



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delano High School	15634121531672		

Purpose and Description

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

Schoolwide Program

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

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

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

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

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

As a school, we regularly ask our students, parents, and staff to respond to questions about our programs that we offer. We have discovered that such an activity provides us with valuable feedback about how we are doing in our quest to provide an exemplary education to the students who walk our hallways and/or continue their distant learning journey. Our goal is always to provide a student-centered environment that provides every child with a rigorous, standards-based curriculum in every content area.

Parent and teacher surveys were administered in July to gauge learning needs for distance learning instruction. Parent and student surveys were conducted again in October 2020 as an indicator to measure effective services and supports to address learning during COVID-19 school closures.

Parent, student, and teacher surveys are conducted regularly (April 2020, July 2020, October 2020) to gauge instruction, student needs, and academic achievement. Surveys are administered via personal phone calls, Blackboard Connect text message, and Microsoft Teams forms.

Our most recent surveys are included below:

1. 100% of parents agreed that the school has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD.
2. 100% of parents agreed that the school facility is in good repair.
3. 100% of parents agreed that teachers are appropriately assigned and fully credentialed in their subject area.
4. 100% of parents agreed that the school has implemented the academic content standards for all students, including English Language learners, students with disabilities, and those who are gifted.
5. 95.7% of parents agreed that the school involves parents in providing input in making decisions for the school/district.
6. 97.8% of parents agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
7. 97.8% of parents agreed that the school/district prepares students for college or career pathway.
8. 96.7% of parents agreed that the school effectively addresses attendance (during COVID-19), dropout, and graduation.

Parent Survey:

The survey shows that parents feel that we are providing their student with a strong and challenging curriculum, as well as keeping their children safe while they are on campus.

The results from the most recent student survey are below.

Student Surveys - October 2020

The following questions were included on the student survey.

1. The School has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD.

100% of students agreed with this statement.

2. My school facility is in good repair.
99% of students agreed with this statement.

3. My teachers are appropriately assigned and fully credentialed in their subject area.
100% of students agreed with this statement.

4. My school has implemented the academic content standards for all students, including English Language Learners, students with disabilities, and those who are gifted during COVID-19 school closures.
100% of students agreed with this statement.

5. My school involves parents in providing input in making decisions for the school/district.
93% of students agreed with this statement.

6. The school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
90.5% of students agreed with this statement.

7. The school/district prepares students for college or career pathways.
93% of students agreed with this statement.

8. The district/school effectively addresses attendance (during COVID-19), dropout, and graduation.
94.1%% of students agreed with this statement.

9. The school provides alternatives to suspension for minor offenses such as disruption or defiance.
92.3% of students agree

10. Students feel safe while at school (including COVID-19 safety concerns) and students feel connected to school.
85.4% of students agreed with this statement.

11. My school provides access to a broad course of study.
100%of students agreed with this statement

12. My school provides effective services or supports to address learning loss during COVID-19 pandemic distance learning?
91.7%of students agreed with this statement

13. I have access to connectivity and a laptop or Chromebook to participate in distance learning and complete my homework
100% of students agreed with this statement

Staff Surveys - 2020-2021

The DJUHSD has attained full implementation of the state academic standards in the core subject areas as well as the subject areas of Visual Performing Arts, World Languages, Career Technical Education, Health Education, and Physical Education.

Instructional Materials

Full Implementation and Sustainability in English language arts and English language development
Full Implementation in mathematics, science, and history

Implementation of Standards

Full Implementation and Sustainability in Health and Visual Performing Arts
Full Implementation in Career technical Education, Physical Education, and World Language

On California Dashboard for DJUHSD:

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts
5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)
5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics
4 Full Implementation

Next Generation Science Standards
4 Full Implementation

History - Social Science
5 Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education
4 Full Implementation

Health Education Content Standards
5 Full Implementation And Sustainability

Physical Education Model Content Standards
4 Full Implementation

Visual and Performing Arts
5 Full Implementation And Sustainability

World Language
4 Full Implementation

Classroom Observations

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

In-Person classroom observations are performed regularly by Delano High School site administration. Classroom observations are divided among the four-member administrative team. These observations are typically short and informal with the intent to provide support as well as effective feedback regarding instructional practice. In addition to these informal observations, site administration formally evaluates provisional and probationary teachers with multiple walk through observations and full-period observations. A permanent teacher is typically evaluated every other year. The formal evaluation consists of a pre-conference, a full-period observation, a post-

conference, and additional classroom walk through observations. The evaluation process enables site administration to evaluate instructional strategies and effectiveness as well as classroom management and lesson design.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Cohort meetings are held regularly in which assessments are discussed and revised. The results are then analyzed and applied to refinement of pacing, lessons, and classroom instruction. This allows our teachers to better support student learning in all content areas.

Late starts occur once every other week. During these late starts, cohorts work together to answer the 4 Critical Questions. What do we expect students to learn? How do we know they are learning it? How do we respond when they don't learn it? How do we respond they they have already learned? Teachers and staff have analyzed student performance data over the course of the past several years and are addressing any gaps via departmental cohorts and in school-wide leadership meetings. This year, we are more specifically analyzing the various claims from the 11th grade Common Core English and math Smarter Balanced Assessments for various strengths and weaknesses in order to further refine curriculum not only for the 11th grade but for 9th and 10th grade as well. Additionally, Academic coaches in the area of Math, Science, and ELA have been assigned a class period to assist math and English Cohorts in data analysis and curriculum refinement.

Delano High School has a Local and State Assessment Coordinator, who under the supervision and direction of the Learning Director, implements local and state assessments including but not limited to ELPAC, FACS, Benchmarks, and CAASPP. In addition, coordinates with local feeder schools on placement tests for incoming 9th graders. The Local and State Assessment Coordinator also assists teachers with Data Analysis and use of educational technology programs such as Illuminate Ed, Edgenuity, Pearson lit, Aeries Grade book, Microsoft Teams, Canvas LMS, and Parent Portal.

Teachers use Illuminate to make the collection and sharing of assessment data much easier. Illuminate provides the means for the selective analysis and manipulation of data, which includes the specific correlation of each assessment question to one or more Common Core, CA state, or CTE

standards, the exact numbers of students who mastered the standard(s), and which particular skills most require clarification through reteaching.

Parents and students have access to Aeries parent and student portals where both can access the specific student's grades, which are updated bi-weekly. In an effort to increase awareness, counselors schedule parents for weekly workshops to educate parents on how to navigate portal.

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

Data from 2018-2019 Academic School Year:

Delano High School students have made amazing gains on all high-stakes tests. DHS was the only school in Kern County selected under the Exceptional Student Performance criteria.

The attached charts illustrate how much progress our students have made over the last few years.

Our English Language enrollment number exceeds the state averages and has remained steady over time. Our student population is a reflection of the community of Delano which is predominately Hispanic and Filipino.

Although we have a large number of students who are second-language learners, we are still making significant progress toward English proficiency with this subgroup. Many of our students come to us reading at a 4th grade-level and by the time they have graduated, they have made significant strides. Our scores have consistently been higher than state averages. We believe that such gains can be attributed to, in part, by providing our EL students with a culturally.....

DHS continues to perform strongly with the new Smarter Balanced Assessments in English. 66% of our 11th grade students were considered college ready based on the English portion of the CAASPP, surpassing the national average of 49%. We attribute this success to our programs, which target our ELL students, and our struggling learners. We have a strong after school tutorial program, as well as the support of our administration, which allows teachers to hold students responsible for their learning. As we continue to increase student performance, we will be placing a stronger emphasis on the Listening strand as our students seem to have trouble in this area. Teachers will work in cohorts to look for ways to support all students in this area of growth.

Analyzing our CAASPP data, it is obvious that our students are succeeding at a much higher rate in English than they are in math; however, our math department continues to reach for excellence. DHS performed above the county average testing: 33% of our students met or exceeded standards, while the county average was 25%. The school community will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve upon national, state, and local assessment results.

Due to the COVID closure and lapse of certain state tests, we are continually refining our practices and assessing for gaps in student learning. We know that we will have to continually refine our practices in order to see our students be successful.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every effort is made to recruit and retain highly qualified teachers in all subject areas. ESSA requires that all teachers teaching in core academic subjects be “highly qualified.” All of our teachers have a bachelor’s degree as well as a California teaching credential or are currently enrolled in a subject matter credential program. In addition to the credential, teachers must demonstrate core academic subject area competence. All teachers hired under an intern credential, provisional intern permit, short term staff permit, or variable term waiver are expected to participate in an appropriate credential program & make satisfactory progress towards a preliminary credential as a condition of reemployment. In an effort to provide additional support for new teachers, they are provided with a mentor teacher from their home site to assist them. Teachers who have qualified for a preliminary credential are expected to participate in the Teacher Induction program (TIP) and to make satisfactory progress towards attaining a clear credential.

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

Teachers continue to develop professionally via education classes resulting in advanced degrees, additional credential classes, and the TIP program administered jointly by the Kern County Office of Education and the California Commission on Teacher Credentialing. Teachers who are in the TIP program participate in professional development that is designed to address the needs of new teachers. Teachers also work alongside subject matter resource teachers who provide ongoing support to teachers. The site Learning Director also meets with new teachers monthly to ensure that they receive the training and support necessary to be successful in the classroom.

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

The Curriculum, Instruction, and Assessment (CIA) team identifies the professional development needs for the district. This interdisciplinary team consists of district administrators as well as principals, Learning Directors, and other site personnel. The team analyzes student performance data, discusses results from classroom observations, and evaluates concerns raised during cohort meetings to ensure that professional development needs are reviewed on an ongoing basis. This team also reviews programs and products presented by vendors.

Site administrators & academic coaches work to ensure that strategies taught during professional development opportunities are implemented into classroom instruction. Teachers have received professional development on the implementation of the PLC process. An integral part of teaching with this method is immediate, frequent, purposeful monitoring of student learning. Both teachers and administrators participate in AVID Summer Institute on a yearly basis as appropriate. Site-specific leadership teams determine strands that will meet the learning needs of the students, and teachers share material learned at the institute with the AVID site team to help methodologies such as Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to be embraced school wide. Advanced Placement teachers participate in AP workshops approximately every other year to remain current on expectations associated with teaching these rigorous courses. Administrators and ELD teachers have participated in staff development relating to the needs of English learners. This professional development centers on the discrete language skills that students need to master in order to gain English fluency. Site administrators are responsible for monitoring the implementation of these methods. English teachers are participating in the Expository Reading and Writing Institute (ERWC) in conjunction with the CSU system that focuses on reading and analyzing informational and argumentative texts in order to prepare students for the rigor of collegiate academics.

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

The site Learning Director, departmental academic coaches, and principal provide invaluable support for both new and veteran teachers. This year, new teachers regularly meet to discuss concerns and issues, especially curricular ones, that new teachers face. These meetings cover everything from best instructional practices, collaborating across their cohort, seeking guidance from their department chair for curricular materials and resources, to utilizing remaining time at the end of a class period by checking for understanding, using questioning techniques or exit tickets, or a variety of other strategies. Additionally, new teachers are provided support from the TIP program. In addition, intern-teachers are provided with a veteran teacher mentor, who meets with them on a weekly basis.

Teachers are encouraged to continuously refine their professional practice through participating in professional organizations and through increasing their subject-matter knowledge. DHS has adopted a school-wide practice of setting clear lesson objectives and "Checking for Understanding" to ensure students are mastering standards as lessons are being taught. Future support efforts include ongoing training on PLC, AVID strategies, Thinking Maps, EDI, DOK through WebAlign, and ELD Strategies. Teachers will also continue to receive support through their cohorts.

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

All teachers participate in subject and grade-level cohorts. These teams work together to analyze and disaggregate data from local assessments, ELPAC, CFAs, and the CAASPP assessments. Under the direction of the site administration, teachers meet weekly to address concerns regarding student learning and achievement. They collaborate to identify teaching methods that will best address the various student learning needs in each classroom. The primary focus of cohorts this year has been improve the data analysis process and refine our interventions. Teachers submit agendas and minutes from their cohort meetings to the Learning Director who reviews these items and monitors the development of pacing guides, assessments, and other curricular projects. Teachers are also provided with time to collaborate after school, on Saturdays, and during the summer as needed.

The site administration meets monthly with the academic leadership team, comprised of ASB, department chairs, and departmental academic coaches, to address barriers and to make recommendations regarding the overall academic program at Delano High School. There has been an increase in collaboration among various disciplines which will become more prevalent throughout the transition to the common core. The AVID site team meets on a monthly basis to address individual student concerns as well as to discuss student performance data, WICOR strategies, recruitment and retention efforts, and the results of classroom observations..

Teaching and Learning

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

Each department meets in grade-level and content cohorts to align curriculum, instruction, and materials to current content and performance standards. Documents such as pacing guides, essential standards, & learning targets are reviewed and modified yearly as needed. Teachers receive additional time to work on these documents on an as needed basis.

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

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

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

All Delano High School, students have access to appropriate textbooks and instructional materials. Students have access to these materials both during the school day and at home. All science labs are adequately equipped with lab materials and equipment for student use. DHS has purchases enough textbooks for each teacher to have a class set as well as for each student to take a textbook home. In the fall of 2021, DHS purchased classroom libraries for English classes in order to provide high-interest texts to all students.

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

DHS offers a variety of class levels from High School level, College Preparatory (CP), College Preparatory Sheltered (CP-S), Honors (HNRS), Advanced Placement (AP) as well as over 60 sections of Dual Enrollment Course in partnership with Bakersfield College, CSUB, and Cerro Coso College. Courses such as AVID provide assistance to students choosing to participate in rigorous courses as well as additional support in the areas of organization, notetaking, and higher-level questions.

All students have access to the core courses. A sequence of courses must be followed in some departments which build on a foundation information. Delano High School embraces the equity and access statement that “all students deserve an opportunity to participate in rigorous and academically challenging courses and program.” All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for enrollment to AP courses.”

An effort is made to ensure classes at DHS follow a rigorous and challenging scope and sequence, which has been aligned to the CCSS. English Language Learner students are enrolled in appropriate leveled ELD courses and are mainstreamed when reasonable fluency in English has been achieved. DHS has several ELD, tutorial, and/or special education programs in place to help support all of our students. Textbooks and supplementary materials are aligned to the Common Core State Standards and/or the California State Standards and are available for all students to use.

Opportunity and Equal Educational Access

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

Delano High School operates under the philosophy that well-trained teachers will provide the best and most academically challenging education to all students. Teachers have been trained in Explicit Direct Instruction, Differentiated Instruction, AVID strategies, DOK, and other instructional strategies.

Many DHS teachers have been trained in SDAIE methodologies. These strategies ensure that teachers are reaching all students, especially English learners. SDAIE strategies use graphic organizers and visuals, which allow those students with learning disabilities or language barriers to better understand the lesson being taught. SDAIE training occurs on a continual basis for teachers.

The instructional staff at DHS continues to be trained on the use of technology within the classroom. This training has been educating teachers on how they could incorporate websites, music, and videos into instruction as well as utilize Illuminate and Smart Board technology. More recently, our staff has received training in the use of TEAMS and CANVAS for both cohort collaboration and classroom integration.

Teachers at DHS have access to a variety of technological devices for use within the classroom. Available to the staff are document cameras, Promethean, LCD projectors, televisions, DVD players and overhead projectors. All classrooms are equipped with overhead screens. Every classroom in the math, English, and science department is equipped with a Smartboard, and this technology is moving to other core departments as well. For the 2020-2021 academic school year, all Delano High teachers are equipped with wireless devices to allow them to provide students the best possible distant learning experience. All ELA, math, science, and many other teachers have been provided with a laptop cart. Additionally, last year, DHS has installed a projector and sound system in the gymnasium.

DHS offers a variety of class levels from English Language Development (ELD--Emerging and Expanding), High School level (Gen), College Preparatory (CP), College Preparatory Sheltered (CP-S), Honors (HNRS) to Advanced Placement (AP) to college courses (Dual Enrollment). Currently, DHS has more Dual Enrollment classes than most other school in Kern County. While the Dual Enrollment Program aims at supporting students in earning post-secondary credit, another intent of the program is to close the achievement gap for all students by increasing student performance in all state and federal assessments, as well as to ensure students are college and career ready. It is also an honor to mention that in 2019, Delano High School had the first dual graduate student in the District. The student graduated simultaneously with an Associate of Arts degree from Bakersfield College and a high school diploma from DHS. This groundbreaking achievement has motivated Delano High School to commit to increasing this number in the upcoming years

AVID provides assistance to students choosing to participate in rigorous courses as well as additional support in the areas of organization, note-taking, and higher-level questions. Our special education classes provide a small class to teacher ratio for English and math and have adopted a push-in model where teachers go to the core classrooms to co-teach the subject matter. Additionally, the special education department has a resource room where students can go throughout the day to seek extra help with areas of difficulty or test with the necessary accommodations.

All students have access to the core curriculum. A sequence of courses, which builds on

foundational information, must be followed in some departments. Delano High School embraces the equity and access statement that “all students deserve an opportunity to participate in rigorous and academically challenging courses and program. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for enrollment to AP courses.”

Advanced Placement classes include the following:

- o English Language and Composition for 12th Grade
- o Calculus AB
- o Calculus BC
- o Environmental Science AP
- o American Government
- o Economics
- o Biology AP
- o Physics A - AP
- o Spanish Lang AP.
- o Spanish Lit. AP.

Classes that are offered as Honors courses are:

- o English 9 and 10
- o Geometry
- o Algebra II
- o Trigonometry
- o World History
- o Lab Biology
- o Chemistry
- o Spanish I, II

Dual Enrollment Courses

- o English B1A- Bakersfield College
- o Spanish B1- Bakersfield College
- o Hist. 17A- Bakersfield College
- o Hist. 17B- Bakersfield College
- Hist 4A - European Civilization A- Bakersfield College
- Hist 4B - European Civilization B- Bakersfield College
- o Health B1- Bakersfield College
- o Student Development- Bakersfield College
- o Communications in Health Care-Cerro Coso
- o Medical Law and Ethics-Cerr Coso
- o Electronic Health Care-Cerro Coso
- o MIS 2000 (Excel Course) -California State University Bakersfield

Articulated Courses

- o Computer Literacy
- o Intro to Psychology
- o Spanish 1 CP
- o Spanish Speakers 2P
- o Spanish Speakers 3 CP

o Spanish Speakers 3P, 3H, 4AP

Special education services will be provided pursuant to the pupil's individualized education program (IEP) with the necessary modifications and accommodations to ensure that the individualized education program can be executed in a distance learning environment. Students with disabilities are enrolled and have equitable access to comparable opportunities that include participation and enrollment in Career Technical Education, dual enrollment, and UC a-g courses. The special education teachers are assigned to co-teach with the general education teacher in the subject areas of English and mathematics for the purpose of providing instructional support for students with disabilities and implementing Universal Design for Learning (UDL) strategies. Paraprofessionals are assigned to provide instructional support for students with disabilities in English, social studies, and the sciences. Students with disabilities are provided instructional support through Microsoft direct messaging with the special education teacher or paraprofessional before and during synchronous and asynchronous instruction. For pupils with significant cognitive disabilities, synchronous instruction is provided via Zoom and Microsoft teams. Special education teachers of students in Special Day Class (SDC) use Unique Learning System (ULS), a standards-based program specifically designed for students with special needs to access the general education curriculum. ULS is a cloud-based platform, which allows teachers to deliver differentiated, standards-aligned instruction to students with complex learning needs. The use of a cloud-based curriculum system allows for students to have consistent access to high-quality instruction in a motivating and interactive distance learning environment.

Designated and integrated instruction in English language development (ELD) - will continue to be provided to all English learners including assessment of English language proficiency, support access to curriculum, and reclassification of pupils who have met the criteria of English language proficiency. All English learners are provided designated and integrated ELD as part of the standard instructional program. Assessment of English language proficiency and reclassification procedures during COVID-19 have been developed and integrated as part of the Master Plan for English Learners approved by DELAC and the governing board August, 2020. All certificated teachers have the appropriate authorization in their subject matter to provide designated or integrated ELD. Instructional assistants provide English learner support and services in attaining, within a reasonable amount of time, grade-level proficiency in English as well as providing instructional academic support for success in core academic content classes. The approved DJUHSD English Learner Educational Plan is designed to provide English learners with access to core academic content and a broad course of study including UC a-g eligibility and CTE completion.

Our severely Handicapped Special Education students are placed at Cesar Chavez High School to complete grades 9-12 and Robert F. Kennedy High School for 12+ years in a transition program. Delano High School serves mild to moderate special educational students in a Special Day Class setting, focusing on obtaining job skills. The purpose of these specialized programs is to provide customized instruction and curricula that helps these students meet academic standards and take an active, engaged interest in what they learn and can do.

Students are placed in the most rigorous courses possible. If a student wishes to drop down to a lower level course, he or she must first talk to teacher, parent, counselor, and seek final approval from an administrator in which a meeting will be held/ We encourage all students to take rigorous courses in order to foster a belief in academic optimism.

Counselors examine students' Incoming Freshmen ELA and math placement tests, their Spanish I and II Challenge Exams (for native speakers), their CST Life Science scores, teacher recommendations, and/or grades in previous classes and place students according to their ability and future goals. Teachers also can request student changes, if needed. Students performing below standard on local assessments are identified and are provided with appropriate intervention.

At Delano High School all students have access to completing high school graduation requirements, pursuing an a-g requirement course of study, establishing post-secondary options and joining different school programs. All students, in conjunction with their counselors, construct a four-year plan, which also includes vocational interests and classes which meet these interests. Delano High School students are set to be equipped to meet the expectation of College and Career Readiness.

Upon enrolling, all incoming freshmen are assigned to a counselor who will follow that student through high school until graduation. This offers both the student and the counselor time to work together to develop the student's plan for both high school and post-secondary pursuits and assist students with the 10YearPlan which they create during their College and Career Readiness Class.

Over the course of the school year, counselors regularly visit classes to present DHS graduation requirements, and CSU/UC requirements. Information about assessment tests such as PLAN, PSAT, ACT, and SAT, are shared with students. In addition, Delano High School is an approved testing facility for the SAT which is a benefit to our students as they in a familiar and comfortable environment. During the 11th grade year students are also encouraged to complete the PSAT, which is the practice SAT offered through the College Board.

Although counselors are the gateway to programs for students at DHS, all staff at DHS help guide students to programs that will assist them to become successful.

The following programs assist students with their academic achievement:

After-School Tutorial: All core departments at DHS offer seventh period tutorials for students who are not currently mastering core academic standards. Tutorial instruction is focused on skills that allow students to meet standards, but all students who want extra help are welcomed. Teachers are encouraged to send students they see are struggling. Additionally, a seventh-period ELPAC prep is provided to EL students to increase their reading, writing, speaking, and listening skills, all of which are assessed on the ELPAC.

CAASPP Preparation: The school has invested in materials and computers designed to increase student achievement on the SBAC to ensure that our students score above or at grade-level on their English and math assessments. Seniors who scored at near grade-level in English are assigned to an Expository Reading and Writing class in order to aide them in becoming college ready in English by the end of their senior year.

After-school and Saturday tutorials are available for students who wish to further advance and refine skills in order to pass the AP exams or perform higher on SAT and ACT college entrance exams. In addition, we have Reading Horizons, and Doorways to College, which has SAT prep material and practice exams to help bolster student scores on college entrance exams.

Academy of Medical Sciences: This academy is a unique partnership between education and industry. This three year program operates as a "school within a school." Students are offered a wide variety of experience and medical knowledge integrated into their academic classes. Students fulfill all college prep graduation requirements. With the many job shadowing experiences, students

get a "real life" application of knowledge and hands on skills. Sophomores and juniors receive three core subject CP classes and one Career Tech. course. Students also receive dual enrollment credit through Cerro Coso and Bakersfield College with an opportunity to pursue a certificate in Medical Assistant Front Office or Clinical Medical Assisting. Seniors also have the option to receive at least one core and one career tech course (North Kern Vocational) combined with over 100 hours of on the job training in specific fields. Upon completion of the program, students are prepared to take the Certified Nursing Assistant state board exams and pursue an AA through Cerro Coso.

Advancement Via Individual Determination (AVID): DHS currently supports the AVID program with the anticipation of taking the program schoolwide. This program targets students who have demonstrated high academic capacity, but through circumstance, may fall short of their potential. Typically they will be the first in their family to attend college and many are from low-income households. For one period a day, students are supported with organizational and study skills, engage in peer tutoring, and learn methods that will increase their achievement on academic assessments and prepare them to succeed in college. AVID offers training for students so they can become certificated AVID tutors once they are in college and training to high school students to become peer tutors. This training not only reinforces their own skills and moves them towards the Tiger Skill of personal responsibility, but is considered by college admission boards as an important indicator of future success in higher education. College tutors have also been hired for the 2019-2020 academic school year and will resume when classes return to a traditional setting.

Career Pathways: Delano High School currently offers the following Career Pathways: Agriculture-Ag Business, Ag Mechanics, and Agriscience; Arts-Performing Arts, Design and Visual Media Arts; Business-Financial Services, Profession Sales and Marketing, Entrepreneurship, Information Support and Services, Integrated Graphics Technology; Health-Therapeutic Services, Patient Care; Welding.

College Tours: Counseling department, CTE Instructors, and the AVID Program make an effort to take students on regular college tours. These trips allow students to experience college life from a unique perspective. Tours will resume when a safe return is possible.

Credit Recovery: DHS has a credit recovery program available during seventh period Monday through Thursday and also on Saturdays for students who need to recover credits in order to graduate. Courses are A-G aligned and approved, so students can retake a course in order to be back on track. Students are monitored by teachers and counseling staff while working individually on computers using Edgenuity software.

FFA: Every student enrolled in an Ag class is able to participate in FFA. Part of the class grade requires that students participate in a minimum of three FFA activities per semester. These activities range from chapter meetings to helping at the Delano Harvest Festival. The students organize a Pumpkin Patch for the community which was also opened for one day to local elementary and preschool students. The majority of the FFA activities students participate in are geared towards helping them gain real world experience in the agriculture industry. For example, DHS hosts a citrus judging team. Students judge and give oral presentations on classes of oranges, lemons, and grapefruit. The knowledge they gain about common diseases, pests, and environmental issues that citrus growers face every year is invaluable and can easily allow them to find summer jobs and even part time jobs to help pay for college. Students are also required to have a supervised agriculture experience (SAE) project, where they take the knowledge and skills they have learned in class and apply it to their own projects in hopes of either creating their own agriculture business or gaining experience in an agriculture field by working for a local agriculture business. The knowledge and skills required for them to be successful with their projects comes straight from the lessons taught in

the classroom.

Mock Trial: Mock Trial is a competition class where students perform a "mock" trial and learn the steps and procedures of a real court case. Students learn the various roles involved in a court case and the reasoning process of a lawyer, judge, and jury. This experience allows students to take a peek into the courtroom and to the careers involved in the courtroom as well as helps students to develop critical thinking skills. Competition for DHS students are held in the Bakersfield's courthouses which adds to the flavor of a real courthouse experience.

College and Career Readiness: In partnership with Bakersfield College, Delano High School has incorporated a total of six dual enrollment courses offered to our students. These courses are taught by Delano High School teachers who have been approved as adjunct professors with Bakersfield College. A dual enrollment parent meeting was held to educate parents on the benefits of their child's dual enrollment course. Courses offered at Delano High School are English B1a, Exp. Writing, History 17a and 17b, Health, and Student Development.

CTEIG Training Center (formerly NKVC): This program recently closed, but was absorbed by Delano High School. 3 teachers are now part of the DHS staff and provide instruction to DHS students as well as other students across the district, which includes vocational training. This provides students hands-on training and experience in a wide range of occupations. \

Nursing
Health Occupations
Welding

Students with special needs may enroll in these courses at any grade level.

Post Graduation Programs: DHS counselors also help graduating seniors apply to the University of California system of admissions with University of California's Eligibility in the Local Context (ELC) and On Track program. The ELC student must have a minimum UC-calculated GPA of 2.8, have completed a specific pattern of at least eleven academic courses, and rank in the top four percent of the high school class. For On Track, they must have a minimum UC-calculated GPA of 2.8, have completed a specific pattern of academic courses, and rank in the top 5 to 12.5 percent of their high school class.

Work Experience Education: Work Experience Education (WEE) is a California State regulated program, which allows students who are at least 16 years of age, with part-time jobs, to earn elective credits toward graduation. Delano High School offers Vocational, Exploratory, and Regular Work Experience.

Student Support: Delano High School is committed to providing students with educational opportunities that will ensure their academic success. All academic programs at DHS stress standards-based curriculum and the pursuit of academic excellence. DHS has also committed a large amount of resources to providing students with an appropriate amount of support to ensure they reach their personal and the district's academic goals. Students who are classified as Special Education, Migrant, GATE, EL (English Learner) or LEP (Limited English Proficiency) have access to programs that support their academic needs. Selective classroom placement attempts to group students with similar needs and academic goals together so they may better receive strategic classroom instruction. Procedures for Special Education students are implemented and followed so that teachers are made aware of any special needs a student might have. As part of this process, Special Education teachers inform teachers of identified students with instructional methods that can

be implemented or other student management suggestions that may increase the chances of such students succeeding in the classroom.

Even students who are in the most rigorous courses offered at DHS, specifically the Dual Enrollment, Honors classes, have access to tutorial sessions designed to meet their academic needs. Counselors and Teachers keep track of student progress and make suggestions and placement decisions that focus on the students' immediate and long term needs. Some students have circumstances that may impair their academic success and place them at risk of dropping out of school or of not completing the graduation requirements. In these cases staff and teachers collaborate to identify problems that impair student success and construct a strategy to address those issues and facilitate student success. Students with immediate needs, but who do not qualify for specific program services, have access to after-school tutorial, either in the school library or with individual teachers. AVID is another program that is tailored to meet the needs of students wishing to go to college but who need extra assistance and guidance to improve their chances of achieving that goal.

Support Services for Academic Success

The counseling department provides the initial placement of students as they enter DHS. The same counselor stays with an incoming class all four years they are at DHS. When registering for classes, counselors meet with students and parents to outline a four-year plan based on their academic goals and needs. Past CST and SBAC scores and any other data concerning the incoming student that is provided by feeder schools or the last school attended are used to assess initial placement and to determine if immediate support services need to be assigned to the student. At least twice a year students are called in to see their counselor to check on academic progress and on how they are meeting the objectives of their four-year plan. Adjustments to the plan can be made and/or support services can be recommended at that time. Upon entering the 10th grade students may take the PLAN Test, which is a preliminary ACT test for college admissions. Students may take the ACT and SAT exams their 11th and 12th grade years. Counselors may also arrange for students to take the Armed Services Vocational Aptitude Battery (ASVAB) for those considering joining the Armed forces after graduation. During the 2018-2019, military representatives administered ASVAB exam on site. Counselors provide an important service in assisting students in reaching their immediate and long-term academic goals.

Advancement Via Individual Determination (AVID) supports students who have a stated goal of attending and graduating from a four-year college or university. AVID has criteria for which students are selected. The most common qualification among DHS AVID students is for those who come from families without a history of college attendance and other economic and social factors that have been identified as obstacles to successful completion of college. AVID has the built-in feature of tutorial services and its curriculum is designed to improve students reading, writing and critical thinking skills. In most cases, students in AVID will spend all four years in the program with the same teacher. Thus, the teacher is better able to assess progress and provide adequate support along the student's four-year plan.

After school tutorial is offered to all students in core classes. Students may be assigned tutorial by their teacher if they are not meeting the academic goals of the class or students may request assistance in their learning of the academic content. No core subject area has fewer than two days per week of tutorial. Currently English, Science, Social Studies, and Math offer three days of tutorial per week.

DHS offers Dual Enrollment, Honors, and Advanced Placement courses to any student who wishes to challenge himself/herself with more rigorous classes. Students may also be recommended for Honors and AP classes by any of their classroom teachers. Honors and AP classes have an open enrollment policy. DHS has dedicated resources to create an after-school tutorial opportunities for AP students. In these tutorial sessions, students can receive the support needed to acquire and develop the academic skills required by the College Board and the AP curriculum.

When a safe return is possible, DHS will have a late bus schedule for students who miss the regularly scheduled buses in order to attend after-school tutorial sessions. We also provide buses for students who need to attend a Saturday tutorial. Zero Period buses also run regularly for students wishing to receive tutorial services before school.

English language learners (ELs) receive support based on their academic needs. ELD teachers use the Edge curriculum, and teachers worked diligently to create a scope and sequence aligned to this new text as well as to the new ELD standards. Students are enrolled in emerging and expanding ELD courses designed to teach student the English with a particular focus on academic language. English Sheltered classes are offered in the core subjects and assist students in developing their English reading, writing, and speaking skills while at the same time acquiring academic core content. DHS achieved its state and federal goals for instructing EL students as outlined by the Annual Measurable Achievement Objectives (AMAOs).

Individualized Learning Plans and Support

Students have considerable access to support services, activities and other opportunities at DHS and a somewhat limited access to support, activities and other opportunities within the community.

Access to DHS support services can come via teacher, parent or student inquiry or referral. Tutorial sessions are open to any student who needs or feels they need extra assistance to master learning objectives. Late buses run afterschool to ensure students with transportation needs can participate in afterschool learning, club, or athletic endeavors. All students are invited to take part in the school's extensive athletic teams and clubs so long as they meet district, state, and sometimes national (for certain clubs) requirements. If a cost is involved to participate in such activities, several community organizations are either solicited or volunteer their assistance. Fundraising in the community occurs as a regular method to help defray the costs of such activities and to ensure maximum participation on behalf of the student body. High-performing students have access to the most rigorous education programs at DHS and such programs are open to any and all who wish to enroll.

The school has a number of services in place to address the needs of students in the areas of health, career and personal counseling, and academic assistance. An inclusive referral process is in place for those students who do not already meet the needs of special services upon enrollment.

Sometimes the need for services arises during a student's matriculation. Student health is an ongoing concern at DHS and is closely monitored by our school site nurse. Immunization records are kept and immunization services are offered at no or low cost to parents. Most of the students at DHS qualify for reduced or free lunches. Students may request to see their counselor for whatever

reason they wish. If further attention is needed that is outside the scope of the counselors' abilities or duties, the student may be referred to the school psychologist, nurse, or county services that will better address their needs.

DHS offers career guidance for students. Students have access and assistance to explore college options and receive assistance in the application process for both enrollment and financial assistance. Career Center personnel also help students find and apply for scholarships offered by local, state and national organizations. Students who are interested in post-graduation careers that do not require college have access to enrollment at North Kern Vocational classes. Armed Forces recruiters are frequently on campus and are available for students and parent inquiries.

Students who are experiencing difficulty in meeting academic and behavioral expectations causing them to be at risk of not graduating may be referred to a Student Success Team (SST). The SST consists of the student, parent, counselor, teachers, administrators, school psychologists and any appropriate outside services such as probation officer or child services caseworker. The SST will produce a plan that is designed to meet the needs of the student while at the same time assist them in reaching the district's academic and behavioral expectations.

For those students who are behind in credits and need an opportunity to recover course credits, two programs are available on the DHS campus. Credit Recovery is offered after school during 7th period and on Saturdays using the Edgenuity program.

Equal Access to Curriculum and Support

Any student may be referred by a teacher, counselor or administrator to receive support through Special Services. Each student has an annual meeting with their counselor to review their four-year plan. Any student may attend tutorial sessions. All Advanced Placement and college preparatory classes are "open enrollment." Some classes are offered as a zero period (before the regular schedule) or 7th period (after the regular schedule) to accommodate the academic and personal growth goals of our students. A late bus schedule is in place to provide transportation for any student who normally rides the bus but has chosen to attend tutorial, or has a 7th period class.

Strategies for Student Growth and Development

Teachers are encouraged to utilize traditional strategies that have been proven to promote student success. Furthermore, teachers are encouraged to research, learn and adopt contemporary strategies that capitalize on new technologies and current research on student learning in order to better assist student learning as they access the curriculum. Blends of "traditional" and contemporary teaching strategies are employed throughout the campus. New technologies provide teachers with appropriate methods to teach students. Most classrooms use projection technology that range from LCD projectors to interactive smart boards. DHS has adopted a school wide practice of setting clear lesson objectives and "Checking for Understanding" to ensure students are mastering standards as lessons are being taught. Assessment opportunities are in place to ensure students are not being left behind. Options are available to those students who are not making satisfactory progress. Tutorial sessions offer students extra instructional time. The low teacher to student ratio in such afterschool tutorial sessions offers students more direct teacher-student interaction.

The school is held accountable for state and federal measures. Teachers and administration also monitor students' progress on the local assessments. FACS and other benchmark assessments are in place to ensure student learning prior to mandated testing such as the SBAC. Afterschool tutorial involves a sign in sheet to see who is going to tutorial, how often they are going and for what purpose.

Co-Curricular Activities

DHS recognizes the influence curricular and co-curricular activities can have on learning. These activities are structured in such a way as to promote learning. There are several opportunities for students to engage in learning outside the classroom to support the learning that takes place inside the classroom. Several academic competitions inspire students to delve deeper into the curriculum and find new and relevant ways to apply what is being learned. Organized school sports are also influential in motivating many students to maintain a higher level of academic performance than if that opportunity were not open to them. Several academic clubs on campus have minimum GPA requirements, thus offering some incentive among the student population to achieve and maintain a high level of academic performance. Several of the clubs that do not have an academic focus also offer students a creative social and participatory outlet that may simply make coming to school a more positive prospect.

The school puts forth a continuous effort to evaluate the effectiveness of its support services. The school promotes student involvement in co-curricular activities. Student grade/progress reporting takes place four times per semester using the Aeries Program. The frequency of these reports is to monitor the progress students have in achieving the learning goals of the courses they are taking. The Student of the Month Program identifies students who are doing well or have made notable progress in their classes. Often times, co-curricular activities (as opposed to extra-curricular) require concurrent enrollment in the class most closely associated with that co-curricular activity. Examples of co-curricular activities at Delano High School are Mock Trial, MESA, choir, band, and agriculture.

At the beginning of each school year WOW (Week of Welcome) is held during lunch to give clubs the chance to promote their cause and seek new members.

Evidence-based educational practices to raise student achievement

A Focus on Learning

The very essence of a learning community is a focus on and a commitment to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

A corollary assumption is that if the organization is to become more effective in helping all students

learn, the adults in the organization must also be continually learning. Therefore, structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices.

There is no ambiguity or hedging regarding this commitment to learning. Whereas many schools operate as if their primary purpose is to ensure that children are taught, PLCs are dedicated to the idea that their organization exists to ensure that all students learn essential knowledge, skills, and dispositions. All the other characteristics of a PLC flow directly from this epic shift in assumptions about the purpose of the school.

A Collaborative Culture With a Focus on Learning for All

Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

Collective Inquiry Into Best Practice and Current Reality

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality including their present practices and the levels of achievement of their students. They attempt to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities.

Collective inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness. Gradually, this heightened awareness transforms into fundamental shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school.

Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what professionals in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a professional learning community are expected to work and learn together.

Action Orientation: Learning by Doing

Members of PLCs are action oriented: they move quickly to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers.

A Commitment to Continuous Improvement

- Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of:
- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- implementing those strategies and ideas

- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

The goal is not simply to learn a new strategy, but instead to create conditions for a perpetual learning environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business—forever. Furthermore, participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the organization.

Results Orientation:

Finally, members of a PLC realize that all of their efforts in these areas (a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement) must be assessed on the basis of results rather than intentions. Unless initiatives are subjected to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement.

This focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal.

Parental Engagement

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

DHS staff knows how influential the family, the school, the DJUHSD, and the community is on the success of a child's education. DHS employs a variety of programs and strategies to help support our underachieving students:

Y2L Family Academy: This school year Delano High School is planning to continue partnering with Youth 2 Leaders (Y2L) Foundation Family Academy. Y2L is a non-profit organization dedicated to ensuring that the next generation of Kern County students has the opportunity to go to college by educating parents, students, and schools on financial assistance opportunities such as scholarships and Federal Financial aid.

Cash For College: Delano High School also offers a Financial aid assistance night for students and parents to complete their FAFSA application. DHS counselors along with college student volunteers help parents navigate the financial aid process. This year the event will be held in a virtual platform.

Parent University: Some of the topics for the 2020-2021 year include:

Grade Level Updates presented by DHS Counselors:
UC/CSU Requirements...How can my child get accepted to a University?

Tech Night. Learning Apps
Aeries Parent Portal by DHS Counselors
Coffee with the Principal
Delano Police Department, Parent Awareness
How to find scholarships online and locally?
Parent Project .. Learn about Positive Behavior Strategies
Parent Paint Night presented by Mrs. , Art Teacher
Bakersfield College Presentation "What does BC offer?"- Abel Guzman
CTE Pathways.. Career and Technical Courses Presented by Paul Chavez
Parent Recognition Ceremony

Gang Awareness Workshop: Parents are given the opportunity to attend a Gang Awareness Workshop presented by the Delano Police Department. Parents learn about the effects of gang life and strategies to keep their students out of gangs.

Delano High School puts considerable effort toward informing parents of the events and educational practices regarding their student. Parents are also given frequent updates concerning the progress of their student and the school as a whole. Parents now have access to students' grades via the Aeries Parent Portal. Parents are informed via the District and DHS websites of the school's data, goals and achievements. The district has implemented an automatic phone call system called Blackboard Connect that calls parents with information regarding their student or with an announcement of upcoming events that they need to be aware of, such as CELDT testing, so they can take steps to maximize student performance. This information is also mailed home. An LED marquee was installed in front of the school in 2005. Facing the intersection of Cecil and Norwalk, the marquee announces upcoming events with times, dates, and locations as well as informing the community of recent successes. Most recently, the counseling department purchase a marquee within the school to announce scholarships to students, staff, and parents.

Parent Grade Level Meetings: Counselors host virtual Grade Level Parent Meetings to educate and inform parents on the important events and opportunities pertaining to their child's current grade. Parents were educated on items such as graduation requirements, college entrance requirements, financial aid, and parent/student support offered at Delano High School.

Academic Awards Night: Each Spring parents are invited to celebrate the academic success of several of our students as we recognize the hard work that was accomplished during the school year.

Student Study Teams (SSTs) are also assembled when a student is not experiencing academic success. Parents, the student's teachers, and any relevant support staff (for example school psychologist and/or drop out intervention specialists) meet to develop an academic and behavioral plan to assist the student in question.

Parents and students are notified of the annual College Night event held in nearby Bakersfield each fall. This year the event was held virtually. This event allows students and parents to obtain information from the dozens of colleges represented at this event. The district provides buses for those who wish to attend but who need transportation. The DHS Counseling Department also arranges for a financial aid workshop for those students who plan to attend college. Parents are informed of these events and are encouraged to attend and provide assistance to parents in completing the FAFSA.

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

The Delano High School administration and staff recognize the importance and role of parental involvement in the personal and academic growth of students. The community, which includes civic and business organizations and parents, has had a hand in many events that take place at DHS. In most cases, the community can be trusted to support several of the endeavors our school undertakes to achieve the personal and academic goals set for our students. Traditionally, parental involvement at DHS has been low, but parent participation continues to improve. Administration, with support and participation of the staff, has created many new opportunities for parents to participate and has actively solicited the community to get involved in activities at DHS. Parental and community involvement, in both the whole-school setting and in specific programs, is welcomed and is seen as a powerful tool to assist our students in reaching their academic goals and affording them opportunities for personal development.

Parents provide input and are active decision makers in the teaching and learning process through participation in committees at DHS. The School Site Council consists of teachers, students, administrators and parents. Membership on this committee is a two year commitment. The major task assigned to this committee is the development and monitoring of the Single Plan for Student Achievement which oversees and manages the implementation of several categorically funded programs. Annual reports from programs funded through this process are submitted and reviewed by the School Site Council. All members of this committee are considered equal shareholders and may add comments and offer advice to the directors of these programs. Parents are also members of the AVID Parent Committee, English Learner Advisory Committee, Title I Committee, the WASC Focus on Learning Committee, Athletic Booster, and the Migrant Education Committee.

As with the School Site Council, parents have direct involvement in the decision making process and the direction regarding the teaching/learning process of students at DHS. Parents are also welcome to attend monthly and special school board meetings. Parents are given the opportunity address the board concerning individual student matters or offer input and advice towards items on the agenda.

English Learner Advisory Committee (ELAC) meets quarterly to discuss the needs of our English Learners, as well as to evaluate existing programs and to analyze school goals & ways in which we can improve services to these students.

Funding

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

Staff Development: Teachers are trained in culture of PLC through Solution Tree, DOK through WEBAlign, use of technology, AVID methodologies, CANVAS LMS, CTE, Advanced Placement teachers participate in AP workshops approximately every other year to maintain current on expectations associated with teaching these rigorous courses on campus. Administrators and ELD teachers have participated in staff development relating to the needs of English learners. This professional development centers on the discrete language skills that students need to master in order to gain English fluency. Site administrators are responsible for monitoring the implementation of these methods. English teachers are participating in the Expository Reading and Writing institute (ERWC) in conjunction with the CSU system that focuses on reading and analyzing informational and argumentative texts.

Cohort Meetings: Cohort Meetings will be held 2 times a month for 2 hours (and sometimes more often as needed). Teachers use these meetings to look at data, analyze curriculum, discuss strategies, and differentiate instruction.

Supplementary Instructional Materials: The materials are purchased as needed to supplement the current textbooks. All supplemental materials are aligned with the CCSS and are approved by the SBE.

After School Tutorial: Each core department holds regular after school tutorial sessions to help students who are struggling. These sessions are used for individual tutoring, test taking, or to allow a student a quiet place to study and complete homework.

After school tutorial is in its third year at DHS and it is a program that allows teachers to give students who are falling behind in classwork or homework a chance to complete assignments as well as receive additional tutorial options.

Advancement Via Individual Determination (AVID): AVID is a program that targets those students in the middle and provides them with the support they need to succeed in high school and to prepare them for college or the workforce. AVID is a support program that helps students develop organizational and study skills, as well as offering them tutorial program. DHS is proud to say that we have four AVID classes during the school day and we are hoping to expand this program in the future.

Parent Meetings: Parents are always encouraged to contact their child's teacher(s) on a regular basis. Parents have several different ways to request a meeting: either by calling the school counseling office, by emailing the teacher directly, or by calling the teacher. Parent meetings are scheduled before school, during school, and after school.

Curriculum Alignment: Every core department is expected to align their curriculum with the Common Core State Standards and the department chairs and Resource Teachers are responsible for leading this movement.

Learning Software: Edgenuity Credit Recovery, Reading Horizons, Illuminate, CommonLit, and NewsELA.

Academic Coaches: Math and English Language Arts have AC that provide instructional supports for members of their departments.

Fiscal support (EPC)

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

Title I - Available	\$566,370.00
Title II	\$ 71,185.00
Title III	\$17,608.00
Title IV	\$ 71,700.00
LCAP	\$3,561,524.00
CSI	
Expanded Learning Opp.	\$667,413.00
ESSER	\$427,000

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Delano High's School Plan for Student Achievement has been reviewed, analyzed, and updated by all site stakeholders. For the 2021-2022 academic year, the Site Leadership team reviewed and made necessary updates. Once updates were made by the leadership team, teachers had an opportunity to review and make additional changes. Delano High School parents were informed of the goals outlined on the SPSA and had an opportunity to collaboratively work on updates during two stakeholder meetings: Title 1 and English Language Advisory Committee meetings.

Site Administration, instructional staff, counselors will continue to provide updates at cohort meetings, leadership team meetings, Board Meetings, and student advisory group meetings about progress toward goals outlined on the SPSA. Results will be reported to all stakeholders during relevant meetings.

A summary of the meetings that were held during the 2020-2021 academic year are listed below:

Delano High in collaboration with DJUHSD conducted stakeholder meetings throughout the year with parent advisories, school and district administrators, teachers, students, and other staff members. Delano High School also consulted with Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP.

Teachers: LCAP stakeholder meeting

Specialized Instructional Support Personnel: LCAP Stakeholder meeting

Students: LCAP stakeholder meeting

Stakeholder meetings were held with district staff that included counselors, psychologist, nurses and classified staff from each high school.

Resource Inequities

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

The Delano High School administration makes a concerted effort to allocate supplemental and targeted resources to close the academic gap in English and mathematics for English learners and students with disabilities. All tutorials, instructional support staff, social and emotional education opportunities, parental involvement activities, and class size reduction are strategically targeted and provided to address the achievement gap for the specific subgroups.

Our district ensures resources are distributed equitably among all schools in the district. Additional resources are provided as well to support student academic achievement and address the low academic performance in English and mathematics. Some of the supplemental resources/programs

to help close the achievement gap include: Reading Horizons, Go Formative, IXL, and targeted interventions.

There are no 9-12 private schools in Delano or neighboring communities; therefore, there are no identified resource inequities between Delano High and private schools in the area.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.14%	%	3	2	
African American	0.22%	0.07%	0.1%	3	1	1
Asian	0.72%	0.36%	0.2%	10	5	3
Filipino	14.55%	13.09%	11.6%	203	181	147
Hispanic/Latino	82.8%	84.89%	86.4%	1,155	1,174	1,100
Pacific Islander	0.14%	0.07%	%	2	1	
White	1.15%	1.16%	1.4%	16	16	18
Multiple/No Response	0.22%	0.22%	0.3%	3	3	4
Total Enrollment				1,395	1,383	1,273

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	353	376	300
Grade 10	354	334	358
Grade 11	349	331	304
Grade 12	339	342	311
Total Enrollment	1,395	1,383	1,273

Conclusions based on this data:

1. The Hispanic population has seen a steady increase of 2% over the last three years, while there has been a slight decrease in the Filipino population.
2. There has been a slight decrease in student enrollment over the last three years.
3. The 20-21 school year saw a decline in enrollment likely caused by the hardships of the pandemic.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	376	390	350	27.0%	28.2%	27.5%
Fluent English Proficient (FEP)	701	696	642	50.3%	50.3%	50.4%
Reclassified Fluent English Proficient (RFEP)	118	66	58	26.6%	17.6%	14.9%

Conclusions based on this data:

1. There was a slight drop in the number of English Learners from 19-20 to 20-21.
2. The number of students reclassified decreased during the school closures.
3. The percentage of FEP students has remained steady for three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	335	328	337	331	325	337	331	325	337	98.8	99.1	100
All	335	328	337	331	325	337	331	325	337	98.8	99.1	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2627.	2623.	2615.	34.44	28.92	28.78	36.25	40.62	36.80	17.82	20.31	20.77	11.48	10.15	13.65
All Grades	N/A	N/A	N/A	34.44	28.92	28.78	36.25	40.62	36.80	17.82	20.31	20.77	11.48	10.15	13.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.18	29.23	32.05	42.90	52.92	44.21	16.92	17.85	23.74
All Grades	40.18	29.23	32.05	42.90	52.92	44.21	16.92	17.85	23.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.50	39.69	40.95	45.02	48.00	47.48	11.48	12.31	11.57
All Grades	43.50	39.69	40.95	45.02	48.00	47.48	11.48	12.31	11.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.19	24.92	22.85	59.52	63.69	66.77	13.29	11.38	10.39
All Grades	27.19	24.92	22.85	59.52	63.69	66.77	13.29	11.38	10.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	46.83	48.00	36.80	42.30	43.08	50.15	10.88	8.92	13.06
All Grades	46.83	48.00	36.80	42.30	43.08	50.15	10.88	8.92	13.06

Conclusions based on this data:

1. DHS continues to perform strongly in English. In 2019, nearly 67% of our 11th grade students were considered college ready based on the English portion of the CAASPP, meeting or exceeding state standards, which is above state and county averages.
2. The school staff will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve national, state, and local assessment results.
3. DHS will focus on the Listening strand, which proved to be an area of need.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	334	328	337	331	325	337	331	325	337	99.1	99.1	100
All	334	328	337	331	325	337	331	325	337	99.1	99.1	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2569.	2587.	2576.	11.18	14.15	11.87	22.05	26.46	22.55	23.56	23.08	28.19	43.20	36.31	37.39
All Grades	N/A	N/A	N/A	11.18	14.15	11.87	22.05	26.46	22.55	23.56	23.08	28.19	43.20	36.31	37.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.75	31.08	22.85	29.61	26.15	33.83	48.64	42.77	43.32
All Grades	21.75	31.08	22.85	29.61	26.15	33.83	48.64	42.77	43.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.90	13.23	13.35	45.32	52.92	46.59	40.79	33.85	40.06
All Grades	13.90	13.23	13.35	45.32	52.92	46.59	40.79	33.85	40.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.01	20.00	15.13	58.31	56.31	57.57	25.68	23.69	27.30
All Grades	16.01	20.00	15.13	58.31	56.31	57.57	25.68	23.69	27.30

Conclusions based on this data:

1. DHS performed above the county average in 2019 with 34.6% of our 11th grade students meeting or exceeding standards.
2. There was a decline in math achievement, however teachers and admin are working aggressively to see increased proficiency in the current year.

3. The school community will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve national, state, and local assessment results.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1542.1	1531.4	1537.6	1526.7	1546.2	1535.6	110	85
Grade 10	1537.3	1554.3	1528.3	1552.6	1545.8	1555.5	99	103
Grade 11	1555.3	1549.6	1553.2	1548.5	1556.9	1550.2	54	82
Grade 12	1542.8	1553.2	1529.7	1542.2	1555.5	1563.5	41	44
All Grades							304	314

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	25.45	14.12	35.45	31.76	23.64	31.76	15.45	22.35	110	85
10	26.26	15.53	32.32	41.75	24.24	29.13	17.17	13.59	99	103
11	*	12.20	50.00	34.15	22.22	32.93	*	20.73	54	82
12	*	11.36	31.71	36.36	36.59	40.91	*	11.36	41	44
All Grades	23.68	13.69	36.51	36.31	25.33	32.48	14.47	17.52	304	314

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	38.18	27.06	35.45	35.29	18.18	16.47	*	21.18	110	85
10	42.42	32.04	31.31	38.83	14.14	18.45	12.12	10.68	99	103
11	55.56	23.17	29.63	47.56	*	12.20	*	17.07	54	82
12	34.15	13.64	43.90	54.55	*	20.45	*	11.36	41	44
All Grades	42.11	25.80	34.21	42.36	15.13	16.56	8.55	15.29	304	314

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	10.00	1.18	28.18	20.00	28.18	42.35	33.64	36.47	110	85
10	*	3.88	32.32	30.10	26.26	39.81	34.34	26.21	99	103
11	*	4.88	24.07	14.63	48.15	50.00	22.22	30.49	54	82
12	*	4.55	29.27	27.27	31.71	40.91	31.71	27.27	41	44
All Grades	7.89	3.50	28.95	22.93	31.58	43.31	31.58	30.25	304	314

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	34.55	9.41	52.73	67.06	12.73	23.53	110	85	
10	34.34	10.68	50.51	78.64	15.15	10.68	99	103	
11	37.04	6.10	46.30	58.54	*	35.37	54	82	
12	*	4.55	63.41	63.64	*	31.82	41	44	
All Grades	32.89	8.28	52.30	68.15	14.80	23.57	304	314	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	58.18	56.47	33.64	22.35	*	21.18	110	85	
10	59.60	70.87	30.30	17.48	*	11.65	99	103	
11	75.93	68.29	22.22	21.95	*	9.76	54	82	
12	60.98	70.45	34.15	22.73	*	6.82	41	44	
All Grades	62.17	66.24	30.59	20.70	7.24	13.06	304	314	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	11.82	2.35	36.36	60.00	51.82	37.65	110	85	
10	14.14	10.68	39.39	56.31	46.46	33.01	99	103	
11	*	4.88	37.04	48.78	59.26	46.34	54	82	
12	*	6.82	43.90	50.00	48.78	43.18	41	44	
All Grades	10.53	6.37	38.49	54.46	50.99	39.17	304	314	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	17.27	3.53	74.55	71.76	*	24.71	110	85
10	20.20	5.83	64.65	74.76	15.15	19.42	99	103
11	33.33	6.10	64.81	78.05	*	15.85	54	82
12	*	4.55	78.05	88.64	*	6.82	41	44
All Grades	21.05	5.10	70.07	76.75	8.88	18.15	304	314

Conclusions based on this data:

1. DHS continues to focus on the EL population in order to ensure that students are making gains in their language acquisition.
2. In 18-19, the number of students receiving a designation of well-developed decreased. As a result, administration and teachers are placing an increased focus on EL achievement.
3. In 19-20, EL students are enrolled in a designated ELD course in order to ensure all EL students have the support they need to make gains in English language acquisition.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,383	92.8	28.2	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	390	28.2
Foster Youth	1	0.1
Homeless	1	0.1
Socioeconomically Disadvantaged	1,284	92.8
Students with Disabilities	94	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
American Indian	2	0.1
Asian	5	0.4
Filipino	181	13.1
Hispanic	1,174	84.9
Two or More Races	3	0.2
Pacific Islander	1	0.1
White	16	1.2

Conclusions based on this data:






1. The majority of DHS students are socioeconomically disadvantaged.
2. Over 28% of students are categorized as English Learners.
3. Nearly 7% of students are classified as Students With Disabilities.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Yellow		
College/Career  Blue		

Conclusions based on this data:

1. Graduation rates for DHS remain highest performance level; for the 2019-2020, over 97% of students graduate within four years.
2. Overall, DHS students are still excelling in English Language Arts, but there is a need to continue to focus on mathematics achievement and the suspension rate.
3. Nearly all graduating seniors are considered college and career prepared as indicated by the blue designation; this is one of the highest percentages in the county.

School and Student Performance Data

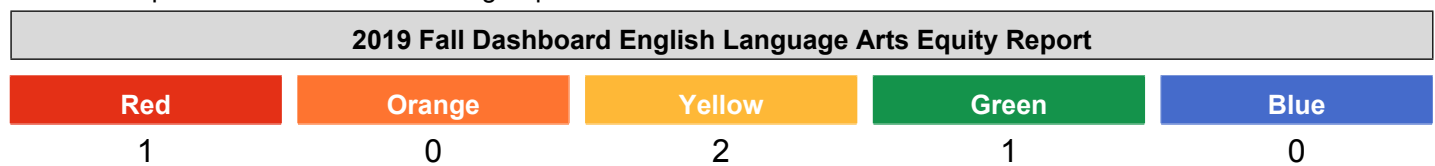
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Green		Red		No Performance Color	
32.8 points above standard		47.9 points below standard		0 Students	
Declined -9.9 points		Declined Significantly -20.2 points			
331		133			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Yellow		No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		28.2 points above standard		99 points below standard	
5		Declined -11.2 points		Declined Significantly -26.6 points	
		311		23	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  Green 68.4 points above standard Maintained ++2.3 points 57
Hispanic  Yellow 27.6 points above standard Declined -7.7 points 264	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 93.1 points below standard Maintained -1.5 points 79	Reclassified English Learners 18.2 points above standard Maintained -1.7 points 54	English Only 74.1 points above standard Declined -6.4 points 72
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Conclusions based on this data:

- Overall, DHS students perform well in ELA as indicated by the green indicator.
- There is an achievement gap among English learner (red performance indicator) and student with disabilities subgroups compared to all students (green performance indicator).
- There is a noted decline for the English learner subgroup of 20.2 points and students with disabilities subgroup of 26.6 points.

School and Student Performance Data

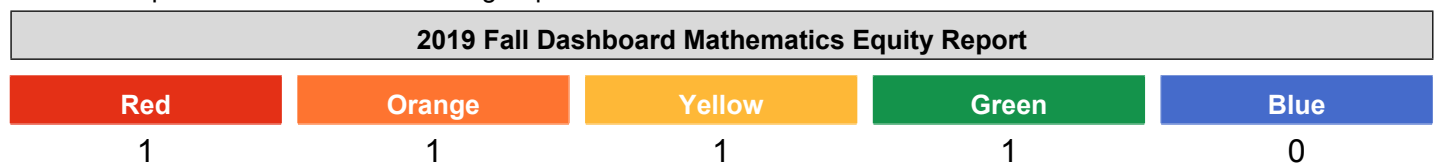
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 50.8 points below standard Declined -11.8 points 331	English Learners  Red 121.9 points below standard Declined -10.5 points 133	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Socioeconomically Disadvantaged  Yellow 54.7 points below standard Declined -12.5 points 311	Students with Disabilities  No Performance Color 209.9 points below standard Declined Significantly -31.2 points 23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 9.9 points above standard Declined -10.8 points 57
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.3 points below standard Declined -10.4 points 264		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
155 points below standard Increased Significantly ++20.9 points 79	73.5 points below standard Declined -10.2 points 54	9.8 points below standard Declined -4 points 72

Conclusions based on this data:

1. There is a noted decline for the English learner subgroup of 10.5 points and they performed at 121.9 points below standard. In addition, students with disabilities also declined by 31.9 points.
2. There is an achievement gap among English learners (red performance indicator) and the overall population (yellow indicator).
3. DHS administration and staff are working to decrease this gap and see improvement overall and within these subgroups.

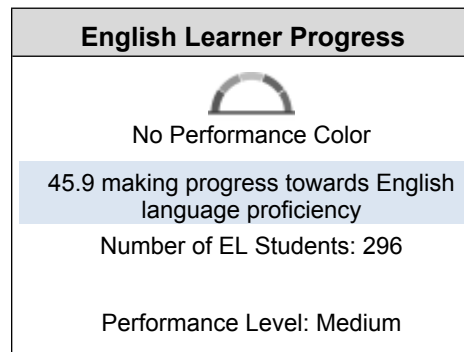
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.9	35.1	3.7	42.2

Conclusions based on this data:

1. Based on the 2019 Dashboard, 125 students progressed by at least one level.
2. 56 students decreased by one level. DHS is working to address these students and continues to provide designated ELD courses to meet this need.
3. 104 students maintained their existing ELPI level.

School and Student Performance Data

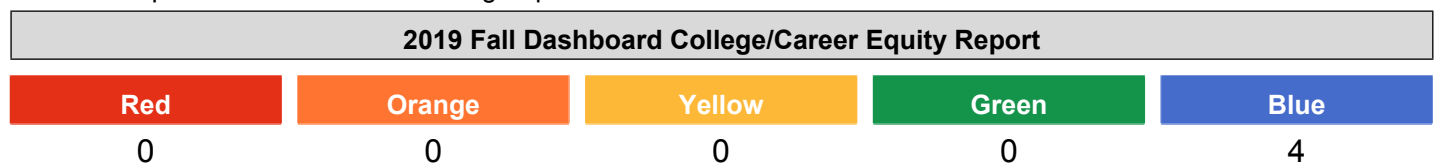
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Blue 87.8 Increased Significantly +23.4 345	English Learners  Blue 80.2 Increased +39.2 121	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Blue 87.5 Increased Significantly +23.6 337	Students with Disabilities  No Performance Color 54.5 Increased Significantly +29.5 22

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 92.6 Increased +24.1 54
Hispanic	Two or More Races	Pacific Islander	White
 Blue 87.8 Increased Significantly +24.5 279	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	64.4 Prepared	87.8 Prepared
Approaching Prepared	16.4 Approaching Prepared	6.7 Approaching Prepared
Not Prepared	19.2 Not Prepared	5.5 Not Prepared

Conclusions based on this data:

1. The percentage of students who are College and Career Prepared is 85% for the 2019-2020 academic school year.
2. Delano High School has the highest CCI percentages in the district and county for the 2019-2020 academic school year.
3. 74% of ELs and 48% of SWD met the CCI indicator for the 2020-2021 academic school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

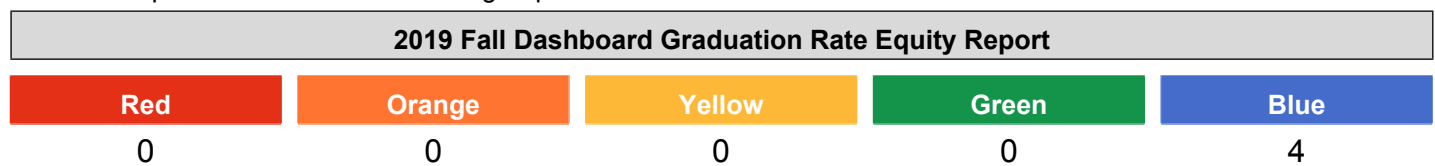
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 97.1 Increased +1.4 345	English Learners  Blue 95 Increased +3.6 121	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Blue 97 Maintained +0.6 337	Students with Disabilities  No Performance Color 77.3 Declined -6.1 22

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 100 Increased +1.9 54
Hispanic	Two or More Races	Pacific Islander	White
 Blue 97.1 Increased +1.8 279	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
95.7	97.1

Conclusions based on this data:

1. Graduation rates are VERY HIGH for all student sub-groups at Delano High.
2. Socioeconomically disadvantaged students are graduating at a very high level.
3. Graduation rates continue to be above county and state level as all subgroups experienced growth last year.

School and Student Performance Data

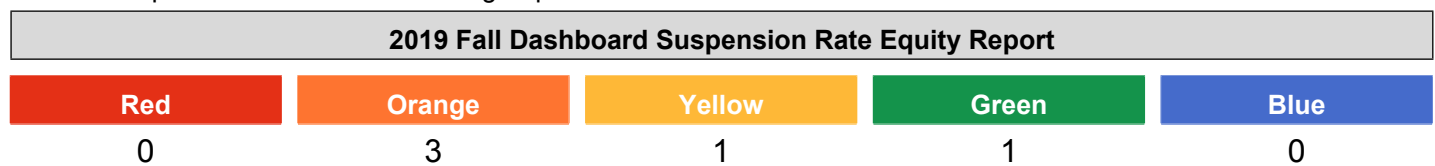
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">3.8</div> Increased +1.4 1465	English Learners  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">5.9</div> Increased Significantly +3.2 409	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 1
Homeless  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Declined -4.2 19	Socioeconomically Disadvantaged  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">4.1</div> Increased +1.6 1376	Students with Disabilities  Green <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">1.7</div> Declined -2.6 118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 18.2 Increased +18.2 11	 Yellow 1.5 Increased +0.6 205
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.2 Increased +1.3 1220	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 16

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	3.8

Conclusions based on this data:

1. Based on the fall 2019 Dashboard, DHS should continue to work on reducing suspension rates for all students.
2. There was a decrease on suspension rates for students with disabilities. DHS is currently in the green for this subgroup.
3. The suspension rate for English Learners increase and is an area of focus for the current school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

DHS will continue to provide a high quality education to improve student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Goal 1

Delano High School will improve the academic achievement of ALL learners in core departments by ensuring structures are in place that enable students to more readily access grade-level content in the academic core.

Tiger Skills: DEVELOP ACADEMIC EXCELLENCE and HAVE EFFECTIVE COMMUNICATION SKILLS

WASC SCHOOL WIDE Area of Growth

*Delano High School will ensure that all students- including students on IEPs, 504 Plans, English Learner students- are both College and Career Ready by completing A-G coursework and CTE capstone courses.

*Delano High School will further raise expectations for student performance through the use of instructional practices across all content areas (including English and math) that have an increased level of rigor and are better aligned to Depth of Knowledge levels three and four. The administration will provide increased opportunities for professional development and monitor implementation of practices in the classroom.

Identified Need

Delano High School has identified the following needs for the 2021-2022 school year:

- Increase the percentage of fully credentialed teachers. For the 2020-2021 school year, 94.8%% of teachers at DHS were fully credentialed.
- Maintain 100% students with access to supplemental instructional materials for use at home and school.
- Maintain 'Full Implementation' or 'Full Implementation and Sustainability' on the state adopted content and performance standards.
- Improve English learner and students with disabilities Difference from Standard (DFS), 'Very Low' academic performance status on the 2019 CASSPP English and 'Low' status in mathematics. CAASP ELA for English learners is -47.9 DFS and -99 for students with special needs. The English learner CAASPP mathematics DFS is -121.9 and -209.9 for students with special needs.

- Improve socioeconomically disadvantaged pupil ‘Medium’ performance status in CAASPP English (28.2 DFS) and mathematics (-54.7 DFS).
- Maintain ‘High’ academic performance for all pupils on the CAASPP ELA (32.8 DFS) and improve the DFS (-54.7) in mathematics.
- Improve CAST Met standard for all students and subgroups. The 2019 CAST met standard is 23.2% for all pupils, 5.3% for socioeconomically disadvantaged students, 0% for English learners, and 8.3% for students with special needs.
- Improve UC a-g completion rate for all pupils (63%), socioeconomically disadvantaged pupils (62%), English learners (31.2%), and students with special needs (22.2%).
- Improve CTE completion rates for all pupils and subgroups. The 2020 CTE completion rate for all pupils, socioeconomically disadvantaged students, English learners, and students with special needs is at 37%, 37.2%, 39.4%, and 35%, respectively.
- Improve English Progress Indicator of 45.9% ‘Medium’ status on the California Dashboard.
- Improve 2020 English learner reclassification rate (17.6%).
- Improve 2020 AP passing rate for all pupils (24%) and socioeconomically disadvantaged students (36.2%).
- Improve 2019 EAP college preparedness for English learners (9% English and 2.5% mathematics) and students with special needs (18.2% English and 0% mathematics).
- Maintain EAP college preparedness above state levels for the all pupils (66% ELA and 34.4% mathematics) and socioeconomically disadvantaged subgroup (64% ELA and 33% mathematics).
- Maintain ‘Very High’ status on the California Dashboard College Readiness Indicator (CCI) and close the achievement for students with special needs. DHS attained a CCI of 85% for all pupils, 85% for socioeconomically disadvantaged students, 74% for English learners, and 48% for students with special needs.
- Maintain the dual credit attainment for all pupils (58%) and close the gap for English learners (31.3%) and student with special needs (17%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>California School Dashboard</p> <p>Priority 1(a): The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9 and fully credentialed in the subject areas and, for the pupils they are teaching.</p>	<p>2020 Dashboard: Standard Met</p> <p>CalPads: 0% total teacher missassignment</p> <p>94.8% teachers fully credentialed in the subject areas, and for the pupils they are teaching.</p>	<p>Maintain 100% appropriately assigned; 93% fully credentialed</p>
<p>Williams Act Report</p> <p>Priority 1(b): Every pupil has sufficient access to the standards-aligned instructional materials as determined</p>	<p>California School Dashboard Fall 2020 Standard Met - 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home.</p>	<p>Maintain 100% of students will have standards-aligned materials.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
pursuant to Education Code section 60119		
<p>California School Dashboard</p> <p>Priority 2(a): Implementation of the academic content and performance standards adopted by the state board.</p>	<p>As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys - 'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:</p> <ul style="list-style-type: none"> • Professional Development • Instructional Materials • Policy and Program Support • Implementation of Standards • Engagement of School Leadership 	Maintain Full Implementation
<p>Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site Administrator surveys:</p> <p>'Full Implementation' or 'Full Implementation and Sustainability' in all subject areas for the following:</p> <ul style="list-style-type: none"> • Professional Development • Instructional Materials • Implementation of Standards • Engagement of School Leadership 	Maintain Full Implementation
<p>California School Dashboard & Dataquest: Priority 4(a) Pupil achievement as measured by all of the following: (A) Statewide Assessments administered pursuant to</p>	<p>CAASPP English: CAASPP Mathematics:</p> <p>2019 Dashboard 2019 Dashboard</p>	<p>CAASPP English: CAASPP Mathematics:</p> <p>Goal 2023-2024 2023-24</p> <p>Goal</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state.	<p>All Students 32.8 DFS -50.8 DFS</p> <p>ELs -47.9 DFS -121.9 DFS</p> <p>SWD -99 DFS -209.9 DFS</p> <p>SED 28.2 DFS -54.7 DFS</p>	<p>All Students 35 DFS 20 DFS</p> <p>ELs 20 DFS 20 DFS</p> <p>SWD 35 DFS 20 DFS</p> <p>SED 35 DFS 20 DFS</p>
Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy requirements for entrance to the University of California and California State University.	<p>CALPADS UC A-G</p> <p>2019-2020 UC A-G School Completion All Students 63% EL 37.5% SWD 17.5% SED 62%</p>	<p>A-G Goal 2023-2024 All Students 70% EL 50% SWD 25% SED 70%</p>
California School Dashboard & Dataquest Priority 4(a) Pupil Achievement as measured by all of the following: (A) Statewide Assessments administered pursuant to Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state: CAST Assessment	<p>2020 CAST Dataquest</p> <p>All Students: 23.9% English Learners: 0% Students With Disabilities: 8.3% Socioeconomically Disadvantaged: 22.4%</p>	<p>Goal: All Students: 30% English Learners: 10% Students with Disabilities: 10% Socioeconomically Disadvantaged: 30%</p>
Priority 4(a) Pupil achievement as measured by all of the following: (E) The percentage of English Learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	<p>2019 ELPAC Dashboard Data Pupils Making Progress: 45.9% or Medium</p>	<p>2021-2022 Goal Pupils Making Progress: 50%</p>
Priority 4(a): Pupil Achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with score of 3 or higher.	<p>College Board AP Passing 2020:</p> <p>AP Passing All Pupils: 24% SED: 36%</p>	<p>Goal for 2021-2022 All Pupils: 45% SED: 38%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Priority 4(H): Pupil Achievement - The percentage of pupils who demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p>	<p>California Dashboard EAP</p> <p>English Language Arts: All Students: 66% SED: 64% English Learners: 8.75% SWD: 18.19%</p> <p>Mathematics: All Students: 34% SED: 33% English Learners: 2.5% SWD: 0%</p> <p>College & Career Indicator All Students: 85% SED: 85% ELs: 74% SWD: 74%</p> <p>CALPADS Dual Enrollment Credit Attainment 2020: All Students: 57.6% EL: 31.3% SWD: 17%</p>	<p>2021-2022 Goal</p> <p>English Language Arts: All Students: 70% SED: 67% English Learners: 12% SWD: 20%</p> <p>Mathematics: All Students: 38% SED: 36% English Learners: 15% SWD: 10%</p> <p>College & Career Indicator All Students: 87% SED: 87% ELs: 76% SWD: 76%</p> <p>CALPADS Dual Enrollment Credit Attainment 2020: All Students: 50% EL: 40% SWD: 22%</p>
<p>Priority 4(a) Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.</p>	<p>CALPADS CTE Completers All Students: 36.9% EL: 39.4% SWD: 35% SED: 37.2%</p>	<p>CALPADS CTE Completer All Students: 45% EL: 45% SWD: 45% SED: 45%</p>
<p>Priority 4(a) Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).</p>	<p>CALPADS UC a-g and CTE completers 2020 cohort All Students: 24.5% EL: 14.2% SWD: 10% SED: 24.4%</p>	<p>CALPADS UC a-g and CTE completers 2020 cohort All Students: 27% EL: 20% SWD: 15% SED: 27%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4(a) Pupil achievement as measured by all of the following: (F) The English Learner reclassification rate.	Reclassification Rate: DHS: 17.6%	Reclassification Rate: DHS: 20%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 1: High Quality Instruction

To ensure all students are provided with high quality instruction, DHS will continue to:

- A. Continue utilizing time during the day for teachers to improve teacher quality; analyze data (Interim & Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, & local assessments); and refine and modify instructional strategies.
- B. Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.
- C. Provide teachers extra duty time for PLC and refinement of instruction, curriculum, and assessments based on data analysis focused on closing the achievement gap.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
96277.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits
2500.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits
30000.00	Expanded Learning Opportunities Grant Salaries & Benefits
9000.00	ESSER

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 2: High Quality Professional Development and Support

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

- a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include but not limited to - Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, PLC, NCTM Best Practices, Thinking Maps and Co-teaching.
- b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of English learners and socioeconomically disadvantaged pupils.
- c) Continue to fund the Teacher Induction program to improve instruction and the academic achievement of English learners and socioeconomically disadvantaged pupils. The induction program provide evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development, and Differentiating Instruction targeted on improving student academic achievement.
- d) Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, Close Reading, Thinking Maps, etc) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000.00

4000.00

Source(s)

LCAP Supplemental & Concentration
Salaries & Benefits

LCAP Supplemental & Concentration
5000-5999: Services And Other Operating
Expenditures

11667	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits
15960	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures
58809.00	LCAP Supplemental & Concentration Salaries & Benefits
2000.00	Title III 5000-5999: Services And Other Operating Expenditures
24197.00	Title I Certificated Personnel Salaries & Benefits
11000.00	Title II Part A: Improving Teacher Quality Certificated Personnel Salaries & Benefits
30000.00	Expanded Learning Opportunities Grant 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 3: Teacher Retention

DHS will continue to fund a portion of salary increase to retain teachers in order to provide English Learners and socioeconomically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

133052.00

LCAP Supplemental & Concentration
Salaries & Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 4: Supplemental Instructional Materials

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

For COVID-19 improved student learning (Cares Act and CRRSA) and adherence to the California Department of Public Health guidelines:

1. Allocate resources for supplemental online instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support.
2. Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.
3. Provide "no share" instructional materials and supplies during COVID-19 pandemic.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12000.00

LCAP Supplemental & Concentration
4000-4999: Books And Supplies

5000.00

LCAP Supplemental & Concentration
5000-5999: Services And Other Operating
Expenditures

30000.00

Title I
4000-4999: Books And Supplies

30000.00	Expanded Learning Opportunities Grant 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Goal 1 Action 5: Supplemental Instruction and Interventions

The district will continue to maintain supplemental instruction and interventions for teachers to provide:

- Reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and socioeconomically disadvantaged pupils.
- Academic tutorials; afterschool intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and socioeconomically disadvantaged pupils.
- Summer school ELD, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and socioeconomically disadvantaged pupils.
- Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and socioeconomically disadvantaged pupils in English, science, and mathematics,
- Incentives for students completing intervention program noted in sub-actions a, b, or c.
- Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions a, b, c, and d.
- Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities.

These actions are principally directed and effective in improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
48900.00	LCAP Supplemental & Concentration Salaries & Benefits
15000.00	Title I

	Salaries & Benefits
54326.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures
5000.00	Title I 5000-5999: Services And Other Operating Expenditures
75000.00	Expanded Learning Opportunities Grant Salaries & Benefits
40000.00	ESSER Salaries & Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

Goal 1 Action 6: Reduced Class Size

The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners.

- Maintaining the additional two English and five mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction.
- Maintaining class size reduction teacher and the two instructional assistants to close the academic achievement gap on the CAA English and mathematics of English learners and socioeconomically disadvantaged pupils.
- Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.

For COVID-19 Cares Act and CRRSA strategies implementation:

- Fund an additional English and social studies teacher at CCHS and additional English teacher at RFK to reduce class size and close the learning gap as a result of the COVID-19 school closures.
- Provide class size reduction in other subjects areas for COVID-19 social distancing guidance. These actions are principally directly and effective in improving the academic achievement gap of English learners in for the English, mathematics, and science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
493123.00	LCAP Supplemental & Concentration Salaries & Benefits
29264.00	Title I Salaries & Benefits
20500.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
200000.00	Expanded Learning Opportunities Grant 5000-5999: Services And Other Operating Expenditures
350000.00	ESSER Salaries & Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 7: Support Staff

The district will continue to provide support staff to improve student outcomes by:

- a. Maintaining the two periods of an ELD coordinators at each site to monitor English learner progress and implement necessary interventions;
- b. Maintaining school site Learning Directors to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction;
- c. Maintaining the district level Director of Instruction, Data and Assessments for implementation of common instructional practices and common assessments; use data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and socioeconomically disadvantaged pupils; and
- d. Maintaining a portion of the Assistant Superintendent of Educational Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low socio-economic status.

This action is principally directed to improving the academic achievement of English learners in English, mathematics, and science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
45219.00	LCAP Supplemental & Concentration Salaries & Benefits
221252.00	Title I Salaries & Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 8: Academic Coaches

The district will continue to provide academic coaches to improve teaching for English learners, foster youth and socioeconomically disadvantaged students by:

c. Maintaining the three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for socioeconomically disadvantaged students with disabilities.

d. For CSI, provide one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and socioeconomically disadvantaged students.

This action is principally directed and effective in improving the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
21320.00	LCAP Supplemental & Concentration Salaries & Benefits

60185.00

Title II Part A: Improving Teacher Quality
Salaries & Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 9 : Classified Support Staff

The district will continue to provide support staff for improved student outcomes by:

- Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions;
- Maintaining IT support staff to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy of English learners and socioeconomically disadvantaged students;
- Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for socioeconomically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and
- Maintaining instructional assistants to provide instructional support and small group instruction for English Learners, foster youth and pupils of low socio- economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

85578.00

LCAP Supplemental & Concentration
Salaries & Benefits

166678.00

Title I
Salaries & Benefits

15608.00

Title III
Salaries & Benefits

196413.00

Expanded Learning Opportunities Grant
Salaries & Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 10:

The district will continue to fund the increased UC A-G and AP individual section costs as well as the additional foreign language teacher to improve student outcomes. The increased sections allow the school sites to offer more college readiness opportunities for our foster youth, English learners, and socioeconomically disadvantaged pupils in attaining UC A-G college preparedness and improving student learning.

This action is principally directed and effective in the increased UC A-G completion and AP passing rates for English learners, foster youth, and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

376529.00

Source(s)

LCAP Supplemental & Concentration
Salaries & Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 11:

The district will continue to provide opportunities for the school sites to improve college readiness by:

- Funding UC A-G online program for pupils to make up coursework and maintain UC A-G completion rates above the state level for all student and subgroups.
- Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of socioeconomically disadvantaged pupils.
- Providing visitations to four year universities, community colleges, and post-secondary institutions to improve UC A-G rates for the unduplicated pupil population.
- Conducting parent trainings/workshops on readiness for college and career to improve UC A-G readiness for English learners and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures
26000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies
2000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures
2000.00	LCAP Supplemental & Concentration Salaries & Benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 Action 12: Technology

The district will continue to purchase updated technology and data management systems annual licenses to enhance and improve student digital literacy and close the achievement gap for English learners and socioeconomically disadvantaged students.

To improve student learning as a result of COVID-19 school closures:

1. Purchase the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students).
2. Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement.
3. Upgrade the technology infrastructure to support uninterrupted instruction and provide English learners and socioeconomically disadvantaged pupils learning opportunities beyond the school day.

This action is principally directed to reduce the academic achievement gap improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies
50000.00	Title I 4000-4999: Books And Supplies
2000.00	Title IV 4000-4999: Books And Supplies
8000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1: Action 13

DHS will continue to foster a culture that nurtures and recognizes student success by providing student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips, etc) for English learners, foster youth, and socioeconomically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment of high academic performance of our socioeconomically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English Learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6200	LCAP Supplemental & Concentration 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. These stakeholders are proud of the academic achievements attained by our school.

For the 2018-19 school year, these achievements included the SBAC English (63.7% met standard district-wide) surpassing county (41.8% met standard) and state levels (55.96% met standard). Similarly, the SBAC mathematics of 36.34% (district-wide) meeting standard exceed county and state rates as well. Students with disabilities who took SBAC English California Alternate Assessment performed extremely well with 53.8% (district-wide) at level 3 (the highest level).

Our students continue attain high University of California UC a-g completion rates of 64% and a 'High' on the College and Career Indicator . Similarly, the DJUHSD English Learner Progress on the English Language Proficiency Assessment proficiency of 60.7% exceeds county and state rates. The stakeholders concurred the outlined actions and services are appropriate.

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

There are no significant differences in budgeted expenditures.

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

There are only a couple of changes added to this goal. The changes primarily deal with distance learning and ensuring all students and teachers have the necessary supplies they need to be successful. These added actions are principally directed to improve services for English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged pupils.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, and career technical education for all students, including English learners, foster youth & students with disabilities.

Goal 2

DHS has identified the need to maintain access to a broad course of study for socioeconomically disadvantaged pupils, homeless and foster youth, English learners, and students with disabilities. Our goal is to provide all students with the opportunities to enroll in dual enrollment, CTE courses, extra-curricular activities, and interventions.

Tiger Skills: DEVELOP ACADEMIC EXCELLENCE and SHOW PERSONAL RESPONSIBILITY

WASC SCHOOL WIDE Area of Growths

*Delano High School will ensure that all students- including students on IEPs, 504 Plans, English Learner students- are both College and Career Ready by completing A-G coursework and CTE capstone courses.

*Delano High School will further raise expectations for student performance through the use of instructional practices across all content areas that have an increased level of rigor and are better aligned to Depth of Knowledge levels three and four. The administration will provide increased opportunities for professional development and monitor implementation of practices in the classroom.

Identified Need

Delano High School has identified the following needs for the 2021-2022 school year:

- Maintain access to a broad course of study. In the 2020 parent/student survey, 100% of parents and students agreed that their students have access to a broad course of study
- Increase the dual enrollment credit attainment, (57.6% in 2020)
- Maintain a high College and Career readiness indicator (85% in 2020, high status on dashboard)
- Increase the number of EL students attaining dual enrollment credit (31% in 2020)
- Increase the number of students with disabilities attaining dual enrollment credit (17%)
- Maintain 100% of students with access to and enrollment in programs and services provided to unduplicated pupils.
- Maintain 100% of students with access to and enrollment in programs and services provided to students with disabilities.
- Improve 2020 AP passing rate for all pupils (24%) and socioeconomically disadvantaged students (36.2%).

- Improve pupil outcomes in Dataquest Physical Fitness Test in the area of body composition, (51.4%), Aerobic Capacity (65%), and Upper Body Strength (64%).
- Continue to achieve top rankings in Visual and Performing Arts in county and state competitions (achieved superior ratings in 2019).
- Maintain a high College and Career Indicator (85% in 2020)
- Increase the number of EL students considered College and Career ready (73.5%) in 2020
- Increase the number of students with disabilities considered College and Career ready (47.8% in 2020)
- Maintain the number of socioeconomically disadvantaged students considered College and Career ready (84.5% in 2020)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 7(a): Parent and Student Surveys, CALPADS & California School Dashboard, Priority 7 - the extent to which (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	<p>Standard Met</p> <p>Access To a Broad Course of Study</p> <p>Fall 2020 Survey 100% Pupils agree 99.7% Parents agree</p> <p>Dual Enrollment 2020-2021: All Pupils: 57.6% EL: 31.3% SWD: 17%</p> <p>College and Career Indicator 2020: All students: 85% English learners: 73.5% SWD: 47.8% SED: 84.5%</p>	<p>Standard Met</p> <p>Access To a Broad Course of Study Survey 97% Pupils agree 99.7% Parents agree</p> <p>Dual Enrollment: 70% pupils earning dual enrollment credit</p> <p>College and Career Indicator: All students: 87% English learners: 75% SWD: 50% SED: 87%</p>
Priority 7(b): Parent and Student Surveys, CALPADS & California School Dashboard, Priority 7 - The extent to which - (b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	<p>Standard Met</p> <p>Access To a Broad Course of Study</p> <p>Fall 2020 Survey 100% Pupils agree 99.7% Parents agree</p> <p>Dual Enrollment 2020-2021: All Pupils: 57.6% EL: 31.3% SWD: 17%</p> <p>College and Career</p>	<p>Standard Met</p> <p>Access To a Broad Course of Study Survey 97% Pupils agree 99.7% Parents agree</p> <p>Dual Enrollment: 70% pupils earning dual enrollment credit</p> <p>College and Career Indicator: All students: 87% English learners: 75%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Indicator 2020: All students: 85% English learners: 73.5% SWD: 47.8% SED: 84.5%	SWD: 50% SED: 87%
Priority 7(c): Parent and Student Surveys, CALPADS & California School Dashboard, Priority 7 - The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	Standard Met Access To a Broad Course of Study Fall 2020 Survey 100% Pupils agree 99.7% Parents agree Dual Enrollment 2020-2021: All Pupils: 57.6% EL: 31.3% SWD: 17% College and Career Indicator 2020: All students: 85% English learners: 73.5% SWD: 47.8% SED: 84.5%	Standard Met Access To a Broad Course of Study Survey 97% Pupils agree 99.7% Parents agree Dual Enrollment: 70% pupils earning dual enrollment credit College and Career Indicator: All students: 87% English learners: 75% SWD: 50% SED: 87%
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	World Language AP Passing 66% State Seal of Biliteracy 14.9% CALPADS CTE completers 2020 cohort: All Pupils: 36.9% English Learners:39.4% Students with Disabilities: 35.0% SED: 37.2%	World Language AP Passing 75% State Seal of Biliteracy 20% CALPADS CTE completers 2020 cohort: All Pupils: 40% English Learners:45% Students with Disabilities: 40% SED: 40%
PPAACC finals Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Visual Performing Arts DHS Band: 1st DHS Percussion: 3rd DHS Choir: Superior rating	Visual Performing Arts DHS Band: Maintain 1st DHS Percussion: 2nd or better DHS Choir: Maintain Superior rating

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Physical Fitness Test <ul style="list-style-type: none"> Healthy Fitness Zone 2019 Aerobic Capacity All Pupils: 64.9% SED: 63.4% Body Composition All Pupils: 51.4% SED: 50.3% Abdominal Strength All Pupils: 88.7% SED: 88.7% Trunk Extension All Pupils: 91.2% SED: 91% Upper Body Strength All Pupils: 63.6% SED: 62.8% Flexibility All Pupils: 79.3% SED: 79.2%	Physical Fitness Test Aerobic Capacity All Pupils: 66% SED: 65% Body Composition All Pupils: 53% SED: 52% Abdominal Strength All Pupils: 89% SED: 89% Trunk Extension All Pupils: 91.2% SED: 91% Upper Body Strength All Pupils: 65% SED: 64% Flexibility All Pupils: 80% SED: 80%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

Goal 2 Action 1 - High Quality Instruction

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

- Utilizing time during late start Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the college and career indicator and improve physical fitness outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.

b. Providing teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis for improved outcomes for the unduplicated pupils.

For the COVID-19 CARES Act and CRRSA provisions:

c. Provide extra duty time for teachers to upload curriculum into CANVAS to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

47420.00

Source(s)

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

1000.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

Goal 2 Action 2

Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs and improve student

The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

900.00

Source(s)

LCAP Supplemental & Concentration
4000-4999: Books And Supplies

2500.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures
1200.00	Title IV 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Goal 2 Action 3

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies
1000.00	Title IV 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Goal 2 Action 4: CTE and Dual Enrollment

Offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English Learners, foster youth, and socioeconomically disadvantaged pupils.

- a. Continue to maintain Career Technical Education teachers: Ag teacher at DHS.
- b. Maintain dual enrollment CTE courses: Nursing Assistant and Clinical Medical Assistant two periods of each at three comprehensive sites.
- c. Maintain the additional CTE and dual enrollment sections.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
212102.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits
149765.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits
71753.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 5: CTE & Dual Enrollment Support Staff

DHS will continue to provide CTE and dual enrollment support staff for improved or 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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69689.00	LCAP Supplemental & Concentration Salaries & Benefits
18622.00	LCAP Supplemental & Concentration Salaries & Benefits
16667.00	LCAP Supplemental & Concentration Salaries & Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 6: Access to a broad course of study for English learners, foster youth, and pupils of low socioeconomic status.

- a. Maintain the additional hour for program staff to provide additional instruction and maintain or improve the College and Career Readiness Indicator for ELs and socioeconomically disadvantaged, and students with disabilities.
- b. Continue to fund the increased music teachers at DHS
- c. Continue to fund the music coaches at all three comprehensive high schools to maximize student performance and improved College and Career Readiness

These actions are principally directed and effective in maintaining or improving the College and Career Readiness Indicator, and attainment of dual enrollment credit for English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
87500.00	LCAP Supplemental & Concentration Salaries & Benefits
23333.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 7 Other EC 51220 Outcomes

DHS will continue to provide opportunities to improve outcomes in other areas for English learners, foster youth, and pupils of low socioeconomic status.

- Maintain athletic trainers to provide and implement safe physical activity practices and improve outcomes in physical fitness for socioeconomically disadvantaged pupils.
- Maintain reduced class size in physical education grade 0 to meet PFT outcomes for socioeconomically disadvantaged students.
- Continue to provide afterschool programs and intervention to improve student outcomes.

These actions are principally directed and effective in providing English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improved CCI and PFT results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

47666.00

Source(s)

LCAP Supplemental & Concentration
Salaries & Benefits

3000.00

LCAP Supplemental & Concentration
Salaries & Benefits

73333.00

LCAP Supplemental & Concentration
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 7: Supplemental Activities

DHS will continue to provide instructional fieldtrips and visitations to four year universities, community colleges, and vocational institutions for students to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes.

The supplemental educational activities are principally directed and effective in improving CCI indicator, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000.00

Source(s)

LCAP Supplemental & Concentration
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 2 Action 9: Technology

DHS will continue to purchase technology for students and instructional staff to enhance and improve student performance in meeting 21st Century Learning Skills.

The purchase of technology is principally directed and effective in improving digital literacy, CTE completers, PFT, and college and career readiness for pupils of low socio-economic status, English Learners, and foster youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. The College and Career Readiness indicated increased for English Learners and for students with disabilities district-wide. This is attributed to the increased access to dual enrollment and CTE opportunities. The music program continues to excel. All schools attained champions, first place, and second place in the county.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture/Environment/Parent Involvement

LEA/LCAP Goal

Provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day.

Goal 3

Provide all students with a high-quality educational environment where they can take pride in their facilities and look forward to coming to school every day. Delano High will seek parent input and involvement in the decision-making process as they are key stakeholders

Tiger Skills: SHOW PERSONAL RESPONSIBILITY

WASC Area of Growth:

Delano High School will continue to develop and improve partnerships with parents & community members as well as facilitate articulation with feeder schools in order to enhance and support the learning process.

The school will work to involve parents as key stakeholders in school-wide decision-making.

Identified Need

Based on 2019 and 2020 data, Delano High School has identified the following needs:

- Increase student attendance rates (94.9% in 2020)
- Decrease the chronic absentee rate for all pupils (14.8% in 2018)
- Decrease the chronic absentee rate for socioeconomically disadvantaged students (10.6% in 2018)
- Decrease the chronic absentee rate for students with disabilities (13.5% in 2018)
- Decrease the chronic absentee rate for English learners (10.5%)
- Improve student and parent sense of safety as a result of fears of COVID-19 (85% in 2020, 94.9% in 2019)
- Maintain a strong sense of student connectedness (99.4% in 2020)
- Improve students' mental well-being by increasing SEL initiatives and group and one-on-one counseling
- Decrease suspension rates of all pupils (1.7% in 2020)
- Decrease suspension rates of socioeconomically disadvantaged students (1.7% in 2020).
- Decrease suspension rates of English Learners (2.2% in 2020).
- Decrease suspension rates of students with disabilities (3% in 2020).
- Maintain low expulsion rate of all students (0.14% in 2020)
- Maintain low expulsion rate of EL students (0% in 2020)
- Maintain low drop-out rate of all pupils (1.2% in 2020), but decrease the high rate of dropout in students with disabilities (8.7%)
- Ensure the 100+ year old campus remains in good repair by repairing the blacktop and the chiller.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1(c): Basic Services- School facilities are maintained in good repair.	California Dashboard Self-Reflection Tool & 2019 Facility Inspection Tool: DHS 97% in “Good Repair”	DHS 98% in “Good Repair”
Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	<p>Standard Met Full Implementation and Sustainability</p> <p>DHS' current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in October 2020 to parents of Delano High School. The results of these surveys indicate that 96% of parents agree the school/district seeks input from parents in making decisions for the school and district.</p> <p>District Parent advisory participation increased by 31.7%. DJUHSD provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site Council, Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).</p>	Increase Parent Advisory participation by 4% over previous year to seek input in making decisions for the school
Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted	Continue to Meet Standards by promoting parental participation via weekly phone messages and quarterly parent advisory meetings.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.</p> <p>2020 Parent & Student Survey: Full Implementation and Sustainability</p> <p>Delano High School celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. DHS will continue its efforts in engaging families in all school activities.</p> <p>Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve families in Parent University trainings and site and district stakeholder meetings. Delano High School will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard messaging, social media, the school marquee, mailings, and posting events on our websites. All staff is trained in Solution</p> <p>Tree's Professional Learning Communities to provide professional learning and support to teachers and principals to improve the school's capacity to partner with families.</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.	The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district & school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.	Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.
Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: school attendance rates	Aeries School Year 2019-2020: 94.98% attendance	Attain 96.7%
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable Chronic absenteeism rates	Dataquest 2018-2019 Chronic Absenteeism Rates: All Pupils: 14.8% SED: 10.3% EL: 10.6% SWD: 13.5%	Dataquest 2018-2019 Chronic Absenteeism Goal: All Pupils: 10% SED: 9% EL: 9% SWD: 10%
Dataquest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	DJUHSD: 95.8% Delano High 2020 - All Pupils: 97.7% SED: 97.6% EL: 95.4% SWD: 78.3% Homeless: N/A	All students Maintain "Very High" performance level All Pupils: 98.5% SED: 98.5% EL: 96% SWD: 80% Homeless: N/A
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates	DJUHSD: 2.5% Delano High 2020 - All Pupils: 1.2% SED: 1.2% EL: 2.3% SWD: 8.7% Homeless: N/A	All Pupils: Below 1% SED: Below 1% EL: Below 1% SWD: Below 5% Homeless: N/A
Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates	Suspension Rates 2019-2020 SY All Pupils: 1.7% SED: 1.7% EL: 2.2%	All Pupils: Below 1% SED: Below 1% EL: Below 2% SWD: Below 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD: 3.0%	
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates	All Pupils: 0.14% EL Students: 0% SED: 0% Homeless: 0%	Maintain below 1% for all students and subgroups
Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Standard Met A local climate survey was administered in October of 2020 to students, parents, and teachers. The results of this survey indicate that 95.7% of parents agree that the school involves parents in providing input in making decisions for the school/district, 97.8% of parents agree that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities, and 96.7% of parents feel that DHS effectively addresses attendance, dropout, and graduation. 85.4% of students felt safe at school (COVID concerns) and students feel connected to school.	Maintain: 95% Student, parent, and teacher sense of school safety Increase: 98% connectedness to school

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 1 - Professional Development on Behavior and socio and emotional education

Continue to provide high-quality professional development for teachers, administrators, counselors, and other staff on evidence- based behavior and social-emotional intervention strategies and practices.

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

Title IV

- Provide high-quality training for school personnel that is related to suicide prevention, bullying, drug abuse prevention, human trafficking, school-based violence prevention strategies, and effective and trauma-informed practices in classroom management. This includes participating in Aggression Replacement Training, Applied Suicide Intervention Skills Training, and the Bullying Prevention Symposium.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures
2000.00	Title IV 5000-5999: Services And Other Operating Expenditures
12000.00	Expanded Learning Opportunities Grant 5000-5999: Services And Other Operating Expenditures
10000.00	ESSER 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Goal 3 Action 2: Supplemental materials

DHS will continue to purchase supplementary, social-emotional education, and behavior intervention materials and equipment to attain student goals.

- In preparation for in-person instruction, purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease.

b. In preparation for in-person instruction, purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use.

Provide pupils and teachers COVID-19 protective equipment (masks, face shields, hand sanitizer) to improve student and teacher sense of safety.

All supplementary materials are principally directed on improving chronic absenteeism and increasing graduation rates for the unduplicated pupil count.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies
500.00	Title IV 5000-5999: Services And Other Operating Expenditures
9000.00	Expanded Learning Opportunities Grant 4000-4999: Books And Supplies
5000.00	ESSER 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 3 Action 3 : Provide alternative educational settings to reduce suspension and expulsion.

A. Maintain academic intervention teachers – one for each comprehensive school site

This action is principally directed for the unduplicated student population.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
153574.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners Foster Youth Low Income
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Strategy/Activity

Goal 3 Action 4: Additional Academic Support and Options
DHS will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities, and pupils of low socio-economic status.
a. Maintain additional sessions of independent study to reduce chronic absenteeism of English Learners, homeless youth, and socioeconomically disadvantaged youth.
b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.
c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities and improve graduation rates of English learners.
This action is principally directed and effective in providing the necessary support services to increase graduation rates and reduce chronic absenteeism for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7865.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits
20000.00	LCAP Supplemental & Concentration Salaries & Benefits

103986.00

LCAP Supplemental & Concentration
Salaries & Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 5

Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.

This action is principally directed to improve graduation rates for English learners, foster youth, students with disabilities, & socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,500.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits

19729.00

Title I
Salaries & Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 3 Action 6 Support Services

DHS will continue to provide additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension, and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low socio-economic status.

- Maintain funding for portion of salary for school psychologist and nurse to provide health and social-emotional education for improved student academic achievement.
- Maintain funding for an intervention counselor, one for each comprehensive high school to provide behavior and social-emotional education for improved student academic achievement.
- Hire an intern psychologist to provide services for the prevention of suicide, trauma, bullying, and violence and improve student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
239275.00	LCAP Supplemental & Concentration Salaries & Benefits
50000.00	Expanded Learning Opportunities Grant Salaries & Benefits
155100.00	LCAP Supplemental & Concentration Salaries & Benefits
65000.00	Title IV Salaries & Benefits
35000.00	Expanded Learning Opportunities Grant 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Goal 3 Action 7: Other Outcomes

DHS will continue to provide opportunities to improve outcomes in other areas for English learners, foster youth, and pupils of low socioeconomic status.

- Maintain athletic trainers to provide and implement safe physical activity practices and improve outcomes in physical fitness and socioeconomically disadvantaged pupils.
- Maintain reduced class size in physical education grade 9 to meet Physical Fitness Test outcomes for socioeconomically disadvantaged students.
- Continue to provide afterschool programs and intervention to improve student outcomes.

This action is principally directed on providing English learners, foster youth and socioeconomically disadvantaged pupils access to a broad course of study and improved College and Career Readiness (CCI) and Physical Fitness Results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
105971.00	LCAP Supplemental & Concentration Salaries & Benefits
10000.00	ESSER Salaries & Benefits
70000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures
60130.00	LCAP Supplemental & Concentration Salaries & Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 9: School Connectedness

DHS will continue to purchase technology for students and instructional staff to enhance and improve student performance in meeting 21st Century Learning Skills.

The purchase of technology is principally directed and effective in improving digital literacy, CTE completers, PFT, and college and career readiness for pupils of low socio-economic status, English Learners, and foster youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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4000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies
3200.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 9: Parental Involvement

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

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

Learning Continuity and Attendance Plan:

Conduct parental Involvement communications for reengagement and academic progress and support as well as parent trainings to support distance learning for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Parent Workshops
300.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Parent Workshops
5250.00	Title I Salaries & Benefits
3000.00	ESSER Salaries & Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3 Action 10

Continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.

This action is principally directed on improving outcomes of the State's Eight Priorities for the unduplicated pupil population.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 3: Action 11

Adjust the classified working calendar to meet student needs.

This action is principally directed on improving outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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60913.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits
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Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

All actions and services were implemented during the 2019-20 school year. DHS provided professional development opportunities to all staff. Staff participated in the two professional development days offered in Goal 1 Action 1. We provided all interventions and support for student success through our opportunity programs and academic intervention sessions. Students received additional support services from our psychologist, intervention counselor, school nurse, discipline liaison, and resource officer. The district implemented additional measures for student sense of safety. These included additional locks for all classroom doors, cameras, and secure entrances at the school offices. The teacher day was extended an additional fifteen minutes to be available afterschool for students and parents. Technology was provided in credit recovery and intervention. The district was able to complete needed repairs to student use facilities. Parent outreach and workshops were conducted in the evenings on a regular basis. The district accommodated student needs by maintaining the classified staff work calendar to align to student school days. These actions and services are principally directed to improve services for the unduplicated pupils.

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

The material differences are in Action 2 and Action 5. The district used approximately half of the funds allocated towards student sense of safety (Action 2). The unused half was transferred to meet technology needs for student learning. Action 5 for reduced class size was significantly less than projected. The rest of the allocation will be carried over to the 2020-2021 LCAP actions and services.

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

The stakeholder groups conducted data, outcome, and performance analysis of the expected outcomes, metrics, and actions. Overall stakeholders are pleased with the school's performance on the state and local metrics outlined on the Eight Priorities. There is, however, a noted decline in student sense of safety. It is believed that the uncertainty of these unprecedented times has added a layer of stress to our students. Delano High will continue to explore methods of increasing our sense of safety on campus. Additionally, the district has proposed continued funding for an additional security officer for the 2020-2021 school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$5,403,300.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$20,500.00
Title I	\$566,370.00
Title II Part A: Improving Teacher Quality	\$71,185.00
Title III	\$17,608.00
Title IV	\$71,700.00

Subtotal of additional federal funds included for this school: \$747,363.00

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

State or Local Programs	Allocation (\$)
ESSER	\$427,000.00
Expanded Learning Opportunities Grant	\$667,413.00
LCAP Supplemental & Concentration	\$3,561,524.00

Subtotal of state or local funds included for this school: \$4,655,937.00

Total of federal, state, and/or local funds for this school: \$5,403,300.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	20,500.00
ESSER	427,000.00
Expanded Learning Opportunities Grant	667,413.00
LCAP Supplemental & Concentration	3,561,524.00
Title I	566,370.00
Title II Part A: Improving Teacher Quality	71,185.00
Title III	17,608.00
Title IV	71,700.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	423,900.00
5000-5999: Services And Other Operating Expenditures	567,352.00
Certificated Personnel Salaries & Benefits	644,855.00
Classified Personnel Salaries & Benefits	210,678.00
Salaries & Benefits	3,556,515.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	20,500.00
4000-4999: Books And Supplies	ESSER	5,000.00

5000-5999: Services And Other Operating Expenditures	ESSER	10,000.00
Salaries & Benefits	ESSER	412,000.00
4000-4999: Books And Supplies	Expanded Learning Opportunities Grant	74,000.00
5000-5999: Services And Other Operating Expenditures	Expanded Learning Opportunities Grant	242,000.00
Salaries & Benefits	Expanded Learning Opportunities Grant	351,413.00
4000-4999: Books And Supplies	LCAP Supplemental & Concentration	261,900.00
5000-5999: Services And Other Operating Expenditures	LCAP Supplemental & Concentration	284,152.00
Certificated Personnel Salaries & Benefits	LCAP Supplemental & Concentration	609,658.00
Classified Personnel Salaries & Benefits	LCAP Supplemental & Concentration	210,678.00
Salaries & Benefits	LCAP Supplemental & Concentration	2,195,136.00
4000-4999: Books And Supplies	Title I	80,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
Certificated Personnel Salaries & Benefits	Title I	24,197.00
Salaries & Benefits	Title I	457,173.00
Certificated Personnel Salaries & Benefits	Title II Part A: Improving Teacher Quality	11,000.00
Salaries & Benefits	Title II Part A: Improving Teacher Quality	60,185.00
5000-5999: Services And Other Operating Expenditures	Title III	2,000.00
Salaries & Benefits	Title III	15,608.00
4000-4999: Books And Supplies	Title IV	3,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	3,700.00
Salaries & Benefits	Title IV	65,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,341,557.00
Goal 2	839,450.00

Goal 3

1,222,293.00

School Site Council Membership

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

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

Name of Members	Role
Shondra Walker	Principal
Ernesto Marcial	Classroom Teacher
Catherine Starling	Classroom Teacher
Cheryl Gonzalez	Classroom Teacher
Lucy Hernandez	Classroom Teacher
Maria Wilson	Classroom Teacher
Susana Salazar	Other School Staff
Esmeralda Ordonez	Other School Staff
Ruby Castro	Secondary Student
Mayte Carranza	Secondary Student
Reynelle Leila Aricheta	Secondary Student
Delilah Castro	Secondary Student
Guadalupe Castillo	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Victor Santiago	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: WASC Chair

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

Principal, Shondra Walker on
SSC Chairperson, Ernesto Marcial on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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