

School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delano High School	15634121531672	September 26, 2024	October 8, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Delano High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Delano High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 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.

Educational Partner Involvement

How, when, and with whom did Delano High 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 2024-2025 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, and 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 Spring 2023-2024 and Fall 2024-2025 academic years 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. Stakeholder meetings were held with district staff that included counselors, psychologist, nurses and classified staff from each high school. 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.

STUDENT LCAP Stakeholder Meeting: January 23, 2024
TEACHERS/COUNSELORS LCAP Stakeholder Meeting: January 24, 2024
SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL LCAP Stakeholder Meeting: June 4, 2024
TITLE I PARENT/COMMUNITY Needs Assessment Meeting: September 24, 2024
ENGLISH LEARNER ADVISORY COMMITTEE Needs Assessment Meeting: September 24, 2024
SSC SPSA Review and Approval: September 26, 2024

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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: Formative, Redink, 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2023 suspension rate is in need of improvement due to a 1.1% increase from 2022. At 1.9% suspension rate in 2023, Delano High School has 2.5% less suspension in comparison with the County and 1.7 less suspensions than the State.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback indicate that there is a need to continue providing support in the following areas:

- *Social Emotional Intervention/Mental Health
- *Academic Intervention
- *Faculty and instructional support staff professional development in behavioral management
- *School Connectedness: Parents and Students

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Delano High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.1%	0.08%	0.08%	2	1	1
Asian	0.1%	0.08%	0.41%	3	1	5
Filipino	10.5%	8.53%	8.08%	126	110	99
Hispanic/Latino	88.2%	89.69%	89.47%	1167	1157	1096
Pacific Islander	%	0%	%		0	
White	0.16%	1.32%	1.63%	22	17	20
Multiple	0.1%	0.23%	0.33%	3	3	4
Total Enrollment				1323	1290	1225

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	351	304	288
Grade 10	307	338	305
Grade 11	355	313	334
Grade 12	310	335	298
Total Enrollment	1323	1,290	1,225

Conclusions based on this data:

1. The Filipino population continues a slight decline while the Hispanic population increases.
2. DHS saw a slight decline in enrollment in the past two years. From 21-22 to 23-24, the enrollment has decreased by 7.4%.
3. The 9th grade population experienced a decline of 63 students from 21-22 to 23-24.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	425	359	312	27.50%	32.1%	25.5%
Fluent English Proficient (FEP)	583	616	610	50.40%	44.1%	49.8%
Reclassified Fluent English Proficient (RFEP)	68	90	79	12.3%	16%	22%

Conclusions based on this data:

1. There was a 12% decline in the number of English Learners in 23-24.
2. The number of FEP students slightly decreased.
3. The number of reclassified students has increased by 6%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	284	323	300	257	312	291	245	311	291	90.5	96.6	97.0
All Grades	284	323	300	257	312	291	245	311	291	90.5	96.6	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2596.	2618.	2614.	24.49	29.90	25.09	31.84	38.26	40.21	22.45	19.61	24.40	21.22	12.22	10.31
All Grades	N/A	N/A	N/A	24.49	29.90	25.09	31.84	38.26	40.21	22.45	19.61	24.40	21.22	12.22	10.31

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.34	31.19	23.37	52.14	56.27	61.51	17.52	12.54	15.12
All Grades	30.34	31.19	23.37	52.14	56.27	61.51	17.52	12.54	15.12

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.75	30.55	28.52	54.82	55.95	63.23	18.42	13.50	8.25
All Grades	26.75	30.55	28.52	54.82	55.95	63.23	18.42	13.50	8.25

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13.56	17.68	12.71	76.69	72.35	76.63	9.75	9.97	10.65
All Grades	13.56	17.68	12.71	76.69	72.35	76.63	9.75	9.97	10.65

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.54	27.65	27.15	58.51	64.63	65.29	9.96	7.72	7.56
All Grades	31.54	27.65	27.15	58.51	64.63	65.29	9.96	7.72	7.56

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Conclusions based on this data:

1. DHS continues to perform strongly in English. In 2022, 67% of our 11th grade students and 65.22% in 2023 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. There was a 2.58% decline in the area of Reading although the scores are still above average.
3. Students improved by nearly 5 percent in the area of Writing. Students did not make any significant declines in any of the four areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	284	323	300	262	311	292	254	311	292	92.3	96.3	97.3
All Grades	284	323	300	262	311	292	254	311	292	92.3	96.3	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2575.	2546.	2552.	12.60	7.72	7.53	14.96	19.29	18.84	32.68	24.76	28.77	39.76	48.23	44.86
All Grades	N/A	N/A	N/A	12.60	7.72	7.53	14.96	19.29	18.84	32.68	24.76	28.77	39.76	48.23	44.86

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.93	13.50	15.41	51.57	44.69	38.01	31.50	41.80	46.58
All Grades	16.93	13.50	15.41	51.57	44.69	38.01	31.50	41.80	46.58

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13.78	9.32	8.22	63.78	63.02	66.78	22.44	27.65	25.00
All Grades	13.78	9.32	8.22	63.78	63.02	66.78	22.44	27.65	25.00

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.96	7.72	8.22	61.02	67.52	66.10	24.02	24.76	25.68
All Grades	14.96	7.72	8.22	61.02	67.52	66.10	24.02	24.76	25.68

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Conclusions based on this data:

1. DHS performed below the county average in 2023 with 26.37% of our 11th grade students meeting or exceeding standards in comparison with 34.62% meeting or exceeding at the county level.
2. There was a decline in math achievement over the course of the three years of data, however teachers and admin are working aggressively to see increased proficiency in the current year in recoup the learning loss due to the pandemic.
3. 'Concepts and Procedures' is an area for significant improvement.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1550.8	1545.5	1568.2	1551.4	1543.8	1578.5	1549.7	1546.7	1557.4	128	130	107
10	1552.2	1591.5	1575.1	1560.6	1604.6	1589.8	1543.3	1577.9	1559.8	103	100	92
11	1525.5	1571.3	1577.9	1519.4	1577.1	1581.5	1531.0	1565.0	1573.8	58	71	77
12	1555.4	1553.6	1566.9	1558.8	1551.0	1579.6	1551.4	1555.7	1553.6	61	54	63
All Grades										350	355	339

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	17.60	21.54	27.10	35.20	33.85	39.25	32.00	20.77	19.63	15.20	23.85	14.02	125	130	107
10	20.39	40.00	30.43	35.92	33.00	32.61	25.24	23.00	22.83	18.45	4.00	14.13	103	100	92
11	8.62	16.90	27.27	34.48	45.07	31.17	29.31	26.76	33.77	27.59	11.27	7.79	58	71	77
12	16.67	14.81	19.05	40.00	44.44	36.51	30.00	16.67	31.75	13.33	24.07	12.70	60	54	63
All Grades	16.76	24.79	26.55	36.13	37.46	35.10	29.19	21.97	25.96	17.92	15.77	12.39	346	355	339

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	30.40	33.08	45.79	36.00	33.08	32.71	25.60	17.69	10.28	8.00	16.15	11.21	125	130	107
10	36.89	51.00	46.74	30.10	32.00	28.26	25.24	14.00	11.96	7.77	3.00	13.04	103	100	92
11	29.31	40.85	38.96	32.76	43.66	41.56	15.52	8.45	14.29	22.41	7.04	5.19	58	71	77
12	38.33	38.89	39.68	41.67	31.48	42.86	11.67	7.41	7.94	8.33	22.22	9.52	60	54	63
All Grades	33.53	40.56	43.36	34.68	34.65	35.40	21.39	13.24	11.21	10.40	11.55	10.03	346	355	339

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.80	5.38	13.08	21.60	26.15	24.30	35.20	40.00	33.64	34.40	28.46	28.97	125	130	107
10	5.83	15.00	7.61	26.21	39.00	29.35	33.01	31.00	33.70	34.95	15.00	29.35	103	100	92
11	0.00	8.45	9.09	22.41	22.54	28.57	41.38	49.30	38.96	36.21	19.72	23.38	58	71	77
12	6.67	3.70	6.35	20.00	18.52	17.46	45.00	51.85	38.10	28.33	25.93	38.10	60	54	63
All Grades	6.07	8.45	9.44	22.83	27.89	25.37	37.28	41.13	35.69	33.82	22.54	29.50	346	355	339

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.60	4.62	15.89	65.60	76.15	69.16	20.80	19.23	14.95	125	130	107
10	10.68	17.00	20.65	67.96	79.00	69.57	21.36	4.00	9.78	103	100	92
11	3.45	5.63	6.49	60.34	76.06	80.52	36.21	18.31	12.99	58	71	77
12	3.33	11.11	1.59	76.67	57.41	82.54	20.00	31.48	15.87	60	54	63
All Grades	9.25	9.30	12.39	67.34	74.08	74.34	23.41	16.62	13.27	346	355	339

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	62.90	60.00	81.31	24.19	22.31	9.35	12.90	17.69	9.35	124	130	107
10	74.51	82.00	75.00	15.69	14.00	11.96	9.80	4.00	13.04	102	100	92
11	67.24	80.28	79.22	15.52	15.49	16.88	17.24	4.23	3.90	58	71	77
12	80.00	72.22	84.13	11.67	9.26	6.35	8.33	18.52	9.52	60	54	63
All Grades	70.06	72.11	79.65	18.02	16.62	11.21	11.92	11.27	9.14	344	355	339

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.80	6.92	20.56	42.40	50.00	57.01	44.80	43.08	22.43	125	130	107
10	12.62	24.00	13.04	49.51	51.00	58.70	37.86	25.00	28.26	103	100	92
11	1.72	9.86	18.18	53.45	49.30	49.35	44.83	40.85	32.47	58	71	77
12	8.33	7.41	11.11	51.67	53.70	52.38	40.00	38.89	36.51	60	54	63
All Grades	10.12	12.39	16.22	47.98	50.70	54.87	41.91	36.90	28.91	346	355	339

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.60	2.31	1.87	84.80	73.85	73.83	13.60	23.85	24.30	125	130	107
10	0.00	5.00	8.70	76.70	89.00	76.09	23.30	6.00	15.22	103	100	92
11	17.24	18.31	19.48	60.34	63.38	63.64	22.41	18.31	16.88	58	71	77
12	15.00	18.52	11.11	70.00	55.56	61.90	15.00	25.93	26.98	60	54	63
All Grades	6.07	8.73	9.44	75.72	73.24	69.91	18.21	18.03	20.65	346	355	339

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- DHS continues to focus on the EL population in order to ensure that students are improving in their language acquisition.
- In 2022, we increased from 17% of students at a level 4 to 22% at a level 4. In 2023, we increased by nearly 2%.

3. As of 2023, EL students remain 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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1290	93.2	27.8	0.6
Total Number of Students enrolled in Delano High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	359	27.8
Foster Youth	8	0.6
Homeless	7	0.5
Socioeconomically Disadvantaged	1202	93.2
Students with Disabilities	97	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
Asian	1	0.1
Filipino	110	8.5
Hispanic	1157	89.7
Two or More Races	3	0.2
White	17	1.3

Conclusions based on this data:

1. The majority of Delano High School students are socioeconomically disadvantaged.
2. Nearly 28% of students are categorized as English Learners.

3. There has been a slight decline in the number of students with disabilities from 7.5% the previous year to 6.4%.

School and Student Performance Data

Overall Performance

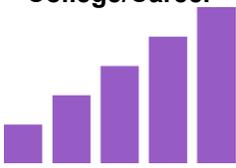
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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Yellow	Chronic Absenteeism  No Performance Color	
English Learner Progress  Green		
College/Career  Very High		

Conclusions based on this data:

1. Graduation rates for Delano High School remain the highest performance level; for the 2019-2020, over 97% of students graduated within four years. This trend has remained consistent with 95% or more students receiving a diploma.
2. Overall, Delano High students continue to excel in English Language Arts, but there is a need to continue to focus on mathematics achievement, the suspension rate, and chronic absenteeism.
3. English Learner Progress is now in the High Range as a result of our students showing tremendous growth on the ELPAC.

School and Student Performance Data

Academic Performance English Language Arts

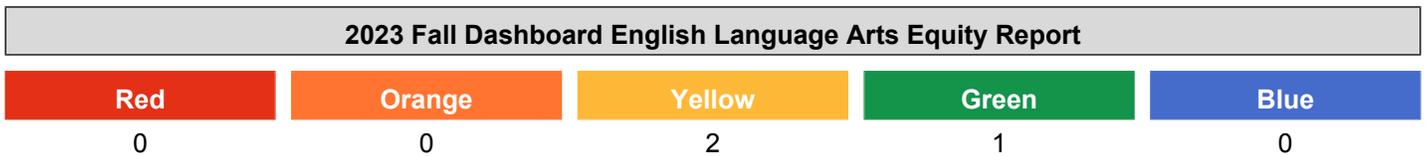
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 34 points above standard Maintained -2.6 points 281 Students	English Learners  Yellow 16 points below standard Increased +14.2 points 123 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Green 30 points above standard Decreased -5.6 points 269 Students	Students with Disabilities 51.6 points below standard Increased Significantly +94.3 points 18 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	72.8 points above standard Decreased -3.2 points 26 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.3 points above standard Decreased -3.2 points 250 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
55.3 points below standard Increased Significantly +27.9 points 68 Students	32.6 points above standard Decreased -6.4 points 55 Students	42.3 points above standard Decreased Significantly -15.5 points 63 Students

Conclusions based on this data:

- Overall, DHS students perform well in ELA .
- There is an achievement gap amongst English learners and students with disabilities subgroups compared to all students.
- There is a noted decline for the EL subgroup of 20.2 points and students with disabilities subgroup of 26.6 points.

School and Student Performance Data

Academic Performance Mathematics

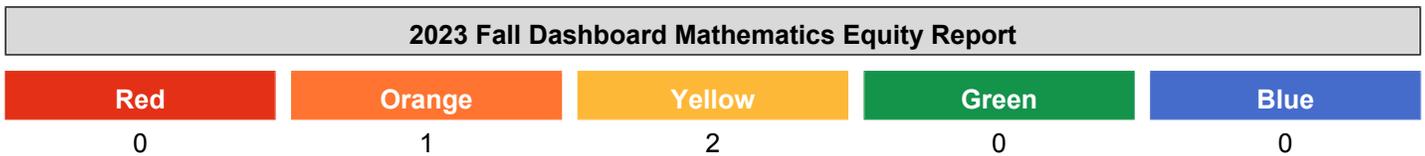
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 72.3 points below standard Increased +8.8 points 282 Students	English Learners Orange 127.3 points below standard Increased Significantly +17.4 points 124 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Yellow 77.1 points below standard Increased +6.5 points 270 Students	Students with Disabilities 150.9 points below standard Increased Significantly +78 points 18 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	<div style="background-color: #e6f2ff; padding: 2px;">4 points below standard</div> Increased +3.4 points 26 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e6f2ff; padding: 2px;">79.4 points below standard</div> Increased +10.2 points 251 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<div style="background-color: #e6f2ff; padding: 2px;">167.1 points below standard</div> Increased Significantly +24.1 points 68 Students	<div style="background-color: #e6f2ff; padding: 2px;">79 points below standard</div> Increased +6.6 points 56 Students	<div style="background-color: #e6f2ff; padding: 2px;">58.2 points below standard</div> Decreased -11.3 points 63 Students

Conclusions based on this data:

1. There is a noted decline for the English learner subgroup of 10.5 points as 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 and the overall population.
3. DHS administration and staff are working to decrease this gap and see improvement overall and within subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

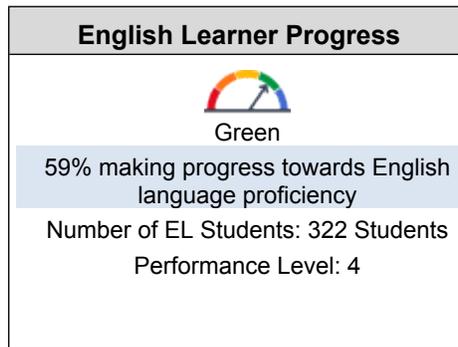
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
63	68	18	170

Conclusions based on this data:

1. Delano High School is in the high-level with 60% of students making progress toward the English language proficiency.
2. 27% of students maintained their ELPI level.
3. 20% decreased in their ELPI level, which is an area for growth.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

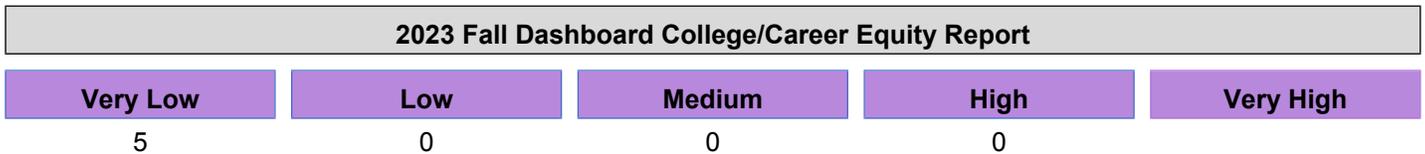
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

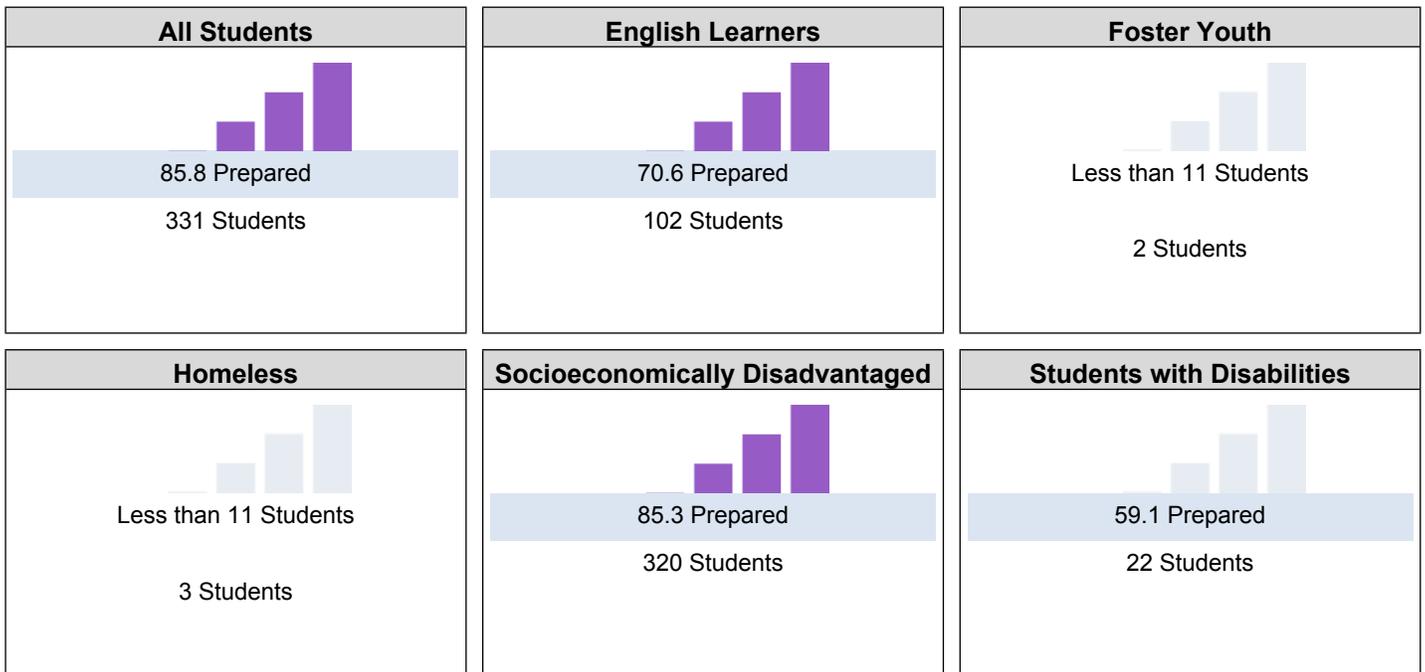


This section provides number of student groups in each level.

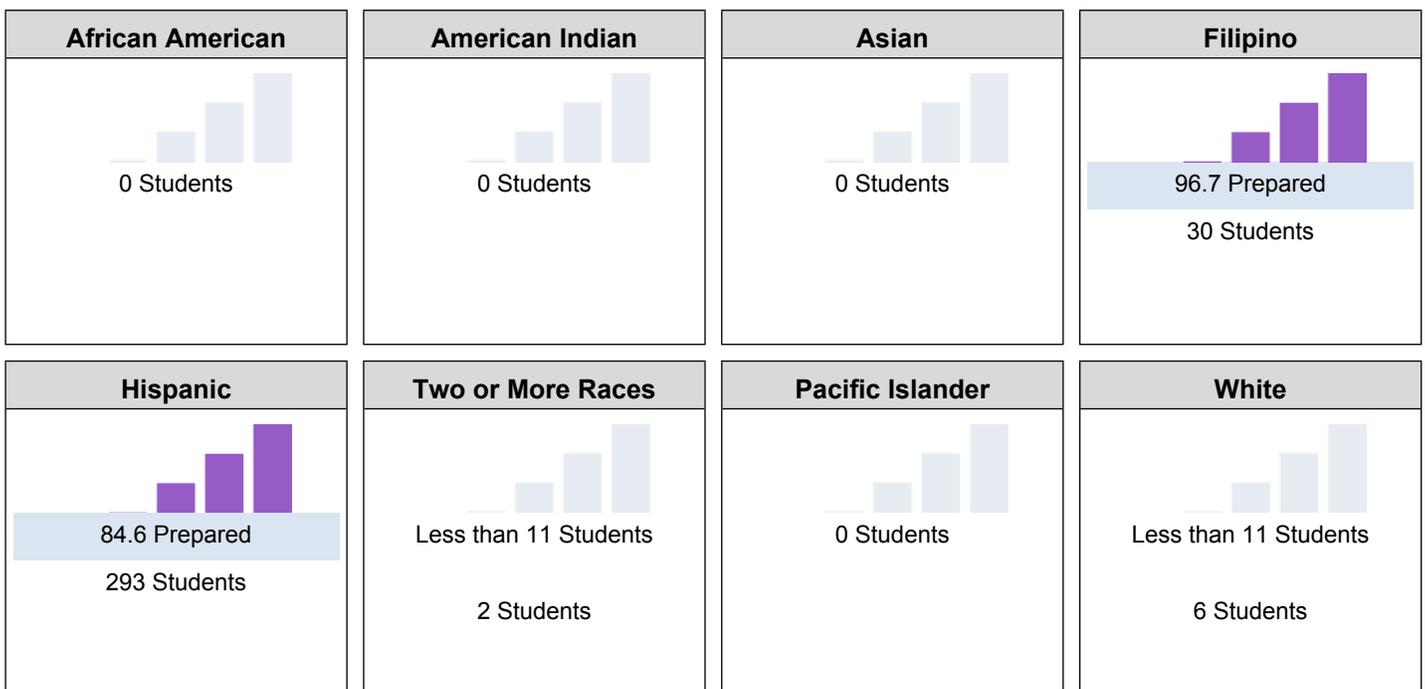


Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



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. This number reached close to 86% in 2023.
2. Delano High School has the highest CCI percentages in the district and county.
3. 71% of ELs and 59% of SWD met the College and Career indicator for the 2022-23 academic school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

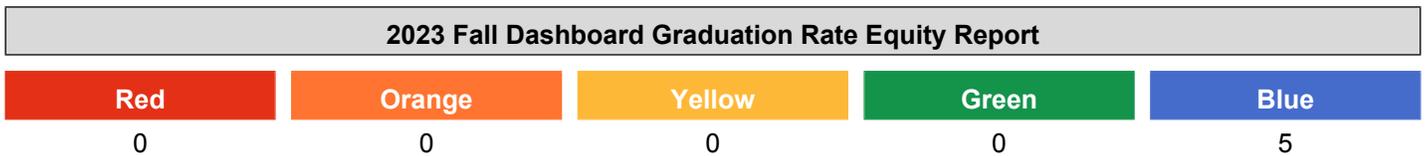
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 97% graduated Increased 2.9 334 Students	English Learners  Blue 96.2% graduated Increased Significantly 7.8 104 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Blue 96.9% graduated Increased 3.1 323 Students	Students with Disabilities 100% graduated Increased Significantly 34.6 23 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 100% graduated Increased Significantly 6.8 31 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.9% graduated Increased 2.8 295 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

Conclusions based on this data:

1. Graduation rates are 'HIGH' for all student sub-groups at Delano High.
2. Socioeconomically disadvantaged students are graduating at a very high level as well.
3. Graduation rates continue to be above county and state level as all subgroups continued to excel throughout the pandemic.

School and Student Performance Data

Conditions & Climate Suspension Rate

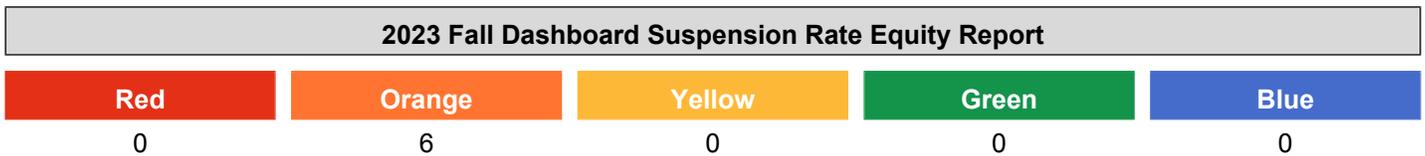
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 1.9% suspended at least one day Increased 1.1 1364 Students	 Orange 2.2% suspended at least one day Increased 1.1 452 Students	Less than 11 Students 10 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
6.3% suspended at least one day 16 Students	 Orange 1.7% suspended at least one day Increased 1 1269 Students	 Orange 2.8% suspended at least one day Increased 1.9 107 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 1 Student</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange 1.8% suspended at least one day Increased 1.8 114 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange 2% suspended at least one day Increased 1.1 1224 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day Maintained 0 20 Students</p>

Conclusions based on this data:

- The suspension rate for all students is in the Low category.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Priority 1(a): Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Priority1(b):Every pupil has sufficient access to the standards-aligned instructional materials

Priority 2: Implementation of the academic content and performance standards adopted by the state board.

Priority 4: Pupil achievement as measured by all of the following:

*Statewide assessments

*UC a-g completion

*CTE completers

*Pupils who have completed both UC a-g and CTE.

*English learner progress toward English proficiency on the ELPAC (English Language Proficiency Assessments for California).

*The English learner reclassification rate.

*Advanced Placement (AP) examination passing with a score of 3 or higher.

*Early Assessment Program (EAP) or any subsequent assessment of college preparedness

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Delano High School has identified the following needs for the 2024-25 school year:

- Maintain a high percentage of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. DHS has 60 staff and 95% of the teaching staff is fully credentialed with more than 2 years of experience. Zero are misassigned.
- Maintain sufficient access to standards-aligned instructional materials. Currently at 100% access (Williams Act Report)
- Ensure DHS has 100% implementation of state board adopted academic content and performance standards (DHS is at full implementation as measured in a staff survey).
- Maintain 'High' academic performance for all pupils on the CAASPP ELA (65.30% met/exceeded) and improve in mathematic (26.37% met or exceeded).
- Increase pupil achievement on statewide assessments including our subgroup populations.
- Increase pupil achievement as measured by local assessments including our subgroup populations.
- Maintain 'high' UC A-G completion rates for all pupils and improve completion rate for socioeconomically disadvantaged pupils, English Learners, and students with disabilities.
- Improve performance on the CAST for all pupils (24.7% in 2023) as well as subgroup populations including ELs (2.3%), SED (24.3%), and Students with Disabilities (3.45%).
- Improve CTE completion rates for all pupils and subgroups.
- Improve English progress indicator on the California Dashboard.
- Improve English Learner reclassification rate.
- Improve AP passing rate for all pupils and subgroup populations.
- Maintain EAP college preparedness above state levels for all pupils and socioeconomically disadvantaged subgroups.
- Maintain 'Very High' status on the California Dashboard College Readiness Indicator (CCI) and close the achievement gap for students with disabilities.
- Maintain the dual credit attainment for all pupils and close the gap for English Learners and students with disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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>Standard Met</p> <p>CalPads: 0% total teacher missassignment 89% teachers fully credentialed in the subject areas, and for the pupils they are teaching.</p>	<p>Maintain 100% appropriately assigned; 95% 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 pursuant to Education Code section 60119</p>	<p>Fall 2023-2024 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>
<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 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 	<p>Maintain Full Implementation</p>

	<ul style="list-style-type: none"> • Instructional Materials • Policy and Program Support • Implementation of Standards • Engagement of School Leadership 																																																							
Priority 2(b): Programs & 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>As measured by the Self Reflection Tool 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																																																						
California School Dashboard & Dataquest: Priority 4(a) Pupil achievement as measured by all of the following: (A) Statewide Assessments administered pursuant to Article 4 of chapter 5 of part 33 or any subsequent assessment, as certified by the state.	<p>CAASPP English: CAASPP Mathematics:</p> <table border="0"> <tr> <td>2022-2023 Dashboard</td> <td>2022-2023 Dashboard</td> <td>2022-2023 Dashboard</td> <td>2022-2023 Dashboard</td> </tr> <tr> <td>All Students</td> <td>+34 DFS</td> <td>All Students</td> <td>+35 DFS</td> </tr> <tr> <td>-72.3 DFS</td> <td></td> <td>60 DFS</td> <td></td> </tr> <tr> <td>ELs</td> <td>-16 DFS</td> <td>ELs</td> <td>-10 DFS</td> </tr> <tr> <td>127.3 DFS</td> <td></td> <td>DFS</td> <td>-110</td> </tr> <tr> <td>SWD</td> <td>-51.6 DFS</td> <td>SWD</td> <td>-40 DFS</td> </tr> <tr> <td>-150.9 DFS</td> <td></td> <td>SED</td> <td>-140 DFS</td> </tr> <tr> <td>SED</td> <td>-77.1 DFS</td> <td>DFS</td> <td>-60</td> </tr> <tr> <td>+30 DFS</td> <td></td> <td>+35 DFS</td> <td></td> </tr> </table>	2022-2023 Dashboard	2022-2023 Dashboard	2022-2023 Dashboard	2022-2023 Dashboard	All Students	+34 DFS	All Students	+35 DFS	-72.3 DFS		60 DFS		ELs	-16 DFS	ELs	-10 DFS	127.3 DFS		DFS	-110	SWD	-51.6 DFS	SWD	-40 DFS	-150.9 DFS		SED	-140 DFS	SED	-77.1 DFS	DFS	-60	+30 DFS		+35 DFS		<p>CAASPP English: CAASPP Mathematics:</p> <table border="0"> <tr> <td>Goal 2024-2025</td> <td>Goal 2024-2025</td> </tr> <tr> <td>All Students</td> <td>+35 DFS</td> </tr> <tr> <td>60 DFS</td> <td></td> </tr> <tr> <td>ELs</td> <td>-10 DFS</td> </tr> <tr> <td>DFS</td> <td>-110</td> </tr> <tr> <td>SWD</td> <td>-40 DFS</td> </tr> <tr> <td>SED</td> <td>-140 DFS</td> </tr> <tr> <td>DFS</td> <td>-60</td> </tr> <tr> <td>+35 DFS</td> <td></td> </tr> </table>	Goal 2024-2025	Goal 2024-2025	All Students	+35 DFS	60 DFS		ELs	-10 DFS	DFS	-110	SWD	-40 DFS	SED	-140 DFS	DFS	-60	+35 DFS	
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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> <table border="0"> <tr> <td>2022-2023 UC A-G School Completion</td> <td>2022-2023 UC A-G School Completion</td> </tr> <tr> <td>All Students</td> <td>79.26%</td> </tr> <tr> <td>EL</td> <td>58.14%</td> </tr> <tr> <td>SWD</td> <td>00.00%</td> </tr> <tr> <td>SED</td> <td>78.19%</td> </tr> </table>	2022-2023 UC A-G School Completion	2022-2023 UC A-G School Completion	All Students	79.26%	EL	58.14%	SWD	00.00%	SED	78.19%	<p>A-G Goal 2024-25</p> <table border="0"> <tr> <td>All Students</td> <td>80%</td> </tr> <tr> <td>EL</td> <td>60%</td> </tr> <tr> <td>SWD</td> <td>10%</td> </tr> <tr> <td>SED</td> <td>80%</td> </tr> </table>	All Students	80%	EL	60%	SWD	10%	SED	80%																																				
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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>2022-2023 ELPAC Dashboard Data</p> <table border="0"> <tr> <td>Pupils Making Progress:</td> <td>59%</td> </tr> </table>	Pupils Making Progress:	59%	<p>2024-25 Goal</p> <table border="0"> <tr> <td>Pupils Making Progress:</td> <td>65%</td> </tr> </table>	Pupils Making Progress:	65%																																																		
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<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>	<p>College Board AP Passing 2023: AP Passing All Pupils: 5% SED: 5% EL: 0%</p>	<p>Goal for 2025 All Pupils: 10% SED: 10% EL: 10%</p>
<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 2022-2023 English Language Arts: All Students: 65.30% SED: 64.26% English Learners: 24.32% SWD: 33.33% Mathematics: All Students: 26.37% SED: 24.28% English Learners: 1.35% SWD: 5.56% College & Career Indicator All Students: 90.6% SED: 85.3% ELs: 68.3% SWD:15.6% CALPADS Dual Enrollment Credit Attainment 2021: All Students: 46% EL: 23.2% SWD: 16.5%</p>	<p>2024-25 Goal English Language Arts: All Students: 70% SED: 67% English Learners: 30% SWD: 35% Mathematics: All Students: 30% SED: 28% English Learners: 10% SWD: 10% College & Career Indicator All Students: 92% SED: 86% ELs: 70% SWD: 70% CALPADS Dual Enrollment Credit Attainment 2025: All Students: 56% EL: 30% SWD: 24%</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>2023 CALPADS CTE Completers All Students: 38% EL: 12% SWD: 14% SED: 37%</p>	<p>2024-25 CALPADS CTE Completer All Students: 45% EL: 20% SWD: 20% SED: 44%</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>2023 CALPADS CTE & A-G Completers All Students: 21.2% EL: 19.5% SWD: 0% SED: 21%</p>	<p>CALPADS UC a-g and CTE completers 2024-2025 cohort All Students: 25% EL: 10% SWD: 5% SED: 21%</p>
<p>Priority 4(a) Pupil achievement as measured by all of the following: (F) The English Learner reclassification rate.</p>	<p>Reclassification Rate 2022-2023 DHS: 21.6%</p>	<p>Reclassification Rate Goal 2024-2025 DHS: 23%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Goal 1 Action 1: High-Quality Instruction</p> <p>To ensure all students are provided with high-quality instruction, DHS will continue to:</p> <p>A. Utilize 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.</p> <p>B. Continue to provide teachers with extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.</p> <p>This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.</p>	All Students	
1.2	<p>Goal 1 Action 2: High Quality Professional Development and Support</p> <p>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.</p> <p>a) Maintain professional development that will improve instruction use of academic data to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co-teaching.</p> <p>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.</p> <p>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 provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and d) Differentiating Instruction</p>	All Students	24197 Title I Salaries & Benefits

	<p>targeted on improving student academic achievement.</p> <p>e) 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</p> <p>This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.</p>		
1.3	<p>Goal 1 Action 3: Teacher Retention</p> <p>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.</p>	All Students	
1.4	<p>Goal 1 Action 4: Supplemental Instructional Materials</p> <p>Maintain the increased UC A-G and AP sections as well as the additional foreign language teacher to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements.</p>	All Students	35401 Title I 4000-4999: Books And Supplies
1.5	<p>Goal 1 Action 5: Supplemental Instruction and Interventions</p> <p>Provide support staff to improve student outcomes:</p> <p>a) Maintain an ELD coordinator, school site Learning Director, a Director of Instruction and a portion of the assistant superintendents of Curriculum/ELD to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.</p> <p>b) Maintain ELD Clerk, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio- economic status.</p> <p>c) Maintain a resource teacher in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities.</p> <p>d) For CSI, provide one period English and one period mathematics coach at each high school to close the academic achievement gap.</p>	ALL Students	28000 Title I Salaries & Benefits 18000 Title I 5000-5999: Services And Other Operating Expenditures

<p>1.6</p>	<p>Goal 1 Action 6: Supplemental Instruction and Intervention</p> <p>DHS will continue to provide supplemental instruction and intervention that include:</p> <ul style="list-style-type: none"> a) Reading, writing and mathematics intervention during the day. b) Academic tutorials for intervention, AP passing, and UC a-g preparedness to close the achievement gap for pupil with special needs and English learners and improve AP passing and UC a-g completers. c) Summer school to provide ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes. d) Additional English and mathematics (hired 2014-2015 and 2019-20) teachers. e) Reduced class size sections for students not attaining standard. f) Instructional field trips to supplement learning. g) Incentives for students completing intervention program. h) Transportation and the additional bus driver for summer school and the tutorials. i) Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English learners and students on an active IEP. j) Implement Saturday and spring academic boot camps for CSI school to close the academic achievement gap for English learners and students with disabilities. k) During COVID-19, provide extra bus routes to ensure pupil safety and social distancing when in-person instruction is authorized to increase learning for English learners, foster youth, and socioeconomically disadvantaged pupils. 	<p>ALL STUDENTS</p>	
<p>1.7</p>	<p>Goal 1 Action 7: UC and AP passing supplemental services</p> <p>Continue to provide opportunities to improve college readiness by:</p> <ul style="list-style-type: none"> a) Funding UC a-g online program to make up coursework. b) Allocating resources for AP exam and dual enrollment fees. c) Providing visitations to four year universities, community colleges and post- secondary institutions. d) Conducting parent trainings/workshops on readiness for college and career. 	<p>All Students</p>	<p>237845 Title I Salaries & Benefits</p>
<p>1.8</p>	<p>Goal 1 Action 8: Technology</p>	<p>All Students</p>	

	<p>Continue to purchase updated technology and data management (Illuminate/Aeries Analytics) system annual license to enhance and improve student performance in attaining goals.</p> <p>For COVID-19 school closures:</p> <ol style="list-style-type: none"> 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. <p>Upgrade the technology infrastructure to support uninterrupted distance learning instruction.</p>		
1.9	<p>Goal 1 Action 9 : Student and staff Recognition</p> <p>Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators.</p>	All Students	179178 Title I Salaries & Benefits
1.10	<p>Goal 1 Action 10:</p> <p>DHS 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.</p> <p>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.</p>	All Students	
1.11	<p>Goal 1 Action 11:</p> <p>DHS will continue to provide opportunities for the school sites to improve college readiness by:</p> <ol style="list-style-type: none"> a. 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 students and subgroups. b. Allocating resources for AP exams and dual enrollment fees to improve AP passing rates and other college indicators of socioeconomically disadvantaged pupils. c. Providing visitations to four-year universities, community colleges, and post-secondary institutions to improve UC A-G rates for the unduplicated pupil population. 	All Students	

	d. Conducting parent training/workshops on readiness for college and career to improve UC A-G readiness for English learners and socioeconomically disadvantaged pupils.		
1.12	<p>Goal 1 Action 12: Technology</p> <p>DHS 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.</p> <p>This action is principally directed to reduce the academic achievement gap among English learners, socioeconomically disadvantaged pupils, and students with disabilities.</p>	All Students	Title I 4000-4999: Books And Supplies
1.13	<p>Goal 1: Action 13</p> <p>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.</p>	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 while recognizing there are areas for improvement. DHS is proud of its CAASPP overall records and maintaining a 'High' status in graduation rate and CCI. DHS will continue to strive to improve the achievements of our subgroup populations including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

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 although only Title I funds are currently reported on this SPSA.

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 will continue to monitor students' academic achievement in relation to state and local assessments with the goal of closing the achievement gap of our subgroup populations. Major changes include increasing the role of the EL Specialist. 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Delano High School has identified the following needs for the 2024-2025 school year:

- Maintain access to a broad course of study (98.5% of pupils agree in 2023 survey).
- Increase the dual enrollment credit attainment.
- Maintain a high College and Career readiness indicator.
- Increase the number of EL students attaining dual enrollment credit.
- Increase the number of students with disabilities attaining dual enrollment credit.
- 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 2023 AP passing rate for all pupils and socioeconomically disadvantaged students.
- Improve pupil outcomes in Dataquest Physical Fitness Test in the area of body composition, Aerobic Capacity, and Upper Body Strength (64%).
- Continue to achieve top rankings in Visual and Performing Arts in county and state competitions.
- Maintain a high College and Career Indicator.
- Maintain the number of EL students considered College and Career ready in 2025.
- Maintain the number of students with disabilities considered College and Career ready in 2025.
- Maintain the number of socioeconomically disadvantaged students considered College and Career ready in 2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>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>	<p>Standard Met</p> <p>Access To a Broad Course of Study</p> <p>Fall 2023 Survey 98.5% Pupils agree 94.2% Parents agree</p> <p>Dual Enrollment 2023: All Pupils: 46% EL: 23.2% SWD: 16.5%</p> <p>College & Career Indicator 2023 All Students: 85.5% SED: 85.3% ELs: 75.8% SWD: 50%</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>
<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>	<p>Fall 2023 Survey 98.5% Pupils agree 94.2% Parents agree</p> <p>Dual Enrollment 2023: All Pupils: 46% EL: 23.2% SWD: 16.5%</p> <p>College & Career Indicator 2023 All Students: 85.5% SED: 85.3% ELs: 75.8% SWD: 50%</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>
<p>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.</p>	<p>Fall 2023 Survey 98.5% Pupils agree 94.2% Parents agree</p> <p>Dual Enrollment 2023: All Pupils: 46% EL: 23.2% SWD: 16.5%</p> <p>College & Career Indicator 2023 All Students: 85.5% SED: 85.3% ELs: 75.8% SWD: 50%</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%</p>

		SED: 87%
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	State Seal of Biliteracy: 23.8% All Pupils: 23.8%	State Seal of Biliteracy Goal: 25% All Pupils: 25%
PPAACC finals Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Visual Performing Arts 2023-24 DHS Band: Music in Motion – 2nd place Frontier Titan Marching Band Invitational – 2nd place Orange Cove Field Tournament – 3rd place NorCal Division Championships – 2nd place DHS Percussion: 2nd Golden Valley – 2nd place Mira Monte – 2nd place PPAACC Championships – 2nd place DHS Choir: Chamber Choir - Excellent Rating	Visual Performing Arts Goal DHS Band: Top 5 DHS Percussion: Top 5 DHS Choir: Superior rating
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%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Goal 2 Action 1 - High-Quality Instruction</p> <p>Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction by:</p> <p>a. 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.</p> <p>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.</p> <p>For the COVID-19 CARES Act and CRRSA provisions:</p> <p>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.</p> <p>This action is principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status.</p>	ALL STUDENTS	
2.2	<p>Goal 2 Action 2</p> <p>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</p> <p>The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.</p>	ALL STUDENTS	
2.3	<p>Goal 2 Action 3</p> <p>Continue to purchase supplementary materials, equipment and supplies to attain goals & outcomes of the unduplicated student population.</p> <p>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</p>	ALL Students	

	learners, foster youth, and pupils of low socio-economic status.		
2.4	<p>Goal 2 Action 4: CTE and Dual Enrollment</p> <p>DHS will offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English Learners, foster youth, and socioeconomically disadvantaged pupils.</p> <p>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. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses. d. Maintain additional CTE and dual enrollment courses. e. Maintain CTE Courses: Nurse Assistant, Medical Assistant, and Clinical Medical Assisting.</p> <p>These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.</p>	ALL Students	
2.5	<p>Goal 2 Action 5: CTE & Dual Enrollment Support Staff</p> <p>Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for English learners, foster youth, pupils of low socioeconomic status, and students on an active IEP.</p> <p>a. Maintain athletic trainers to improve outcomes in safe physical activity practices and improve outcomes in physical fitness. b. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes and COVID-19 social distancing. c. Continue to provide afterschool intervention to improve student outcomes. d. Continue to fund the increased music teacher at RFK and DHS and music coaches at all three comprehensive high schools for pupil access to a broad course of study.</p>	All Students	
2.6	<p>Goal 2 Action 6: Access to a broad course of study for English learners, foster youth, and pupils of low socioeconomic status.</p> <p>Continue to provide visitations to four year universities, community colleges, and/or vocational institutions; and</p>	All Students	

	<p>Fund instructional field trips and competitions (visual performing arts and world languages) to maximize student outcomes and performance.</p> <p>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.</p>		
2.7	<p>Goal 2 Action 7 Other EC 51220 Outcomes</p> <p>Continue to purchase technology to enhance and improve student performance in meeting 21st Century Learning Skills.</p>	All Students	
2.8	<p>Goal 2 Action 7: Supplemental Activities</p> <p>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.</p> <p>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.</p>	All Students	
2.9			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

DHS provided professional development time on Wednesdays to refine instruction and curriculum in CTE, foreign language, visual performing arts, and physical education. We maintained the 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.

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 indicator 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 with Delano High placing 13th in the State Championship.

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 and, as a result, continue to fund the additional staff member to support students in enrolling in dual enrollment classes to close the gap.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture/Environment/Parent Involvement

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the most recently released data, Delano High School has identified the following needs:

- Increase student attendance rates
- Decrease the chronic absentee rate for all pupils
- Decrease the chronic absentee rate for socioeconomically disadvantaged students
- Decrease the chronic absentee rate for students with disabilities
- Decrease the chronic absentee rate for English learners
- Improve student and parent sense of safety as a result of fears of COVID-19
- Maintain a strong sense of student connectedness
- Improve students' mental well-being by increasing SEL initiatives and group and one-on-one counseling
- Decrease suspension rates of all pupils
- Decrease suspension rates of socioeconomically disadvantaged students
- Decrease suspension rates of English Learners
- Decrease suspension rates of students with disabilities
- Maintain low expulsion rate of all students
- Maintain low expulsion rate of EL students
- Maintain low drop-out rate of all pupils
- Ensure the 113-year old campus remains in good repair by repairing the blacktop and the chiller.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1(c): Basic Services-School facilities are maintained in good repair.	California Dashboard Self-Reflection Tool & 2024 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 2023 to parents of Delano High School. The results of these surveys indicate that 92.0% 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	<p>Parent participation is promoted via Parent Square, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.</p> <p>2023 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. 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</p>	Continue to Meet Standards by promoting parental participation via weekly phone messages and quarterly parent advisory meetings.

	continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Parent Square, social media, the school marquee, mailings, and posting events on our websites.	
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 2023: 97.9% attendance	Attain 98.5%
Priority 5(b): Pupil Engagement as measured by all of the following as applicable Chronic absenteeism rates	Dataquest 2023 Chronic Absenteeism Rates: All Pupils: 8% SED: 7% EL: 13.2% SWD: 10.6%	Dataquest 2024-25 Chronic Absenteeism Goal: All Pupils: 5% SED: 5% EL: 7% SWD: 5%
Dataquest Priority 5 Pupil Engagement as measured by all of the following as applicable: (E) High school graduation rates	DJUHSD: 95.8% Delano High 2023 All Pupils: 96.1% SED: 96% EL: 93.9% SWD: 75% 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: 2.7% Delano High 2023 All Pupils: 1.6% SED: 1.7% EL: 1.8% SWD: 5.9% 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 2023 All Pupils: 1.7% EL: 0%	All Pupils: Below 1% SED: Below 1% EL: Below 2% SWD: Below 2%
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates	All Pupils: 0% 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:	Standard Met	Decrease to below 20%

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Student and Parent Surveys show that 33% of students report feeling sadness in the past 12 months.	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Goal 3 Action 1 - Professional Development on behavior and social-emotional education</p> <p>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.</p> <p>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.</p> <p>Title IV</p> <ul style="list-style-type: none"> • 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. 	All Students	
3.2	<p>Goal 3 Action 2: Supplemental materials</p> <p>Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Stakeholder input and student surveys indicated the need for additional safety measures (training, COVID-19 guidance, reinforced gates, doors, locks, etc.).</p> <p>During COVID-19 school closures:</p> <ol style="list-style-type: none"> 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. In preparation for in-person instruction, purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use. 	ALL	

3.3	<p>Goal 3 Action 3 : Suspensions and Expulsions</p> <p>Continue to provide alternative educational settings and services to reduce suspensions and expulsions.</p> <p>a. Maintain the district Opportunity Program teacher</p> <p>b. Maintain three academic intervention teachers – one for each comprehensive school site</p>	<p>English Learners Foster Youth Low Income</p>	
3.4	<p>Goal 3 Action 4: Additional Academic Support and Options</p> <p>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.</p> <p>a. Maintain additional sessions of independent study to reduce chronic absenteeism of English Learners, homeless youth, and socioeconomically disadvantaged youth.</p> <p>b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.</p> <p>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.</p> <p>d. Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses to provide behavior and social-emotional education.</p> <p>e. Maintain contract with Delano Police Department for a resource officer.</p> <p>f. Maintain funding for three intervention counselors, one for each comprehensive high school, to provide behavior and social-emotional education.</p> <p>g. Maintain the additional security staff at each comprehensive school site to increase student and teacher sense of safety.</p> <p>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.</p>	<p>English Learners Foster Youth Low Income</p>	
3.5	<p>Goal 3 Action 5</p> <p>Continue to provide before school, after school, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This</p>	<p>All Students</p>	<p>19729 Title I Salaries & Benefits</p>

	<p>includes sessions for tutorials, Credit Recovery and behavior intervention to accommodate student needs.</p> <p>This action is principally directed to improve graduation rates for English learners, foster youth, students with disabilities, & socioeconomically disadvantaged pupils.</p>		
3.6	<p>Goal 3 Action 6 Support Services</p> <p>Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement.</p> <p>This action is principally directed on improving the digital literacy of English learners, foster youth, and socioeconomically disadvantaged pupils.</p>	<p>English Learners Foster Youth Low Income</p>	
3.7	<p>Goal 3 Action 7: Pupil Engagement and School Climate Support Staff</p> <p>Continue to maintain facilities in good repair.</p> <p>a. Maintain additional traveling custodian to help keep school facilities clean. The 2014 student surveys indicated the need to have clean restrooms to improve services for our unduplicated student population.</p> <p>b. Repair asphalt between girls' gym and science and world language buildings at Delano High School. The student walkway has severe cracks posing a hazard to the unduplicated pupil count.</p> <p>c. Repair leaking roof at DHS north gym. This repair is principally directed to improving the educational environment for the unduplicated student population. The damaged roof causes leaks directly on classroom instruction and participation areas.</p> <p>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.</p>	All	
3.8	<p>Goal 3: Action 8</p> <p>Continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.</p> <p>This action is principally directed to improving the digital literacy and involving the parents of English Learners, foster and homeless youth, and economically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.</p>	All Students	

3.9	Goal 3 Action 9: School Connectedness Promote additional parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status.	All Students	
3.10	Goal 3 Action 10: Stakeholder Involvement Continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	All Students	
3.11	Goal 3: Action 11: Parental Involvement DHS will continue to promote parental involvement to improve learning outcomes of English Learners, foster and homeless youth and pupils of low economic status. a. Continue to conduct Parent Awareness workshops b. Continue to provide resources for parent outreach and assistance. c. Maintain a modified classified staff work calendar to improve services for students. The classified workdays now correlate with the scheduled school days so that staff is available to meet with parents and students.	All Students	5250 Title I Salaries & Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

DHS increased additional academic support options in the form of increased independent study offerings to improve attendance and increase graduation rates of ELs, foster youth, and economically disadvantaged pupils.

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

This SPSA includes only Title I funding which has not seen any noted changes.

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 that is still lingering due to the unprecedented times has added a layer of stress to our students. Delano High will continue to explore/methods of increasing our sense of safety and connectedness on campus, such as parent and student engagement programs through student recognition and incentive programs.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$547,600.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$547,600.00

Subtotal of additional federal funds included for this school: \$547,600.00

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 (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$547,600.00

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	547,600.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	35,401.00
5000-5999: Services And Other Operating Expenditures	18,000.00
Salaries & Benefits	494,199.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I	35,401.00
5000-5999: Services And Other Operating Expenditures	Title I	18,000.00
Salaries & Benefits	Title I	494,199.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	522,621.00
Goal 3	24,979.00

School Site Council Membership

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

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

Name of Members	Role
Dolores Rodriguez	Principal
Mario Nunez	Classroom Teacher
Jocelyn Jacquez	Classroom Teacher
Julissa Villarreal	Classroom Teacher
Sheila Lee	Classroom Teacher
Sandra Oropeza	Other School Staff
Yesenia Rios	Other School Staff
Natalia Gutierrez	Secondary Student
Erika Morales	Secondary Student
Gabby Mendez Alonso	Secondary Student
MarryJanne Alvarez	Secondary Student
Monica Franks	Parent or Community Member
Eloise Gonzalez	Parent or Community Member
Victor Manuel Duran	Parent or Community Member
Diana Sotelo	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

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 9/26/2024.

Attested:



Principal, Dolores Rodriguez on 9/26/2024



SSC Chairperson, Sandra Oropeza on 9/26/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023