

The Single Plan for Student Achievement

School: Delano High School
CDS Code: 15634121531672
District: Delano Joint Union High School District
Principal: Rene Ayon
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Delano High School's Vision and Mission Statements

Mission:

Delano High School is committed to providing every EVERY STUDENT a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth

Vision:

Achieving Academic Excellence- A student at a Time

Motto:

Awaken the Tiger

Core Leadership Values

Dedicated to Serving Student, Parents, and staff

High Expectations

Servant Leadership

Our School wide Learning Objectives (SLOs), also known as Tiger Skills, have been established to further our goals. Academic Excellence, Personal Responsibility, and to Communicate Effectively are the attributes that we expect every student and staff member to possess.

DEVELOP ACADEMIC EXCELLENCE

- * Pass all of your classes, with a C or better and make learning a high priority
- * Improve on state-mandated assessments
- * Acquire the skills to be college and career ready

HAVE EFFECTIVE COMMUNICATION SKILLS

- * Collaborate in small group and whole class discussions, as well as conduct class presentations
- * Write and speak in grammatically correct sentences

SHOW PERSONAL RESPONSIBILITY

- * Come to class prepared, on time and ready to engage in the learning process, every day
- * Understand that your effort equals your success
- * Develop a growth mindset and become a life-long learner
- * Make a positive contribution to your school culture

District Mission

Delano Joint Union High School District will develop citizens which learn actively, think critically, live responsibly and respectfully, and who will make positive contributions to their community.

District Vision

Delano Joint Union High School District in partnership with parents, community, and Board of Trustees is committed in preparing all students to be college and career ready with a rigorous, high quality, standards based academic program aligned to the needs of all learners in a safe and nurturing environment.

District Goals

T - Teaching & Learning: To collaboratively support quality evidence-based instructional practices and analyze student outcomes using formative and summative assessments to advance student learning.

E - Enrichment: To provide enrichment opportunities that promote academic, college and career readiness, social responsibility, and emotional development.

A - Achievement: To promote high expectations and academic results, the educational community and District stakeholders will foster, recognize, and celebrate learning and achievement.

M - Model: To effectively model our mission and vision, every team member will exemplify

School Profile

City of Delano

Located at the southern part of the Central San Joaquin Valley, Delano is found on the southern end of Tulare County and northern Kern County. Delano's economy is based in agriculture and, as a result, the local economy is affected by seasonal work patterns and uncertain weather conditions. If crops do not perform well, little revenue is generated anywhere in the community. The population of Delano increased by 36% between April 1, 2000, and July 1, 2014. This increase led to the opening of two other high schools in Delano: Cesar E. Chavez High School (opened in 2003) and Robert F. Kennedy High School (opened in 2008). A charter school was also opened in the fall of 2009, The Paramount Bard Academy (now named Wonderful College Prep Academy). The effect of the openings of these schools on Delano High School has been shown in several ways, such as decreased enrollment, new boundaries for feeder schools, and an overall change in school culture. Industries such as the Sears Logistic Unit, the Wonderful Fruit Packing Company and the state prison provide for a more stable and less mobile population.

Our community is a diverse one. Over the last ten years, Delano has drawn a high number of immigrants from Mexico and to a much lesser extent, the Philippines. Our student population is 81% Hispanic and 17% Filipino. With such a large influx of immigrants, the average level of education in Delano has dropped considerably. Many of those entering the United States from Mexico are from rural communities with little or no formal education. This lack of education, in addition to language barriers, creates an even greater challenge with academic literacy in any language. Despite these barriers, Delano has long prided itself on its cultural diversity. It has served as a point of entry for many waves of immigration from around the world. Indeed, as the city sign declares, "Delano: An International Community Working Together."

Delano High School

Delano High School is a comprehensive high school that contains grades 9-12 and provides services for the following demographic composition: 0.18 % African American, 17% Filipino and Asian, 81% Hispanic, and 2% White. Of the total population, 30.9% are English Learners.

Delano High School was established in 1911 and serves approximately 1450 students in grades nine through twelve. Delano High School employs approximately 67 teachers, 4 counselors, 4 administrators, a psychologist, and over 50 support personnel. Our departments include Language Arts, Mathematics, Science, Social Studies, Foreign Language, Business Education, State Requirements, Agriculture, Industrial Arts, Physical Education, Music, Career and Technical Education, and Art.

Serving a predominately rural student body, Delano High School boasts some of the finest facilities in Kern County. There are facilities for automotive repair, construction, engine repair, animal husbandry, and ornamental horticulture. For extra-curricular activities, we have two gymnasiums, a football stadium, a track field (that is currently being renovated and is scheduled to be completed in the Fall 2018, multiple baseball diamonds and softball fields, a music building designed for vocal and instrumental classes, an auditorium, and an exceptional swimming pool. The cafeteria and food service court include on-site food service and are often used for community and school banquets and forums.

Awards and Recognition

In 2006-2007, Delano High School received the State of California's Title I Academic Achievement Award. The purpose of the Academic Achievement Award is to recognize Title I schools that exceed their Adequate Yearly Progress (AYP) for two or more consecutive years or significantly close the achievement gap among numerically significant subgroups (including such groups as Hispanics, Filipinos, English learners and Socio-economically disadvantaged students). To earn this award, schools must also have doubled their Academic Performance Index (API) for two consecutive years and have met a median API growth score in both English-Language Arts and Mathematics. This award was only given to 26 high schools in California for notable academic program development.

In 2008, 2009, 2012, 2015, 2016,, and 2017 Delano High School received the U.S. News and World Report's America's Best High Schools Bronze medal award, and in 2013, DHS received the silver medal. According to its website, the U.S. News and World Report examines close to 22,000 public high schools looking at how well each school is performing on their state adopted standards, how well the school is doing at serving its entire student body (including not only college bound students but also disadvantaged and average students). DHS is proud to have been continually ranked as one of America's Best High Schools.

In March 2011, Delano High School was recognized as a California Distinguished School, an achievement that is very difficult to attain. Delano High School achieved an 86-point API increase for an API score of 779 in 2010 and 2011. During the 2013- 2014 school year, Delano High School saw a 10 percent gain in CAHSEE proficient rates. As we transition to the Common Core State Standards, DHS continues to perform strongly with the new English and math Smarter Balanced Assessments. This past spring, 62.75% of our 11th grade students met or exceeded grade-level standards on the English portion. Surpassing the county average of 48% and the national average of 41%. On the math portion of the CAASPP, 29% of our 11th grade students met or exceeded grade-level standards, again surpassing the county average of 23%.

In January of 2016, Delano High School DHS met all components required to exit Program Improvement status. All PI schools are responsible for meeting the participation rate in each content area for ELA and Mathematics on the 2015 AYP. In addition, Delano High was responsible for meeting the graduation rate requirement, which surpassed the district's graduation rate by almost 2% and the state's graduation rate by almost 14%.

Delano High School is proud to note that over the last three years we have had 3 Bill Gates Millennium Scholarship recipients—more than any other school in our district.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

As a school, we regularly ask our students, parents, and staff to respond to questions about our programs that we offer. We have discovered that such an activity provides us with valuable feedback about how we are doing in our quest to provide an exemplary education to the students who walk our hallways. Some of our surveys, and the implications are below.

Parent Surveys

At our yearly Back to School Night on August 29, 2017, 266 parents participated in our survey about our school and the programs we offer. Overall, both surveys show that parents seem to feel that we are providing their student with a strong and challenging curriculum, as well as keeping their children safe while they are on campus. The results from this more recent survey are below:

- 98% of the parents feel that the students feel safe while at school and parents feel connected to the school.
- 98% of parents will that the school provides alternatives to suspension for minor offenses such as disruption.
- 100% of the parents feel that the school provides a high quality education for students and prepares students for college and career pathways.
- 98% of the parents feel that the school involves parents in providing input in making decisions for the school/district.
- 93% of the parents feel that the school facility is clean and in good repair.

Student Surveys

In May of 2016, Delano High School WASC Team surveyed student stakeholders using an eleven question survey, using the Survey Monkey platform, asking for feedback on teacher performance, counseling department support, knowledge of the Tiger Skills, as well as the usage of the Aeries Parent Portal. As a result of this survey, we discovered that we need to do a better job at providing students and parents with instruction regarding how to access (and navigate) the Aeries Portal and the teaching staff also needs to implement the Tiger Skills more effectively within their curriculum. This fall we have implemented a series of Aeries Parent Portal trainings. They are conducted weekly through our counseling department.

Staff Surveys

In the fall of 2016, we surveyed all of our teaching staff about instructional strategies, administrative perceptions, and our school culture. Teachers made some constructive requests regarding our available technology resources and improvement of school culture. Overwhelming staff feels that Delano High School is a great place to work and learn.

Teachers and staff discuss instructional strategies and curriculum issues. 47 teachers answered always or often. 14 teachers answered "Sometimes" or "Rarely"

Our school schedule reflects frequent communication opportunities for teachers and staff. 41 teachers answered "Always" or "Often." 20 teachers answered "Sometimes" or "Rarely"

When something is not working in our school, the faculty and staff predict and prevent rather than react and repair. 29 teachers answered "Always" or "Often." 32 teachers answered "Sometimes" or "Rarely" or "Never"

California Healthy Kids Survey

During the 2015-2016 school year a total of 205 freshmen and 231 juniors participated in the California Healthy Kids survey. Some of the overall results are summarized below. The complete CHKS can be found in the Appendix folder.

- 45% of freshmen and 43% of juniors feel a high level of school connectedness.
- 66% of freshmen and 56% of juniors agree that they feel happy to be attending DHS.
- 9% of freshmen and 3% of juniors say they help to decide class activities or rules.
- 82% of freshmen and 74% of juniors say they have not been a victim of cyber bullying in the last twelve months.

Classroom Observations

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

Classroom observations are performed regularly by Delano High School site administration. The classroom observation schedule is divided among the four-member administrative team with each administrator being assigned specified rooms each day. (See Downloaded Attachment: Administrative Observation Schedule.) These observations are typically short and informal with the intent to provide support as well as effective feedback regarding instructional practice. In addition to these informal observations, site administration formally evaluates provisional and probationary teachers with multiple walk throughs and full-period observations. A permanent teacher is typically evaluated every other year. The formal evaluation consists of a pre-conference, a full-period observation, a post-conference, and additional classroom walkthroughs. The evaluation process enables site administration to evaluate instructional strategies and effectiveness as well as classroom management and lesson design.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Cohort meetings are held regularly, in which assessments are discussed and revised. The results are then analyzed and applied to refinement of pacing, lessons, and classroom instruction. Late starts are every other Wednesday. During these late starts cohorts work together attack the 4 Critical Questions on Learning Questions. What do we expect students to learn? How do we

know they are learning it? How do we respond when they don't learn it? and How do we respond they they have already learned? Teachers and staff have analyzed student performance data over the course of the past several years and are addressing any gaps via departmental cohorts and in school-wide leadership meetings. This year we are more specifically analyzing the various claims from the 11th grade, Common Core, English and math Smarter Balanced Assessments for various strengths and weaknesses in order to further refine curriculum not only for the 11th grade but for 9th and 10th grade as well. Additionally, Instructional Resource coaches in the are of Math and ELA have been assigned a class period to assist math and English Cohorts in data analysis and curriculum refinement.

Delano High School has a Local and State Assessment Coordinator, who under the supervision and direction of the Learning Director, implements local and state assessments including but not limited to ELPAC, FACS, Benchmarks, and CAASPP. In addition, coordinates with local feeder schools on placement tests for incoming 9th graders. The Local and State Assessment Coordinator also assist teachers with Data Analysis and use of educational technology programs such as Illuminate Ed, Edgenuity, Revolution K12, Pearson Ilit, Aeries Grade book and Parent Portal.

Teachers use Illuminate to make the collection and sharing of assessment data much easier. Illuminate provides the means for the selective analysis and manipulation of data, which includes the specific correlation of each assessment question to one or more Common Core, CA state, or CTE standards, the exact numbers of students who mastered the standard(s), and which particular skills most require clarification through reteaching.

At the beginning of the 2011-2012 school year, the district moved to the Aeries student data system, which gives both teachers and parents more access to student data. We have since switched from Aeries.abi to Aeries.net. The switch includes the opening of the parent and student portals where both parents and students can access the specific student's grades, which are updated bi-weekly. In an effort to increase awareness, counselors schedule parents for weekly workshops to educate parents on how to navigate portal.

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

Delano High School students have made amazing gains on all high-stakes tests. The charts below illustrate how much progress our students have made over the last few years.

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

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

DHS continues to perform strongly with the new Smarter Balanced Assessments in English. This past spring, 72% of our 11th grade students were considered college ready based on the English portion of the CAASPP, surpassing the national average of 49%. We attribute this success to our programs which target our ELL students, and our struggling learners. We have a strong afterschool tutorial program, as well as the support of our administration which allows teachers to hold students responsible for their learning. As we continue to increase student performance, we will be placing a stronger emphasis on the Communication Skills strand as our students seem to have trouble in this area. Teachers will work in cohorts to look for ways to support all students in this area of growth.

Delano High School experienced a small dip in our Life Science CST scores over the last couple of years, although we did see a slight increase last year. The reason for this slight score reduction is the early introduction of the Next Generation Science Standards (NGSS). Though they had not officially been adopted by the state of California, our district had begun altering our curriculum that covered the previous state science standards in order to cover the new NGSS. Fortunately, most of our science courses are no longer subject to the CST. While many of the concepts are the same between the two sets of standards, there are a few areas that the old state standards (and, thus, the CST) focus on that the NGSS tends to gloss over. In essence, we began our change prematurely in the Biology and Life Science courses. As a result, we altered our curriculum again to more adequately cover both sets of standards. Since then, we had steadily increased our scores

Analyzing our CAASPP data, it is obvious that our students are succeeding at a much higher rate in English than they are in math;

however, we are seeing slight gains in this area: DHS performed above the county average in last year's testing: 35% of our students met or exceeded standards, while the county average was 25%. The school community will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve upon national, state, and local assessment results.

Staffing and Professional Development

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

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

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

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

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

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

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

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

The site learning director, departmental resource teachers and principal provide invaluable support for both new and veteran teachers. This year due to a large number of new certificated hires, a meeting is held regularly for the new teachers by the administrative staff to discuss concerns and issues, especially curricular ones, that new teachers face. These meetings instructionally cover everything from collaborating across their cohort, seeking guidance from their department chair for curricular materials and resources, to utilizing remaining time at the end of a class period by checking for understanding, using questioning techniques or exit tickets, or a variety of other strategies. Additionally, new teachers are provided support from the BTSA program and by working with intern coaches. In addition, intern-teachers are provided with a veteran teacher mentor, who meets with them on a weekly basis.

Teachers are encouraged to continuously refine their professional practice through participating in professional organizations and through increasing their subject-matter knowledge. DHS has adopted a school-wide practice of setting clear lesson objectives and "Checking for Understanding" to ensure students are mastering standards as lessons are being taught. Along with all staff, new teachers are given periodic instructional focus by Learning Director which is used as a coaching and feedback tool. Future support efforts include ongoing training on PLC, AVID strategies, Thinking Maps, EDI, DOK through WebAlign, and ELD Strategies. Teachers will also continue to receive support through their cohorts.

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

All teachers participate in subject and grade-level cohorts. Cohorts are made up of departmental resource teachers. These teams work together to analyze and disaggregate data from local assessments, CELDT/ELPCA, and the CAASPP assessments. Under the direction of the site administration, teachers meet every other Wednesday morning to address concerns regarding student learning and achievement. They collaborate to identify teaching methods that will best address the various student learning needs in each classroom. The primary focus of cohorts this year has been improve the PLC process and work on ensuring that all students are learning at a higher level. Teachers submit agendas and minutes from their cohort meetings to the site Assistant Principal of Curriculum who reviews these items and monitors the development of pacing guides, assessments, and other curricular projects. Teachers are also provided with time to collaborate after school, on Saturdays, and during the summer.

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

Teaching and Learning

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

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

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

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

All Delano High School students have access to appropriate textbooks and instructional materials. Students have access to these materials both during the school day and at home. All science labs are adequately equipped with lab materials and equipment for student use. The 2014-2015 school year was an implementational year as we developed curriculum aligned to the new CCSS and supplemental materials. This year we are continuing to refine our curriculum and develop throughout the non-core subjects. The District will continue to adopt Common Core textbooks as such become available.

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

The instructional staff at DHS continues to be trained on the use of technology within the classroom. This training has been educating teachers on how they could incorporate websites, music, and videos into instruction as well as utilize Illuminate and Smart Board technology.

Teachers at DHS have access to a variety of technological devices for use within the classroom. Available to the staff are document cameras, Promethean, LCD projectors, televisions, DVD players and overhead projectors. All classrooms are equipped with overhead screens. In addition, we have 5 classrooms where teachers are piloting the use of interactive Promethean boards. Every classroom in the math, English, and science department is equipped with a Smartboard, and this technology is moving to other core departments as well. All of our Math and ERWC teachers are equipped with wireless devices to allow them to circulate the classroom during instruction. This school year, DHS is in the process of updating over 20 classrooms with new technology that consists of interactive projectors to help engage and enhance instruction.

DHS offers a variety of class levels from English Language Development (ELD--Emerging, Expanding and Bridging), High School level (Gen), College Preparatory (CP), College Preparatory Sheltered (CP-S), Pre-Advanced Placement (Pre-AP) to Advanced Placement (AP). AVID provides assistance to students choosing to participate in rigorous courses as well as additional support in the areas of organization, notetaking, and higher-level questions. Our special education classes provide a small class to teacher

ratio for English and math and have adopted a push-in model where teachers go to the core classrooms to co-teach the subject matter. Additionally, the special education department has a resource room where students can go throughout the day to seek extra help with areas of difficulty or test with the necessary accommodations.

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

Advanced Placement classes include the following:

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

Classes that are offered as Pre-AP courses are:

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

Dual Enrollment Courses

- o English B1A-BC
- o Spanish B1-BC
- o Hist. 17A-BC
- o Hist. 17B-BC
- o Health B1-BC
- o Student Development-BC
- o Music Appreciation -BC
- o Medical Terminology-BC
- o Communications in Health Care-Cerro Coso
- o Medical Law and Ethics-Cerr Coso
- o Electronic Health Care-Cerro Coso
- o MIS 2000 (Excel Course) -CSUB

Articulated Courses

- o Digital Photography
- o Veterinary Science
- o Computer Literacy
- o Construction
- o Intro to Psychology
- o Spanish 1 CP
- o Spanish Speakers 2P

- o Spanish Speakers 3 CP
- o Spanish Speakers 3P, 3H, 4AP
- o Intro to Woodworking

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

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

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

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

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

Over the course of the school year, counselors regularly visit classes to present DHS graduation requirements, and CSU/UC requirements. Information about assessment tests such as PLAN, PSAT, ACT, and SAT, are shared with students. In 2015 an SAT Prep course was created. This month long course helps prepare students to successfully approach the SAT Exam. In addition, Delano High School is an approved testing facility for the SAT which is a benefit to our students as they in a familiar and comfortable environment. During the 11th grade year students are also encouraged to complete the PSAT, which is the practice SAT offered through the College Board.

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

The following programs assist students with their academic achievement:

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

Mandatory Tiger School Tutorial (MTT): The goal of MTT is to prepare students for success in the present—this week, on this content. Rather than concentrating on content that students have failed to master, MTT offers students the opportunity to keep up with current learning in effort to accelerate students for new learning. Students in MTT will focus on class or homework where concepts and skills are addressed, but always in the purposeful context of future learning.

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

Test-Prep: After-school and Saturday tutorials are available for students who wish to further advance and refine skills in order to

pass the AP exams or perform higher on SAT and ACT college entrance exams. In addition, we have Revolution K-12, which has SAT prep material and practice exams to help bolster student scores on college entrance exams.

Academy of Medical Sciences: The Academy of Medical Sciences is a unique partnership between education and industry. This three year program operates as a "school within a school." Students are offered a wide variety of experience and medical knowledge integrated into their academic classes. AMS students fulfill all college prep graduation requirements. With the many job shadowing experiences, students get a "real life" application of knowledge and hands on skills. Sophomores and juniors receive three core subject CP classes and one Career Tech. course. Students also receive dual enrollment credit through Cerro Coso and Bakersfield College with an opportunity to pursue a certificate in Medical Assistant Front Office or Clinical Medical Assisting. Seniors also have the option to receive at least one core and one career tech course (North Kern Vocational) combined with over 100 hours of on the job training in specific fields. Upon completion of the program, students are prepared to take the Certified Nursing Assistant state board exams and pursue an AA through Cerro Coso.

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

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

College Tours: Counseling department makes an effort to take a group of students on regular college tours. These trips allow students to experience college life from a unique perspective.

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

MESA: Mathematics, Engineering, Science, Achievement: The main goal of the MESA Program is to increase student experience in the sciences. In addition, the program boosts student knowledge of college and higher education, encouraging them to continue their studies past the high school level. Nationwide, roughly 70% of MESA students attend major universities and for Delano High School that number is nearly 100%. In fact, many students have their first university experiences at a MESA-sponsored event. MESA students spend most of the year attending workshops and creating projects that they eventually use in competitions around the state. Robotics, engineering, computer programming, mathematics, biology and public speaking are all part of the MESA curriculum. Projects draw specific attention to real-world engineering problems and students work towards their solutions.

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

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

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

North Kern Vocational Training Center: NKVTC is a vocational training center which gives students hands-on training and experience in a wide range of occupations. NKVTC is adjacent to the DHS campus, which allows students even greater access to the following courses:

- Nursing
- Auto Body
- Health Occupations
- Retailing and Etailing
- Welding
- Security and Law

Special Education students may enroll in NKVTC at any grade level.

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

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

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

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

Support Services for Academic Success

The counseling department provides the initial placement of students as they enter DHS. The same counselor stays with an incoming class all four years they are at DHS. When registering for classes, counselors meet with students and parents to outline a four-year plan based on their academic goals and needs. Past CST and SBAC scores and any other data concerning the incoming student that is provided by feeder schools or the last school attended are used to assess initial placement and to determine if immediate support services need to be assigned to the student. At least twice a year students are called in to see their counselor to check on academic progress and on how they are meeting the objectives of their four-year plan. Adjustments to the plan can be made and/or support services can be recommended at that time. Upon entering the 10th grade students may take the PLAN Test, which is a preliminary ACT test for college admissions. Students may take the ACT and SAT exams their 11th and 12th grade years. Counselors may also arrange for students to take the Armed Services Vocational Aptitude Battery (ASVAB) for those considering joining the Armed forces after graduation. During the 2015-2016, military representatives administered ASVAB exam on site. Counselors provide an important service in assisting students in reaching their immediate and long-term academic goals.

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

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

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

DHS has a late bus schedule for students who miss the regularly scheduled buses in order to attend after-school tutorial sessions. We also provide buses for students who need to attend a Saturday tutorial. Zero Period buses also run regularly for students wishing to receive tutorial services before school.

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

Individualized Learning Plans and Support

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

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

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

Sometimes the need for services arises during a student's matriculation. Student health is an ongoing concern at DHS and is closely monitored by our school site nurse. Immunization records are kept and immunization services are offered at no or low cost to parents. Most of the students at DHS qualify for reduced or free lunches. Students may request to see their counselor for whatever reason they wish. If further attention is needed that is outside the scope of the counselors' abilities or duties, the student may be referred to the school psychologist, nurse, or county services that will better address their needs.

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

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

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

Equal Access to Curriculum and Support

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

Strategies for Student Growth and Development

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

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

Co-Curricular Activities

DHS recognizes the influence curricular and co-curricular activities can have on learning. These activities are structured in such a way as to promote learning. There are several opportunities for students to engage in learning outside the classroom to support

the learning that takes place inside the classroom. Several academic competitions inspire students to delve deeper into the curriculum and find new and relevant ways to apply what is being learned. Organized school sports are also influential in motivating many students to maintain a higher level of academic performance than if that opportunity were not open to them. Several academic clubs on campus have minimum GPA requirements, thus offering some incentive among the student population to achieve and maintain a high level of academic performance. Several of the clubs that do not have an academic focus also offer students a creative social and participatory outlet that may simply make coming to school a more positive prospect.

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

The research-based actions listed here for improving ELD instruction and student learning derive from the work of a Superintendent's Task Force on English Learner Education Achievement that met from late 2007 to 2009 to address early signs that progress in ELD for some student cohorts was declining. This task force featured broad leadership participation from all sites, as well as key district leaders, including the Superintendent. From that work, the following measurable objectives were derived.

14. Research-based educational practices to raise student achievement

A Focus on Learning

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

A corollary assumption is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning. Therefore, structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices.

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

A Collaborative Culture With a Focus on Learning for All

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

Collective Inquiry Into Best Practice and Current Reality

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality including their present practices and the levels of achievement of their students. They attempt

to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities.

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

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

Action Orientation: Learning by Doing

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

A Commitment to Continuous Improvement

- Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of:
 - Gathering evidence of current levels of student learning
 - Developing strategies and ideas to build on strengths and address weaknesses in that learning
 - implementing those strategies and ideas
 - Analyzing the impact of the changes to discover what was effective and what was not
 - Applying new knowledge in the next cycle of continuous improvement

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

Results Orientation

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

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

Parental Involvement

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

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

Y2L Family Academy: This school year Delano High School is proud to partner with Youth 2 Leaders (Y2L) Foundation Family

Academy. Y2L is a non-profit organization dedicated to ensuring that the next generation of Kern County students has the opportunity to go to college by educating parents, students, and schools on financial assistance opportunities such as scholarships and Federal Financial aide.

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

The Latino Family Literacy Project: This effective interactive parent-child program is designed to build early college awareness by exploring the cultural and familial situations that arise within Latino families. By telling the story of one family's journey from middle school to college, Graciela's Dream introduces families to the college-going process and demonstrates how to turn the dream of college into a reality. This language-accessible college planner incorporates cultural and learning-style differences in order to involve families in the college-application process. Graciela's Dream helps place underserved students and their families into the "college information loop." The program includes an engaging chapter book (in both English and Spanish) with illustrations and an interactive parent- student journal that introduces key educational terms. A step-by-step Teacher's Guide with English As A Second Language curriculum is also included. Parents and their high school kids will meet once a week for 6 sessions to read the chapter book and learn about how to prepare for college. They will be provided with a journal activity that will help them to discuss their concerns and understand better the process of preparing for college while developing English-language skills.

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

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

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

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

Back to School Night, held once a year in early August, provides the opportunity for parents to interact with teaching staff and administration. The evening begins with a meeting in the auditorium where the principal introduces the staff, and shares last year's academic success and the current year's goals and plans. Afterwards, parents are provided with their student's schedule and they then proceed to their child's first period class. Teachers have a ten-minute period to distribute a handout regarding curriculum, class goals, and expectations. Teachers provide parents with their school phone number, email address, and the procedures to set up a parent-teacher conference if one is needed in the future. Teachers welcome any parent inquiries about student progress and behavior and also offer parents some suggestions to follow at home to help their students develop academically.

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

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

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

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

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

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

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

Delano High School is also a standing member of the Coordinated Services Council. Members of this council include local educators, parents, students, and professional organizations. The purpose of this council is to meet with any critical need that arises in the Delano community. Situations that involve children the children of Delano are the central focus of this group. When a need arises, the CSC convenes to discuss the situation, identify the needs and steps of action to address those needs, and then calls upon community partners to address those needs. Area business also partner with Delano High School through the Workability Program. This program relies on local businesses to teach approximately 12 to 20 special education students necessary job skills. The Delano Regional Hospital also partners with the DHS Academy of Medical Sciences to provide students with "hands on" medical experience, job shadowing, and career advice.

Funding

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

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

Cohort Meetings: Cohort Meetings will be held 2 times a month for 2 hours (and sometimes more often as needed). Teachers

use these meetings to look at data, analyze curriculum, discuss strategies, and differentiate instruction.

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

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

Mandatory Tiger Tutorial (MTT): MTT is in its third year at DHS and it is a program that allows teachers to give students who are falling behind in classwork or homework a chance to complete assignments. Teachers assign the student to MTT using the Aeries online program and a member of our admin team, or our Student Affairs Office will pick the assigned student up near the end of that student's sixth period class.

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

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

Resource Teachers: Each core department has Resource Teachers who provide the support and materials needed to help teachers succeed in the classroom. The role of a Resource Teacher includes running meetings, cohorts, doing research on teaching methodologies, and other necessary support services.

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

Learning Software: Edgenuity Credit Recovery, Revolution K12, Illuminate, and NewsELA.

18. Fiscal support (EPC)

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

Title I	\$620,008.00
Title II	\$86,080.00
Title III	\$3,600.00
Title I Parent Involvement	\$6,053.00
Perkins	\$56,515.00
LCAP	\$210,200.00
College Readiness Grant	\$47,950.00
Site Total:	\$1,030,406.00

Description of Barriers and Related School Goals

Our main barriers include low parental involvement, socio-economically disadvantaged families and student mental and physical health.

Although Delano has a strong sense of family and community, DHS still struggles to increase parental involvement at the high school level. Many students come from large extended families which have the potential to provide great support for them in their education. However, parents do not tend to be as active as they could be in their child's education. We have improved our communication with our parents through the Blackboard Connect automated phone call service, through the use of the school marquee, the Aeries Parent Portal, and by taking advantage of our local newspaper, but as a school we need to continue to find creative ways to encourage more parents to participate in their child's education by improving communication with students, parents, and community members regarding all aspects of the school's academic programs, and especially student exit requirements, including the Smarter Balanced Assessment Consortium (SBAC) and the Formative Assessment Common Standards (FACS) [formerly Assessments of Core Exit Standards (ACES)].

Delano's economy is based in agriculture and as a result, the local economy is affected by seasonal work patterns and uncertain weather conditions. Delano has an unemployment rate of 33.20%. The income per capita is \$11,150.00 with the average household income at \$35,176; that means 50% of households have an annual income below 35K a year with 20% at less than 15K per year. With a job growth of -2.5% and future growth over the next ten years predicted to be 1.78%, the economic outlook for Delano residents is not favorable. Furthermore, over the last several years, Delano has drawn a high number of immigrants from Mexico and to a much lesser extent, the Philippines. Our student population is 81% Hispanic, 16% Filipino. With large influx of immigrants, the average level of education has not been consistent. Many of those migrating to Delano are from rural communities with little or no formal education. This low level of education in addition to language barriers, creates an even greater challenge with literacy. Studies show an achievement gap exists among low socioeconomic students as a result of the lack of resources at home and because parents are educated to offer assistance.

A final barrier that DHS has is with student mental and physical health. A large percentage of our students do not have adequate medical care and this affects their education in many ways: with attendance and the ability to concentrate. DHS has a full-time nurse, LVN, MFT, a psychologist, and several other support services to help shore up this lack and encourage students to be in school as often as possible.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	378	354	335	374	347	331	371	347	331	98.9	98	98.8
All Grades	378	354	335	374	347	331	371	347	331	98.9	98	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2605.6	2607.1	2627.8	21	19	34.44	42	46	36.25	26	23	17.82	11	12	11.48
All Grades	N/A	N/A	N/A	21	19	34.44	42	46	36.25	26	23	17.82	11	12	11.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	23	40.18	58	59	42.90	16	18	16.92
All Grades	25	23	40.18	58	59	42.90	16	18	16.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	33	37	43.50	54	54	45.02	13	9	11.48
All Grades	33	37	43.50	54	54	45.02	13	9	11.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	14	27.19	67	73	59.52	16	13	13.29
All Grades	17	14	27.19	67	73	59.52	16	13	13.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	38	34	46.83	53	58	42.30	8	8	10.88
All Grades	38	34	46.83	53	58	42.30	8	8	10.88

Conclusions based on this data:

1. DHS continues to perform strongly in English. This past spring, 70.7% of our 11th grade students were considered college ready based on the English portion of the CAASPP. An increase of 5% from the previous year and 8% increase from two years ago.
2. DHS showed a 17% increase in students above standard in Reading from the 15-16 school year. In addition, DHS reduced the percentage of students scoring below standard in Reading.
3. The school community will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve national, state, and local assessment results.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	378	354	334	373	347	331	370	345	331	98.7	98	99.1
All Grades	378	354	334	373	347	331	370	345	331	98.7	98	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2556.3	2567.9	2569.3	7	8	11.18	21	21	22.05	25	29	23.56	45	41	43.20
All Grades	N/A	N/A	N/A	7	8	11.18	21	21	22.05	25	29	23.56	45	41	43.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	15	18	21.75	37	32	29.61	48	50	48.64
All Grades	15	18	21.75	37	32	29.61	48	50	48.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	13	13.90	49	57	45.32	40	30	40.79
All Grades	11	13	13.90	49	57	45.32	40	30	40.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	9	13	16.01	60	59	58.31	30	28	25.68
All Grades	9	13	16.01	60	59	58.31	30	28	25.68

Conclusions based on this data:

1. DHS performed above the county average this past spring with 33% of our 11th grade students meeting or exceeding standards compared to only 29% from the previous school year.

2. DHS students demonstrated growth the largest growth in the area of Communicating Reasoning with an increase of 2.3%. There was a significant decrease in Problem/Solving & Modeling/Data Analysis with an 11% drop.
3. The school community will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve national, state, and local assessment results.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	9	13	6	48	41	37	27	27	38	11	12	12	5	7	7
10	14	14	20	46	41	43	26	27	24	6	10	8	7	8	6
11	22	20	20	54	46	39	15	24	20	6	7	15	2	4	7
12	36	7	16	49	43	38	8	29	30	6	21	13	1		3
Total	18	15	15	49	43	39	21	26	29	8	10	11	4	6	6

Conclusions based on this data:

1. DHS Increased the number of Sophomores and Seniors scoring advanced on the CELDT.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	8	12	7	43	39	36	25	26	36	10	12	12	14	11	9
10	14	14	19	47	42	42	26	26	23	6	10	8	7	8	7
11	22	20	19	54	46	37	15	24	20	6	7	15	2	4	9
12	36	7	16	49	43	38	8	29	30	6	21	13	1		3
Total	17	14	15	47	42	38	21	26	28	8	10	11	8	8	8

Conclusions based on this data:

1. Students are making adequate progress in acquiring English language skills as indicated on the CELDT.
2. There is a continual need to provide appropriate support to ensure that students do not truncate at the intermediate and early advanced levels on the CELDT.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Achievement

LEA/LCAP GOAL:

Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English learners and foster youth, in all core academic content areas.

*See attached LCAP Plan

SCHOOL GOAL #1:

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

73% of Juniors taking the CAASPP assessment in the Spring of 2018 will either be at or above state standard in the English portion

35% of Juniors taking the CAASPP assessment in the Spring of 2018 will either be at or above state standard in the Math Portion

Increase English Reclassification rate above from 16.1% to 26%.

Increase AP passing rate by 3% in each of the AP Courses offered.

DHS will increase the ACT composite score from 19 to 22.

DHS will increase the SAT total score from 988 to 1000

Tiger Skills:

DEVELOP ACADEMIC EXCELLENCE

* Pass all of your classes, with a C or better and make learning a high priority

* Improve on state-mandated assessments

* Acquire the skills to be college and career ready

HAVE EFFECTIVE COMMUNICATION SKILLS

* Collaborate in small group and whole class discussions, as well as conduct class presentations

* Write and speak in grammatically correct sentences

Data Used to Form this Goal:

CAASPP
CELDT/ELPAC
Needs assessments
Local assessment results
Formative Assessment of Core Standards
Benchmarks
AP
SAT
ACT

Findings from the Analysis of this Data:

There is an academic achievement gap between all learners and the English Learner and Students with Disabilities subgroups as evidenced by this year's baseline data. DJUHSD also has damaged facilities that need repair. We need to improve in preparing all students for college and/or career. This includes improving AP passing and dual enrollment rates. An additional area of identified need is to implement academic content and performance standards in courses provided to students with significant cognitive disabilities. DJUHSD intends to continue to provide the support to continue performing well on the state academic and

71% of our students met or exceeded standards in English and 33% met or exceeded standards in math. As a nation, the math proficiency were lower than expected. In order to increase our scores in this area, we need to look at creating a class that more directly aligns to the various math skills that will be addressed on the CAASPP. As targets increase, additional intervention opportunities should continue. There needs to be special focus given to 11th grade English learner students to ensure that appropriate support and interventions are in place to address increasing targets and the rigor of the CAASPP.

Students performed stronger on Spanish AP, Spanish Lit, and Calculus BC exams in May 2017 than any other exam. There was a decrease in number of students passing AP Biology, English Lit, Statistics, US History and Calculus AB. The support offered to all AP classes regarding after-school and Saturday tutorials will remain high in order to make improvements. Overall only 24% our students passed an AP test with 3 or higher.

DHS has not shown growth in the overall ACT composite scores. We aim to increase our overall composite score from 19 to 22. When it comes to the SAT, our average total score is 988 out of 1600. That puts DHS within the 37th percentile of student achievement.

How the School will Evaluate the Progress of this Goal:

Site administration, academic resource teachers, instructional staff, and counselors will provide updates at cohort and leadership team meetings about student progress toward meeting goals; classroom observations will indicate adherence to instructional goals, and local assessment data will be analyzed to indicate student progress toward reaching goals. We will monitor progress by evaluating local assessments such as the FACS and Benchmarks. We will analyze data using the Illuminate assessment system to track the progress of specific core standards. We will also review the results that will be provided by the 2017-2018 ELPAC and CAASPP. Results will be reported to the School Site Council and all stakeholder groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 1 Action 1 Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to collaborate	August 2017-June 2018	Site Administration Instructional Staff	Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,000.00
			<ul style="list-style-type: none"> Co-Teaching Collaboration Subs for additional Cohort Collaboration Math and English Resource Periods 			
			Summer Professional Development for staff on research based instructional strategies.	1000-1999: Certificated Personnel Salaries	Title I	18,000.00
			Curriculum Refinement			
			Provide time for additional cohort collaboration meetings to determine essential standards, create common formative assessments, and analyze student data.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
			Instructional Coaches	1000-1999: Certificated Personnel Salaries	Title I	29,847.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 1 Action 2 Provide high quality professional development and support for teachers, administrators, and paraprofessionals that is aligned to targeted, coherent, relevant and sequential	August 2017-June 2018	Site Administration Instructional Staff	Provided with evidence-based strategies such as Explicit Direct Instruction (EDI), Cornell Notes, WICOR, Costa's Levels of Questioning, graphic organizers sentence frames, think-pair-share, collaborative/cooperative grouping, CPM, SDAIE, DOK, ELD, Co-teaching and other evidence based strategies to improve student learning.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	26,600.00
			ELD Professional Development EDI and Dr. Jill Hamilton (ELD Strategies)	5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00
			Monthly New Teacher Professional Development	1000-1999: Certificated Personnel Salaries	Title I	12,000.00
			PLC Professional Development • Solution Tree	1000-1999: Certificated Personnel Salaries	Title I	30,000.00
			ELD Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	12,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 1 Action 3: Purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.	August 2017-June 2018	Site Administration Instructional Staff	Supplemental Materials	4000-4999: Books And Supplies	LCFF - Supplemental	10,700.00
			Supplemental Materials	4000-4999: Books And Supplies	Title I	20,000.00
			Technology Support	4000-4999: Books And Supplies	Title I	50,000.00
			AVID Supplemental Materials and supplies	4000-4999: Books And Supplies	Title I	10,000.00
			Supplemental Technology for Math Intervention	4000-4999: Books And Supplies	Title I	32,095.59
Goal 1 Action 6: Provide supplemental intervention. enrichment or tutorial instruction to attain student outcomes b	August 2017-June 2018	Site Administration Instructional Staff	Tutorials	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,000.00
			Tutorials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,050.00
			Incentives for students completing intervention programs.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000.00
			After school Targeted Tutorials for English and Math	1000-1999: Certificated Personnel Salaries	Title I	40,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 1 Action 7 Provide opportunities to improve college readiness	August 2017-June 2018	Site Administration Counseling Staff Instructional Staff	Providing visitations to four year universities, community colleges and post-secondary institutions	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,500.00
			Conducting parent training to educate parents on readiness for College	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,050.00
			<ul style="list-style-type: none"> Y2L Parent Workshops 			
Goal 1 Action 9 Provide student and staff recognition	August 2017-June 2018	Site Administration Instructional Staff Counseling Staff	Parent Training	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,350.00
			<ul style="list-style-type: none"> Back to School night Cash for College Student Parent Workshop Parent Grade Level Meetings 			
Goal 1 Action 9 Provide student and staff recognition	August 2017-June 2018	Site Administration Instructional Staff Counseling Staff	medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing local and state targets.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	12,500.00
			Education Field Trip/Recognition	5000-5999: Services And Other Operating Expenditures	Title I	22,500.00
6th Period Assignments /AVID	August 2017-June 2018	Site Administration Instructional Staff Counseling Staff	<ul style="list-style-type: none"> Reduce class size in core classrooms AVID Elective Period 	1000-1999: Certificated Personnel Salaries	Title I	71,377.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Staff	August 2017-2018	Site Administration Instructional Staff	-Classroom Support	2000-2999: Classified Personnel Salaries	Title I	168,906.00
			-Learning Director	1000-1999: Certificated Personnel Salaries	Title I	78,215.00
			-Learning Director/Asst. Principal Student Affairs (4035)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	74,080.00
			• Additional Support Staff (4203)	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	19,685.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: College and Career Readiness
LEA/LCAP GOAL:
LCAP Goal 2: Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education.
*See attached LCAP Plan

SCHOOL GOAL #2:

Increase number of students who are College and Career Ready and improve performance in the areas of foreign language, physical education and visual performing arts,

Maintain above a 60% UC A-G completer rate.

DHS will increase the ACT composite score from 19 to 22.

DHS will increase the SAT total score from 988 to 1000

Increase number students completing a CTE Pathway to 35%

Increase the number of students completing a dual enrollment course or articulated course by 10% each year for the next 3 years.

In Physical Education we aim to increase our scores in each area by 5%

- Aerobic capacity 75%
- Body composition: 59%
- Upper body strength: 76%.
- Flexibility: 82%

Tiger Skills: :

DEVELOP ACADEMIC EXCELLENCE

- * Pass all of your classes, with a C or better and make learning a high priority
- * Improve on state-mandated assessments
- * Acquire the skills to be college and career ready

SHOW PERSONAL RESPONSIBILITY

- * Come to class prepared, on time and ready to engage in the learning process, every day
- * Understand that your effort equals your success
- * Develop a growth mindset and become a life-long learner
- * Make a positive contribution to your school culture

Data Used to Form this Goal:

A-G completion data
Students completing Pathways
CAASPP/EAP Results
CAL Pads EOY 2 Report

Findings from the Analysis of this Data:

In 2016-2017 less than 35% of our students completed a CTE Pathway.

Students performed stronger on Spanish AP, Spanish Lit, and Calculus BC exams in May 2017 than any other exam. There was a decrease in number of students passing English Lit, Statistics, US History and Calculus AB. The support offered to all AP classes regarding after-school and Saturday tutorials will remain high in order to make improvements. Overall only 24% our students passed an AP test with 3 or higher.

DHS has not shown growth in the overall ACT composite scores. We aim to increase our overall composite score from 19 to 22. When it comes to the SAT, our average total score is 988 out of 1600. That puts DHS within the 37th percentile of student achievement.

How the School will Evaluate the Progress of this Goal:

DJUHSD has identified the need for pupils with significant cognitive disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue performing in the top 25% in visual performing arts, Mock Trial, Academic Decathlon, and improve the physical fitness and AP Foreign Language to the 2017-18 expected annual measurable outcomes.

Site administration, instructional staff, counselors, and students will provide updates at cohort, leadership team, and student advisory group meetings about student progress toward meeting the goal. A rise in student performance on state and local assessments will also be monitored. Results will be reported to the all stakeholders during relevant meetings—Back to School Night, Title I, School Site Council, cohort, and leadership meetings. Counselors Discipline Liaisons, and School physiologist will monitor at-risk students to make sure they are attending school regularly, earning passing grades, and are on track for graduation. We will review all student-related data: UC a-g qualifiers, CTE completers, graduation rate, and dropout rate. We will additionally compare our school site data to community, county, and state data. Results will be reported to the School Site Council and all stakeholder groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Goal 2 Action 1: Ensure all students are provided with high quality standards (subject/CTE/CCR)aligned curriculum and instruction by allowing teachers to:</p> <p>Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning.</p> <p>Collaborate with cohort</p> <p>Refine instruction, curriculum, and assessments.</p> <p>and</p> <p>Utilize time during the day for staff to analyze and utilize levels of performance as measured by AP pass rates, college and career readiness, PFT, and local assessments to refine appropriate instruction, and align and refine curriculum.</p>	August 2017-June 2018	Site Administration Instructional Staff Counseling Staff	Provide teachers time for Data analysis, collaboration, curriculum alignment and refinement.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,300.00
<p>Goal 2 Action 2: Provide evidence based professional development opportunities for teachers and administrators that are aligned to the content standards.</p> <p>Provide professional development for counseling staff to decrease the CTE completion gap.</p>	August 2017-June 2018	Site Administration Instructional Staff Counseling Staff	<p>Provide professional development for counseling staff to decrease the CTE completion gap.</p> <p>Professional Development Books and/or supplies</p> <p>Professional Development/Evidence Based Strategies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>8,500.00</p> <p>1,050.00</p> <p>4,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 2 Action 3: Purchase supplementary materials, assessments, equipment and supplies to attain goals and student outcomes.	August 2017-June 2018	Site Administration Instructional Staff Counseling Staff	Equipment and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	25,000.00
			Illit Student Licenses	4000-4999: Books And Supplies	Title I	18,567.41
Goal 2 Action 5: Offer after school intervention to improve student outcomes in the areas of: Physical fitness Foreign language Visual performing arts CTE	August 2017-June 2018	Site Administration Instructional Staff Counseling Staff	After School Interventions and Tutorials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,500.00
Goal 2 Action 6 Provide visitations to four year universities, community colleges, and/or vocational institutions	August 2017-June 2018	Site Administration Instructional Staff Counseling Staff	Career Field Trips and Visitations	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,000.00
			College Field Trips	5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	3,600.00
Educational Consultant	August 2017-June 2018	Site Administration	Music	1000-1999: Certificated Personnel Salaries	Title I	8,500.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Culture/Environment/Parent Involvement
LEA/LCAP GOAL:
Provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school everyday. *See attached LCAP
SCHOOL GOAL #3:
Delano High School will continue to improve school facilities, school culture and develop partnerships with parents and community members as well as facilitate articulation with feeder schools in order to enhance and support the learning process. The school will continue to promote parent involvement through school activities and events, meetings, conferences, parent advisory groups, and parent workshops. <ul style="list-style-type: none">• Increase Parent Advisory participation by 10% over previous year.• Attain 96.2% student attendance rate• Reduce chronic absenteeism to 13%• Attain 100% sense of safety on Campus Tiger Skills: SHOW PERSONAL RESPONSIBILITY * Come to class prepared, on time and ready to engage in the learning process, every day * Understand that your effort equals your success * Develop a growth mindset and become a life-long learner * Make a positive contribution to your school culture SHOW PERSONAL RESPONSIBILITY * Make a positive contribution to your school culture

Data Used to Form this Goal:

Parent Surveys
 Student Surveys
 Minutes from leadership team meetings, cohort meetings, and Structured Teacher Planning Time
 Attendance logs from school events (Back to School Night, ELAC, Parent Nights, School Site Council, and other parent related functions)
 Blackboard Connect/Connect Ed

Findings from the Analysis of this Data:

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

Students at DHS are performing strongly in relation to the other two comprehensive sites within the community. We believe that our adjustment to the Common Core State Standards has been good but that continued refinement of curriculum in core areas, especially math, will be needed. However, DHS administration and teachers realize that parental involvement has a tremendous impact on student performance. In order to keep parents better informed, the Aeries Parent Portal has been opened allowing parents to monitor their child's grades. We have also established grade-level parent, administration, and counseling evening sessions in which important information related to each specific grade is conveyed to parents. This also provides a platform for parents to ask about upcoming events/concerns related to the specific school year.

How the School will Evaluate the Progress of this Goal:

Site administration, instructional staff, counselors, and students will provide updates at cohort, leadership team, and student advisory group meetings about student progress toward meeting the goal. Student performance on state and local assessments will also be monitored. Results will be reported to the School Site Council. Parent surveys will be given at the grade-level meetings in order to better understand and meet their concerns and needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 3 Action 1: Provide professional development on evidence-based intervention strategies that support student learning	August 2017-June 2018	Site Administration Counseling Staff Instructional Staff	Professional Development for Staff on Intervention Strategies	4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
			Professional Development for staff on evidence based intervention strategies	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 3 Action 2: Purchase supplementary instructional materials and supplies to attain student goals.	August 2017-June 2018	Site Administration Counseling Staff Instructional Staff	Supplementary instructional materials and supplies to attain student goals.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
			GED and CHSPE test fees.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	500.00
Goal 3 Action 4: Provide support, academic interventions and academic acceleration options for students to stay on track for graduation.	August 2017-June 2018	Site Administration Counseling Staff Instructional Staff	Instructional activities or Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	13,000.00
Goal 3 Action 5: Provide before school, after school, Saturday and/or evening Interventions. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	August 2017-June 2018	Site Administration Counseling Staff Instructional Staff	Tutorials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,200.00
Goal 3 Action 8: Foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	August 2017-June 2018	Site Administration Counseling Staff Instructional Staff	Presenters and Student Incentives for meeting goals	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000.00
			Presenters and Student Incentives for meeting goals	4000-4999: Books And Supplies	LCFF - Supplemental	1,800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 3 Action 9 Parent Involvement Y2L Family Academy: This school year Delano High School is proud to partner with Youth 2 Leaders (Y2L) Foundation Family Academy. Y2L is a non-profit organization dedicated to ensuring that the next generation of Kern County students has the opportunity to go to college by educating parents, students, and schools on financial assistance opportunities such as scholarships and Federal Financial aid.	August 2017-June 2018	Site Administration Counseling Staff Instructional Staff	Parent Phone calls and Home visits	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,800.00
			Parent Workshops	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,500.00
			Parent Workshop Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	300.00
			Parent Outreach	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,000.00
			Parent Outreach Class			
			• Cash for College Financial Aid Workshop			
			• Parent Grade Level Meetings			
			• Y2L			
			• Technology Support for Parents.			
			Latino Lit Parent Classes	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
			Blackboard Connect	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	4,053.00
			Latino Lit supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
			Latino Lit Day Care	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all state required standardized testing.
SCHOOL GOAL #1:
<p>The Delano Joint Union High School District will support Delano High School's efforts to improve the academic achievement of ALL learners in the areas of math and English by ensuring structures are in place that enable students to more readily access grade-level content in the academic core.</p> <p>73% of Juniors taking the CAASPP assessment in the Spring of 2018 will either be at or above state standard in the English portion 35% of Juniors taking the CAASPP assessment in the Spring of 2018 will either be at or above state standard in the Math Portion Maintain English Reclassification rate above State average_____ Increase AP passing rate by 3% in each of the AP Courses offered. DHS will increase the ACT composite score from 19 to 22. DHS will increase the SAT total score from 988 to 1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Delano Joint Union High School Districts will assist Delano High School in providing a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English learners and foster youth, in all core academic content areas	August 2017-June 2018	District and Site Administraion				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in College and Career Readiness			
SCHOOL GOAL #2:			
<p>The Delano Joint Union High School District will support Delano High School in increasing number of students who are College and Career Ready and improve performance in the areas of foreign language, physical education and visual performing arts,</p> <p>Maintain above a 60% UC A-G completer rate. DHS will increase the ACT composite score from 19 to 22. DHS will increase the SAT total score from 988 to 1000 Increase number students completing a CTE Pathway to 35% Increase the number of students completing a dual enrollment course or articulated course by 10% each year for the next 3 years. In Physical Education, our schools are performing below county and state levels in the following areas:</p> <ul style="list-style-type: none"> • Aerobic capacity: the goal 64%. • Body composition: The goal 64.2% • Upper body strength: The goal 74.9%. • Flexibility: DJUHSD goal 84.9% 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Delano Joint Union High School District will assist Delano High School to Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education.	August 2017-June 2018	District and Site Administration				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in related School Culture/Environment/Parent Involvement
SCHOOL GOAL #3:
<p>The Delano Joint Union High School District is committed to supporting Delano High School in improving school facilities, school culture and develop partnerships with parents and community members as well as facilitate articulation with feeder schools in order to enhance and support the learning process. The school will continue to promote parent involvement through school activities and events, meetings, conferences, parent advisory groups, and parent workshops.</p> <ul style="list-style-type: none"> • Increase Parent Advisory participation by 10% over previous year. • Attain 96.2% student attendance rate • Reduce chronic absenteeism to 13% • Attain 100% sense of safety on Campus

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Delano Joint Union High School District will assist Delano High School in providing all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school everyday.	August 2017-June 2018	District and Site Administration				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	210,200.00
Title I	620,008.00
Title I Part A: Parent Involvement	6,053.00
Title II Part A: Improving Teacher Quality	86,080.00
Title III Immigrant Education Program	3,600.00
Title III Part A: Language Instruction for LEP Students	19,685.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	422,469.00
2000-2999: Classified Personnel Salaries	219,944.00
4000-4999: Books And Supplies	176,013.00
5000-5999: Services And Other Operating Expenditures	78,100.00
5800: Professional/Consulting Services And Operating	49,100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	59,450.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	26,800.00
4000-4999: Books And Supplies	LCFF - Supplemental	44,850.00
5000-5999: Services And Other Operating	LCFF - Supplemental	52,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	27,100.00
1000-1999: Certificated Personnel Salaries	Title I	287,939.00
2000-2999: Classified Personnel Salaries	Title I	168,906.00
4000-4999: Books And Supplies	Title I	130,663.00
5000-5999: Services And Other Operating	Title I	22,500.00
5800: Professional/Consulting Services And	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	4,553.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	74,080.00
5800: Professional/Consulting Services And	Title II Part A: Improving Teacher Quality	12,000.00
5000-5999: Services And Other Operating	Title III Immigrant Education Program	3,600.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP	19,685.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	807,455.59
Goal 2	86,017.41
Goal 3	52,153.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rene Ayon	X				
Joanna Campbell		X			
Mario Nunez		X			
Matthew Grijalva		X			
Catherine Starling		X			
Ernesto Marcial		X			
Mary Joe Sanchez			X		
Cindy Reyes			X		
Adrian Torres					X
Aizelle Galupa					X
Zoe Mendoza					X
Zendy Diana					X
Ryan Juan				X	
Maria Arredondo				X	
Olivia Diaz				X	
Chris Permejo				X	
Numbers of members of each category:	1	5	2	4	4

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

WASC Focus on Learning Team

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/17/2016.

Attested:

Rene Ayon

Typed Name of School Principal



Signature of School Principal

12/4/17
Date

Matthew Grijalva

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/4/17
Date



Classroom Visit Schedule (revised)

	Monday	Tuesday	Wednesday	Thursday	Friday
ENGLISH	AYON	ROBLES	LUNA	DURAN	CATCH UP Day
ELD	AYON	ROBLES	LUNA	DURAN	CATCH UP Day
MATH	ROBLES	AYON	DURAN	LUNA	CATCH UP Day
FOREIGN LANGUAGE	ROBLES	AYON	DURAN	LUNA	CATCH UP Day
SCIENCE	LUNA	DURAN	AYON	ROBLES	CATCH UP Day
AG/ ART/ED Pathway	LUNA	DURAN	AYON	ROBLES	CATCH UP Day
BUSINESS/ MUSIC/CONSTRUCTION	DURAN	LUNA	ROBLES	AYON	CATCH UP Day
STATE REQUIREMENTS/ PHYSICAL EDUCATION/SPECIAL ED	DURAN	LUNA	ROBLES	AYON	CATCH UP Day
SOCIAL SCIENCE	ROBLES	AYON	DURAN	LUNA	



Goals, Actions, & Services

Goal 1

Provide a high quality education to improve college readiness and proficiency or Standard Met levels for all learners, including English learners and foster youth, in all core academic content areas.

Identified Need

There is an academic achievement gap between all learners and the English Learner and Students with Disabilities subgroups as evidenced by this year's baseline data. DJUHSD also has damaged facilities that need repair. We need to improve in preparing all students for college and/or career. This includes improving AP passing and dual enrollment rates. An additional area of identified need is to implement academic content and performance standards in courses provided to students with significant cognitive disabilities. DJUHSD intends to continue to provide the support to continue performing well on the state academic and

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Basic Services- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% teachers are fully credentialed and three teachers not appropriately assigned.	100% teachers fully credentialed and appropriately assigned	100% teachers fully credentialed and appropriately assigned	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 1(c): Basic Services School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool: DHS 93.06% in "Good Repair" CCHS 96.67% in "Good Repair" RFK 99.48% in "Good Repair"	DHS 95% in "Good Repair"; CCHS 98% in "Good Repair"; RFK 100% in "Good Repair"	DHS 96% in "Good Repair"; CCHS 98.5% in "Good Repair"; RFK 100% in "Good Repair"	DHS 97% in "Good Repair"; CCHS 99% in "Good Repair"; RFK 100% in "Good Repair"
Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.	95% implementation of state board adopted academic and performance standards.	100% implementation of state board adopted academic and performance standards.	100% implementation of state board adopted academic and performance standards.	100% implementation of state board adopted academic and performance standards.
Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Metric: CALPADS English Learner Services data	a. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction. b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.	a. Attain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction. b. Maintain ELD standards implementation in all English, ELD and ELA	a. Maintain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction. b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.	a. Maintain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction. b. Maintain ELD standards implementation in all English, ELD and ELA

		intervention classes daily.		intervention classes daily.																																																				
Priority 4(a): Pupil Achievement Statewide assessments.	<p>Standard met:</p> <p>CAASPP English:</p> <table><tr><td>All Students</td><td>66 %</td><td></td></tr><tr><td>ELs</td><td>37 %</td><td></td></tr><tr><td>SWD 4%</td><td>4%</td><td></td></tr></table> <p>CAASPP Mathematics:</p> <table><tr><td>All Students</td><td>32%</td><td></td></tr><tr><td>ELs</td><td>10%</td><td></td></tr><tr><td>SWD 4%</td><td>2%</td><td></td></tr></table> <p>CAASPP Science:</p> <table><tr><td>All Students</td><td>49%</td></tr></table> <p>CAPA</p> <table><tr><td>SWD</td><td>82%</td></tr></table>	All Students	66 %		ELs	37 %		SWD 4%	4%		All Students	32%		ELs	10%		SWD 4%	2%		All Students	49%	SWD	82%	<p>To Attain standard met:</p> <p>CAASPP English:</p> <table><tr><td>All Students</td><td>67%</td></tr><tr><td>ELs</td><td>38%</td></tr><tr><td>SWD 4%</td><td>4.5%</td></tr></table> <p>CAASPP Mathematics:</p> <table><tr><td>All Students</td><td>32.5%</td></tr><tr><td>ELs</td><td>11%</td></tr><tr><td>SWD 4%</td><td>2.5%</td></tr></table> <p>CAA</p> <table><tr><td>SWD</td><td>83%</td></tr></table>	All Students	67%	ELs	38%	SWD 4%	4.5%	All Students	32.5%	ELs	11%	SWD 4%	2.5%	SWD	83%	<p>2017 Attained standard met:</p> <p>CAASPP 2017 English:</p> <table><tr><td>All Students</td><td>65.5%</td></tr><tr><td>ELs</td><td>23.4%</td></tr><tr><td>Ever-ELs</td><td>59.7%</td></tr><tr><td>SWD 4%</td><td>14.08%</td></tr></table> <p>CAASPP Mathematics:</p> <table><tr><td>All Students</td><td>30.8%</td></tr><tr><td>ELs</td><td>5.2%</td></tr><tr><td>Ever-ELs</td><td>25.1%</td></tr><tr><td>SWD 4%</td><td>1.4%</td></tr></table>	All Students	65.5%	ELs	23.4%	Ever-ELs	59.7%	SWD 4%	14.08%	All Students	30.8%	ELs	5.2%	Ever-ELs	25.1%	SWD 4%	1.4%	
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Priority 4(b): Pupil Achievement The Academic Performance Index.	N/A	N/A	N/A	N/A																																																				
Priority 4(c): Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.	<p>UC a-g completion</p> <table><tr><td>All Students</td><td>2017</td></tr><tr><td>DHS</td><td>58%</td></tr><tr><td>CCHS</td><td>48.8%</td></tr><tr><td>RFK</td><td>54.6%</td></tr></table> <p>CTE completers</p> <table><tr><td>All Students</td><td>28.4%</td></tr></table>	All Students	2017	DHS	58%	CCHS	48.8%	RFK	54.6%	All Students	28.4%	<p>To attain:</p> <p>UC a-g completion</p> <table><tr><td>All Students</td><td>41%</td></tr></table> <p>CTE completer</p> <table><tr><td>All Students</td><td>35%</td></tr></table>	All Students	41%	All Students	35%	<p>To attain:</p> <p>UC a-g completion</p> <table><tr><td>All Students</td><td>49.2%</td></tr></table> <p>CTE completer</p> <table><tr><td>All Students</td><td>36%</td></tr></table>	All Students	49.2%	All Students	36%	<p>To attain:</p> <p>UC a-g completion</p> <table><tr><td>All Students</td><td>44%</td></tr></table> <p>CTE completer</p> <table><tr><td>All Students</td><td>38%</td></tr></table>	All Students	44%	All Students	38%																														
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All Students	36%																																																							
All Students	44%																																																							
All Students	38%																																																							
Priority 4(d): Pupil Achievement The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.	<p>English Learner Progress:</p> <table><tr><td>Performance</td><td></td></tr><tr><td>Status</td><td>High- 79%</td></tr><tr><td>Increased</td><td>+2,8%</td></tr></table>	Performance		Status	High- 79%	Increased	+2,8%	<p>Attain:</p> <p>English Learner Progress:</p> <table><tr><td>All Students</td><td>79.5%</td></tr></table>	All Students	79.5%	<p>Attain:</p> <p>English Learner Progress:</p> <table><tr><td>All Students</td><td>80%%</td></tr></table>	All Students	80%%	<p>Maintain:</p> <p>English Learner Progress</p> <table><tr><td>All Students</td><td>80%</td></tr></table>	All Students	80%																																								
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All Students	80%%																																																							
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Priority 4(e): Pupil Achievement The English learner reclassification rate.	<p>Reclassification</p> <table><tr><td>All Students</td><td>25.4%</td></tr></table> <p>2015-16 rate</p> <p>CCHS 26.8%</p>	All Students	25.4%	<p>Reclassification</p> <table><tr><td>All Students</td><td>26%</td></tr></table> <p>2016-17 Rate</p> <p>District 13.1%</p>	All Students	26%	<p>Reclassification</p> <table><tr><td>All Students</td><td>26.5%</td></tr></table>	All Students	26.5%	<p>Reclassification</p> <table><tr><td>All Students</td><td>27%</td></tr></table>	All Students	27%																																												
All Students	25.4%																																																							
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All Students	26.5%																																																							
All Students	27%																																																							

	DHS 34.5% RFK 13.7% VHS 0.0%	CCHS 10.3% DHS 16.1% RFK 12% VHS 12.6%																								
Priority 4(f): Pupil Achievement The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and	<table><tr><td>AP Exams Passed</td><td>33.2%</td></tr><tr><td>Decline</td><td>-0.9%</td></tr></table>	AP Exams Passed	33.2%	Decline	-0.9%	To attain- AP exams passed: 34% 2017 AP exams passed 31.9%	To attain- AP exams passed: 34.5%	To attain- AP exams passed: 35%																		
AP Exams Passed	33.2%																									
Decline	-0.9%																									
Priority 4(g): Pupil Achievement The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	2016 Indicator Results: CAASPP English: <table><tr><td>All Students</td><td>66%</td></tr></table> CAASPP Mathematics: <table><tr><td>All Students</td><td>32%</td></tr></table> ACT <table><tr><td>Scores above 21</td><td>34.4%</td></tr><tr><td>Decline</td><td>-8.43</td></tr></table> SAT <table><tr><td>Scores above 1500</td><td>31%</td></tr><tr><td>Increase</td><td>+7.56</td></tr></table>	All Students	66%	All Students	32%	Scores above 21	34.4%	Decline	-8.43	Scores above 1500	31%	Increase	+7.56	CAASPP English: <table><tr><td>All Students</td><td>67%</td></tr></table> CAASPP Mathematics: <table><tr><td>All Students</td><td>32.5%</td></tr></table> CCI attained <table><tr><td>DJUHSD</td><td>36%</td></tr><tr><td>ELs</td><td>0%</td></tr><tr><td>SWD</td><td>3.4%</td></tr></table>	All Students	67%	All Students	32.5%	DJUHSD	36%	ELs	0%	SWD	3.4%		
All Students	66%																									
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All Students	67%																									
All Students	32.5%																									
DJUHSD	36%																									
ELs	0%																									
SWD	3.4%																									

Action **1**

Ensure all students are provided with high quality instruction:

- a. Continue utilizing time during the day on Wednesdays for teachers to analyze data (SBAC, CELDT, AP, and local assessments) and collaborate and refine appropriate instruction and curriculum.
- b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum, and assessments based on data analysis.
- c. Continue funding a portion of salary increase to retain teachers and provide our staff with competitive salaries.

Action **2**

Provide support for teachers and high quality professional development for teachers, administrators, and paraprofessionals.

- a) Continue funding professional development that is:
 - I.) Targeted, coherent, relevant and sequential
 - II.) Aligned to the academic content standards
 - III.) Incorporated with Twenty-First Century Standards (Critical Thinking, Communication, Collaboration, Creativity).
 - IV.) Evidence-based to provide strategies that improve student outcomes. Some of these include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, and Co-teaching.
- b) Continue to fund mentors and/or BTSA support services.
- c) Increase staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.

Action **3**

Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.

Action **4**

Maintain the increased UC a-g offerings sections and the additional foreign language teacher. Provide dual enrollment opportunities.

Action **5**

Provide support staff to improve student outcomes:

- Maintain ELD coordinators, portion salary Assistant Principals of Learning and associate and assistant superintendents of Curriculum/ELD, ELD Clerks, and instructional assistants.
- Maintain two additional SH aides to increase access for students with disabilities to a broad course of study.

Action **6**

Continue to maintain:

- a. Reading, writing and mathematics intervention during the day.
- b. Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators.
- c. Summer school for ELD and mathematics.
- d. The additional two English and three mathematics (hired 2014-2015) teachers.
- e. Reduced class size for students not attaining standard.
- f. Incentives for students completing intervention program.
- g. Transportation and the additional bus driver for the tutorials.

7

Action

Continue to provide opportunities to improve college readiness by:

- a. Funding UC a-g online program to make up coursework.
- b. Allocating resources for AP fees.
- c. Providing visitations to four year universities, community colleges and post-secondary institutions.
- d. Conducting parent trainings/workshops to educate parents on readiness for College.

8

Action

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

9

Action

Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing state indicators.

Goal 2

Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education.

State and/or
Local Priorities
Addressed by
this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10

LOCAL _____

Identified
Need

DJUHSD has identified the need for pupils with significant cognitive disabilities to have access to a broad course of study and close the gap between CTE completers and UC a-g completers. Additionally, DJUHSD goal is to continue performing in the top 25% in visual performing arts, Mock Trial, Academic Decathlon, and improve the physical fitness and AP Foreign Language to the 2017-18 expected annual measurable outcomes.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	98.5% of pupils have access to a broad course of study.	Attain 100% of pupils have access to a broad course of study.	Maintain 100% of pupils have access to a broad course of study.	Maintain 100% of pupils have access to a broad course of study.
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	98.5% of unduplicated pupils have access to a broad course of study.	Attain 100% of unduplicated pupils have access to a broad course of study.	Maintain 100% of unduplicated pupils have access to a broad course of study.	Maintain 100% of unduplicated pupils have access to a broad course of study.
Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with	81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	Attain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	Maintain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	Maintain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.

Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220

English

	Passing	Gain
AP	70	+15
UC a-g	65%	--

Mathematics

	Passing	Gain
AP	85	-7
UC a-g	50.8%	--

Science

	Passing	Gain
AP	33	+6
UC a-g	72%	--

Social Science

	Passing	Gain
AP	46	-12
UC a-g	79.3%	--

Foreign Language

	Passing	Gain
AP	217	+44
UC a-g	74%	--

Physical Fitness Test

Fitness Zone	Passing	Gain
Abdominal Strength	89.5%	1.7%
Aerobic Capacity	66.9%	5.8%
Body Composition	52.7%	-1.7%
Flexibility	76.1%	-0.6%
Trunk Extension	95.2%	4.5%
Upper Body Strength	68%	6.3%

Visual Performing Arts:

Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic

UC a-g	65%
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CTE

Completers	28.4%
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Attain:
English

AP Passing	75
UC a-g Completion	66

Mathematics

AP Passing	88
UC a-g Completion	52%

Science

AP Passing	34
UC a-g Completion	73%

Social Science

AP Passing	48
UC a-g Completion	80%

Foreign Language

AP Passing	220
UC a-g Completion	76%

Physical Fitness Test

Fitness Zone	Passing	Gain
Abdominal Strength	89.6%	0.1%
Aerobic Capacity	68%	1.1%
Body Composition	54%	1.3%
Flexibility	77%	0.9%
Trunk Extension	95.2%	0%
Upper Body Strength	69%	1.0%

Visual Performing Arts:

Perform or achieve top 35% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic

UC a-g	67%
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CTE

Completers	35%
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Attained :
English

AP Passing	55 Decline 15
UC a-g Completion	67

Mathematics

AP Passing	76 Decline 9
UC a-g Completion	53%

Science

AP Passing	14 Decline 19
UC a-g Completion	74%

Social Science

AP Passing	47 Gain 1
UC a-g Completion	81%

Foreign Language attained

AP Passing	215 -5 decline
UC a-g Completion	78%

Physical Fitness Test

Fitness Zone	Passing	Gain
Abdominal Strength	89.7%	0.1%
Aerobic Capacity	69%	1%
Body Composition	55%	-1.7%
Flexibility	77.5%	0.5%
Trunk Extension	95.3%	0.1%
Upper Body Strength	69.5%	0.5%

Visual Performing Arts:

Perform or achieve top 30% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic

UC a-g	69%
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CTE

Completers	36%
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Attain:
English

AP Passing	79
UC a-g Completion	68

Mathematics

AP Passing	90
UC a-g Completion	55%

Science

AP Passing	36
UC a-g Completion	75%

Social Science

AP Passing	50
UC a-g Completion	82%

Foreign Language

AP Passing	224
UC a-g Completion	80%

Physical Fitness Test

Fitness Zone	Passing	Gain
Abdominal Strength	89.8%	0.1%
Aerobic Capacity	70%	1%
Body Composition	56%	-1.7%
Flexibility	78%	0.5%
Trunk Extension	95.3%	0.0%
Upper Body Strength	70%	0.5%

Visual Performing Arts:

Perform or achieve top 30% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic

UC a-g	70%
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CTE

Completers	38%
------------	-----

Action **1**

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

- a. Continue utilizing time during the day on Wednesdays for teachers to analyze and collaborate and refine appropriate instruction and curriculum.
- b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum, and assessments based on data analysis.

Action **2**

Continue to provide targeted, evidence-based professional development opportunities for teachers, counselors and administrators.

Action **3**

Continue to purchase supplementary materials, equipment and supplies to attain goals and student outcomes.

Action **4**

Offer CTE opportunities to decrease CTE completion gap.

- a. Continue to maintain Career Technical Education teachers: Home Ec. and Industrial Technology teachers at CCHS, Business Education teacher at RFK; Ag teacher at DHS.
- b. Continue to maintain CTE director for articulation, dual enrollment and work-based learning.
- c. Continue to maintain additional CTE courses.
- d. Fund North Kern Vocational Courses: Auto Body, Health Occupations, Nurse Assistant, Medical Assistant, and Marketing.

Action **5**

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

- a. Maintain Work-based learning support staff and SH special aides to provide work-based learning experiences and increase access to a broad course of study for all students.
- b. Maintain athletic trainers to improve outcomes in safe physical activity practices and improve outcomes in physical fitness.

- c. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes.
- d. Continue to provide afterschool intervention to improve student outcomes.
- e. Fund three four-hour instructional aides to increase course access to SWD: Two SH aides at CCHS and one RSP aide for the PAVE program.
- f. Fund an additional hour for SH aides to increase course access or CTE industry recognized job skills and provide instructional field trips for students with special needs.

Action

6

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

Action

7

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

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10

LOCAL _____

























Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Basic Services- <ul style="list-style-type: none"> Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. 	97.1% teachers are fully credentialed and three teachers not appropriately assigned.	97.2% teachers fully credentialed and appropriately assigned	97.3% teachers fully credentialed and appropriately assigned	97.4% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services <ul style="list-style-type: none"> Pupils in the school district have sufficient access to the standards-aligned instructional materials. 	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 1(c): Basic Services School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool: DHS 93.06% in "Good Repair" CCHS 96.67% in "Good Repair" RFK 99.48% in "Good Repair"	DHS 95% in "Good Repair" CCHS 98% in "Good Repair" RFK 100% in "Good Repair"	DHS 96% in "Good Repair" CCHS 98.5% in "Good Repair" RFK 100% in "Good Repair"	DHS 97% in "Good Repair" CCHS 99% in "Good Repair" RFK 100% in "Good Repair"
Priority 3(a): Parental Involvement addresses: <ul style="list-style-type: none"> The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site; 	District Parent advisory participation increased by 31.7%. DJUHSD provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site	Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each	Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each	Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.

	Council, Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).	individual school site.	individual school site.	
Priority 3(b): Parental Involvement addresses: <ul style="list-style-type: none"> How the school district will promote parental participation in programs for unduplicated pupils 	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.	Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.	Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.	Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.
Priority 3(c): Parental Involvement addresses: <ul style="list-style-type: none"> How the school district will promote parental participation in programs for individuals with exceptional needs. 	The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.	Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.	Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.	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: <ul style="list-style-type: none"> School attendance rates 	96%	Attain 96.2% Attained 95.77%	Attain 96.3%	Attain 96.4%
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: <ul style="list-style-type: none"> Chronic absenteeism rates 	2015-16 Civil Rights Data Collection on Chronic Absenteeism: DJUHSD 13.7%	Reduce Chronic absenteeism to 13%	Reduce Chronic absenteeism to 12%	Reduce Chronic absenteeism to 11%
Priority 5(c): Pupil Engagement as measured by all of the following, as applicable: <ul style="list-style-type: none"> Middle school dropout rates 	N/A	N/A	N/A	N/A
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: <ul style="list-style-type: none"> High school dropout rates; and 	0.8% (25 total students)	0.7% 2015-16 0.3% (15)	0.6% 2016-17 0.45% (19)	0.6%
Priority 5: Pupil Engagement as measured by all of the following, as applicable:	All students 97.7%	All students 97%	All students 97%	All students 97%

<ul style="list-style-type: none"> High school graduation rates 								
	English Learner	97.1% 	English Learner	97% 	English Learner	97% 	English Learner	97% 
	SWD	83.6% 	SWD	83.6% 	SWD	83.6% 	SWD	83.6% 
Priority 6(a): School Climate as measured by all of the following, as applicable: <ul style="list-style-type: none"> Pupil suspension rates 	All students	3.5% 	All students	3.1% 	All students	2.8% 	All students	2.5% 
	English Learner	6.7% 	English Learner	6.0% 	English Learner	5.7% 	English Learner	5.4% 
	SWD	7.9% 	SWD	6.0% 	SWD	5.7% 	SWD	5.4% 
Priority 6: School Climate as measured by all of the following, as applicable: <ul style="list-style-type: none"> Pupil expulsion rates 	Total number of expulsions: 10		Total number of Expulsions: 9		Total number of expulsions: 8		Total number of expulsions: 7	
Priority 6: School Climate as measured by all of the following, as applicable: <ul style="list-style-type: none"> Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. 	Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.		Attain: 100% Sense of Safety 100% connectedness to school		Maintain: 100% Sense of Safety 100% connectedness to school		Maintain: 100% Sense of Safety 100% connectedness to school	

Action 1

Continue to provide professional development on evidence-based intervention strategies.

Action 2

Continue to purchase supplementary instructional materials and supplies to attain student goals.

Action 3

Provide alternative educational settings in lieu of suspension and expulsion.

- a. Fund an Opportunity Program teacher at each high School (DHS, CCHS, RFK, VHS)
- b. Maintain three academic intervention teachers – one for each comprehensive school site

Action

4

Continue to provide support, academic interventions and academic acceleration options for students to stay on track for graduation.

- a. Supplement academic instruction by providing hands on experience through field trips or other instructional activities.
- b. Maintain additional periods of independent study and independent study teacher in Earlimart to meet student needs.
- c. Maintain additional sections of credit recovery sections at ~~VHS~~
- d. Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses
- e. Maintain contract with Delano Police Department for three resource officers.

Action

5

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

Action

6

Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement.

Action

7

Continue to maintain facilities clean and in good repair.

- a. Maintain additional traveling custodian to help maintain school facilities clean.
- b. Repair restrooms and floor in pool locker area at DHS; repair asphalt, outdoor basketball court, HM roof & fence at DHS; repair grounds under bleachers at RFK; repair chill water plant and wiring in 601 & 605 at CCHS.

Action

8

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

Action

9

Promote parental involvement by:

- a. Continue to conduct Parent Awareness workshops.
- b. Continue to provide district for parent outreach and assistance.
- c. Provide resources to train classified staff on the district's customer service standards and provide other services.

Action **10**

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

Audit of LCAP Expenditures:

Auditors will verify that expenditures were consistent with the sample actions or services