of their parents and guidance of teachers and educational coordinators:

- *see learning as a seamless array of highly varied and superbly orchestrated learning choices;*
- *gain necessary basic skills and knowledge as well as rich subject matter understanding;*
- *experience and consider learning a natural, never-ending aspect of life; and*
- *are prepared for success and excellence in either academic or career pursuits.*

From its inception, DCHS hoped to become a model alternative program that other school systems and communities could adopt for their youth. As DCHS moved forward with this initial vision it became rapidly apparent that DCHS needed to address the needs of all students on the traditional bell curve, not just those students in the left 10% quadrant or those in the right 10% quadrant. Those students who were not fitting the “norm” of their school due to their desire to accelerate and enhance their educational opportunities to a greater extent than offered in the traditional programs.

To better understand the educational vision of DCHS, one must first understand the academic environment in which the charter school exists. In our seven-county area, many students in traditional public schools display at-risk behaviors for dropping out of school, suffer from the debilitating effects of dysfunctional families, and cope with various academic, personal, and physical disabilities which adversely affect their learning. In response to these conditions, DCHS created a Personalized Learning Program as an alternative for families concerned about their student’s educational success and well being. As a result, students choose DCHS’s Personalized Learning environment because:

- The student has significant difficulty achieving potential in the traditional site-based program and subsequently is “falling behind.”
- The students’ skills and achievements are more advanced than that of peers or the level of instruction offered in the traditional site-based program.
- The parent wants more involvement with the student.
- The student is unable to perform in a traditional classroom.
- The student has special needs that are not addressed in a traditional site-based program
- The parent desires a personalized, caring learning environment within a safe, secure, and supportive school community.

The school is guided by a list of specified principles and beliefs. The specific goals of the school are to provide home educators a viable public school option which will provide support in the following ways:

1. access to on-line high school courses/curricula
2. expanded learning opportunities
3. sequential, standards-based curriculum
4. educational assistance from certificated teachers and trained educational coordinators
5. assessment options/resources

DCHS does this through a standards-based, Personalized Learning approach in which our teachers direct, and the teacher/parent team co-facilitates, an educational program dedicated to the academic success of each student. Parents or guardians are responsible for supervising student

independent study. The educational coordinators monitor student progress by reviewing appropriate student records, by regularly scheduled conferences, and by individual contact by telephone, e-mail or conferences at the school.

DCHS strives to develop a strong sense of identity and community within a safe and secure environment where everyone has the opportunity to experience success. We accomplish this through the employment of highly-qualified credentialed teachers, personalized learning plans (PLP's), strong family involvement, on-line learning opportunities, educationally appropriate field trips, community service opportunities for students, a nurturing and caring environment and the commitment that 100% of our students will learn. To this end, clearly stated high expectations exist for students and staff; in addition, our ESLR's are posted conspicuously throughout the school and are a constant focus for curriculum development and delivery.

Communication and cooperation are the twin pillars which support our commitment to student success. Staff, students and parents constructively communicate about conditions, issues, and experiences at DCHS. Although individualized methods are employed to accommodate student circumstances, needs, progress and learning styles, the school staff extend themselves to include all students in a pro-active and accommodating style. Parents and teachers working together help the individual student strive towards successful achievement of mutually agreed upon goals. At DCHS there are no excuses for lack of progress.

Academic accountability is evaluated and monitored through a variety of objective, standards-based assessments, including the Basic Assessment Inventory (BASI), STAR tests, and the CAHSEE exams in addition to teacher-developed written, oral and practical assessments and student project outcomes. Students, parents and teachers share in the responsibility for achieving learning outcomes.

Because DCHS employs a holistic approach centered on the growth and welfare of the individual student, we insist that the student take responsibility for his/her own learning. Each student is assisted in this responsibility by an Educational Coordinator (EC) who teams with both student and parent in assigning curriculum (within the guidelines of School Board and State requirements), determining appropriate personal goals, and providing professional support toward the achievement of those goals.

In association with individualized, on-line learning, DCHS offers a variety of onsite classes and co-curricular activities which encourage academic growth, empower student achievement, and enhance community spirit among students, parents, and teachers. This hybrid approach enhances a student's education in three powerful ways: (1) students develop lifelong learning skills of essential to self-directed study, (2) on-site classes provide necessary "hands-on" lab experiences and shared-learning opportunities in small-group settings, and (3) flexible scheduling maintains opportunities for social interaction and development of peer-group relationships important to proper personal development.

Significant Developments:

Since the last WASC visit in 2006, changes have occurred in administrative assignments, faculty, and support staff.

1. Change in administrative personnel:
 - a. Stephanie Lytle: Principal
 - b. John A. Cardoza: Assistant Principal
 - c. Angelo Castillo, Assistant Principal, Discipline
 - d. Cyndi Cardoza: Administrative Assistant to the Principal and Superintendent
2. Addition of Faculty
 - a. Nora Bauer
 - b. Ken Koons
 - c. Chuck Pederson
 - d. Jeff Takada
 - e. Kathy Williams
 - f. Melissa Yago
3. Addition of Support Staff
 - a. Shawntee Brown
 - b. Kristie Ormonde
 - c. Joe Perez
 - d. Scott Sahl

From its foundation, Delta Charter High School has kept pace with the growth of its student population through the addition, expansion, and redesign of its buildings and grounds.

The following improvements to facilities have been accomplished since 2003:

- addition of offices and computers for all staff
- expansion of relocatable classrooms to seven, including a science lab
- addition of Main Office with offices and work space for administration and support staff
- shared facilities with the elementary school
- computer lab with 28 computers
- improved outdoor space for student use:
 - covered lunch area
 - paved quad area
 - paved walkway

Personalized Learning Profile

Delta Charter High School is a founding member of APLUS +, a consortium of Personalized Learning Schools which follow a university-type education model with a "hybrid" or "multi-strand" approach. Schools provide a wide variety of curriculum choices, attention to individual learning styles, technology learning access, and a variety of learning environments and opportunities both within and beyond the classroom so that learning programs may be tailored according to the individual needs and preferences of each student. Parents are strongly encouraged and supported to be actively involved in their children's education and to take personal responsibility for ensuring that their children are learning successfully. Personalized Learning schools support and facilitate learning program development and oversight through an ongoing collaborative relationship between parents, students, teachers, the school, the greater

community, and the state. Personalized Learning schools combine multiple assessment levels of student academic achievement.

In Personalized Learning, a certificated teacher works with a student and parents to develop an individualized curriculum drawing from a variety of instructional modalities as well as working directly with credentialed teachers in core subject areas. At Delta Charter High School (DCHS), these modalities include individual on-site classes, dual enrollment at local community colleges, on-line study, and community service.

Our Educational Coordinators oversee student progress toward satisfying state academic standards and school board adopted graduation requirements through the regular review of learning records, student work portfolios and mandated testing programs (CAHSEE, STAR). Students and their parents meet a minimum of 4 times per year with their assigned Educational Coordinator to review the Personalized Learning Plan. At these conferences, the following is accomplished:

- review of attendance for on-site classes, on-line coursework, and independent learning
- review of progress in accomplishing assigned coursework, including grades earned
- review of areas of strength in accomplishing assigned coursework
- review of areas of concern in accomplishing assigned coursework
- determination of additional assistance/guidance necessary for successful completion of assigned coursework
- assignment of coursework for next academic period (“block”)
- communication of school activities and events

DCHS curriculum is aligned with California State Content Standards, responds to student interests, and is developed, evaluated and supervised through collaboration of teachers and administration.

Community Profile: Tracy

Geography

Tracy is a growing community of approximately 79,705 (population change since 2000: +39.4%) in Central San Joaquin Valley. Just 60 miles east of San Francisco, Tracy is centrally located to several large metropolitan areas. Tracy is a thriving industrial, commercial, and residential community based on well-planned growth and progress. The quality of life is demonstrated in Tracy's "small town" yet bustling atmosphere, numerous beautiful parks and open spaces, attractive landscaping and arterial streets throughout the City, a low crime rate, quality schools and affordable housing. Tracy's competitive strengths include a broad mix of land uses; less expensive real estate and business costs relative to the Bay Area; labor force growth, skills, and availability; proximity to major economic markets (Silicon Valley, Greater Bay Area); transportation and access; quality of life; and affordable housing. Because of the geographic location, a pro-business environment, and a proactive local government Tracy is expected to continue to grow to approximately 80,000 by the year 2010.

Population

Ethnic composition at the time of the 2000 Census:

- American Indian and Alaska Native: ----- .9%
- Other Pacific Islander: ----- .6%
- African American: ----- 5.5%
- Asian: ----- 8.1%
- Hispanic or Latino:-----27.7%
- Caucasian:-----65.2%
- persons reporting 2 or more races:----- 6.6%

Population by age at the time of the 2000 Census:

- under 5 years old ----- 9.4%
- under 18 years old-----34.4%
- college age ----- 8.42%
- median age -----30.9 years
- families (non-single residences)-----81.2%
- average household----- 3.27 persons

Labor/Workforce

Tracy has one of the most diverse and skilled labor forces in the Central Valley. Fifty-six percent of Tracy's workforce have attended or graduated from college. Currently, Tracy's daytime workers are primarily in professional and business services, retailing and manufacturing. Tracy is home to a large number of science and technology workers, as well as many blue-collar workers that commute to the Bay Area. Approximately 70% labor force work outside of Tracy.

Education

Tracy Unified School District is comprised of two comprehensive high schools, two alternative education high schools, one community school, two middle schools, four K-8 schools and nine K-5 elementary schools. It serves over 16,500 students.

Education attainment for persons 25 years and older [cf. http://www.city-data.com/housing/houses-Tracy-California.html]	Males	Females
No schooling:	200	412
Nursery to 4th grade:	075	176
5th and 6th grade:	272	357
7th and 8th grade:	461	397
9th grade:	284	394
10th grade:	651	440
11th grade:	404	339
12th grade, no diploma:	722	763
High school graduate (or equivalency):	3,812	4,564
Less than 1 year of college:	1,540	1,803
Some college more than 1 year, no degree:	3,082	3,196
Associate degree:	1,514	1,470
Bachelor's degree:	2,207	2,319
Master's degree:	644	356
Professional school degree:	192	122
Doctorate degree:	90	27

Community and Activities

Tracy prides itself on community activities and participation, boasting a vast network of community parks, youth sports and special events throughout the year. The Grand Theatre Center for the Arts includes a visual and performing arts center, 550 seat proscenium theatre, studio theatre, dance and movement studio, music studios, complete ceramics studio, children’s art space, and a concession and catering area. The Grand provides a year-round schedule of performances and exhibits of both fine and popular arts. Tracy also has its own Farmers Market and hosts the annual California Dry Bean Festival.

Services

Tracy has one public library, a civic center, a sports complex, an area bus transit, and a municipal airport. The Parks and Community Services Department is the largest department in the city government, with 65 parks to meet the community’s recreational and social needs. The Parks and Community Services Department also provides library services and programs and offers a multitude of Recreational Services for all ages of the community. Tracy’s Historical Museum educates visitors in natural and local history. Hikers, cyclists and skaters frequently use trails and skate parks that are spread around the town.

Economics and Employment Trends [cf. <http://www.city-data.com/housing/houses-Tracy-California.html>]

Estimated median household income in 2007: \$76,075 (increase from \$62,794 in 2000). The median household income for California was \$59,948.

42% of residents work in Alameda County with another 41% also commuting to the Bay Area. Approximately 6% of Tracy’s residents are self employed. Tracy’s labor force is comprised of 60.65% in managerial, professional, sales, office, and related occupations; 26.25% are in

construction, manufacturing, production, transportation and related occupations; 13.09% are working in agriculture and service related industries. Employment in San Joaquin County has increased steadily at approximately 1.5% since 2006. The unemployment rate for San Joaquin County in 2008 is approximately 10.3%; Tracy reports an unemployment rate of 5.8%.

High Schools in the Community

Tracy has eight high schools.

- West High is a comprehensive high school
- Tracy High is a comprehensive high school
- The Institute for Global Commerce and Government.
- Duncan-Russell High School is an alternative high school.
- Willow Community Day School is an alternative education program for students in grades 7-11.
- Millenium Charter High School is a site-based program
- San Joaquin County Office of Education operates the alternative high school One Harmony.
- Delta Charter High School serves 6 adjacent counties, with the majority of students from Tracy and surrounding cities.

Student Profile

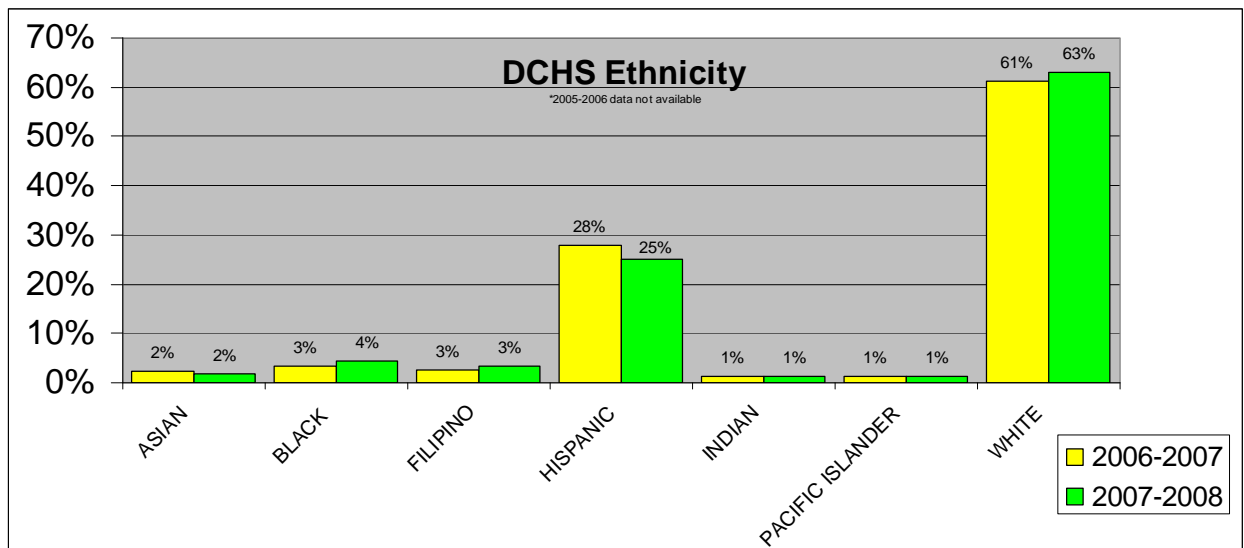
Demographic Data

Student Indicators

The steady growth of our freshman class from 2006 is an indicator of the reputation of DCHS for providing a quality, personalized education which combines both on-site and on-line learning. Likewise, our overall increase in enrollment suggests that students from other area schools recognize that DCHS provides alternative opportunities for success.

DCHS Diversity

Our school has grown from its initial enrollment of 18 students to its 2008 enrollment of 325. The student population remains predominately Caucasian (63%) with lesser representation from other ethnic groups (Hispanic 25%, African-American 4%, and the combination of Asian/Pacific Islander, Native American and Filipino 7%). These percentages reflect the diversity found in our area.

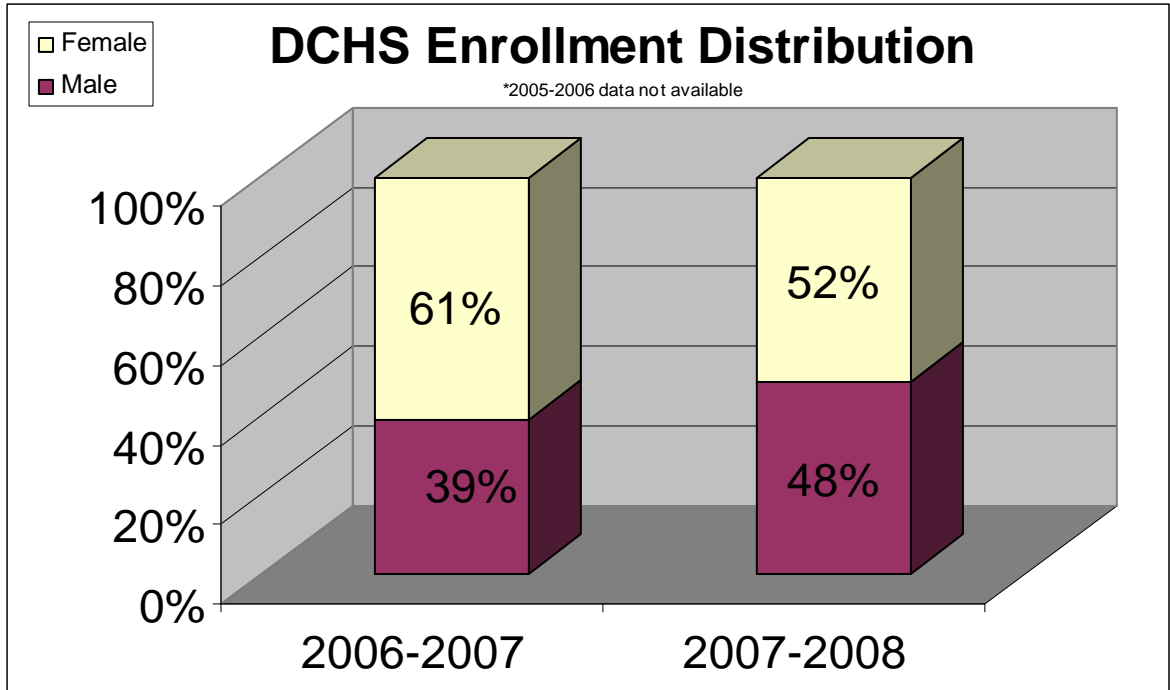


Enrollment Patterns

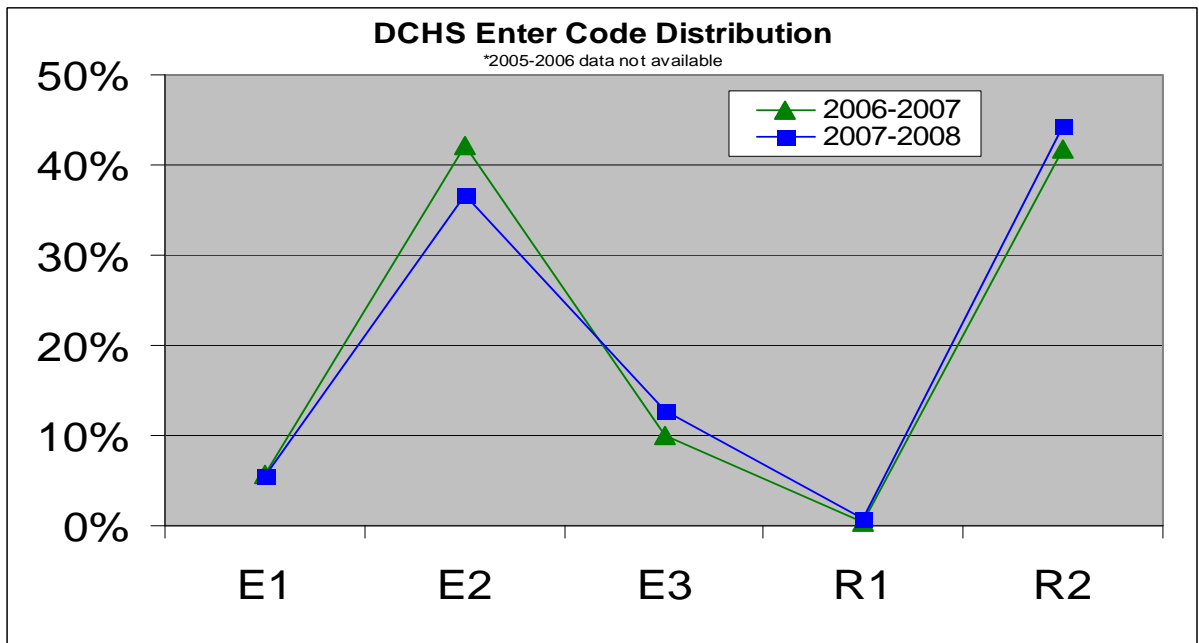
Enrollment is equally distributed between male and female students and in all subgroup populations. Since first chartered, Delta Charter High School continues to serve students in grades 9-12. The majority of students attending DCHS are from Tracy Unified School District. DCHS currently attracts student populations on both ends of an achievement “bell curve.”

Some of the reasons that students transfer from a traditional educational program to DCHS are:

- Lack of depth and breadth in the traditional program
- Inappropriate pace (too slow or too fast) for individual student need
- Social concerns
- A desire for more individual and smaller group learning
- Graduation credit deficits
- A need for a learning schedule that can accommodate a life passion or interest.
- A desire for a Personalized Learning model that takes advantage of a variety of learning styles uniquely specific to that student.



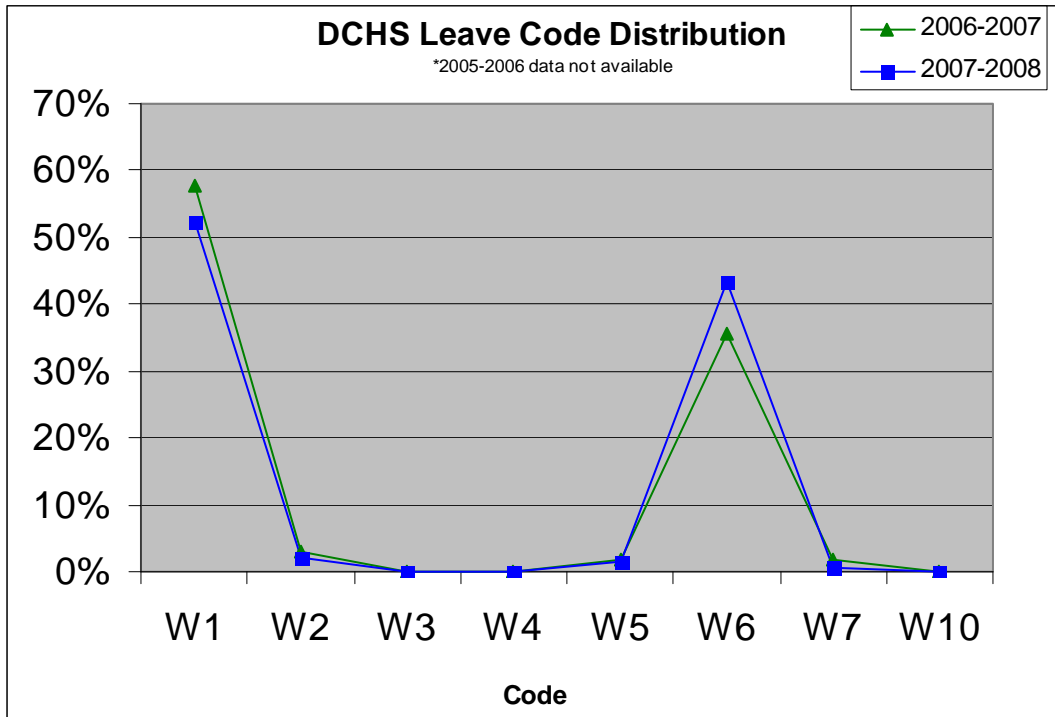
In 2007-2008 DCHS had a higher percent of students choosing to return to DCHS to continue their high school experience; this percent was followed closely by those who chose to transfer from another in-state school. This suggests that DCHS provides a learning experience which is desired by our students.



E1 First High School
E2 Transfer from In State School
E3 Transfer From Out of State School

R1 Left and Return Same School Year
R2 Return Student from Previous Year

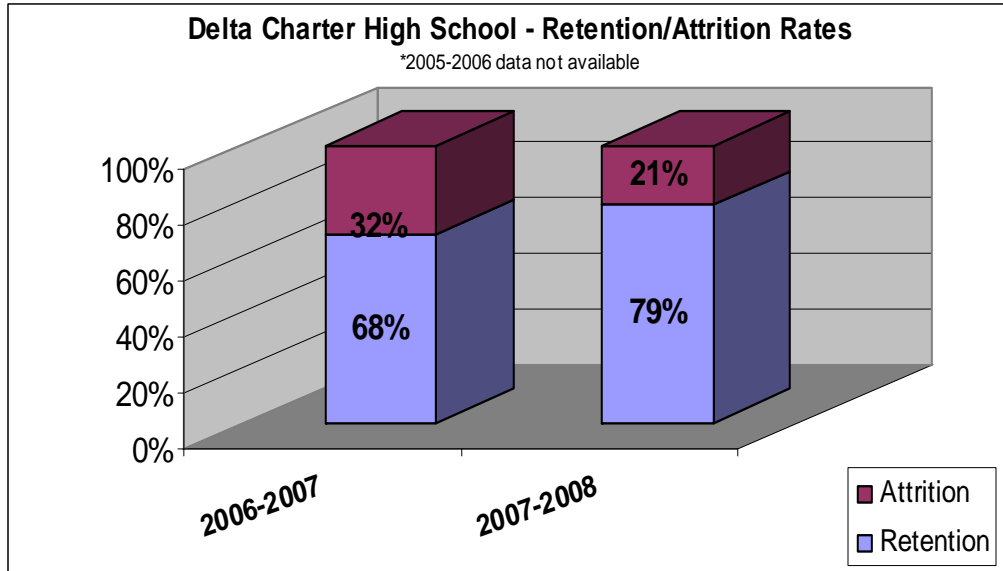
Of the students who choose to leave DCHS or were released from the program, a majority of these students returned to their school of residence.



- | | | | | | |
|-----------|-----------------------|-----------|-------------------------|------------|--------------------|
| W1 | In District Transfer | W4 | Private School Transfer | W7 | Passed CHAPSEE/GED |
| W2 | In State Transfer | W5 | Dropped Out | W10 | Deceased |
| W3 | Out of State Transfer | W6 | Graduated | | |

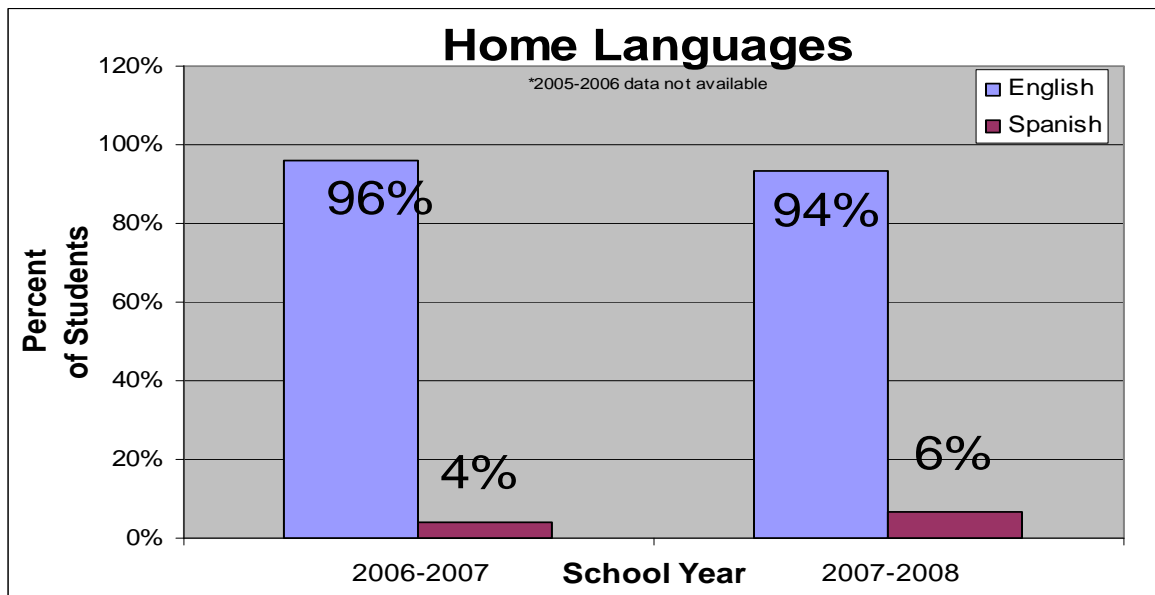
Attrition Rate

The New Jerusalem School District provides data on attrition at the end of every school year. Many students and families who come to us in a kind of “last ditch” effort can be very mobile. Many are seriously at-risk in such factors as academics, behavior, and social skills. Many of their families are seriously stressed, and could be termed at-risk themselves. Often, these students and families come and go from various schools as a result of financial stress or emotional trauma outside of the school. These family factors can seriously impede students’ abilities to focus on education and learning. The school currently has a waiting list of applicants. As DCHS continues to refine its enrollment and screening process, the attrition rate has decreased to 21%, with the anticipation that it will continue to decrease.



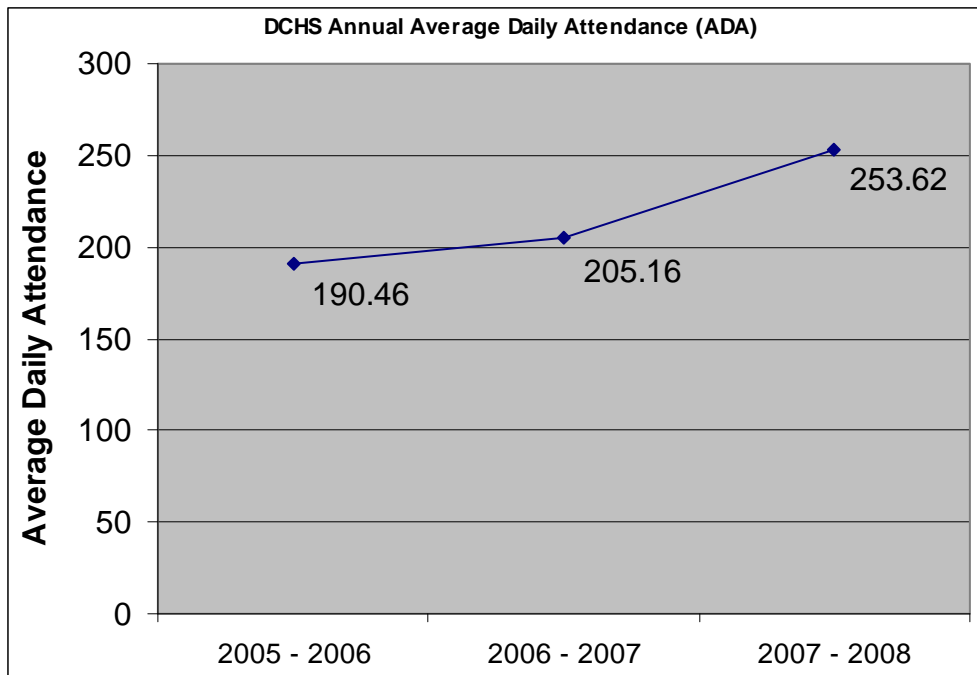
Home Languages

The predominate language spoken by students and their parents at DCHS is English. The presence of two staff members who are fluent in Spanish (and others who have a familiarity with Spanish) provides Spanish-speaking parents with a certain degree of comfort in communication with the school.



Attendance

DCHS maintains an average ADA of approximately 90% or higher each month even with the great increase of student population. This average ADA is significantly higher than surrounding comprehensive high schools. This is due to the flexibility teachers provide during their meetings with students and families, regular monitoring of students and open communications between students, parents and EC's, and student consistency in reporting independent study hours. Parents support their students' work at home by monitoring it daily, tracking assignment completion to the students PLP, and assisting with instruction when needed.

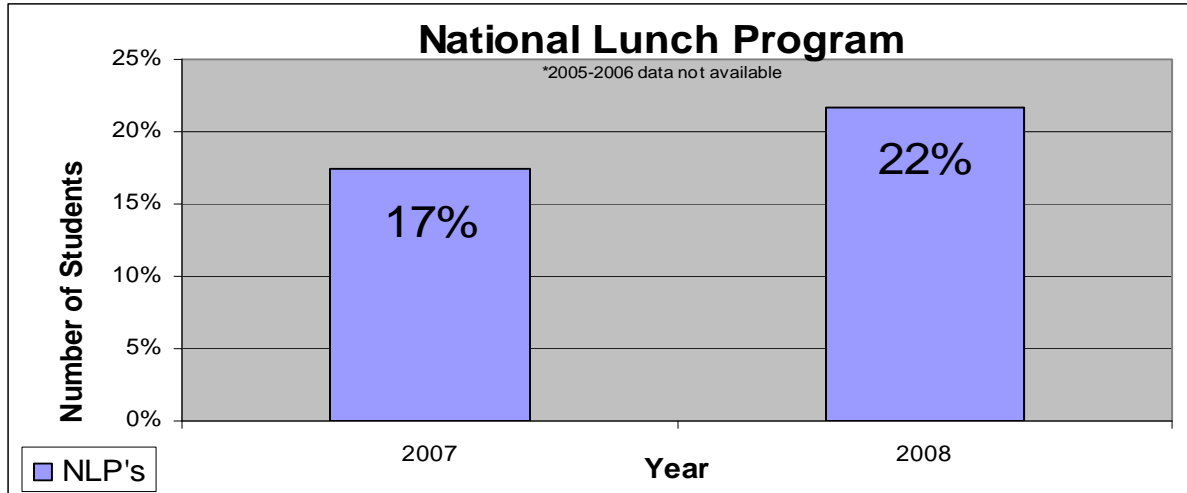


Suspension/Expulsion Rates

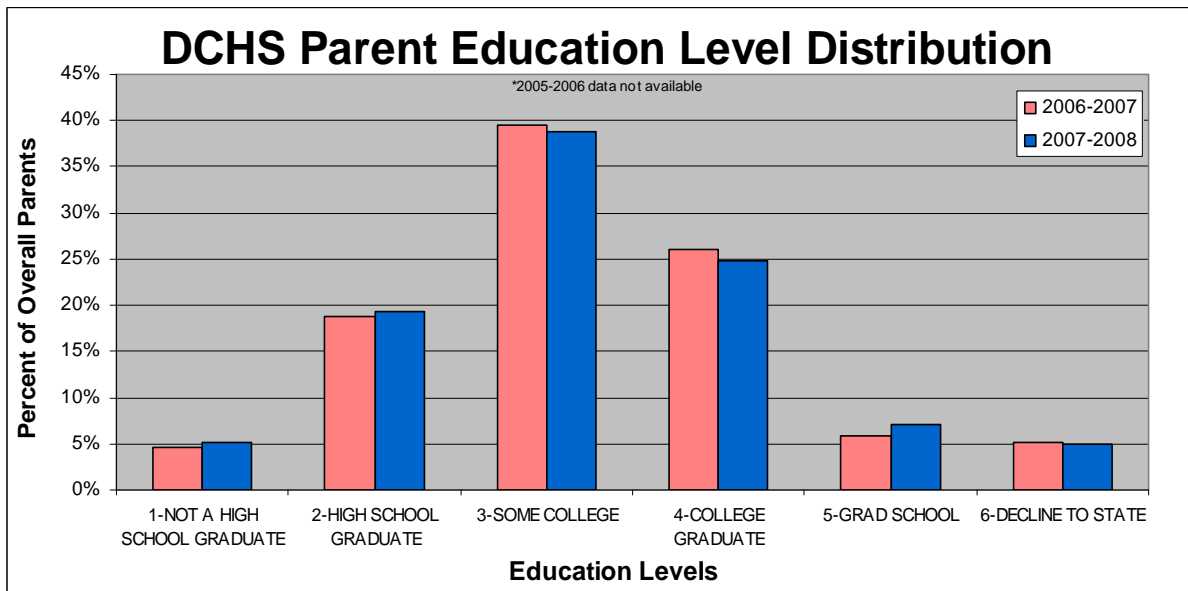
No students have been expelled from Delta Charter High School. Students who do not maintain the behavior standards as stipulated in the Master Agreements are provided the opportunity to rectify their behavior through compliance with a behavior contract, or are disenrolled and released to their home school districts. This method has been sufficient to maintain an environment at school which is safe and respectful.

Socio-Economic Status Indicators

The primary indicator of socio-economic status is the number of students who would be eligible for free or reduced lunches, if lunch were offered. The graph shows that the number of students qualifying for free or reduced lunch program has increased.



The secondary indicator is the education level of our parents. When a parent takes on the task of education of their students, the question of parent education becomes even more critical. At DCHS, our Personalized Learning approach requires a special role for parents—we embrace them as active participants in the learning process, knowing they are a resource that can be tapped to encourage student achievement. That a significant majority of our parents have continued their education beyond high school indicates an ability to participate fully as home educators in partnership with our teachers.



School Safety Conditions, Cleanliness and Adequacy of School Facilities

According to our 2007-2008 survey, over 80% of staff, parents, and students indicated that the school site is clean, safe and orderly. The efforts of staff and students to promote an atmosphere of respect are an important component of this positive perception. The addition of the school deck, covered eating areas, blacktop surface in the quad, and security cameras have also contributed to this positive perception.

Special Education Population

The Resource Specialist has conducted IEP's for all students who were identified through review of records and/or those who qualified through the evaluation process. There are 37 students receiving special education services in grades 9 through 12; there are 17 students on active 504 plans which are monitored by a 504 Coordinator, apart from the Resource Specialist. Parents and students indicate that they are pleased with the individualized interventions offered by the designated teachers in addition to the specialized services offered by the Resource Specialist.

The DCHS educational model integrates special education technology and strategies as a support to the special education student's daily general education curriculum. Based on the student's IEP or 504 plan, monthly PLP goals, including basic academic skills, social, organizational and transitional skills, are reviewed by both the Educational Coordinator and the Resource Specialist/504 Coordinator. Progress is charted and new goals are implemented, if appropriate. The Resource Specialist/504 Coordinator collaborates with the Educational Coordinator to provide additional supplementary aids, services and accommodations, including literacy classes and one-on-one tutoring, which the identified student might need to meet monthly growth goals. Monthly PLP goals include the monthly review by the EC of basic skill areas of mathematics, reading, writing, science, social studies. Progress is charted and new goals are set. The RSP teacher offers support to the Educational Coordinator by providing materials, teaching strategies, and interventions for those students who fail to meet their monthly growth goals. School resources, including the math and English literacy classes and CAHSEE prep classes, and the special education staff provide additional services and students are referred to tutoring if they are performing below grade level.

Student Performance Data

DCHS utilizes several comprehensive assessment systems to ensure all students in grades 9-12 are able to apply the skills they have learned and the ability to demonstrate these skills through application on the assessments. DCHS administers the BASI test to incoming students to assist in proper placement. Additionally, Woodcock Johnson Mini Battery Assessment and Accelerated Reader tools are administered to students requiring additional assessments. When indicated, local assessments are used to determine appropriate student services and instruction. Student Success Team meetings are held to determine whether Personalized Learning/Independent Study is the appropriate placement for the student.

Teachers use other local measures to evaluate student performance including work samples, teacher-proctored exams, student presentations and demonstrations, oral and written assessments, standardized tests, computer-based assessments, and multimedia work samples. Detailed reports may be provided to parents at the end of each "Block" during PLP conferences and are also available in each cumulative file.

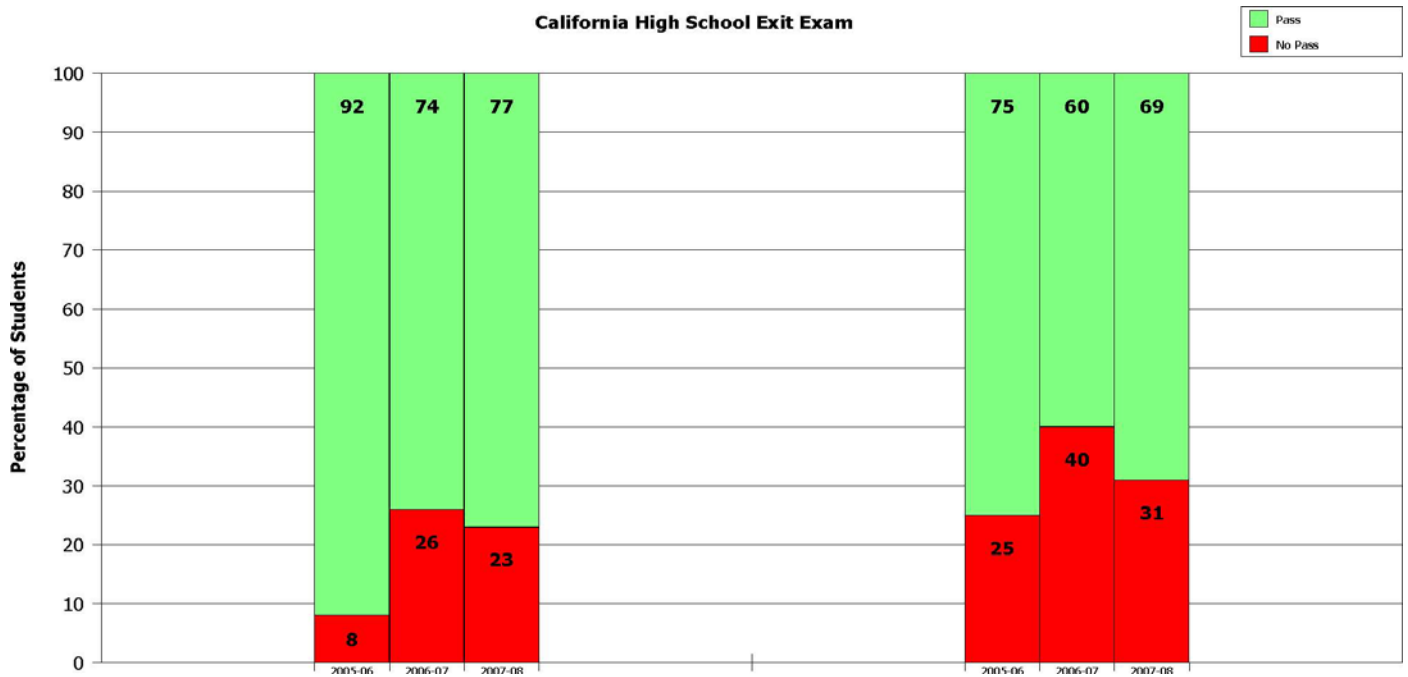
Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards. During these PLP

Conferences, the Educational Coordinator meets with the parent and student to assess the student’s achievement. This information is used to revise the personalized learning plan as necessary.

California High School Exit Exam (CAHSEE)

In comparing DCHS 2008 students to other students in the county, DCHS students performed better in ELA and within 5% in Math. It is clear that our efforts in these areas are succeeding. Although the data available for special education student is not statistically significant, we continue to focus efforts in assisting these students in meeting state requirements. DCHS 2008 results from the CAHSEE exam administered to 11th and 12th grades validated our concerted efforts to assist students in meeting State requirements. Our students have met or exceeded country success rates.

**California High School Exit Exam Results: Mathematics & English Language Arts
(Gr 10)
Multi-Year Percent Pass/No Pass Summary**



California High School Exit Exam Results for Mathematics & English Language Arts Program (Combined 2008) for (Grade 10)

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
DCHS	# Tested	Math	83	9	1	0	22	61
DCHS	Passing	Math	57 (69%)	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	12 (55%)	45 (74%)
DCHS	# Tested	ELA	87	9	1	0	24	63
DCHS	Passing	ELA	67 (77%)	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	19 (79%)	48 (76%)
Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
<u>COUNTYWIDE:</u>	# Tested	Math	9,929	723	1,455	1,412	4,563	4,038
COUNTYWIDE:	Passing	Math	7,348 (74%)	187 (26%)	711 (49%)	1,197 (85%)	2,996 (66%)	3,398 (84%)
COUNTYWIDE:	# Tested	ELA	9,987	752	1,477	1,413	4,598	4,063
COUNTYWIDE:	Passing	ELA	7,414 (74%)	183 (24%)	526 (36%)	1,225 (87%)	2,951 (64%)	3,482 (86%)

California High School Exit Exam Results for Mathematics & English Language Arts Program (Combined 2007) for (Grade 10)

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
DCHS	# Tested	Math	47	8	0	0	9	36
DCHS	Passing	Math	28 (60%)	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	22 (61%)
DCHS	# Tested	ELA	47	8	0	0	9	36
DCHS	Passing	ELA	35 (74%)	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	28 (78%)
Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
COUNTYWIDE:	# Tested	Math	10,086	605	1,408	1,352	4,373	4,377
COUNTYWIDE:	Passing	Math	7,357 (73%)	151 (25%)	677 (48%)	1,128 (83%)	2,806 (64%)	3,638 (83%)
COUNTYWIDE:	# Tested	ELA	10,092	649	1,407	1,353	4,374	4,387
COUNTYWIDE:	Passing	ELA	7,333 (73%)	152 (23%)	474 (34%)	1,123 (83%)	2,722 (62%)	3,684 (84%)

**California High School Exit Exam Results for Mathematics & English Language Arts
Program (Combined 2006) for (Grade 10)**

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
DCHS	# Tested	Math	48	2	1	0	16	28
DCHS	Passing	Math	36 (75%)	n/a	n/a	n/a	10 (63%)	22 (79%)
DCHS	# Tested	ELA	50	2	1	0	15	31
DCHS	Passing	ELA	46 (92%)	n/a	n/a	n/a	14 (93%)	28 (90%)
Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
COUNTYWIDE:	# Tested	Math	9,869	592	1,238	1,329	4,248	4,404
COUNTYWIDE:	Passing	Math	7,002 (71%)	121 (20%)	559 (45%)	998 (75%)	2,552 (60%)	3,651 (83%)
COUNTYWIDE:	# Tested	ELA	9,906	617	1,257	1,336	4,265	4,419
COUNTYWIDE:	Passing	ELA	7,236 (73%)	124 (20%)	457 (36%)	1,030 (77%)	2,606 (61%)	3,789 (86%)

California High School Exit Exam Results for Mathematics & English Language Arts Program (Combined 2008) for (Grade 11)

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
DCHS	# Tested	Math	53	17	4	1	13	38
DCHS	Passing	Math	19 (36%)	5 (29%)	n/a	n/a	4 (31%)	14 (37%)
DCHS	# Tested	ELA	32	9	3	1	10	21
DCHS	Passing	ELA	19 (59%)	n/a	n/a	n/a	n/a	12 (57%)
Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
COUNTYWIDE:	# Tested	Math	3,940	662	1,094	329	2,140	1,123
COUNTYWIDE:	Passing	Math	1,292 (33%)	89 (13%)	256 (23%)	142 (43%)	635 (30%)	430 (38%)
COUNTYWIDE:	# Tested	ELA	3,960	717	1,401	308	2,289	1,018
COUNTYWIDE:	Passing	ELA	1,513 (38%)	113 (16%)	335 (24%)	177 (57%)	794 (35%)	494 (49%)

California High School Exit Exam Results for Mathematics & English Language Arts Program (Combined 2008) for (Grade 12)

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
DCHS	# Tested	Math	39	5	1	4	10	28
DCHS	Passing	Math	10 (26%)	n/a	n/a	n/a	n/a	9 (32%)
DCHS	# Tested	ELA	13	2	1	2	5	8
DCHS	Passing	ELA	7 (54%)	n/a	n/a	n/a	n/a	n/a
Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
COUNTYWIDE:	# Tested	Math	2,631	606	682	241	1,455	635
COUNTYWIDE:	Passing	Math	710 (27%)	78 (13%)	155 (23%)	68 (28%)	347 (24%)	226 (36%)
COUNTYWIDE:	# Tested	ELA	2,652	661	1,052	212	1,638	525
COUNTYWIDE:	Passing	ELA	725 (27%)	107 (16%)	221 (21%)	72 (34%)	392 (24%)	214 (41%)

Standardized Test Participation

STAR

DCHS charter requires that all students participate in Standardized Accountability and Reporting Testing (STAR). We have actively promoted state testing, emphasizing that DCCHS is dedicated to demonstrating student growth through accountability, and that state testing is the tool by which accountability is measured. Additionally, all students and parents agree to state testing on their master contract as a condition of continued enrollment. As a result, we have seen growth in STAR testing participation. A careful analysis of API scores reveals two significant data:

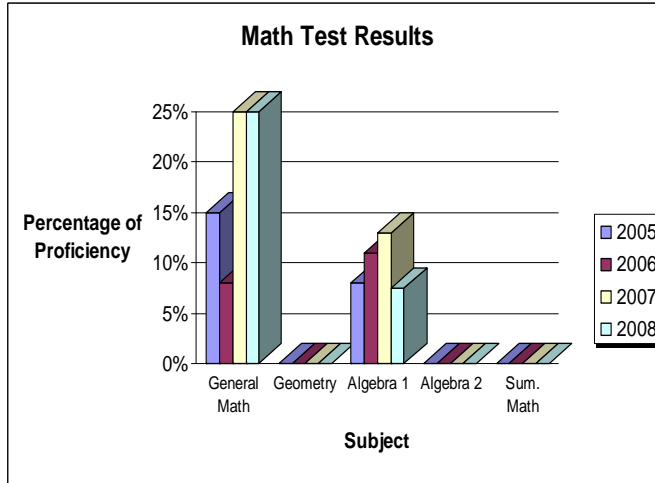
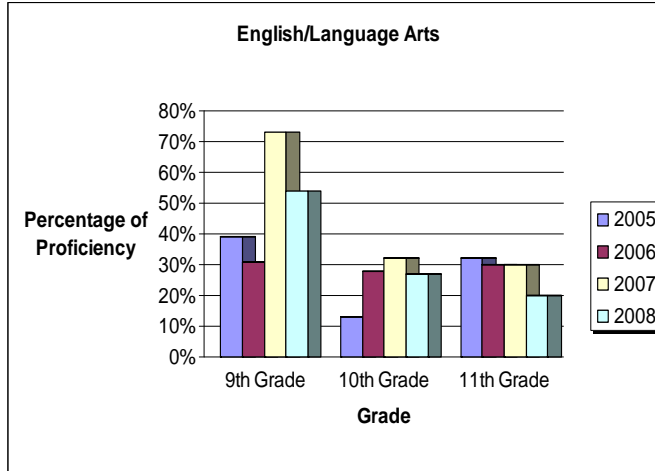
1. the number of students tested has grown steadily (the decrease in 2006 reflects the transition period from one management team to another; significantly, student numbers quickly rebounded and continued to increase, suggesting satisfaction with the new management team).
2. the steady decrease in API scores from 2002-2005 was effectively reversed under the direction of the new management team. Although there was a one-time decrease in scores (2006 = 670; 2007 = 625), it is notable that both student population and test cores rebounded and continue to increase. The obvious conclusion is that the new management team has provided the vision, leadership, encouragement, support and structure necessary for a steady academic growth.

Student Achievement - Academic Performance Index (API)

Year	Number of Students Tested	API School	API Target	API Growth	Statewide Ranking	Similar Ranking
2002	15	599	609	10	4	N/A
2003	53	585	595	11	2	N/A
2004	63	565	577	12	2	N/A
2005	127	506	521	15	1	N/A
2006	90	670	677	7	7	N/A
2007	118	625	634	9	2	N/A
2008	198	653				

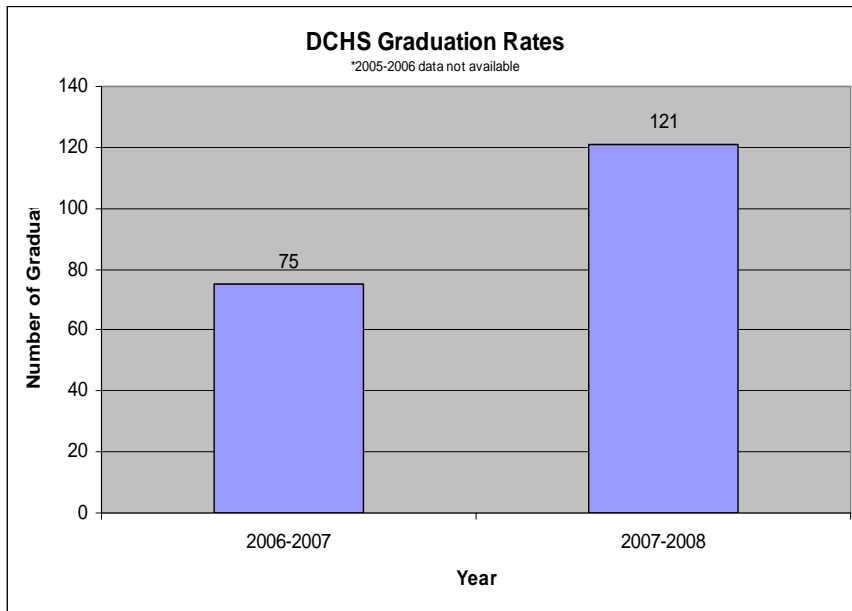
California Standards Testing

Key to the improvement of API scores is the attention given to preparation for the California Standards Testing. Continued improvement has resulted from careful attention to improved processes and procedures for enrollment and proper placement, increased direct instruction in core academic classes, and a management style which balances innovative, personalized teaching methodologies with department-level and school-wide standards and expectations.



These graphs illustrate that the percent of students proficient in English Language Arts is remarkably consistent from year to year, despite the fluctuation in student population which occurs through continuous enrollment. Such consistency suggests that our program successfully coalesces and socializes students from disparate backgrounds, and helps them attain the measure of stability which facilitates their approach to successful test-taking. It should be noted that scores in Algebra 2 and Advanced Math reflect the fact that our students typically do not enroll in math beyond our graduation requirement of two years of math. (Those students who are college-bound are advised and encouraged to continue their math studies either at DCHS or with local community colleges.) It is clear that instruction in geometry will be a focus for improvement.

Graduation Rates



This graph indicates a significant increase in graduation rates. Although we do not have in place a formal process of tracking student matriculation with community colleges and 4-year colleges, anecdotal evidence suggests that the number of students continuing their education at post-secondary institutions has increased steadily.

Data Survey Results 2008 (Staff, Parents, Students)

Following are the results of the staff, parent, and student responses. On a scale of “1” (highly disagree) to “5” (highly agree), a response of “4” or “5” was considered a **positive** response. The bar was raised in the 2008-2009 school year to 80% or more satisfaction versus 70% used in past surveys. The staff felt it was imperative to our overall mission and wellness of the program that a higher level of measurement be used.

In summary, the surveys reflect significant positive consensus with many services provided by DCHS with all areas realizing a minimum of at least a 10% - 20% gain in satisfaction. These gains can be attributed to continued emphasis on the overall mission of the school, professional development, collaboration among teachers, parents and students, focused efforts on student/parent communication and personalization of the program. As DCHS continues to review its program and maintain an atmosphere of openness and refinement, it is anticipated the program will continue to successfully service the community and provide a revolutionary approach to education. A continued effort in improving communications to our community at large (staff, parents, students, community and local businesses) will remain an item of focus for DCHS.

Among teachers, parents and students, the statements that received a consensus at 80% or greater of positive responses were the following:

- #1, #2, #7, #8, #11, #18:** Indicate that students and parents understand the goals of the educational program include not only high school graduation but also preparation for college or career success.
- #4, #14:** Reflects on the school environment and suggests a general sense that DCHS is pleasant, attractive, and welcoming.
- #12, 14, #15, #16, #19, #21, #22:** Indicate an overall satisfaction with quality of instruction.

Vision, Leadership, and Culture:.....StaffParentsStudents

#1 “I understand/my parents understand what classes are required for a student to graduate”	100	87	89
#2 “Students/parents understand the classes required for graduation”	90	92	93
#3 “I believe that the school actively seeks my/my parents’ participation in my learning	100	92	80
#4 “DCHS is a safe, clean, and orderly place for students to learn”	91	98	94

Curricular Paths:

#5 “The personalized learning plan provides an appropriate program for students to meet their educational needs”	91	96	94
#7 “The school provides guidance to students in choosing courses that meet their academic and occupational needs”	91	99	91
#8 “The overall curriculum provides me with the opportunity for career and post-secondary exploration.	91	100	91

Teaching and Learning Support for Student:

#10 “Technology is used throughout the curriculum, not just in technology-based courses”	91	89	84
#11 “Students make informed choices about their learning based on a variety of factors.”	82	96	91
#12 Teachers take a personal interest in students academic success.....	89	88	84
#14 “The DCHS facilities are easily accessible for me.”	91	93	83
#16 “Overall, teachers clearly communicate their expectations to students.”	82	90	87

Support for Student Personal and Academic Growth:

#18 “There are opportunities outside DCHS to take higher-level classes.”91 82..... 92
#19 “DCHS provides adequate instruction and support for students.”...82 91..... 86
#20 “Teachers are sufficiently supported by Administrators and programs to optimize professional growth and help meet the needs of students.....91 83..... 84
#21 “Tutoring is available to help students meet graduation requirements/outcomes.100 82..... 87
#22 Students receive adequate support in their education from DCHS..91 92..... 88

Assessment and Accountability

#23 DCHS teachers use a variety of assessment methods.91 89..... 82
#25 “I consider my assessment results in relation to my personal learning plans.”91 92..... 88
#26 “Delta Charter High School shares my progress towards completing graduation requirements/outcomes with me.91 96..... 89
#27 “The school effectively provides necessary information through a variety of communication tools.”91 90..... 84

Overall, the survey revealed a very positive support of the school and staff. As the Staff, Students, Parents and Administration continues to carry out the school mission, the survey results reveal a remarkable level of agreement in most areas. The disparities found in the results offer data for future improvement.

Academic and Co-Curricular Activities

The Personalized Learning model emphasizes student involvement beyond the school's physical boundaries, especially in the area of community service. Consequently, DCHS students are encouraged to actively pursue their interests in many venues, both individually and as part of the Tracy and surrounding communities.

A common misconception regarding Personalized Learning is the lack of socialization among students. DCHS strives to create opportunities for the student population to interact with one another in a variety of ways: leadership, group projects, organized classes and assembly events, organized field trips, music lessons, dances, Mix-It-Up days, job-shadowing, community service projects and other events. We are continually striving to improve and expand the options for our students to achieve the socialization skills that are so important for students to have upon leaving the educational environment.

Our Forensics Team (competitive speech/debate) is affiliated with the National Forensic League and the California High School Speech Association. The competitive speech/debate [forensics] program:

- encourages peer-coaching and cooperative learning
- encourages the development and practice of leadership skills
- develops self-esteem through expectations of self-reliance, responsibility, and integrity
- provides students the opportunity to use certain academic skills: writing skills, reading skills; study skills; research skills
- develops skills in oral communication: critical thinking; listening skills; and both verbal and non-verbal skills including stage presence (poise), voice control (volume, pace, energy and variety), and body language (gestures, movement, eye contact and facial expression)
- provides instruction and guided practice in four separate areas of competitive speech/debate: original oral composition, oral interpretation of literature, spontaneous (extemporaneous) speaking, and argumentation.
- offers interscholastic competition at local, state and national levels in the following events: original oratory, original advocacy, expository, original prose/ poetry, dramatic interpretation, duo interpretation, humorous interpretation, oratorical interpretation, thematic interpretation, parliamentary debate public forum debate, policy (team) debate, Lincoln-Douglas debate, congress debate, national extemporaneous, international extemporaneous, extemporaneous commentary, and impromptu.
- facilitates participation in service club scholarship contests, eg. Lions Club.
- provides opportunities to visit university campuses in conjunction with college-sponsored invitational speech/debate tournaments.
- assists in qualification for membership in the National Forensic League.
- provides opportunities to develop interpersonal skills through various social activities.

In 2008-2009, a member of the Forensics Team used the skills developed in competition to persuade the Board of Trustees to approve and sponsor a co-educational baseball team.

Our Academic Decathlon Team was established in 2007-2008, and has participated successfully in county-wide competitions.

DCHS has received charters from both the California Scholarship Federation and the National Honor Society, and intends to initiate membership in the 2008-2009 year.

Staff Data

The teaching staff at Delta Charter High School is composed of a principal, 2 assistant principals, and 21 teachers. Of the 21 teachers, one teaches with a waiver. Languages spoken in addition to English are Spanish, French, German, and Japanese. All staff members engage in appropriate and necessary professional development opportunities. Of particular interest is that most of the staff have a tremendous number of years of professional experience outside of education.

Delta Charter High School Staff Information

Degree Earned	# of Teachers	Clear Credentials	Teaching Experience	District Service	Business/Industry Experience
BA	19	16	2 - 31	1 - 20	1-17
MA	5	5	2 – 35	1 - 5	4-27
PhD	1	1	38	6	0

Curriculum

DHCS offers a choice of curricula to students in all academic subjects, including state-supported, school-adopted curriculum, community college courses and online coursework aligned with California State Standards. DCHS uses a variety of assessment tests as needed or as requested by a parent to determine more accurate learning levels. Because course work is chosen on a student-by-student basis, flexibility is retained in addressing students’ multiple intelligences and academic needs.

DCHS has established a UC “a-g” course list, and continues to aggressively pursue UCOP certification of courses.

Technology

DCHS students utilize technology in conjunction with their core courses: on-site courses are augmented by on-line courses which require the use of a computer and the internet. In addition to on-line courses, computer applications most frequently used by students are web-based research, multimedia applications, PowerPoint presentations, and desktop publishing. Teachers routinely use technology in their class presentations, and are required to use PowerSchool and GradeBook for record-keeping. Both teachers and educational coordinators have access to the various programs used by students in on-line courses, and monitor and assist student progress on a regular basis.

A vital part of the DCHS program is its on-line resources, including a DCHS website. This site has links to important resources for students and parents, and provides the school calendar, current announcements, past and current newsletters, and e-mail communication for all members of the DCHS family.

The completion of the school’s Technology Plan, and its acceptance by the State Department of Education, provides a framework for continued improvement in the use of technology.

Partnerships

The finest example of successful collaboration at DCHS is that of our teachers, students, and parents. A strong partnership between these groups is important to the DCHS learning approach. In addition, DCHS has established successful partnerships with the following professional organizations, educational services, and business/industry leaders:

- APLUS+ - Association of Personalized Learning Services: sponsors conferences and provides educational materials
- BEA – Business/Education Association promotes private sector participation in various educational programs in San Joaquin County through private-public partnerships with the San Joaquin County Office of Education, San Joaquin Delta College, and other school districts and academic institutions in our region.
- CCSA – California Charter School Association: sponsors conferences and provides educational materials
- SELPA – located in San Joaquin County – Special Education Local Plan Area
- SJCOE – San Joaquin County Office of Education has provided support, materials, guidance, and staff to assist in writing, monitoring, and addressing the goals and objectives established in our High Priority School Grant.
- UCCP: provides access to on-line AP courses, supplemental materials for classroom use. In conjunction with these resources, we are pursuing the establishment of a pilot AP class in US History to be team-taught by members of the Social Studies Department.

In addition, many DCHS students are enrolled in coursework at regional community colleges – American River College, Cosumnes River College, DeAnza College, Foothill College, Modesto Junior College, Las Positas College, and San Joaquin Delta Community College – while simultaneously completing classes at DCHS. DCHS supports and encourages students in such endeavors and provides reimbursement of tuition for qualified students. DCHS students also participate in local Regional Occupational Programs as well as Work Experience programs that provide on-the-job experience while they complete their high school requirements.

Overall School Strengths

DCHS demonstrates strength in responsiveness to students’ needs and in a gathering of resources within the school and the school’s communities to assist students in their educational pursuits. We have a strong governance structure that involves parents, teachers, administrators and community members ensuring that decisions are well discussed and deliberated for the benefit of students. Academic standards are essential and demonstrate that we offer far more to our students than what is typically perceived as an “Independent Study” program. Our hybrid approach, combining both on-site direct instruction with on-line independent learning, provides students with a sound academic base, strong personal support, and an educational environment which stresses responsibility, respect, and integrity. These are the reasons we have so uncompromisingly affiliated ourselves with the “Personalized Learning” community.

Chapter 2: Expected Schoolwide Learning Results

The Delta Charter High School Expected Schoolwide Learning Results and Indicators were developed when the school was chartered and have been reviewed and approved by committees of the staff, parent and student populations during the 2004 and 2005 school years. In 2006-2007, the ESLR's were reorganized so that the first letter of each grouping spells out the word "skale", a reference to the scales of a dragon (the school mascot). It is hoped that this will provide a mnemonic device for students and teachers.

Students represent Delta Charter High School as:

Persons of Character who

- Demonstrate **integrity** in their personal, academic, and community lives
- Accept **responsibility** for their words and actions
- Extend **respect** to others

Self-Directed Learners [versatile learners]

1. Demonstrate core subject matter mastery, critical thinking and problem solving skills.
2. Demonstrate ability to transfer knowledge and experience to the academic and business world.
3. Set realistic personal and educational goals. Develop a plan to achieve those goals.
4. Explore a variety of educational and career options.

Knowledgeable, Effective and Well Rounded Citizens [knowledgeable and effective citizens]

1. Demonstrate through writing, speech or projects an understanding of diverse societies, cultures, and governments.
2. Contribute time, energy, talents, or resources in community service projects.
3. Understand that one's rights as a contributing citizen in an effective government comes with civic responsibility.

Academic and Technology Achievers [technology users]

1. Demonstrate the ability to select and apply technology tools for research, information analysis, problem solving, communicating and decision-making in learning.
2. Make informed choices among technology systems, resources and services.
3. Demonstrate proficiency in basic computer programs.
4. Use a variety of communication systems.

Lifelong Productive Workers [productive workers]

1. Demonstrate the ability to solve problems in real life situations.
2. Develop vocational knowledge and skills including completion of a resume and experience in the interview process.
3. Develop a written plan for a career pathway.
4. Ability to set realistic personal goals and to develop a plan to achieve those goals.

Effective Communicators [effective communicators]

1. Speak within and to a group on a specific topic.
2. Use the writing process to create, edit and evaluate.
3. Present a dramatic or oral presentation that demonstrates poise, command of language, and clear communication.
4. Write a coherent essay with logical structure, evidence, results, and conclusions in a research project or scientific experiment.

ESLR Review and Reflection

In order to familiarize students, parents, and teachers with the ESLR's, the following steps have been taken:

- ESLR's are posted prominently in every building
- ESLR's are printed in the Student Planner
- teachers use ESLR's as focus or guide in curriculum mapping and lesson planning

Chapter 3: Response to Visiting Committee Recommendations 2006

An important development in pursuing the WASC process has been the opportunity and incentive to review the goals and objectives of our three major school-wide plans: the Strategic Plan, the Technology Plan, and the High Priority School Grant (HPSG). We discovered that in addressing these plans, we have also addressed the goals and objectives in our WASC Action Plan. In the following sections, we endeavor to provide a general sense of how these three plans reinforce and support each other and respond to the commendations and recommendations of our Visiting Committee Report.

A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

- **To what extent has the school established a clear statement of purpose that reflects its beliefs and philosophy?**
- **To what extent is the purpose defined by adopted expected schoolwide learning results that are clear and agreed upon by all stakeholders?**

Area of Strength to be addressed

1. *ESLR's were chosen to exemplify students who are successful in both academics and in their personal lives. Graduation and development of 21st Century workforce skills are a major goal for DCHS.*

In order for students and teachers to more readily recall our ESLR's, we have reworded and relisted the ESLR's so that the first letter of each spells the word "SKALE", a mnemonic device which refers to the "scales" of a dragon, our school mascot. (Ironically, this deliberate misspelling has been accepted and embraced by our teachers, thus proving our flexible approach to learning!) The ESLR's are on display in all buildings, and have been given prominent place in our Student Planners. The four teachers of our Careers classes (the only on-site classes required of all students, and therefore a de facto "homeroom") developed a group project in which each level – freshman, sophomores, juniors, seniors – connected a particular ethical principle to the ESLR's and illustrated this connection in a mural. These murals are displayed on buildings surrounding the quad area as a reminder to the entire school community of the goals of our school.

We have also added three character traits to our ESLR's to emphasize essential components of our school community: responsibility, respect, and integrity.

Although all on-site classes include instruction in skills which translate to the workforce and college life, the Careers classes and the PLP conferences address these skills in a direct way. During PLP conferences especially students are provided guidance in organization and task sequencing, scheduling and prioritizing study time, and efficient allocation of resources.

Both our Strategic Plan and our High Priority School Grant contain sections which relate to this Area of Strength (“graduation and development of 21st century workforce skills”), indicated in **bold**:

- Strategic Plan, Student Support Services, Objective 21: Decision Making & Behavior
 1. Academics:
 - a. **Careers teachers developed a course map which promotes self-confidence among students and which emphasizes the goal to develop students as respectful, self-directed citizens. To this end, students are encouraged to participate in voter registration (some 27 students volunteered to work with local election boards this year) and district-wide projects such as the elementary school carnival.**
 - b. **DCHS participates in the College Early Start Program of regional community colleges (DeAnza College, Foothill College, Las Positas Community College, Modesto Junior College, San Joaquin Delta Community College) and provides tuition re-imbusement for students enrolled in this program.**
 - c. **ASB class involves student leaders in discussing, designing, and implementing plans to improve the school community through the enhancement of school spirit.**
 - d. **Leadership class provides students with skills in planning and running meetings, participating effectively in discussion, and developing cooperation among disparate groups and individuals.**
 - e. **Community Service is required of all students; the performance of 15 hours of service annually is a graduation requirement, is self-reported by students, and validated by a supervising adult. In 2008-2009, the Student Planner included a page to report and to validate Community Service. Individual Educational Coordinators suggest and organize Community Service activities, eg. Science Camp, Relay for Life, D.A.R.E. Program. In addition, the school provides opportunities for students to engage in peer-tutoring (the Homework Club) and mentoring of elementary students through tutoring with the elementary school after-school program.**
 - f. **The Video Production program has attained a reputation in the community for excellence in the training and expertise of our students. The coordinator/instructor of the Video Production program is recognized locally as a leader in the field. Students from Video Production classes perform volunteer work with Tracy Community Access Channel 26, producing promotional films and public service announcements for area organizations and schools. In addition, students have participated in local, regional, and state-wide contests which spotlight their talents and abilities in video production.**
 - g. **The Visual/Performing Arts department partners with the Tracy Performing Arts Center, providing student ushers for productions at the Grand Theater.**
 - h. **The Forensics (Competitive Speech/Debate) Team encourages and empowers a sense of community and shared responsibility in developing essential academic, personal, and social skills, and adheres not only to the DCHS ESLR’s but also to the Mission Statement of the California High School Speech Association.**

A. ORGANIZATION FOR STUDENT LEARNING

A2. Governance Criterion

- **To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results for the school??**
- **To what extent do those policies offer reasonable public access to decisions regarding public funds?**
- **To what extent does the governing board delegate implementation of these policies to the professional staff?**
- **To what extent does the governing board regularly monitor results?**

The Board of Trustees maintains comprehensive policies and by-laws which address the needs, vision and mission of the school. These policies are reviewed, revised, and up-dated as necessary on a regular basis. The ESLR's provide general guidance and a clear framework for the consideration and formulation of all Board decisions.

The Board notifies all constituencies through general public announcements which note the agenda for all meetings. There is a provision for open public questions and comments re Board decisions.

The Board delegates appropriate and necessary authority to the Superintendent and Principal to maintain and implement Board policies. The Superintendent and Principal provide the Board monthly reports not only on matters of policy and State requirements, but also on school activities in the community, teacher accomplishments, and/or student achievements. Individual Board members attend school activities such as Back to School Night, encountering first-hand the successes and challenges of the school.

In addition, the Board is open to and welcoming of student involvement in regards to District policy. For example, the establishment of the Delta High School Baseball Team was the direct result of student interest, and followed a student presentation to the Board in public session. The Board expressed its support of this student-initiated activity, and demonstrated this support through the authorization of funding.

ORGANIZATION FOR STUDENT LEARNING

A3. Leadership Criterion

- To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?
- To what extent does the school leadership empower the staff?
- To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?

Area of Strength to be addressed

1. *The Management Team consists of an Operations Manager, Facilities Coordinator, and Technology Coordinator. This management team, under the direct supervision of the charter director and superintendent, has provided leadership to all staff at DCHS which includes better communication, planning, and conflict/resolution strategies for dealing with students, parents, and each other.*

Area of Strength 1: The composition of the Management Team and its distinct areas of responsibility and competence have been revised since 2006. The Management Team now consists of the Superintendent and Principal, with the cooperation of the Assistant Principal for Curriculum, the Assistant Principal for Discipline, the Facilities Coordinator, and the Technology Coordinator. The Superintendent and Principal delegate to faculty and staff (within their areas of competence, eg. classroom management, curriculum development), responsibility for effective and efficient daily operation. All administration, staff and teachers share in the supervision of students through the school day, address interpersonal conflicts and behavioral problems, and otherwise guide students in the acquisition and practice of the ESLR's and ethical principles. Administration, staff and faculty support each other in their respective duties and responsibilities, and in their shared educational vision. The administration especially empowers the staff and faculty to participate in school planning and decision-making. Administration and faculty meet twice monthly to discuss and clarify policies and procedures, to congratulate and encourage each other in their successes and challenges, to raise and address common concerns, and to plan team-building activities. The administration provides for on-going professional development activities both for the faculty as a whole (through such experiences as an Asilomar retreat), and on an individual basis.

Because "respect" (both mutual respect and self-respect) is a core value which is both important and integral to the development of our school community, a committee of staff and students was formed in 2008-2009 to address the issue of appropriate social interaction among students. This committee will investigate concerns, develop a plan of action, and present that plan to the Principal for implementation by May 2009.

Our contract with Vinewood Community Center provides on-site personal counseling with professional clinicians who facilitate youth group sessions to address concerns, and also meet with students on an individual basis.

In order to further address the "communication challenge", the school will design, implement, and maintain a cohesive and comprehensive Communications Plan.

Our Strategic Plan, High Priority School Grant, and Technology Plan contain sections which relate to this Area of Strength, indicated in **bold**:

- Strategic Plan, Parent & Community Partnerships, Objective 15: Outreach & Partnerships; Strategic Plan, Student Support Services, Objective 21: Decision Making & Behavior; HPSG Barriers: 8: Limited communication plan; Technology Plan 3j. **A cohesive communication plan is of great importance in providing unity and direction for the school community. Three constituencies have been identified as targets for improved communication:**
 1. **Students.** Because the unique hybrid composition of the school combines both on-line and on-site instruction, timely communication with students through a “homeroom” or other common class is problematic. Although freshmen and sophomores attend on-site classes for core courses (Careers, English, math and science for freshmen; Careers, English, math, science and social studies for sophomores), the only on-site class required of all juniors and seniors is Careers. The only universal class, then is Careers – and this class meets once weekly on different days of the week. Timely announcements are posted on NovaNet, and although not every student accesses NovaNet every day, this method has proven reliable and effective in disseminating information to the majority of the student body. Because there are a few students who are not assigned NovaNet work and thus miss the opportunity to participate directly in this community forum, it is important that we explore efficient and effective alternative avenues of on-site communication which can connect with every student on a timely basis, address the absent student, and have minimal impact on instructional time. The primary means of communication with all students remains electronic communication, the school newspaper, and PLP conferences: the school newspaper is published at the end of every “Block” and is distributed during PLP conferences; an “Important Information” fact sheet is distributed during all PLP conferences. In addition, students receive weekly information as needed through their Careers classes, and the ASB/Leadership classes provide posters and flyers relating up-coming events and activities. We will continue to explore the increased use of the school web-site as a viable and effective means of disseminating information in a timely manner. Integration of the school web-site with student journalism (yearbook, school newspaper) will provide another avenue of “real-world” application of academic courses.
 2. **Parents.** Our regular PLP conferences are held three times per semester, providing parents and students with an individualized review of student progress, strengths, and challenges. These PLP conferences represent an essential component of our communication process, and their frequency is a significant factor in our communication with parents. Parents receive information through the same media which addresses students; in addition, communication with parents is accomplished through Global Connect (recorded voice messaging), the school newspaper, and e-mail as well as through conferences with teachers and Educational Coordinators. Although Global Connect is effective in imparting immediate and vital school information in a timely fashion, this particular medium is limited in the amount and detail of information which can be disseminated. To enhance our ability to communicate with parents and students, we must formalize a process for

the publication of essential information using various media including but not limited to the school web-site. DHAPTS is making a concerted fund-raising effort for the purchase of a marquee to replace one destroyed in a recent windstorm; this marquee will be useful as a “reminder” of up-coming events.

- 3. Community. The school avails itself of local newspaper and cinemas to provide informational advertisements about the school and its programs. Periodic press releases, if published, provide the public with information about school activities and student achievements.**

A. ORGANIZATION FOR STUDENT LEARNING

A4. Staff Criterion

- **To what extent are the school leadership and staff qualified for their assigned responsibilities?**
- **To what extent are the school leadership and staff committed to the school's purpose?**
- **To what extent does the school leadership and staff engage in ongoing professional development that promotes student learning?**

A hallmark of teacher commitment to our Mission is the fact that each teacher maintains an “open door policy”, welcoming students for conversation, consultation, and conferences. Students understand that any teacher may be approached for special assistance or tutoring in assignments; teachers are comfortable in referring students to colleagues who can offer expert advice in their disciplines. Parents and students alike are appreciative of the professionalism of the faculty and staff who remain highly committed to the students, assisting them in every possible way to achieve “success”.

The administration ensures that faculty and staff are apprised of all relevant professional development opportunities. Administration and faculty are encouraged and supported when they take advantage of these opportunities. During faculty meetings, those who have attended conferences or workshops share their experiences with their colleagues, thus maximizing the benefits of conference participation.

KEY ISSUE to be addressed

1. *Recommendation that staff become active in CUE and ISTE with participation in NECC and other conferences to maintain their desired cutting edge technology integration focus.*

Key Issue 1: The phrase “cutting edge technology integration focus” (emphasis added) is unfortunate in that it misdirects attention from the student to a means of delivery. While it is accurate to say that technology – and a concomitant commitment to 21st century communication skills – is the central instructional delivery system, it remains that our students are the focus of our vision, mission, and daily program. Because of unique needs and opportunities provided by our hybrid model of education, we have opted for regular in-services provided by the Technology Coordinator and other master teachers in the rationale and effective use of the various technical tools available for both Educational Coordinators and classroom teachers. As the school continues to grow and diversify, necessary procedures and forms have been modified, adapted, and improved, eg. the PLP checklist.

Rather than the limited direction of this Key Issue (that staff become active in particular organizations), we have broadened our understanding of the Key Issue to embrace the need for continued professional development not only in our use of technology, but also teaching methodology, subject expertise, and classroom management. To that end, administration continues to provide ample opportunities for administrators and teachers to engage in professional development seminars, conferences, and workshops.

Both our Strategic Plan and our High Priority School Grant contain sections which relate to Category A4, indicated **in bold**:

- Strategic Plan, Personnel, Objective 16: Standards & Review Procedures; HPSG Barriers: 10: No structured mentor teacher program for new teachers or expert coaches for new teachers. **In the absence of a structured, formalized program to mentor new teachers, individual master teachers have surfaced in each department to provide introduction, guidance, and support in learning school culture, practices, and procedures. The small size of the faculty and the shared responsibilities of Educational Coordinators facilitate collegial support. New teachers and veteran teachers alike benefit from access to a cohesive and comprehensive manual of procedures, especially in the area of educational coordinator duties, responsibilities, and operations. Periodic reviews, revisions and up-dates to this manual will improve our ability to mentor all faculty and staff.**
- Strategic Plan, Personnel, Objective 8: Recruitment, selection, retention & evaluation; HPSG Barriers: 13: Limited number of credentialed highly qualified teachers. **This area has been addressed. All teachers are NCLB compliant or in the process of securing compliance.**

A. ORGANIZATION FOR STUDENT LEARNING

A5. School Environment Criterion

- **To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?**
- **To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?**
- **To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?**

Area of Strength to be addressed

1. *Students regularly communicate a high degree of caring, concern, and expectations for each other to both the campus supervisor and staff.*
2. *The DCHS campus is equipped with state-of-the-art technology (modern computers, peripherals and software programs) that is made available to DCHS student and staff. Innovative curriculum in video and audio production is available for students.*

Area of Strength 1. The formation of Link Crew in 2007-2008 has been assistive in encouraging school spirit and unity among the entire school community. This organization assists with Back to School Night, and Open House Nights, introducing parents and members of the local community to our school. More importantly, Link Crew is involved with new student orientation, ensuring that all students are welcomed and become part of our school community.

Careers classes engaged in a project designed to high-light our ESLR's and to connect those ESLR's to student life. Each level of Careers (freshman, sophomores, juniors, seniors) created "Quilt Boards" and displayed them on the sides of buildings facing the general quad area as constant reminders of our common goals.

Both ASB and Leadership cooperate in designing, implementing, and supervising student activities throughout the school year, from Hallowe'en costume contests to food drives for the needy to participation in local community charities. Various activities have focused on developing a casual, relaxed, and comfortable environment in which students and staff engage in community-building and good, old-fashioned "fun".

The After-School Program piloted in 2008-2009 brings a closer connection between our high school students and the students of New Jerusalem Elementary School. Similarly, juniors and seniors who serve as counselors at San Joaquin County Office of Education Science Camp are able to develop and share mentoring skills while working with elementary students from different schools.

Area of Strength 2: The addition of a new course – News Media – has allowed students to further their exploration of career opportunities in visual media industries. The acquisition of state-of-the-art technology has enhanced the video production curriculum by enabling students to design and implement communication programming and distance learning opportunities.

While Drama students in 2007-2008 prepared literature presentations to kindergarten and first-grade classes at New Jerusalem Elementary School, in 2008-2009, thanks to the integration of technology instruction in both the Audio/Digital course and Video Production, Drama students prepared an audiobook to assist in the reading program at New Jerusalem Elementary School.

We have continued to review, evaluate, and acquire software for both teacher and student use. This software is listed in the following table.

Installed software available to:

Staff	Students
Adobe Acrobat Pro	Accelerated Reader
Adobe Acrobat Reader	Adobe Acrobat Reader
Adobe Dreamweaver	Adobe InDesign
Adobe InDesign	ALEKS
Adobe Photoshop	AutoSkills
ALEKS	Discovery Education
Discovery Education	Element K
Edius	Edius
Element K	Firefox
Firefox	Internet Explorer
Internet Explorer	Lexis/Nexis
Lexis/Nexis	MadCapLogic (art program)
MadCapLogic (art program)	Microsoft Excel
Microsoft Access	Microsoft PowerPoint
Microsoft Excel	Microsoft Word
Microsoft Outlook	NovaNet
Microsoft PowerPoint	PowerSpeak
Microsoft Publisher	Renaissance Place
Microsoft Word	TurnItIn
OdysseyWare	
PowerSpeak	
PowerSchool	
Samplitude	
SmartBoard software	
TurnItIn	
WinZip	

Our Strategic Plan contains sections which relate to Category A5:

- Strategic Plan, Facilities, Objective 12: New & Modernized facilities; Strategic Plan, Facilities, Objective 17: Safe, Clean and Attractive Classrooms, Facilities, Grounds; Strategic Plan, Technology, Objective 13: Improve Technology. The addition of four new buildings since 2006 and subsequent landscaping enhancement have resulted in a more comfortable, aesthetically pleasing campus. Preservation of a central quad, addition of a student deck area, and improvement to outdoor seating have encouraged a sense of ownership and unity, and helped in the development of school pride among students and faculty alike. Our video courses have continued to improve and expand. We have added surveillance cameras to improve the safety and security of our campus.**

ORGANIZATION FOR STUDENT LEARNING

A6. Reporting Student Progress Criterion

- **To what extent does the school leadership and staff regularly assess student progress toward accomplishing the school's expected schoolwide learning results?**
- **To what extent does the school leadership and staff report student progress to the rest of the school community?**

The use of BASI testing has expanded to two times annually: once prior to the start of the school year to assist in proper placement of students, and once at the end of the school year to assess student progress. CAHSEE scores are used to identify those students who need additional assistance in meeting educational goals. Although PSAT test scores can be indicators of strengths/weaknesses in the curriculum, their use is limited due to low test enrollment. Analysis of CST scores provides faculty and administration direction in the continuing evaluation of the curriculum, and guides the alignment of on-line courses with the Standards in English, mathematics, science, and social studies. In addition, English classes utilize additional department-designed tests to assess progress in writing skills. All departments utilize multiple assessment modalities in evaluating student progress, eg. authentic assessment, realia, essays, and art projects.

It must be noted that students develop what one parent called “a new vision and understanding” of education as student-focused and competency-based. Students understand that education extends beyond the classroom and that classroom instruction provides a basis and a framework for “real-world” success. This is due in part to the success of the socialization process of the school which encourages self-confidence, individual responsibility, and accountability in learning.

Area of Strength to be addressed

1. *DCHS regularly uses multiple assessment tests to determine student progress. NovaNet provides teachers with data about student participation time and strengths and weaknesses.*
2. *The structure of the on-line lessons provides students with challenging assignments. Students benefit from regular reviews and discussions with their teachers, and teachers have one-on-one knowledge of each student's progress.*

Our High Priority School Grant contains sections which relate to this Area of Strength, indicated **in bold**:

- HPSG Goal #1 Continuous improvement for all; Strategy 1: enroll all 9th/10th in on-site direct instruction for English, Math, Social Studies, Science. **All freshmen and sophomores are required to attend on-site classes in English, mathematics, social studies, and science.**
- HPSG Goal #1 Continuous improvement for all; Strategy 2: quarterly review of benchmark data. **Educational Coordinators review embedded assessments at each PLP conference, using the results of these assessments to guide them in planning student assignments for subsequent "Blocks".**
- HPSG Goal #1 Continuous improvement for all; Strategy 3: regularly scheduled collaboration for Reading, ELA, math, history, and Science. **English, mathematics, and social studies departments conduct regular meetings to discuss, adjust, and plan curriculum; the science department consists of one teacher, but he joins in informal discussions with other teachers about such issues as classroom management.**
- HPSG Goal #1 Continuous improvement for all; Strategy 4: increased student access to resources. **The English department has established a resource center in Building A to provide students with access to assigned writing packets and book report materials.**
- HPSG Goal #2 Continuous improvement for all: Strategy 1: CAHSEE prep classes; Strategy 3: increase 10th grade participation in CAHSEE. **Using the results of standardized tests to identify students who need additional assistance in passing the CAHSEE exams, those students are required to attend CAHSEE prep classes which target their particular needs.**
- HPSG Goal #2 Continuous improvement for all: Strategy 2: one-on-one & small group instruction. **Our daily schedule has been adjusted to provide more direct instruction for all students. With a growing student population, the challenges of providing one-on-one instruction have been met by designated teachers; in addition, we have made a conscious effort to maintain smaller class sizes so that students can receive more individualized attention.**
- HPSG Barriers: 5: Limited examination of student assessment data (benchmarks). **As mentioned above, we have begun a greater emphasis on the review and analysis of student assessment data available from standardized tests.**

KEY ISSUES to be addressed

1. *The use of BASI, CST's, CAHSEE and local assessment data should be expanded beyond program placement.*
2. *Since Nova Net makes up a major portion of the students' coursework, the ability of staff to differentiate instruction based on a variety of learning modalities is limited.*
3. *Use of additional web-based learning stations outside of Nova Net should be expanded to include cutting edge uses of pod casts, blogs and wiki web sites that allow students to*

participate in wider degrees of communication. This would make the school's technology use more consistent with the DCHS vision and purpose.

Key Issue 1: As indicated above, standardized test results are analyzed on a regular basis to inform the review, revision, and design of curriculum and instructional strategies. The most obvious result of this analysis has been the expansion of our daily class schedule to include extended class time and multiple meeting times for classes. In addition, we have increased the number of courses available to address recognized student needs, ie. Math Literacy, English Literacy, CAHSEE Prep.

Key Issue 2: We take exception to Key Issue 2 which targets NovaNet as diminishing staff ability “to differentiate instruction based on a variety of learning modalities”. NovaNet and other on-line programs enhance the opportunity for differentiated instruction because they target those areas which require attention, practice, and improvement. While it is an accurate observation that NovaNet and other on-line programs provide a limited delivery system, Educational Coordinators take advantage of embedded assessments and discussion with their students to personalize their assistance and guidance in the acquisition and practice of study skills. The on-site classes which correlate to on-line programs benefit from analysis of embedded assessments in guiding teachers in their instructional delivery. Consequently, these on-site classes are designed to supplement and enhance the curriculum addressed by on-line courses in order to provide a seamless correlation to State standards.

Key Issue 3: Finally, we take grave exception to Key Issue 3 in that it is restrictive in its direction, prescriptive in its evaluation, and deceptive in its determination that technology is the focus of our vision and purpose. Students are the true focus of our vision and purpose; technology is merely a tool – a central tool, to be sure – which is used to prepare students for life in the 21st century. The reference to “podcasts, blogs, and wiki web-sites” is either inappropriate for our student population or irrelevant to the needs of our students. Nevertheless, we recognize the necessity of expanding beyond NovaNet for instructional purposes, and have expanded our on-line providers to include ALEKS, AutoSkills, Element K, MadCapLogic (art program), OdysseyWare, and PowerSpeak. In addition, the social studies department, responding to needs clearly indicated by analysis of standardized test scores, has undertaken a major study of on-line providers to locate, review, and acquire alternative providers whose curriculum is more closely aligned to the demands of the CST and the needs of our students. Both the social studies department and the science department make extensive use of Discovery Education in engaging students in learning. Administration and faculty collaborate actively in the exploration and evaluation of available technologies and on-line providers designed to engage students in both remedial and advanced learning opportunities and to improve student scores in standardized tests.

ORGANIZATION FOR STUDENT LEARNING

A7. School Improvement Process Criterion

- **To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?**
- **To what extent does the school leadership have school community support and involvement?**
- **To what extent does the school leadership effectively guide the work of the school?**
- **To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?**

Administration has encouraged and enabled increased direct and differentiated instruction, improved classroom management, and enhanced instructional accountability. Administration provides daily support, encouragement and guidance for all staff. This has been accomplished in the following ways:

- Planning and implementation of retreats in which all staff and faculty actively reflect on the school's vision, mission, and purpose
- Requirement of the use of the "QuickLook" function in PowerSchool which provides teachers and Educational Coordinators access to student academic progress and attendance
- Requirement of the use of PowerTeacher which assures accountability in course planning, instruction and assessment
- revised on-site schedule which provides for increased instructional time
- Provision of appropriate workshop opportunities to improve instructional methodologies and classroom management skills
- Reduced yard duty assignments by hiring Yard Supervisor, thus allowing teachers more time for planning and instruction
- Daily "walk-around" by the Principal emphasizes a personal and professional involvement with all aspects of the school, and underscores support for all teachers and provides direct, immediate feedback to teachers
- Active and consistent involvement in co-curricular activities, eg. attendance and participation at speech tournaments and school-organized community services activities
- Periodic evaluations of staff conducted in a positive, supportive manner
- "Hands-on" approach to management which provides active supervision without micromanaging assignments and activities

In addition, the Administration has begun the process of reviewing all major school plans (High Priority School Grant, Technology Plan, Strategic Plan, WASC Action Plan) to ensure a consistent, cohesive and unitive approach which emphasizes alignment of goals and objectives.

CATEGORY B. CURRICULUM AND INSTRUCTION

B1. What Students Learn Criterion

- **To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?**

Area of Strength to be addressed

1. *Textbooks and supplementary texts have been purchased to accommodate special needs students with various reading levels.*
2. *There is a strong collaborative approach between teacher, parent, and student to set up assignments for upcoming learning period*
3. *State and federal performance measures are schoolwide focus.*

RSP texts and audio books have been reviewed by our Special Education Coordinator, and their assignment and use are monitored by her. Open communication and collaboration with various teachers assures the proper use of RSP texts in conjunction with any accommodations or adjustments necessitated by student 504's/IEP's.

Educational Coordinators are clear in their communications with parents and students, determining individual needs and abilities in preparing personalized learning plans for each student. The periodic conferences which ensue are designed to monitor and encourage students in their academic progress, and to provide parents with the support they need. Parents and students are encouraged to contact their assigned educational coordinator whenever there is a concern, or a need for further assistance in completing work. Parents especially are appreciative of the personalized approach which these conferences provide, and see them as instrumental in assisting students in staying “on-track” for success.

The focus on CAHSEE scores led to the enhancement of the English and math curricula with an emphasis on assisting students in improving certain skills so that CAHSEE scores would be in the passing range. This focus resulted in an increased pass rate among our sophomores – a pass rate which validated our efforts. The accountability provided by performance measures such as the CAHSEE exam has helped to strengthen our curriculum.

KEY ISSUE to be addressed

1. *The school relies heavily on NovaNet (almost exclusively) for its schoolwide curricula. This is troubling as the Visiting Team did not find strong evidence to support NovaNet alignment to California State Content Standards*
2. *The school should have on staff at least one subject matter expert who is credentialed in that area. DCHS does not currently have a fully credentialed math teacher.*
3. *The school currently does not have a comprehensive curriculum binder containing course descriptions, syllabi, curriculum maps and course outlines and assignments.*
4. *The basic NovaNet curriculum needs to be enhanced with supplemental learning materials, assignments, and projects as well as additional instructional strategies (including web-based workstations) to address the school's divergent student population.*

In re the **Key Issues 1 and 4:** NovaNet courses in English, science, and social studies have been modified and enhanced. Careful review by each department has determined the relevant NovaNet curriculum (lessons, units, assessments); the same review has resulted in improved on-site direct instruction in those areas which require increased attention (eg. writing skills). Where NovaNet does not align with California State Content Standards, supplemental instruction is provided in

the corresponding on-site class. Required core courses (English, science, and social studies) use approved texts as supplemental material in on-site classes, and have supplemented NovaNet with direct instruction, using appropriate technology in the delivery of curricula; the English department has developed individual instruction packets for literature as well as the practice of writing skills. After two years of intense evaluation and analysis of NovaNet by the English, science, and social studies departments, we have reconsidered the continued use of this provider; instead, we have investigated and are currently engaged with OdysseyWare in a pilot program to determine the viability of that provider's curriculum. Finally, those students identified with special needs are provided approved RSP texts and individualized instruction in the core required courses.

Key Issue 2 has been addressed, with all teachers fully NCLB compliant.

Key Issue 3 has been addressed. The Assistant Principal for Curriculum keeps a comprehensive file for each course, complete with course descriptions, syllabi, curriculum maps, and course outlines. A Course Catalogue has been compiled for distribution to interested parents and students. In addition, a School Profile has been developed to attach to all transcripts when requested by college and/or university admissions departments.

Our High Priority School Grant contains sections which relate to Category B1:

- **HPSG Barriers:** Semi-annual reviews of our progress in addressing these barriers, conducted in association with the San Joaquin County Office of Education, indicates the following **in bold** [as of 6/5/2008]:
 - 2: Inadequate process for adopting and implementing core curriculum aligned with Standards. **Fully addressed and implemented**
 - 3: R/LA intervention materials not SBE adopted. **Partially implemented.**
 - 4: Limited professional development. **Substantially implemented.** [Since the date of our last review, this area has been the focus of improvement: the entire staff has participated in an extended retreat at Asilomar, teachers and administrators have attended conferences and workshops. These in turn have empowered faculty to revise and enhance our curriculum, ensuring that it correlates with State standards.]
 - 6: Limited formal collaboration among staff about curriculum. **Partially implemented.** [Since the date of our last review, this area has been the focus of improvement; regular formal meetings of social studies and visual/performing arts have been implemented; periodic informal collaboration among members of the English and mathematics departments have continued; the science consists of one member who continues informal discussions of curricula with colleagues and the Assistant Principal for Curriculum]

CATEGORY B. CURRICULUM AND INSTRUCTION

B2. How Students Learn Criterion

- **To what extent does the professional staff use research-based knowledge about teaching and learning?**
- **To what extent are all students involved in challenging learning experiences to achieve the performance standards and the expected schoolwide learning results?**
- **To what extent do all students use a variety of strategies and resources, including technology and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

Our Careers program is cornerstone of our successful efforts to provide students with preparation and training for their post-high school experiences. Our Careers classes integrate our community affiliations with local businesses; eg. our job interviews are conducted by business professionals in order to empower students with a “real-world” experience. The resultant networking underscores the importance of proper preparation and application of skills. An important component of our Careers classes focuses on post-secondary education: introduction to college admissions requirements, the college application process, and application for scholarships, loans, and grants. A unique aspect of our Careers program is its citizenship-training: students are required to attend meetings of the Tracy City Council so that they can witness democracy in action. In conjunction with this, our graduation requirement of 15 hours per year of community service emphasizes that students must be responsible, productive citizens.

Our co-curricular program provides students with “experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at higher levels”. Our Forensics [competitive speech/debate] Team was established in 2006-2007, and has quickly become an aggressive and successful competitor at local, state, and national levels. Affiliated with the California High School Speech Association and the National Forensic League, our Forensics Team has qualified students to both State and National Tournaments; the team participates with consistent success at Invitational Tournaments such as the prestigious MLK Invitational (the largest high school invitational tournament on the West Coast), and college-sponsored invitational tournaments at Stanford, Santa Clara University, UCLA, and University of Pacific (Stockton). In terms of percentage of the student population (over 10% in 2007-2008), DCHS boasts the largest Forensics Team in the local Yosemite Forensic League, which comprises public, private and parochial schools in three counties.

Our Academic Decathlon team was established in 2007-2008. With the cooperation of teachers from disparate disciplines, the Academic Decathlon team reflects the academic strength of the school – and, more importantly, spotlights the cooperative culture of our learning community by bringing students of different academic abilities together with a variety of teachers to experience that education extends beyond the classroom.

In addition, we contract with PASSPORTS, an educational travel agency, to provide students and staff the opportunity of touring European cities during Spring Break. This annual tour was instituted in 2006-2007 with a trip to Paris; in 2007-2008, students and teachers toured Barcelona and Madrid; in 2008-2009, Paris is again the destination. Students who participate in this annual tour must also enroll in Contemporary Cultures, a class designed to prepare the students thoroughly for their European experience.

Students in this class actively participate in planning and organizing their culminating authentic assessment: the tour itself.

Student attendance at the LACMA Conference at San Joaquin Delta Community College has resulted in increased interest in college attendance and professional career planning.

In relation to efforts to provide students with opportunities to observe and experience other cultures, DCHS has hosted foreign exchange students from Belgium, Brazil, Japan, and Mexico. Interaction with these students, and inclusion of them in school activities, not only broadens our students' understanding for the world beyond our borders, but also deepens their appreciation for our national culture.

Just as competitive academics provides a platform for students to constructively express their love of learning, our nascent sports program allows students to develop "sound minds in sound bodies". The establishment of our baseball team (instigated by our students and supported whole-heartedly by the Board of Trustees) has begun what we hope will be another winning tradition.

Area of Strength to be addressed

1. Technology is used an integral part of curriculum delivery.

Technology is central both to the delivery of our curriculum and in the development of essential academic skills. On-line, anytime/anywhere learning is a hallmark of our hybrid approach to education, and allows students to plan an individual approach to their assignments. The ability of teachers and Educational Coordinators to communicate with students and parents through e-mail, Parent Connect, and the school web-site extends this individualized approach. In addition to on-programs, on-site instruction uses available and appropriate technology to the delivery of curricula. The computer lab is used regularly in research skills and writing assignments, and math instructors make full use of available computers while providing direct instruction in the math classrooms.

The use of technology at all levels is extensive, intensive and varied. All levels include the use of appropriate technology, software, and teaching methodologies to fully engage students in learning. Obviously, on-line courses are based entirely on student use of technology; these courses also require interaction between teachers and students as teachers monitor, assess, and analyze student progress, communicate with both students and parents, and assist students through e-correspondence. Electronic reports generated by teachers from on-line programs are shared with parents and become part of a student's electronic and hard-copy files.

In addition, teachers of on-site courses utilize technology to deliver content, improve skills, and enhance instruction. Instructional use of Internet-based programs such as Discovery Education is integrated into courses in English, Spanish, Science and Social Studies. PowerPoint instruction is ubiquitous, and DVD presentations are an essential component of a variety of lessons. In addition to these more commonplace applications, however, the ready access to the Internet allows for instruction in research skill and up-to-date information in all disciplines, and introduction to the rapidly-expanding career choices available to students. In relation to these future choices, Careers courses provide instruction in the proper use of CSU Mentor and similar programs as college-planning tools.

Finally, students at all levels receive appropriate grade-level instruction in the ethical and safe use of technology (eg., electronic plagiarism, use of “chat rooms”), the determination of legitimate research sites, and acceptable citation of electronic sources.

KEY ISSUE to be addressed

1. *More on-site instruction and courses should be offered to supplement the computerized instructional delivery model, allowing students more interaction and discussion in a classroom setting.*
2. *Based on discussions with students and observations of classes at the school, the Visiting Committee notes that technology use as a tool for student learning and engagement does not match the school’s vision and mission of “infusing” technology into and throughout the curriculum.*
3. *Technology integration needs to be enhanced so that students use technology as a tool to problem-solve and to do intellectually stimulating projects. Additionally students need to be trained in information literacy (how to search, filter and assimilate information in today’s fast-paced technological age).*

Key Issue 1 has been addressed by the adjustment of our classroom schedule, allowing for core English and mathematics classes to meet three times weekly for freshmen and sophomores for 225 minutes of direct instruction; students enrolled in English or math literacy classes all meet three times weekly for 225 minutes of direct instruction. All on-site classes have been expanded to 90 minutes. Significantly, the schedule is so designed as to allow students access to elective classes which meet UC/CSU “a-g” requirements for admission to those institutions.

Key Issue 2 has been addressed as our on-site classes have expanded both in length and frequency. Obviously, the use of technology is essential in classes such as robotics, audio, and video production, but all other classes have adapted technology to their particular needs and curricula. PowerPoint presentations, dvd and cd recordings, SmartBoard®, and other applications are ubiquitous in their use by teachers and students alike. Even in performance-based courses such as Drama, students have access to video equipment to enhance rehearsals and research theatrical/cinematic performances.

Students complete core courses through distance-learning programs in conjunction with on-site direct instruction. The NovaNET courses in English, science and social studies are aligned to the California Content Standards; on-site classes enhance these courses with instruction in critical thinking and writing skills. The math program ALEKS is also aligned to the California Content Standards and establishes a basis for concentrated direct instruction through on-site classes. PowerSpeak provides intensive, comprehensive instruction in Spanish and French, and is augmented by on-site classes. The use of MadCapLogic (art program) allows for a personalized approach to the instruction of basic skills, concepts and theories which is then enhanced through on-site instruction.

The expansion of our Video Production courses to include instruction and practice in state-of-the-art broadcasting enhances career opportunities, empowers students to design and implement in-house video broadcasts for improved school communication, and enables teachers to participate in live-stream broadcasts of classroom instruction which incorporates remote participation by home-bound students.

In addition to this hybrid delivery of core instruction, on-site elective courses are offered in college and career planning, creative writing, criminal justice, robotics, social studies, speech/debate, and visual/performing arts. In each of these areas students utilize applications of Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Students and teachers alike make extensive use of electronic technology in the delivery of course content and skills. Every classroom is equipped with a SmartBoard® and projectors for presentation of lessons, and this

technology is infused in nearly all classes. Students have access to computers in both classrooms and the computer lab for instruction in on-line research techniques.

Available technological resources allow students to engage in the following activities:

- independent research;
- the design, development and delivery of both individual and group projects using applications such as PowerPoint and SmartBoard®;
- enhanced learning opportunities through DVD movies and educational television programs;
- accelerated and enhanced individual study in reading, social studies and mathematics;
- computer-generated science experiments

Key Issue 3 suggests the need for a more comprehensive and unified approach to instruction in information literacy. We would agree, and add the need for a more comprehensive and unified approach to instruction in ethical and safe use of information technology. All staff and students are bound by an “ethical use agreement” in their access to school computers. Our Careers and English classes provide direct instruction in the ethical use of the Internet, proper research methods and reporting, and general Internet etiquette. In conjunction with our Technology Plan, we will review, revise, and enhance our current practices into a unified plan to address the instruction of the Standards of Ethical Use of Technology within the curriculum.

Our Technology Plan addresses this concern in alignment with our Strategic Plan:

- Goal 1: Design and implement a comprehensive approach to curriculum development which incorporates appropriate and ethical use of information technology in the classroom.
 - Objective 1: Design, develop, implement, evaluate, and improve the Career and Technical Education Program. [Strategic Plan Goal 10]
- Goal 1: Design and implement a comprehensive approach to the provision of Internet safety within District programs and services.
 - Objective 1: Design, develop, implement, evaluate, and improve a curriculum which addresses Internet safety. [Strategic Plan Goal 10]

Our Strategic Plan contains sections which relate to this Area:

- Strategic Plan, Curriculum & Instruction, all academic departments: design, develop, implement, evaluate, and improve the standards based ... program (2,3,4,5,6,7,10,20). Each department has instituted a rigorous and comprehensive review of curriculum to ensure that content, materials, delivery and assessments are aligned with the State Standards, based in our ESLR's, and correlated with Strategic Plan, Technology, Objective 13: Improve Technology [cf. Technology Plan]

CATEGORY B. CURRICULUM AND INSTRUCTION

B3. How Assessment is Used Criterion

- To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?
- To what extent are the assessment results the basis for measurement of each student's progress toward the performance standards and the expected schoolwide learning results?
- To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?
- To what extent are the assessment results the basis for the allocation of resources?

Area of Strength to be addressed

1. *Course placement and advancement is individualized based on prior performance, basic assessment information and mastery/credit completion*
2. *The school is actively seeking tools and processes for analyzing data.*

We have expanded the use of BASI to assess individual student achievement. Students now are tested prior to enrollment, with test results indicating proper placement in classes. Students are again tested at the end of the school year to determine progress in academic skills and content knowledge. In addition, teachers and Educational Coordinators use embedded assessments in ALEKS, NovaNet, and other on-line programs to monitor student progress and identify student needs. In addition, teachers and Educational Coordinators use the capabilities of NovaNet and ALEKS to generate reports for monitoring student achievement.

We have also increased our use of STAR results and CAHSEE scores to assess school-wide achievement of our Strategic Plan, High Priority School Grant, and Technology Plan goals and objectives. The LARS system is used for in-depth review and analysis of student test data. Teachers in department-level meetings refer to these results as they review, plan, and modify their curricula.

Finally, we rely on PowerSchool to generate various reports which assist in our analyses of student attendance, student enrollment, and student achievement. These analyses in turn help to inform the scheduling process as we plan the on-site class schedule each year.

Our High Priority School Grant contains sections which relate to Category B3, indicated in bold:

- HPSG Goal #1 Continuous improvement for all: Strategy 1: enroll all 9th/10th in on-site direct instruction for English, Math, Soc Studies, Science; Strategy 2: quarterly review of benchmark data. **The adjustment of our class schedule has allowed all freshmen and sophomores to enroll in on-site classes in English, math, science and social studies.**
- HPSG Goal #2 Continuous improvement for all: Strategy 1: CAHSEE prep classes; Strategy 2: one-on-one & small group instruction; Strategy 3: increase 10th grade participation in CAHSEE. **All sophomores are now required to take the CAHSEE. Students are placed into CAHSEE prep classes based on their BASI assessments and prior CAHSEE scores. We have made a conscious effort to maintain smaller class sizes so that students can receive more individualized attention. Selected teachers have been designated to provide tutorial services in one-on-one instruction during the school day. All teachers are available for individual assistance at the request of parents and/or students.**

CATEGORY C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion

- **To what extent are all students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?**

From their first contact with DCHS, our students and parents are introduced to our school community, its mission, and its values. Office staff welcomes students and parents, determines appropriate appointments with Educational Coordinators and/or administrators, and guides the students and parents through preliminary assessment tests (BASi) and orientation to appropriate on-line programs. We have developed an Interview Process and subsequent Enrollment Process to provide a personalized approach which engages both student and parent in a conversation about needs, challenges, and aspirations – and then designs an initial program to address the student’s concerns. The Link Crew provides orientation for all new students so that from their first day on campus they become a part of our school community.

Our contract with Vinewood Center for Children and Families provides counseling services to our students. Students may self-refer, or they may be recommended for referral by teachers or parents.

In addition, our High Priority School Grant contains sections which relate to Category C1:

- HPSG Barrier 9: Minimum accommodations for special needs students
- Strategic Plan, Educational Options, Object 9: Optional Educational Services
- Strategic Plan, Student Support Services, Objective 14: Unique Educational Needs
- Strategic Plan, Student Support Services, Objective 18: Smooth Transitions
- Strategic Plan, Student Support Services, Objective 21: Decision- Making and Behavior

Areas of Strength to be addressed

1. *DCHS uses the Personalized Learning Plan model of education, which emphasizes individualized instruction.*
2. *The school has developed CAHSEE prep courses to assist students that have not passed one or both parts of CAHSEE.*
3. *Flowcharts have clarified the IEP and SST processes for staff members, resulting in more consistency.*
4. *A Leadership class and the Associated Student Body (ASB) students are actively involved in developing student activities.*
5. *The school has developed the Careers course for each grade level. By requiring this course (which meets on site weekly), the school is able to ensure that each student develops his/her goals and aspirations.*

Area of Strength 1: English, science and social studies departments have reviewed NovaNet lessons and provided Educational Coordinators with lists of approved assignments. These assignments are aligned with the State Standards and coordinated with on-site instruction. These lists guide Educational Coordinators in assembling personalized lesson plans which ensure that students are “on the same page” with on-site instruction.

Area of Strength 2: All students who have not passed CAHSEE are enrolled in the appropriate CAHSEE prep class(es). Administration, in consultation with teachers, conducts annual reviews and evaluations of available software designed to assist in improving student scores.

Area of Strength 3: Educational Coordinators and teachers have been provided with a spreadsheet which identifies 504/IEP students, and binders which contain all 504/IEP plans. These binders are up-dated as needed by the Special Education Coordinator or her assistant.

Area of Strength 4: Two moderators have been assigned to Associated Student Body activities, thus providing students with increased access to mentoring and guidance as well as more effective supervision of group activities. Mini-workshops are provided in leadership skills, organization, and parliamentary procedure. Members of ASB have spear-headed efforts to increase school spirit through special on-going activities; eg. every Thursday is “Ties-day” and male students and all faculty are invited to wear dress shirts and ties as a sign of unity and school spirit. In addition, the ASB has “adopted” the Speech & Debate Team to receive financial assistance through the collection and recycling of bottles and cans. The Leadership Class has two sections which meet weekly. Students involved in Leadership usually join with the ASB in addressing student concerns, encouraging school spirit, organizing student activities, and serving as hosts at school functions.

Area of Strength 5: Careers classes are coordinated by the Careers lead teacher to ensure an articulated scope and sequence and a united effort in achieving course goals and objectives. Beginning in 2008-2009, Careers classes will adopt a unifying theme to guide curriculum development and delivery; this year’s theme focused on awareness of the school ESLR’s. Since all students are required to enroll in an on-site Careers class, these classes serve as *de facto* “homerooms” for the dissemination of important information.

KEY ISSUES to be addressed

1. *Delivery of remediation courses for students tend to be structured more as “tutoring” sessions, rather than developed courses.*
2. *The staff will face even more challenges in providing appropriate services to all their special needs students. The school will need to develop additional accommodations and strategies to meet the needs students with IEP’s.*
3. *The school has low participation on the college exams, ACT and SATs. A stronger link needs to be made between what students want to be and academic post-secondary options (how they get there).*
4. *Because the school does not currently have a comprehensive curriculum binder, the development of UC a-g courses, which require even more rigor and complexity, will be a challenge.*

Key Issue 1: The course in Math Literacy has been redesigned to provide more structured direction instruction in small-group settings. Use of AutoSkills provides a formalized approach to remediation of math skills which also allows for one-on-one tutoring. CAHSEE classes in English and math are purposefully small in order to allow for a more personalized approach to addressing student needs.

Key Issue 2: Educational Coordinators and teachers have been provided with a database which identifies 504/IEP students, and binders which contain all 504/IEP plans. These binders are up-dated as needed by the Special Education coordinator or her assistant. Our Special Education Specialist provided a workshop for all teachers and Educational Coordinators in the appraisal of student needs, proper reading of 504/IEP plans, and effective instructional delivery methods.

RSP texts have been reviewed by our Special Education Coordinator, and their assignment and use are monitored by her. Open communication and collaboration with various teachers assures the proper use of RSP texts in conjunction with any accommodations or adjustments necessitated by student 504's/IEP's. We have contracted with Vinewood Center for Children and Families to provide counseling services to our students, their parents, and their families. Students may self-refer, or they may be recommended for referral by teachers or parents. Our full-time special education aide observes, monitors and assists students in their academic classes.

Key Issue 3: The College Bound class was instituted in 2007-2008 and was designed to specifically address this issue. However, reevaluation of this course has resulted in a concentrated effort to integrate college preparation into the Careers curriculum. Careers 11 and Careers 12 have developed instructional units on the use of CSU Mentor, and all levels of Careers provide a focus on college awareness and preparation. DCHS hosted the PSAT exam for the first time in 2007-2008, and continues to host the PSAT exam annually; participation averages 10% of the junior class. In addition, DCHS contracts with a certified school counselor to provide evaluation of student transcripts to ensure viability for high school graduation and college admissions. This certified school counselor also conducts focused training sessions with students and teachers in the use of CSU Mentor, guides students in the FAFSA application process, and maintains a list of viable scholarship opportunities.

In response to previous recommendation, a staff member was assigned to provide advice and guidance to students in their college aspirations; this staff member was ably assisted by other staff. With the departure of this staff member at the beginning of the current school year, DCHS remains committed to acquiring a highly qualified advisor to more fully address the needs of our college-bound students and to increase student awareness of their opportunities for post-secondary education. To that end, the administration and Board have committed financial resources to assist a staff member in completing the required course of study toward earning appropriate certification in college counseling.

Key Issue 4: This concern was aggressively addressed in 2007-2008. A Course Catalogue was designed and published, a School Profile was designed and published, and the following UC "a-g" list was accepted by the UC Office of the President:

Course List for 2008-09

a - History / Social Science - 2 years required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Contemporary Cultures-P	Contemporary Cultures-P	World History / Geography / Cultures		Semester
History of Mexico	History of Mexico	World History / Geography / Cultures		Semester
Post-Revolution America: The New Re	Post-Revolution America-P	U.S. History		Semester Course approved for the 2007/08 school year only.
U.S. History-P	US History-P	U.S. History		
US History-P	US History-P	U.S. History		
World History-P	World History-P	World History / Geography / Cultures		

b - English - 4 years required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
CSU Expository Reading and Writing Course	English 3-P	English		
English 1-P	English 1-P	English		
English 2-P	English 2-P	English		
English 4-P	English 4-P	English		

c - Mathematics - 3 years required, 4 years recommended

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra 1-P	Algebra 1-P	Algebra 1		
Algebra 2-P	Algebra 2-P	Algebra 2		
Geometry-P	Geometry-P	Geometry		
PreCalculus-P	PreCalculus-P	Advanced Mathematics		

d - Laboratory Science - 2 years required, 3 years recommended

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Biology-P	Biology-P	Biological Science		

e - Language Other than English - 2 years required, 3 years recommended

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Spanish 1-P	Spanish 1-P	LOTE Year 1		

f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Drama-P	Drama-P	Theater Arts (Intro)		
Video Production-P	Video Production-P	Visual Arts (Intro)		

g - Elective - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Rhetoric & Argumentation-P	Rhetoric & Argumentation-P	Other		Semester

CATEGORY C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C2. Community/Parent Involvement Criterion

- **To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?**

Our High Priority School Grant and Strategic Plan contain sections which relate to Category C2, indicated in **bold**:

- HPSG Barrier 8: Limited communication plan. **This concern is addressed in our Technology Plan with the following goals and objectives:**
 - **Goal 1: Improve parental involvement by developing strategic opportunities to engage parents in the school**
 - **Objective 1 of 2: Develop procedures and practices for management of the school web-site.**
 - **Goal 1: Improve parental involvement by developing strategic opportunities to engage parents in the school.**
 - **Objective 2 of 2: All teachers will use approved tools to post on-line information for parent access on a regular and frequent basis.**
 -
- HPSG Barriers 11: Limited contact time between student/parent/teacher; & 12. Limited student/parent active monitoring of student daily progress. **Each of these challenges has been addressed through active and on-going participation in regular parent-student-educational coordinator conferences (PLP conferences). At the end of each “Block” (approximately 5-6 weeks), these conferences provide parents and students the opportunity to review academic progress and participate in planning student assignments and learning strategies for the next “Block.” Parents are responsible for daily monitoring of student activities, especially on-line study, and must validate six hours of school-work daily in the Student Planner. The validation pages are also validated by the student’s educational coordinator and become part of the student’s academic file. In addition, Educational Coordinators review student academic progress regularly with parents and students via e-mail, providing progress reports as needed or requested. These communications are noted in a communication log and placed in the student’s academic file. Finally, any teacher who communicates with the student and/or parent notes this communication in the communication log.**
- Strategic Plan, Parent & Community Partnerships, Objective 15: Outreach and Partnerships. **The Careers program actively connects with the community through the recruitment of community volunteers to address and work with students in job simulation exercises (such as mock interviews). Our Video Production class has been integral to our publicity and information program, producing professional quality infomercials for airing at local cinemas and on local programming television. The Drama class has produced limited dramatic readings of seasonal literature for our elementary school students. Speech and Debate students participate in the Lions Club Oratorical Contest. Through their community service activities, students contribute to their neighborhoods and participate in many civic activities; eg. local elections, Walk for Life.**

Area of Strength to be addressed:

1. *Job shadowing at local business partnerships and concurrent enrollment at local community colleges is available to juniors and seniors.*

Area of Strength 1: Careers 11 and Careers 12 include a rigorous approach to job preparation: units such as “how to prepare a resume” and “how to write an application letter” provide students with a real-life appreciation of employment opportunities. Students participate in “virtual job shadowing”, and within their “Senior Project” must include interviews with and observations of three community members about a particular job or profession. The “Senior Project” includes a mock interview in which students experience a job search through interaction with community business leaders who volunteer their time for this exercise; significantly, many students receive job offers as a direct result of this exercise. Classroom discussions often feature the actual experiences of students who are currently employed in local businesses, thus allowing all students a relevant glimpse of the job world.

To encourage students to take full advantage of the opportunity to participate in College Early Enrollment programs at local community colleges, DCHS provides tuition reimbursement for qualified students.

KEY ISSUE to be addressed:

1. *The school has low parent participation on the DHAPTS advisory council meetings. This does not align with the school’s mission and vision of engaged and involved parents.*

Key Issue 1: An attempt was made in 2007-2008 to revitalize DHAPTS, but with limited success. However, thanks to the volunteer efforts of a parent (formerly on staff) and the reinvigorated support of the school, DHAPTS is once again a viable and important component within the school community. In 2008-2009, DHAPTS has begun a fund-raising project: selling pizza and sodas during lunch; the proceeds are earmarked for the purchase of a new marquee to replace the one which was destroyed in a wind storm.

It must be noted that parents are partners with the school as “home educators”, and as such devote considerable time and energy in the supervision of student work. In addition, parents participate in PLP conferences 6 times per year – and sometimes meet more often with teachers or Educational Coordinators – regarding student academic progress. This high degree of involvement precludes the usual expectation of parental participation common to traditional on-site schools; the parents at DCHS have meaningful contact with teachers and Educational Coordinators and experience an authentic, on-going interaction with the educational life of their child.

CATEGORY D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Management and Budget Criterion

- **To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results?**

Our Strategic Plan contains sections which relate to Category D1:

- Strategic Plan, Strategic & Financial Planning, Objective 1: Fiscal Accountability

Area of Strength to be addressed

1. *The school and its authorizer have a strong partnership and strong working relationship.*
2. *District and school leadership have a thorough understanding of the laws and regulations that govern charter schools.*
3. *The school has a strong management team, consisting of an Operations Manager, Facilities Coordinator, and Technology Coordinator who oversees the operations of the school.*
4. *The school and its authorizer have strong working relationship with the county office of education and the area SELPA.*

Area of Strength 1: The Superintendent, Principal provide monthly reports to the Board to ensure accountability. The Board receives reports on academic progress and co-curricular programs in addition to budget and other areas of concern.

Area of Strength 2: The Superintendent, Principal and selected staff attend annual charter school conferences to maintain a working knowledge of laws, regulations, procedures and processes which impact charter schools.

Area of Strength 3: The Superintendent and Principal empower the entire Management Team to accomplish their assigned tasks. The Superintendent and Principal are able to delegate authority with confidence because of their clear articulation of expectations, their willingness to acknowledge and praise success, and the loyalty they have engendered among faculty and staff. The Superintendent and Principal rely on the principle of subsidiarity, ie. assignments will be given to those who are primarily involved in, who are affected by, or who have direct responsibility for the accomplishment of established goals and objectives. Their management style is one of open communication, trust, and support.

KEY ISSUE to be addressed

1. *The school could be more consistent in reviewing of actual monthly expenditures with district business manager.*

Key Issue 1: The school and District restructured its financial management three years ago, unifying financial operations under the supervision of the District Business Manager. Budgetary procedures are clear, cohesive, and consistent with state and federal regulations and accepted accounting practices and professional ethics standards, and are reviewed as needed for efficiency and effectiveness. The Principal reviews all financial records on a monthly basis prior to reporting to the Board in public session, thus ensuring accountability and transparency in financial matters. The Principal also maintains a spreadsheet of all purchase requisitions and cross-correlates these to the monthly budget report.

CATEGORY D. RESOURCE MANAGEMENT AND DEVELOPMENT

D2. Resource Planning and Fiscal Health Criterion

- **To what extent do the governing authority and the school execute responsible resource planning for the future?**
- **To what extent is the school fiscally solvent and uses sound and ethical accounting practices (budgeting/ & monitoring, internal controls, audits, fiscal health and reporting)?**

Our Strategic Plan contains sections which relate to Category D2:

- Strategic Plan, Strategic & Financial Planning, Objective 1: Fiscal Accountability
- Strategic Plan, Facilities, Objective 12: New & Modernized Facilities
- Strategic Plan, Facilities, Objective 17: Safe, Clean & Attractive Classrooms, Facilities & Grounds
- Strategic Plan, Strategic & Financial Planning, Objective 22: Allocation of human and financial resources

Area of Strength to be addressed

1. *The school and authorizer allocate appropriate resources to support student learning.*
2. *The school has maximized its current facilities to accommodate on-site classes and office space for its staff.*

Area of Strength 1: Necessary texts and equipment are provided for student and faculty use.

The school has the infrastructure in place (LAN) to provide daily technology access to all classrooms and the computer lab, and for all students including special education, both during and after school hours. Teachers have their own workstations on their desk as well as the majority of teachers having laptops for work to home use. There are 4 additional computers available for students in the Main Office building of the District. Computers for student use are located in all buildings:

- Bldg A: 28 computers
- Bldg B: 5 computers
- Bldg C: 44 computers
- Bldg D: 14 computers
- Bldg E: 5 computers
- Bldg F: 5 computers
- Bldg G: 4 computers
- Bldg 1: 4 computers
- Bldg 2: 12 computers
- Bldg 3: 7 computers
- Bldg 4: 2 computers

All computers at Delta Charter High School are available to students for supervised use from 8 am – 4 pm (Monday – Thursday), and 8 am – 12 noon (Friday). All students who enroll with Delta Charter High School have home access to computers with Internet connection, and are provided necessary software or Internet access to all necessary and appropriate programs used in on-line classes.

Installed software available to:

Staff	Students
Adobe Acrobat Pro	Accelerated Reader
Adobe Acrobat Reader	Adobe Acrobat Reader
Adobe Dreamweaver	Adobe InDesign
Adobe InDesign	ALEKS
Adobe Photoshop	AutoSkills
ALEKS	Discovery Education
Discovery Education	Element K
Edius	Edius
Element K	Firefox
Firefox	Internet Explorer
Internet Explorer	Lexis/Nexis
Lexis/Nexis	MadCapLogic (art program)
MadCapLogic (art program)	Microsoft Excel
Microsoft Access	Microsoft PowerPoint
Microsoft Excel	Microsoft Word
Microsoft Outlook	NovaNet
Microsoft PowerPoint	PowerSpeak
Microsoft Publisher	Renaissance Place
Microsoft Word	TurnItIn
OdysseyWare	
PowerSpeak	
PowerSchool	
Samplitude	
SmartBoard software	
TurnItIn	
WinZip	

Area of Strength 2: Comprehensive planning of the daily schedule has maximized use of all available classroom space. Office space is optimally used. In addition, interior redesign of classroom buildings has provided additional space for department resources, student bulletin boards, and display areas.

KEY ISSUE to be addressed

1. *Although the school has added additional buildings since its inception, it has already outgrown its facilities. DCHS needs to develop a long-term facilities plan to accommodate on-site tutorials, lab and research resources required for UC-approved courses and additional elective classes. This plan needs to include a plan on how the facilities expansion will be funded.*

Key Issue 1: Although the school has doubled the number of buildings from 4 to 8, improved landscaping, and added certain facilities (eg. student deck) to enhance the school environment, there still is a need for a comprehensive, long-term facilities plan. However, the express purposes of this plan should not and cannot be limited to those purposes suggested in Key Issue 1 (ie. “on-site tutorials, lab and research resources required for UC-approved courses and additional elective classes”). Rather, the facilities plan must consider the following:

- academic, personal, and social needs of the students as indicated by analysis of standardized test scores and the results of relevant surveys.
- budget constraints
- faculty and staff impacts
- physical education and athletic facilities
- space and building availability

CATEGORY D. RESOURCE MANAGEMENT AND DEVELOPMENT

D3. Operational Standards and Procedures Criterion

- **To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?**

Our Strategic Plan contains sections which relate to Category D3:

- Strategic Plan, Parent & Community Partnerships, Objective 15: Outreach & Partnerships

Area of Strength to be addressed

The school is fully compliant with all state laws, regulations, and codes that govern public charter schools, especially in the area of finances. Certain practices and procedures have been instituted to further ensure that the finances of the school are managed in an equitable, open, and ethical manner. These practices and procedures are monitored, supervised, and reviewed by the Principal and her designees. Each month, the Board reviews for approval the finances of the school, including all expenditures.

KEY ISSUE to be addressed

1. *The school would like to have more involvement of parents and students in budgetary decisions. Parental involvement is a key component of the school program; however, the school does not currently have a formalized a process for soliciting this input.*

We understand the value of open communication and transparency in financial considerations. The monthly Board meetings are open to the public, and budget discussions and decisions are conducted in an atmosphere which engenders and welcomes honest disagreement and debate. Records of all proceedings are, of course, public records. A permanent agenda item for Board meetings is the opportunity for the parent organizations of the schools of the District to report, request, and comment on financial matters. With the revitalization of DHAPTS (the parent organization of Delta Charter High School), a more formalized process for soliciting, discussing, and presenting parent interests to the Board should be designed.

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

Schoolwide Areas of Strength

The committee notes the following as areas for commendation:

Area of Strength to be validated:

1. *The staff of DCHS are energetic, passionate and highly committed educators who are dedicated to the realization of the school's mission. This is validated by the students who regularly communicate that they receive a high degree of caring, concern, and are held to high expectations.*

The emphasis on the ESLR's and their underlying ethical principles communicates the holistic, personalized approach which reflects the school's mission. Courses are designed to introduce, encourage, and strengthen the development of life skills which enhance self-esteem, independence, and confidence in our students. A personalized approach to positive discipline is based in a sense of fairness, equity, and justice. The Board supports and encourages student activities. Its openness to student concerns, interests and suggestions indicates that students are its primary focus. All students have ready access to essential support services. In addition, teachers and Educational Coordinators maintain an "open door" policy welcoming students at any time for academic consultation and personal conferences. The combined efforts of ASB and Leadership classes contribute to an atmosphere of support, camaraderie, and respect. [A1, A2, B1]

2. *The leadership has created a school culture that collects, analyzes and uses data to improve their educational program.*

The regular and consistent use of standardized test results has enabled the strengthening of CAHSEE preparation and the revision of curricula in English, math, science, and social studies. The adjustment of on-site class scheduling was the direct result of analysis of test results and the subsequent commitment to extension of direct instruction time. [A6, B3]

3. *The school has a very efficient Management Team in place that is responsible for communication, planning, and daily operations. They ensure that the school is orderly and organized.*

The Management Team works to establish an atmosphere of cooperation, collegiality and mutual support among faculty and staff. Resources are planned and allocated for optional use with attention to the concerns, needs, and suggestions of faculty and staff. General communication with students, parents and the local community is subject to continuous review in order to attain maximum optimization. [A3, C2, D1, D2, D3]

4. *The school has developed the Personalized Learning Plan educational model, which emphasizes individualization along with a wide range of support for students. Teachers and parents are considered “co-facilitators” in the students’ education. Both students and parents at the school respond to this model enthusiastically.*

Personalized Learning is the hallmark of the school and is reflected in the motto “Where Success is the only Option.” Students, parents, teachers, and Educational Coordinators work together to reach mutually agreed upon academic goals. [A6, B1, B2, C1]

5. *The small campus and learning environment is friendly and supportive. All stakeholders refer to the school as being a part of the “family.”*

Despite the growth of the student population and the additions to the physical plant, the school has maintained a “family” approach to its mission. Continuance of a personalized learning model, regular parent-student-educational coordinator conferences, open access to teachers, and a disciplinary approach which emphasizes respect and responsibility have all contributed to the sense of a safe and supportive learning environment. [A1, A3, A5, C1, C2]

6. *The school has greatly enhanced the support systems for student success both academically and socially by purchasing supplemental materials, increasing tutorials and on-site classes and by developing and refining the Careers class for all grade levels.*

Administration, faculty and staff are united in their commitment to student success. All the resources of the school – human, material, and financial – are dedicated to maximizing student achievement. [A3, A4, A5, A6, B1, B2, B3, C1, C2, D2]

7. *The charter school and its authorizer, New Jerusalem School District, work collaboratively in ensuring that the school receives the resources it needs and that DCHS is in compliance with all charter school laws and regulations.*

The Management Team comprises both District and school personnel who, with the support of the Board, provide strong leadership in the planning, requisition and allocation of all necessary resources to realize the mission of the school. [A1, A2, D1, D2, D3]

Schoolwide Key Issues

KEY ISSUE to be addressed

1. **The school provides students the means to enroll in the University of California and the California State University with appropriate guidance, courses and experiences. The school will need to**
 - a. **develop more rigorous, complex and comprehensive courses,**
 - b. **provide stronger links between what the students want to do/be and postsecondary options, and**
 - c. **designate a highly qualified career and guidance counselor.**

The design, composition and submission of 18 courses to the UC Office of the President, and their subsequent acceptance and inclusion on our “a-g” list, validates that our curriculum sufficiently addresses the academic preparation of our students for college eligibility. The acceptance of our graduates to such prestigious institutions as the Chicago Art Institute and the California State Universities further validates our curriculum and the excellent academic preparation it provides. In addition to information received in Careers classes, students rely on trusted individual teachers to assist them in college planning. With the departure of our college advisor, we are providing financial assistance to a staff member to attain necessary certification in college counseling. [C1]

2. **The school develop strategic opportunities to engage parents in the school beyond working with their own child. Schoolwide parental involvement is sporadic and inconsistent. Since parent engagement is a key component of the school’s mission, the school needs to develop an infrastructure by which parents can provide input on the school’s development.**

Involving parents in a direct way with school activities continues to be a challenge. After two years of inconsistent success at recruiting parents to participate in DHAPTS [Delta High Association of Parents, Teachers, and Students], this program has begun the process of revitalization under the leadership of a former staff member. Although it had a shaky start, DHAPTS has begun to attract increased parent support. DHAPTS leadership is confident that parental involvement will improve as DHAPTS continues to grow. To that end, the DHAPTS leadership, in cooperation with Administration, is planning a program of events and activities which will attract parent support. By providing bus transportation services, the school has eased the burden for some parents of transporting students to the school. This burden may have been a disincentive to return to the school for evening activities and events; by addressing the transportation difficulties of some families (especially in light of fuel prices), it is hoped that those same families will be able to take greater part in school activities. [C2, D3]

- 3. That the school take a more comprehensive approach to curriculum development by enhancing the NovaNet curriculum with more projects, reading, writing, and supplemental learning materials.
We further recommend that additional instructional strategies be incorporated overall (including web-based workstations).**

English, social studies and science have conducted comprehensive reviews of NovaNet curricula, determining and recommending only those units, lessons and assessments which correlate with State Standards. In addition, each department has developed supplemental materials and direct instruction to enhance and strengthen the curriculum. After two years of intense evaluation and analysis of NovaNet by the English, science, and social studies departments, we have reconsidered the continued use of this provider; instead, we have investigated and are currently engaged with OdysseyWare in a pilot program to determine the viability of that provider's curriculum. It must be emphasized that we are not limited to NovaNet for delivery of on-line curriculum: we also contract with recognized on-line curriculum providers (ALEKS, AutoSkills, Element K, MadCapLogic, and PowerSpeak) to ensure quality, challenging curricula which address the needs of our students. [B1, B2]

- 4. That the school further develop and implement a facilities plan to more effectively serve the students it enrolls. More space is clearly needed for on-site tutorials, lab and research areas, additional computer workstations, elective classes and PE and eating space.
We further recommend the school develop a facilities plan that separates the classroom learning environments from the administrative offices.**

This Key Issue was fully addressed by 2007-2008. The addition of an administration building and four new classroom buildings provided needed space. In addition, student recreational/social needs were the object of enhancements to the school site. However, even with expansion of facilities, we find that space is used to capacity. A clear, comprehensive, and long-range facilities plan is needed. [D2]

- 5. That the school has on staff, at least one subject matter expert who is credentialed in that area.**
- 6. Since the Educational Coordinators are responsible for a wide scope of subject areas, professional development in specific content areas needs to be increased (particularly for secondary content levels) to all teaching staff.**

Both Key Issue 5 and Key Issue 6 have been addressed. Each academic department is staffed with highly qualified teachers who are credentialed in their discipline. Professional development is accomplished primarily on an individual basis, but annual staff retreats and bi-weekly staff meetings provide a unified approach to advancing the school's mission. A clear, cohesive, and comprehensive professional development plan would be valuable. [B1]

- 7. That the school develop a sequential mathematics curriculum that better prepares all students for advanced study and success on standardized exams:**

The math curriculum especially has been the subject of an intensive review and reevaluation. The math department is united in its efforts to develop a rigorous curriculum which engages students and prepares them for success on standardized exams. Benchmarks for achievement of school-wide academic goals in math are monitored regularly, and reviewed in the context of the Strategic Plan, the High Priority School Grant, and the Technology Plan. [B1, B2]

**Chapter 4
Schoolwide Action Plan**

It should be noted that in response to the WASC process, the School Board and leadership team has embarked on a process of reviewing, revising, and consolidating 4 major plans which address the needs of the school: the Strategic Plan, the Technology Plan, and HPSG Plan, and this WASC Action Plan. It is the intention of the School Board and leadership team that a general Master Plan will be developed which subsumes these four major plans in a comprehensive, cohesive, and unitive manner.

<p>Goal # 1: the use of assessment tools in curriculum evaluation, design and implementation</p>	<p>DCHS will:</p> <ol style="list-style-type: none"> 1. Design and implement concise and inclusive academic assessment tools that will ensure accurate assessment of students’ achievements and areas for improvement. 2. Provide group and one-on-one specific instruction for needed remediation areas 3. Design and implement a comprehensive approach to curriculum development by enhancing the current curriculum with more projects, reading, writing, and supplemental learning materials. 4. Incorporate instructional strategies to include educationally enhancing cutting edge technology. 5. Develop a sequential mathematics curriculum that better prepares all students for advanced study and success on standardized exams.
<p>Growth Target:</p>	<p>DCHS will measure student academic achievements by:</p> <ol style="list-style-type: none"> 1. Meeting Yearly API Growth Target 2. Improve AYP by 10% 3. 10th grade CAHSEE pass rate on both tests of 65% 4. 11th & 12th grade pass rate, with remediation, 98%
<p>Rationale</p>	<p>Based on past API and AYP scores, it was determined that significant improvements must be made by DCHS students on STAR & CAHSEE testing. A particular area of weakness is Mathematics. DCHS needs to determine the effectiveness of the current Mathematics curriculum and its viability in meeting our students’ needs.</p>

It should be noted that statistics for analysis are now derived from PowerSchool rather than SASIxp. The use of assessment tools in curriculum evaluation design and implementation is habitual and deliberate, not only in the area of curriculum but also in academic counseling and student placement.

However, annual growth targets and benchmarks established in our four schoolwide plans (Strategic Plan, High Priority School Grant, Technology Plan, and WASC Action Plan) are varied and sometimes conflicting. There is a need to define unified, comprehensive, and attainable targets which will provide a basis for accountability for a rigorous, challenging curriculum to assist students in meeting State requirements, school ESLR’s and personal criteria for success.

We have had success in targeting students who need specific one-on-one instruction or who would benefit from small-group instruction. These students are assigned to one of four individual teachers for tutoring and/or remedial assistance.

The particular targets in Goal #1 have been addressed in response to both the HPSG (Goal 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, and Barrier 5) and the Strategic Plan (2, 3, 4, 5, 6, 7, 10, 20, and 13), and are more fully discussed and documented in Section A6 (Organization for Student Learning) and B2 (Curriculum and Instruction). We have had particular progress in using data to review, enhance, and invigorate our curriculum. Mathematics, especially, has experienced success with the marked improvement of CAHSEE math scores.

<p>Goal #2: the use of standards and ESLR's in curriculum evaluation, design and implementation</p>	<p>DCHS will improve curriculum instruction by:</p> <ol style="list-style-type: none"> 1. Develop more rigorous and comprehensive courses that provide strong academic achievements that link the student to postsecondary success. 2. Ensure all curriculum meets or exceeds California Content Standards 3. Incorporate the teaching and measurement of state curriculum standards and ESLR's into all courses and practices. 4. Provide students the means to enroll in the University of California and the California State University by significantly increasing A-G approved courses and offering alternative distant learning A-G approved courses (UCCP). 5. Ensure the services of a highly qualified career and guidance counselor. 6. Ongoing staff development system, which will support this action plan and be responsive to changing student needs.
<p>Growth Target:</p>	<p>DCHS will measure student academic achievements by:</p> <ol style="list-style-type: none"> 1. Students will meet the individualized credit required on a yearly basis 2. Individualized student workbooks updated monthly for academic progress. 3. Increase A-G approved courses from 3 to 25. 4. Increase SAT and/or ACT participation rate by 50%. 5. 100% curriculum content standard mapping
<p>Rationale</p>	<p>Success in the development of essential skills in mathematics, reading and writing and the ESLR's will be the foundation for exponential growth and motivation for each student. This will allow each student the maximum opportunity for high school and post high-school success. Assuring all curricula meet the California Content Standards and are adequately taught and measured, overall students' performance will be consistent with the academic, personal and social goals needed for success. The Educational Coordinators are responsible for a wide scope of subject areas, professional development in specific content areas needs to be increased (particularly for secondary content levels) to all teaching staff. Currently the Educational Coordinators serve as "counselors" to their students. DCHS recognizes the need to hire a highly qualified guidance counselor to assist students in personal and post-secondary goals.</p>

The use of standards in ESLR's has been instrumental in the continued and aggressive approach to curriculum evaluation, design and implementation. Each department has reviewed its curriculum to assure alignment with State Standards, and engaged in recurrent research of available and appropriate texts and supplementary materials. The recruitment, hiring and retention of highly qualified instructors certified in their disciplines have been an advantage in this process.

As a response to our redesign of curricula, increased responsibility in evaluating student achievement has returned to the teacher-of-record rather than the Educational Coordinator. Educational Coordinator and classroom teachers have developed a cooperative approach to meeting student needs. Therefore, the previous need for professional development of Educational Coordinators in all subject areas has decreased.

A staff member was assigned to provide advice and guidance to students in their college aspirations; this staff member was ably assisted by other staff. With the departure of this staff member at the beginning of the current school year, DCHS remains committed to acquiring a highly qualified advisor to more fully address the needs of our college-bound students and to increase student awareness of their opportunities for post-secondary education. To that end, the district has agreed to provide professional development for a qualified staff member to attain proper certification. In addition, DCHS contracts with a certified school counselor to provide evaluation of student transcripts to ensure viability for high school graduation and college admissions.

The particular targets in Goal #2 have been addressed in response to the High Priority School Grant (Barriers 2, 3, 4, 6, 9) and Strategic Plan (9, 14, 18, 21), and are more fully discussed and documented in Sections B1 (What Students Learn), B3 (How Assessment is Used), and C1 (Student Connectedness).

Goal #3: parent involvement	<p>DCHS will:</p> <ul style="list-style-type: none"> • Improve parental involvement by developing strategic opportunities to engage parents in the school beyond working with their own child. • Develop an infrastructure by which parents can regularly and consistently provide input on the school’s development.
Growth Target:	<p>DCHS will measure student academic achievements by:</p> <ul style="list-style-type: none"> • Increase parental involvement in DHAPTS, student activities, curriculum reviews, etc. • Involve juniors and parents in graduation planning and activities.
Rationale	<p>Consistent and regular schoolwide parental involvement continues to be a challenge in our independent study environment. Parent engagement is a key component of the school’s mission; the school needs to develop an infrastructure by which parents can provide input on the school’s development above and beyond the monthly parental & student meetings.</p>

This area remains a challenge and will be a priority for planning and growth. Although DHAPTS in 2008-2009 has experienced a revival, a consistent, coordinated, and continuing effort must be made to ensure its success. Similarly, a commitment to the development of a comprehensive communication plan is essential to sustain a school community and to guarantee involvement with the local community. The various components of such a plan have been instituted, and necessary conversations have taken place to determine needs and methods of addressing those needs; the next phase is to formalize the communications network which is already in place.

This being noted, it is clear that the school has taken significant steps in establishing workable communications procedures: a web-site, a newsletter, ParentConnect (automated telephone contact), mass e-mail, distribution of up-coming events flyers at PLP conferences, use of the “QuickLook” function in PowerSchool which provides teachers and Educational Coordinators access to student academic progress and attendance.

The particular targets in Goal #3 have been addressed in response to both the High Priority School Grant (Barrier 8) and Strategic Plan (Objective 15), and are more fully discussed and documented in Section C2 (Community/Parent Involvement).

Goal #4: facilities plan	DCHS will: <ol style="list-style-type: none"> 1. Develop and implement a facilities plan to more effectively serve the DCHS students. 2. Develop and implement a facilities plan to separate the classroom learning environments from the administrative offices.
Growth Target:	DCHS will measure student academic achievements by: <ol style="list-style-type: none"> 1. Add 2 additional relocatable buildings
Rationale	There is an increased need for more space for on-site tutorials, lab and research areas, additional computer workstations, elective classes and PE and eating space. Currently, administrative offices are contained within a classroom area and thus provide limit to no privacy regarding confidential matters

The continued improvement of our school facilities planning has kept pace with our needs. Improvements in both number and interior design of buildings, plus reassignment of office space, indicate an inchoate vision is in place and merely needs a more formalized articulation. This is clear in that Objective #2 and all recommendations embedded in the rationale have been met; the growth target of additional buildings has also been met. The current facilities plan is properly conceived as a maintenance plan, and can be an important component of a more general long-range facilities plan.

Chapter 5: Progress Report on Goals

Goal #1: The use of assessment tools in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Design and implement concise and inclusive academic assessment tools that will ensure accurate assessment of students' achievements and areas for improvement.	1. implemented use of BASI 2. analysis of STAR results 3. use of ALEKS assessments for math instruction & design 4. analysis of NovaNet assessments in designing Personal Learning Plans	1. instituted use of PowerSchool Gradebook; faculty workshop in the use of PowerSchool Gradebook 2. use of BASI test at beginning and end of school for student placement 3. use of ALEKS progress reports to monitor student learning	1. QuickLook required at all PLP conferences 2. correlation of STAR results to BASI results to determine authentic learning

Goal #1: The use of assessment tools in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Provide group and one-on-one specific instruction for needed remediation areas.		1. required CAHSEE prep classes in math & English	1. instituted Math Literacy course

Goal #1: The use of assessment tools in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Design and implement a comprehensive approach to curriculum development by enhancing the current curriculum with more projects, reading, writing, and supplemental learning materials.		1. attendance at CSU Fresno workshop on Expository Writing; results in redesign of English courses	1. instituted new English course plan: book report form, guided writing packets 2. Asilomar Seminar, results in collaborative approach to writing across the curriculum 3. re-instituted 90-minutes classes; revised schedule 4. mandatory frosh/soph core classes

Goal #1: The use of assessment tools in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Incorporate instructional strategies to include educationally enhancing cutting edge technology. SUGGEST REVISION OF THIS OBJECTIVE RE “CUTTING EDGE TECH”	1. instituted PowerGlide program	1. instituted GeeArt program 2. instituted Element K from New Horizons 3. instituted use of Planners for curriculum guidance	1. instituted AutoSkills math program 2. use of graphic organizers 3. improved use of Planners 4. implemented use of Accelerated Reader 5. instituted use of PowerSpeak 6. pilot program of OdysseyWare

Goal #1: The use of assessment tools in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Develop a sequential mathematics curriculum that better prepares all students for advanced study and success on standardized exams.	1. on-site math classes required	1. review and evaluation of math curriculum 2. determined grading rubric for ALEKS; published to all EC's for use in advising students 3. instituted 3-year math plan	1. instituted 3-day required on-site math classes

Goal #2: The use of standards and ESLR's in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Develop more rigorous and comprehensive courses that provide strong academic achievements that link the student to postsecondary success.	1. developed Contemporary Cultures 2. developed Forensics program 3. implementation of PowerGlide for LOTE courses (Spanish, French) 4. developed Creative Writing 5. developed Digital/Audio 6. Developed Criminal Justice	1. developed Drama course 2. redesign of math courses to provide alignment with CAHSEE/STAR; alignment of ALEKS to Standards 3. instituted 3-year math plan 4. instituted 3 year science plan 5. developed Academic Decathlon 6. expanded Careers curriculum to include greater focus on college	1. refocus of Careers courses to provide for clear scope/sequence 2. developed Math Literacy 3. redesign of English classes to include greater emphasis on reading comprehension/ writing 4. math: alignment of ALEKS to Prentice-Hall text 5. developed News Media

Goal #2: The use of standards and ESLR’s in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Ensure all curriculum meets or exceeds California Content Standards	<p>1. English: review of NovaNet alignment with State Standards</p> <p>2. Science: review of NovaNet alignment with State Standards</p>	<p>1. review of all courses; use of Lesson Plan form</p> <p>2. Science: continued review of NovaNet alignment with State Standards</p> <p>3. redesign of math courses to provide alignment with CAHSEE/STAR; alignment of ALEKS to Standards</p>	<p>1. review of all courses; use of Course Plan form</p> <p>2. Social Studies: review of NovaNet alignment with State Standards</p> <p>3. English: review of NovaNet alignment with State Standards</p>

Goal #2: The use of standards and ESLR’s in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Incorporate the teaching and measurement of state curriculum standards and ESLR’s into all courses and practices. [nb. This seems to be repetition of above; therefore accomplishments and evidence are the same as above]		<p>1. review of all courses; use of Course Plan form</p> <p>2. Science: review of NovaNet alignment with State Standards</p> <p>3. ESLRs aligned with curriculum</p>	<p>1. review of all courses; use of Course Plan form</p> <p>2. Social Studies: review of NovaNet alignment with State Standards</p> <p>3. English: review of NovaNet alignment with State Standards</p> <p>4. ESLRs incorporated into Careers Classes</p>

Goal #2: The use of standards and ESLR's in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Provide students the means to enroll in the University of California and the California State University by significantly increasing a-g approved courses and offering alternative distant learning a-g approved courses (UCCP).		1. successfully submitted courses for acceptance by UCOP	1. successfully submitted courses for acceptance by UCOP

Goal #2: The use of standards and ESLR's in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Ensure the services of a highly qualified career and guidance counselor.	1. Teacher assigned to college/career advisement	1. In-depth training (San Diego) 2. instituted College Bound course	1. [Career/guidance counselor transferred to San Diego]; School provides financial assistance for staff member earning college counseling certificate 2. College Bound curriculum enfolded into Careers classes

Goal #2: The use of standards and ESLR's in curriculum evaluation, design and implementation.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Ongoing staff development system, which will support this action plan and be responsive to changing student needs.		1. Staff seminar at Asilomar 2. Redesign of staff evaluation instrument to focus on course content and delivery	1. math in-service: computer tutorial program

Goal #3: Parent involvement.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Improve parental involvement by developing strategic opportunities to engage parents in the school beyond working with their own child.	1. Parent volunteer chaperones for debates, dances, etc 2. Senior breakfast 3. Open House 4. Parent attendance at school board meetings 5. involvement with graduation planning/implementation	1. Parent volunteer chaperones for debates, dances, etc 2. Senior breakfast 3. Open House 4. Back to School Night 5. implementation of communication plan: student newsletter, school paper 6. contract with Making Connections 7. College Information Night 8. increased contact time between EC's and parents	1. Parent volunteer chaperones for debates, dances, etc 2. Senior breakfast 3. Open House 4. Back to School Night 5. parent assistance with baseball team

Goal #3: Parent involvement.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Develop an infrastructure by which parents can regularly and consistently provide input on the school's development.	1. DHAPTS activated		1. revival of DHAPTS

Goal #4: Facilities plan.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Develop and implement a facilities plan to more effectively serve the DCHS students.	1. addition of building "D" (fine arts bldg) 2. reconfiguration of building "A" to encompass computer lab 3. installation of additional canopies, tables	1. blacktop of quad 2. reserved faculty parking area to provide more parking space for students/parents 3. installed dedicated science building 4. acquire shed for housing curriculum materials 5. addition of 4 buildings ("E", "F", "G", "H") 6. Facilities Plan adopted by Board 7. expanded math labs in building "C" 8. contracted with Lunch Truck to provide food for students and staff 9. expanded data/telephone infrastructure 10. additional student seating in Quad 11. increased area of blacktop for Quad	1. relocation of shelters to provide more pleasing student area 2. installation of security cameras 3. additional computers in classroom buildings for student use 4. redesign of Main Office use of space 5. addition of a staffed curriculum room 6. added "healthy snack" vending machine 7. DHAPTS instituted food sales at lunch

Goal #4: Facilities plan.

DCHS will:	Accomplished 2006-2007	Accomplished 2007-2008	Accomplished 2008-2009
Develop and implement a facilities plan to separate the classroom learning environments from the administrative offices.		1. added new bldg to house administrative and support staff	1. reassigned office space to facilitate student supervision 2. addition of a staffed curriculum room