



# **DELANO HIGH SCHOOL SELF-STUDY REPORT**

**1331 Cecil Avenue  
Delano, CA 93215**

**Delano Joint Union High School District**

**March 12-15, 2017**

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## Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

## Delano High School WASC Accreditation History

In 2010, DHS was visited by an accreditation team from the Western Association of Schools and Colleges (WASC). This visit was to evaluate our school programs and determine an accreditation status for our school based on hard data and collected evidence. DHS was commended for its commitment to providing a standards-based curriculum to all students and for its formation of the cohort format to support further development of the curriculum. DHS was also praised for meeting its API targets and its performance on the CSTs. The WASC visiting team encouraged DHS staff to implement a wider variety of teaching strategies and to continue to close the gap that existed on most performance measures between DHS and the statewide average. The visiting team awarded DHS with a six-year accreditation with a three year mid-cycle progress report.

Delano High School has experienced success in relation to the WASC accreditation process, and the school and district staff continues to strive for ongoing improvement through true implementation of the Focus on Learning process. The school and district support the process in concept and in practicality. In fact, the FOL Chairperson for DHS is allotted one period during the school day to coordinate FOL implementation along with an annual stipend as further remuneration for the effort. In addition, five WASC Focus Chairs receive annual stipends to oversee and coordinate the implementation of WASC efforts related to their particular Focus group. It is very evident that Delano High School supports WASC and the Focus on Learning process.



## **Delano High School Self-Study Process**

Delano High School takes the WASC process very seriously and it is a part of almost every staff meeting. Our principal, Rene Ayon, and his administration team fully embraces the WASC process. To prepare this report, the DHS WASC Focus on Learning team began working together October 19 and 20, 2016 by planning out the time line for this report and assigning sections to each chair. We reviewed our last Self-Study and Areas of Growth and scheduled our first Home Group and Focus Group Meetings. We met almost every Thursday afterschool to discuss our progress and continue to look at the data.

During the entire 2015-2016 school year, teachers were given a weekly Tiger Skill to discuss with students, along with some short and focused activities to use in class as a warm-up.

The Focus on Learning team, as well as members of our administration, attended the first training session for our Self-Study on January 19, 2016. This was a webinar and the FOL Chairs were given substitutes in order to attend. The second training was in Visalia, California on February 8, 2016. The majority of the WASC team attended, as well as members of administration. The final training was a webinar and each FOL member watched it on their own time and we discussed it during our WASC meeting.

Our first formal WASC presentation occurred on February 2, 2016 in the school library. A member of the WASC team explained to the Leadership Team the purpose for WASC and our Areas of Growth from our last WASC visit. Members of the Leadership Team were asked to take the Areas of Growth to their departments and ask for feedback and suggestions on how we had addressed these areas. These meetings took place on February 3, 2016. Department chairs submitted their responses to the WASC Team which met on February 11, 2016 to review.

During the last three years, DHS administration, the WASC Leadership Team, and department chairs reviewed our WASC Action Plan and Areas of Critical Need on a regular basis. As we began the self-study process, we invited every member of our staff to participate in offering input for this report. We included certificated staff, classified staff, and counselors, as well as administration and instructional aides. We held our first Focus Group session on March 2,



2016 and each group was asked to look at the Areas of Growth. Each WASC chair led their group in reviewing their assigned criteria and asking for insights and suggestions. On April 5, 2016, the WASC team met to review and discuss the results of the first Focus Group meetings and we generated a rough draft of possible areas to review and include in our report. The WASC team met on April 21, 2016 to plan for our first Student Stakeholders meeting, as well as our first student survey. Our Student Stakeholders met in the Delano High School Library on May 11, 2016, and over a pizza lunch, students gave feedback on how they felt the school was doing in a variety of areas, including campus cleanliness, challenging curriculum, and communication issues.

During the week of May 16-20, 2016, students were asked to take a brief survey on the website, Survey Monkey. A total of 532 students responded. The student survey can be found [here](#).

On July 29, 2016, the DHS administration team, along with our new Testing Coordinator, sat down together to plan out the upcoming Self-Study Process for the 2016-2017 school year. Several important decisions were made at this meeting, including the dates for Home and Focus Group sessions, survey dates, and some strategies for evaluating our Tiger Skills.

On August 9, 2016 the entire DHS staff was guided through an activity concerning the Tiger Skills. Each member was given a copy of the latest Tiger Skills and asked to make suggestions or additions. The staff worked in small groups—some by departments, some cross-departments. The WASC Leadership Team will be using this gathered information as they continue the Self-Study.

On August 31, 2016, during a scheduled late-start, the staff met in Home Groups to discuss the initial Areas of Growth that were identified by the Focus on Learning team. In order to facilitate participation of the teaching staff, we divided our teaching staff into cross-curricular groups:

- STEM: Math, Science, and Health.
- Humanities: English, Art, PE, and ELD
- Social Sciences: History and Foreign Languages





- CTE: Ag, Industrial Arts, Music and Business

We were able to get a better overview of what is happening around the campus by organizing our groups in this manner.

On September 21, 2016, during a specially scheduled late start, our entire staff—both classified and certificated, met in Focus Groups to look over the Self-Study criteria. In order to encourage more of the classified staff to participate, our administration closed the front offices and other departments on campus during the Focus Group meetings. This increased our overall rate of participation greatly and allowed all of our members to hear feedback from a larger stakeholder groups than previous meetings.

In September administration began forming peer-teacher shadowing in which new teachers were paired up with more experienced teachers and allowed to observe each other in order to develop our best practices. After each observation, the teachers were given time to meet to discuss and debrief best practices. The teachers who participated found it so beneficial that, it will be continued during second semester and will be expanded to include veteran volunteer teachers. The observation calendar can be found [here](#).

On November 29, 2016 we presented a draft of the report and the Areas of Critical Need to the School Site Council.

On January 11, 2017 we presented our initial report to the entire staff at Delano High School during a scheduled late start session.

On February 14, 2017 we presented our finalized report to the Delano Joint Union High School District Board of Trustees.

On January 31, 2017 we submitted the completed Self-Study to WASC.



## Chapter I: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile. Include data and findings for the following:

- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.
- Demographic data, including the refined school-wide learner outcomes

### 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.”

<i>The Delano Community</i>	
<b>Population: 57,733 (US Census estimate 2015)</b>	<b>Economy: Agriculture &amp; Related Industry</b>
<b>Location: Southern San Joaquin Valley</b>	<b>Unemployment 12.3% (April 2015)</b>
<b>County: Kern</b>	<b>Median household income: \$35,933 (2015)</b>



## ***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 1500 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 summer 2017), 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.

Delano High School facilities are equipped with 21st century technology. With the adoption of the new Common Core curriculum, we are moving toward mobile labs for student use. We are piloting this in the English department in the 9<sup>th</sup> grade in 2016. We also have 13 mobile labs with HP tablets or iPads. We have purchased more than two hundred new computers this year with plans to establish another lab in order to equip our students with the latest technology. All teachers received new computers during the summer of 2016 and 52 new printers were installed in the early fall of 2016. 18 teachers were also given Tablet Kiosks to use wirelessly in the classroom. At the beginning of the 2016-2017 school year, DHS administration invested in 20 NovoPro systems which allows teachers and students to interact wirelessly. Some of the funding used to purchase our technology comes from supplementary programs such as Migrant Education, Title I, and Title III as well as other state and federally funded projects. However, given the economic background of many students in our district, these programs can only cover a portion of the resources that our students need.

The Delano Joint Union High School District is not a unified district and the feeder schools all follow different curricular and instructional modes. The rural areas create additional structural barriers because of the distance students must travel to get to school. Delano High School feeder districts include Delano, Earlimart, and other surrounding areas. This has long been a detriment to our students and as a step toward collaborating between the districts, an articulation meeting was held on October 7, 2016 with members of the Delano Union Elementary School District administration and Delano High School administration. At this meeting topics such as the course sequencing for the middle schools, the scope and sequence for algebra, as well as a testing window for our 8<sup>th</sup> grade orientation. DHS has also been collaborating with Earlimart schools. In November, 2016, our administration met



with the Earlimart School District Superintendent and middle school administration to discuss math and English scope and sequencing. This meeting resulted in our offering certain students with an opportunity to attend an Algebra I class during the summer of 2017. The meeting was then followed up with a parent meeting for all 8<sup>th</sup> graders on December 7<sup>th</sup> and their parents.

Delano High School is very proud of its heritage as the oldest high school in Delano, over 100 years. We are also very proud of the growth we have made as we strive to provide all of our students a strong, standards-based education. The site administration has formed a Leadership Committee which meets monthly and is comprised made up of resource teachers, department chairs, Instructional coaches, counselors, the school psychologist, and other key staff members involved in a variety of school programs to organize and implement strategies to encourage academic excellence and school culture.

In addition to the school's move toward 21<sup>st</sup> century technology and rich school heritage, DHS prides itself on having a focused approach on school culture and academic climate. We have created the Delano Tiger Top 25 and the DT Top 25 Rising Stars. Each quarter the school recognizes the Top 25 students based on GPA and the Top 25 Rising Stars based on most improved quarterly GPA for each grade level, 9 through 12. Delano High School also recognizes our students in grades 10 through 12 who are currently on track to meet the a-g requirements. From one quarter to the next, DHS holds academic celebrations to showcase our students and their academic success. At the end of the school year, we hold a school-wide academic celebration to recognize our DT Top 25, our a-g completers, and our seniors who will be continuing on to a 2-year, a 4-year, a career technical institute, or the armed forces.

## **FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES**

### **AVAILABLE TO ASSIST OUR STUDENTS:**

- **Family** - Delano students tend to come from families in which the extended family is strong and, thus, students have many adults surrounding them to support them in





their education. As we will explain later in this report, one of our strategies is to take advantage of this strength by increasing parent involvement in their child's education.

- **School** - Delano High School has a strong and well-respected administration and teaching staff that has been in the process of educational reform for several years. We describe its achievements throughout this document. In addition, the School Site Council exists to bring together administration, teachers, parents, and students, and using the Single School Plan for Student Achievement, to make decisions regarding the use of categorical funds.
- **District** - The district is an important source of leadership for school-wide reform. The Board of Trustees has been proactive in approving unique pilot programs and providing for a general state of readiness for school improvement efforts. The superintendent has taken the lead in securing funding for school reform and in ensuring that school reform monies augment other categorical and general fund monies.
- **Community** - Currently, we are increasing the way we distribute information in the community about our programs. We communicate with the community through the school marquee, *The Delano Record*, and our school Booster Club. We have a brand new website that has improved the quality and quantity of information that is available to parents and community members.

In 2008, 2009, 2012, and 2015 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, 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, 65% of our 11th grade students met or exceeded grade-level standards on the English portion surpassing the national average of 49%. On the math portion of the CAASPP (California Assessment of Student Performance and Progress), 29% of our 11th grade students met or exceeded grade-level standards, surpassing the county average of 25%.

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

As a pillar of the Delano community for over one hundred years, and the only high school in Delano for more than ninety years, Delano High School has a long history of involvement with the city and local businesses. DHS sponsors a Career Day during which members of the business community visit the school to offer job options and information for students. Many businesses offer scholarships and internships to DHS graduates, and there is a strong parent-run booster club presence which supports many Tiger athletics and other campus clubs. Also, Wonderful Farms offers grants to teachers to be used to supplement educational efforts. Additionally, Wonderful Farms supports students through their scholarship programs for those who need additional monetary funding to achieve their dreams of furthering their education.

Local public agencies such as the Delano Police Department, Fire Department, Sheriff Probation Department, Henrietta Weill Memorial Child Guidance Clinic, Clinica Sierra Vista, and others articulate with the DHS staff through the Coordinated Services Council (CSC) and the Safe Schools Committee. The CSC meets quarterly to discuss existing and future links



along with specific students. Another aspect of community support is provided by the Delano Police Department. With the 2016-2017 school year, we have a School Resource Officer on campus five days a week.

In addition to our partnerships with local agencies, Delano High School maintains an excellent working relationship with local post-secondary schools. Bakersfield College (BC) is our local community college which houses a satellite campus in the city of Delano and even uses some of the high school district facilities to conduct classes. Recently, BC and our district have built new facilities in a joint venture to provide smooth transitions from high school to community college. In order to facilitate this transition, Bakersfield College works with DHS students individually to provide a bridge between high school and college and to help students with the matriculation process. We also offer dual enrollment in English, History, Science, welding, vet science, and Student Development classes which allows students to receive both high school and college credits. Our plan is to double the number of sections for the 2017-2018. Some of the additional classes will include: Music Theory, Intro to Agriculture, Introduction to Business, Early World History, and Political Science. California State University, Bakersfield (CSUB) is a short 30-minute drive from Delano for students who wish to attend a local 4-year school. We are also looking to partner with CSUB to also offer dual enrollment in math and English. Overall, the DHS staff works very hard to establish and maintain links with local businesses, agencies, and educational institutions for the benefit of students. Everyone at DHS, students and staff alike, feel very fortunate to have so many willing educational partners within and around the city of Delano.

DHS has also increased its focus on preparing students for success not only as they further their education after graduation, but also once they are out in the career world. Our district hired a new CTE Director to oversee our growing CTE programs. We are increasing our enrollment in our Career Technical Education courses, and are working toward strengthening our CTE program to better provide our students with the curriculum they need to succeed. We have created a Professional Learning Committee of CTE instructors to align their courses, to develop partnerships with industry-recognized professionals, and to refine and discuss collaboratively ways to support student learning.



In January of 2016, Delano High School 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%.

## **School Purpose (i.e. beliefs, philosophy, mission) and Expected Schoolwide Learning Results (schoolwide learner outcomes)**

### **District Mission Statement:**

Each DJUHSD professional learning community family team member is personally committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

### **District Vision Statement:**

**T - TEACHING:** To collaboratively support quality research-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, social, and emotional development.

**A - ACHIEVEMENT:** To promote superior academic results, the Board of Trustees, administration, teachers, support staff, parents, and students will foster, recognize, and celebrate learning.

**M - MODEL:** To effectively model our mission and vision, every team member will maintain a professional attitude, be open to continuous improvement, make personal contributions, be accountable, and demonstrate integrity

### **Delano High School Mission Statement:**

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

### **Delano Administration Motto:**

Under the direction of Principal, Rene Ayon, the Delano High School Administrative team established a leadership motto that they strongly believe and pride themselves in. At the heart of their motto is the belief in servitude. They are committed to putting students first



and serving the entire school community.

*D-Dedicated to serving students, parents, and staff.*

*H-High expectations for students, parents and staff*

*S-Servant Leadership*





## **Student Learning Outcomes/Tiger Skills:**

Delano High School's Tiger Skills have successfully guided and served its student body for the last six years, but in an effort to keep them relevant and assessable all stakeholders were asked to review and fine-tune the SLOs during the 2015-2016 school year. During the 2015-2016 school year the WASC team asked teachers and staff to look at the Tiger Skills/SLOs again. This time, shareholders were asked to look how assessable each of the three SLOs were and they were asked to share the ways they incorporated the SLOs in their classrooms. In Focus Groups and Home Groups, shareholders made some suggestions for changing the DHS Student Learning Outcomes. As a result, we made some adjustments to the wording of some of the indicators, so as to make the SLOs more specific and concrete, as well as to help students understand the overall importance of the SLOs. As a result, a new set of SLOs were adopted for the 2015-2016. These new Tiger Skills are as follows:

### **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

In October of 2016, and again in January, 2017 every student was given a Tiger Skills card to keep in their binder and teachers were strongly encouraged to include these skills in their lessons each day. Some teachers began adding the Tiger Skills to their handouts and worksheets, as well as giving students pop quizzes on their understanding of the skills.



## ACADEMICS AT DELANO HIGH SCHOOL

Teachers have been hard at work designing new lessons and modifying their instruction to address the rigorous expectations of the Common Core. Every other Wednesday morning, teachers collaborate during subject and grade-level cohorts to review curriculum, instructional practices, and student performance data. The new English-language arts and mathematics standards are "rigorous, research-based, and designed to prepare every student for success in college and in the work force." They were developed based on feedback from the public as well as on the experiences of teachers and content area experts. In the subject of math, new areas of focus are "to apply mathematical ways of thinking to real world issues, to construct sound mathematical arguments, and to be precise in their mathematical communications." In the area of English-language arts, students are engaging in both writing and collaborative activities to express ideas and evaluate information. Currently, in the areas of math and English, we are specifically preparing our 11th grade students for the CAASPP Common Core Exam. Last year's students scored well above the national average in English and above the national average in math, with many students qualifying as college ready. We are proud of the gains we have made the last two years and look forward to improving upon those scores this year.

We are also developing curriculum to build both content and literacy skills in our social studies and science courses. We are expanding and strengthening our career technical education (CTE) programs as we work to articulate our courses with local colleges and universities and find ways for students to earn a field recognized certificate. We currently offer coursework in



health careers, web design, video production, finance, construction, music, veterinary science, and agricultural mechanics. These changes have required teachers to closely examine their approach to instruction, and the DHS instructional staff has enthusiastically taken on this challenge.

We continue to focus on the needs of our English learner students. They participate in rigorous coursework designed to strengthen the skills that they



need to communicate effectively in English and to access grade-level content. Students are placed according to their language levels and receive instruction in reading, writing, conversation, vocabulary and spelling.

## **HONORS AND ADVANCED PLACEMENT**

One area that we have chosen to highlight at Delano High School beginning with the 2015-2016 school year, and continuing this year, is increasing our enrollment in Honors and Advanced Placement courses. In alignment with the College Board's Equity Policy, Delano High School is "committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses." Students are identified for participation in this program through local assessments as well as by teacher recommendation. To support this growth of our program, we will be sending additional teachers to Advanced Placement training this summer. We offer a wide array of Pre-AP and Advanced Placement courses at Delano High School:

- English 9 PreAP
- English 10 PreAP
- AP English Literature and Composition
- AP English Language and Composition,
- Algebra I Pre-AP
- Geometry Pre-AP
- Algebra II Pre-AP
- Pre-Calculus
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- Lab Biology Pre-AP
- Chemistry Pre-AP
- AP Biology
- AP Physics
- World History Pre-AP
- AP U.S. History
- AP Government and Politics
- AP Macroeconomics
- AP Art History
- AP Spanish Language
- AP Spanish Literature

All students who are willing to put forth their best academic effort are encouraged to participate in this challenging and worthwhile program.



## **Dual Enrollment**

Beginning in 2016-2017, Delano High School's administration made a bold move in partnering with the local community college to provide DHS students with another option to pursue their college goal. We now offer several dual enrollment classes that allow students to earn college credit during the regular school day. These dual enrollment classes are taught by DHS teachers who hold a Master's Degree in their subject. Students were required to take the Bakersfield College placement exams, which were administered online, and they also had to complete the enrollment process. All of this was coordinated by the BC staff, DHS teachers, and administrators. We offer college-level classes in English, History, Health, and College and Career Readiness, and we have plans to expand our offerings in Welding, Agriculture, and Medical Terminology this spring.

## **Support Programs**

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. Course 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 afterschool tutorial, either in the school library or with individual teachers

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. Specific information about our support services are below:

**After-School Tutorial:** All core and Special Education 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.

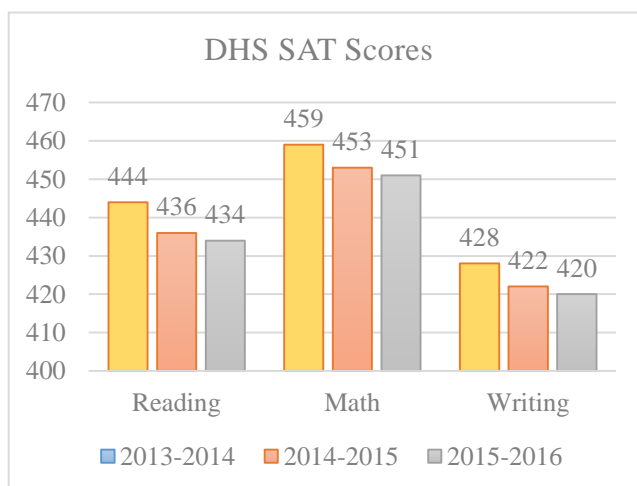
**Mandatory Tiger School Tutorial (MTT):** The goal of MTT is to prepare students for success in the present—this week, on this content. Rather than concentrating on content that students have failed to master, MTT offers students the opportunity to keep up with current learning in effort to accelerate 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.





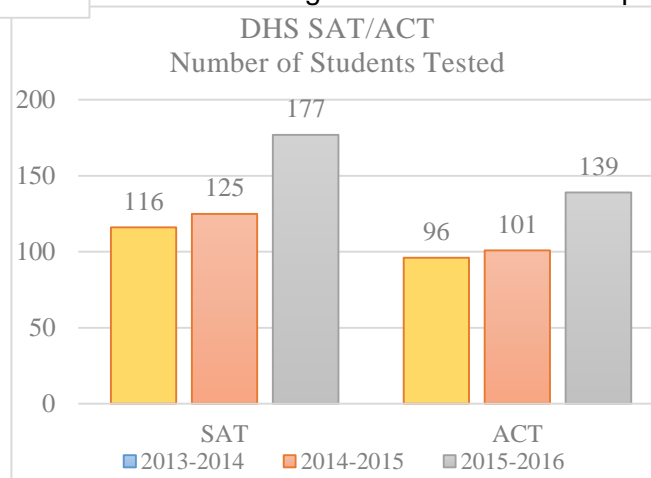
**Most Valuable Proficient (MVP):** DHS has a seventh period program designed to increase student achievement on the CAASPP. Approximately 40% of the junior class is enrolled in a nine week intensive program in reading and writing skills, math skills, or both. At the beginning of the 2nd semester, participating students are scheduled for this after-school intervention. Each year, curriculum, methods and assessments are evaluated and improved through the collaboration of the English and math departments and the site administration. We also offer a CELDT MVP program during first semester to increase the levels of language proficiency among our English learners.

**CAASPP Preparation:** The school has invested in materials and computers designed to increase student achievement on the CAASPP 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.



two years, DHS has held SAT test prep classes beginning in early April that run until the end of May. Students completing these Saturday prep classes are awarded with a pizza party and a college visit selected by students. However, the real reward is seeing them perform higher on their SAT

**SAT/ACT Bootcamp:** 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. The past



exams as is shown in the charts above. Our students are benefiting from our boot camp program.

**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. Seniors 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.

The Academy of Medical Sciences at Delano High continues to maintain our partnerships with industry health organizations. These organizations include DRMC Diabetic Health Care, Browning Manor, Skilled Nursing, Delano Association of Developmentally Disabled, Delano Regional Medical Center, and the Delano Adult Day Care facility. These generous medical professionals continue to provide tremendous job shadowing experiences for our junior and senior academy students.

Our Career Exploration Lab introduces our sophomore students to 17 health career opportunities. Our students begin focusing on careers that are best suited for their individual career objectives. The sophomore students learn from actual health care professionals on our online learning environment. This program is top rated and proves to be a great introduction to the many career options within the health field.

The senior academy students are connected to the North Kern Vocational facility to receive hands-on practical job experience in the careers offered. The capstone career training is the Certified Nursing Assistant course taught by Trudy James-RN.

Educational trips are always a highlight within the academy. Our students enjoy the benefits of college and university campus tours and listening to health care experts share their stories of success. Our trips this year will include: Fresno State, UCLA, and a "team building" Ropes



Course excursion at Fresno State University. We will continue to build a solid academy at Delano High in 2016 as we anticipate another freshmen recruiting season this spring.

**Advancement Via Individual Determination (AVID):** DHS currently supports four sections of the AVID program with the anticipation of taking the program school wide. 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 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.

The advent of Common Core and its emphasis on college and career readiness have made AVID an even more vital part of the Delano educational community. In the summer of 2016, a group of 5 teachers, counselors, and administrators traveled to San Diego to receive cutting-edge AVID program implementation strategies to better instruct our AVID students. This has been an ongoing trend the last five years. Currently, there are over 20 teachers and administrators who have attended AVID Institutes.

The current AVID students of Delano High School continue to lead their peers by enrolling in Honors and Advanced Placement courses. Through the support of the AVID tutorial process, students encourage each other to pursue higher realms of achievement. The organizational skills of Cornell Note taking and binder organization allow for every AVID student to be better equipped to tackle the academic rigor of Delano High and all future pursuits.

In previous years, AVID graduates have continued their academic studies at colleges including UCLA, UC Irvine, UC Davis, Cal Poly San Luis Obispo, Cal Poly Pomona, Cal State Bakersfield, Fresno State and Fresno Pacific University. This past AVID student success will continue to inspire current students to work toward their own college and career goals.



In addition to academic support, the AVID program gives students a platform to give back to their local community. This year our AVID program continued the Delano High Christmas tradition of the AVID Adopt-a-Family service project, which allows students to donate Christmas presents to local families. The students lead this project by asking their fellow classmates to select a Christmas ornament and attach it to a present. This AVID service project allows students to give back to their community and provides chances for new student leaders to blossom.

Each year, AVID students are taken to tour college campuses. These trips allow students to step into the collegiate world and get a taste of real college life. For many students, these outings are their first exposure to a college campus. These are life-changing experiences for our students and we are pleased to announce that this year the AVID students will be touring the campus of USC. This group of students will also have the opportunity of visiting the California Science Museum to see the retired space shuttle Endeavor.

The AVID Team is very excited about the future of our AVID students in Delano. We believe that this program will enable future generations to be college and career ready. Many thanks are due to the parents, teachers, and community members who support the success of our AVID students. Together, we succeed.

**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.



**California Career Zone:** California Career Zone is an interactive internet webpage that allows students to look at the lifestyle they want to live and how much it costs. The webpage then allows the students to find which careers will yield them the salary they need to live the lifestyle they want to live. My Next Move is another career-oriented website that our counseling staff and administration shares with students to help guide them and prepare them for post-secondary education and career options.



**College Summer Tour:** For the past three years the counseling department has taken a group of students on a tour of five colleges. These trips allow students to experience college life from a unique perspective.

**Credit Recovery/Edgenuity:** 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.

Beginning with the 2016-2017 school year, we implemented a more rigorous credit recovery program, called Edgenuity, which provides students with another opportunity to become successful in achieving their college or career goals. Edgenuity is an innovative concept blending online and traditional classroom procedures to help reach even more students. In 2016-2017, we have one section during the school day and one section after school. We will open a Saturday section as needed. With Edgenuity, students have the opportunity to complete A-G approved courses.

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 CAASPP 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.

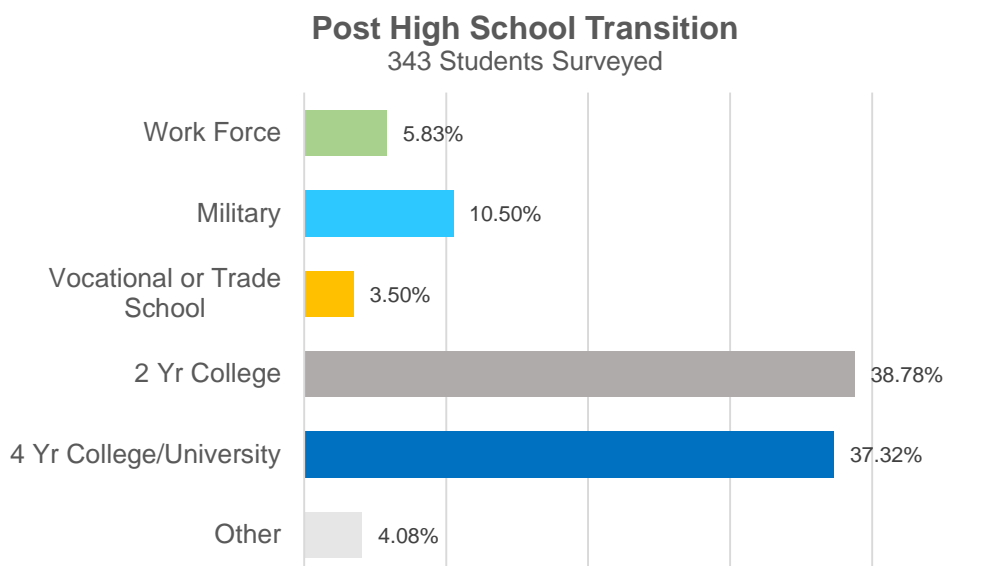
Access to DHS support services can come via teacher, parent or student inquiry or referral. Tutorial sessions are open to any student who needs or feels they need extra assistance to master learning objectives. Late buses run afterschool to ensure students with transportation needs can participate in 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.

[Response to Intervention Pyramid can be found here.](#)

[Behavior Support Pyramid can be found here.](#)

## **DELANO HIGH SCHOOL STUDENTS PURSUE UNIVERSITY, COLLEGE, AND VOCATIONAL CAREERS**





As a result of our outstanding programs, Delano High School students have succeeded in pursuing their goals beyond graduation. Students have the opportunity to excel in any area they choose. Many have pursued their post-secondary education in colleges and universities while others chose to pursue certification at a technical college. In the above chart, an incredible 76% of our graduates attended college. The following data is from the 2015-2016 school year:

- Private – Five (5) students applied to the following private universities: University of Southern California, Fresno Pacific University, and Seton Hall University.
- UCs – Seventy-five (75) students applied to the following UCs: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, Santa Barbara, Santa Cruz, and San Diego.
- CSUs - One hundred thirty-five (135) students applied to the following CSUs: Bakersfield, Chico, Fresno, Long Beach, Los Angeles, Northridge, Pomona, San Diego, San Jose, and San Luis Obispo.
- Community Colleges – One hundred seventy (170) students indicated that they would enroll at either Bakersfield College, College of the



Sequoias, Cuesta College, Grossmont College, Porterville College, or Santa Monica College for the fall of 2016. These students are pursuing their post-secondary course work in the following careers: Medical, Business Administration, Nursing Engineering, Correctional Administration, Animal Science, Liberal Science, Architecture, Child Development, English, Accounting, Administration of Justice, Horticulture, Food Service Management, Human Services, Radiological Technology, Psychology, Spanish, Art, Theatre Arts, Photography, Political Science, Music, Sociology, Mathematics, Pre-veterinary Medicine, Computer Science, Computer Graphic Art, History, Real Estate, Biology, Speech, Fire Technology, and Auto Tune-up.

- Vocational Certification/Completion - Delano High School students are provided the experience and training for vocational careers. Many students enroll at North Kern Vocational Training Center. These students have the opportunity to become certified in the career of their choice. North Kern has been successful in training skilled and knowledgeable individuals for the world of work.
- Delano High School students at North Kern were certified or completed vocational training in the following areas: Auto Body (21), Marketing Merchandising (12), Medical Reception (7), Nursing Assistant (19), Reception Clerk (2) , and Security Law (6). Total Number: 67.
- Our Advanced Placement and Honors courses continue to provide students with the strong foundation that they will need to be successful in college coursework. We offer a wide range of courses including English Literature, English Language, Spanish Literature, Spanish Language, Biology, Physics, Statistics, Calculus, Government, Environmental Science, Economics, and US History.

## **Extra-curricular Programs and 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.

## **ASSOCIATED STUDENT BODY ACTIVITIES 2016-2017**

The Delano High School Associated Student Body's mission is to represent all students on campus by fostering a positive learning environment and providing extracurricular activities, scholastics, and student leadership. ASB consists of 12 officers: President, Vice President, Secretary, Treasurer, Public Affairs, Community Service Commissioner, Publicity Commissioner, Rallies Commissioner, Spirit Commissioner, Clubs and Activities Commissioner, Sports Commissioner, and Recognitions Commissioner. These officers represent distinct roles within our campus culture. They collaborate daily to plan and deliberate campus activities by reviewing and approving paperwork, meeting with clubs and class councils, and hosting leadership meetings. ASB promotes school spirit by recognizing student achievement through athletics, clubs, and extracurricular activities. ASB senators are member from each grade level who represent their class by planning campus activities, fundraising, and collaborating with students and staff. Our priority and optimal goal is to strive for student achievement within our community.

The academic school year began with our Week of Welcome. During this week we support students in their efforts to return back to school and become involved on campus. The first activity of the school year is our Welcome Rally. During our Welcome Rally students and staff participate by celebrating school spirit. This allows students to start their academic year motivated to be back on campus. ASB handed out freshman survival guides created by students to help students navigate their way on campus. The interaction between freshman students and upperclassmen allowed a form of mentorship and created a collaborative school environment. There was an information booth the entire week where any student with any concern or question could approach the table and receive guidance from their peers. The first



week back we had lunch rallies where all students were allowed to participate and win Delano High memorabilia to create school pride within our students. Our week of welcome allowed students to become acclimated to our school culture and encouraged academic success and school participation.

Our next big event was our Club Rush Week where ASB promoted the various clubs and sports active on campus and encouraged student participation. We currently have 72 active clubs on campus and 16 sports offered throughout the academic year. Each club and sport was able to present during lunch on their club and sport and showcased all their activities through posters and flyers. Students during this week learned about the many activities on campus and were allowed to sign up for any club or sport they wished to join. This week helped campus culture by promoting their activities and by endorsing students to become active participants on campus.

We ended the month of August by hosting our Back to School Night event. This night promotes parent involvement and allows parents and students to meet on campus. During this night parents attend their child's entire academic schedule from 1<sup>st</sup> through 6<sup>th</sup> period. ASB students helped parents finding classrooms and offered refreshments after. The night ended with the performances of our Band and Jazz Band. Parents and students ended the night dancing and enjoying good music.

Our 2016 Fall Homecoming theme was: "A Tiger's Tune." During homecoming week we promoted school culture and athletic achievement. This week was filled with lunch rallies and dress up days centered on our musical theme. Students paraded their dress up days throughout the week. We hosted our annual food fair during lunch. Our food fair provides clubs and sports the opportunity to fundraise for their upcoming events. The campus seems to really enjoy food fairs as students are allowed to choose from a large variety of food items while helping clubs and sports on campus obtain their goals. ASB also hosted our annual Night Rally after the freshman football game. We had the pleasure of having band, cheerleading, and dance team performed to kick off the event. Students from each class participated in a friendly rally and demonstrated school spirit. Students painted the night by creating their own



attire full of colors to reflect under the black light. Our final event during our Homecoming week was our Homecoming Rally hosted in our stadium. During our rally, classes showed off their school pride by wearing their class colors. We had performances by our band, cheerleading, and dance team in celebration of our school culture. Students participated in our musical themed rally as campus cheered their respective class on. Class councils and their class presented their homecoming floats to be judged during the Homecoming football game. This week ended with community involvement and school spirit during our football game. Overall, Homecoming week exemplified school spirit, academic excellence, and athletic appreciation.

For the month of October ASB prepared a month supporting Cancer Awareness. ASB decorated campus with posters, ribbons, and streamers. Students dedicated a tree of hope to all those affected by cancer and allowed students to add their quotes and messages to it. We started the month by hosting a balloon release in memory of those who had passed, those who have survived, and those who continue fighting against cancer. Each hall will be decorated by clubs displaying different cancer types. Teachers will participate in a door decorating contest according to the cancer that their halls are displaying. Anti-Bullying Club will host an Anti-Bullying week promoting a healthy learning environment. During this week students will dress up and support having a bully free campus. As a campus we will be celebrating Unity Day and demonstrate that Delano High School is united against bullying. We will end our month with Cancer Awareness Week. This week will host a variety of events like rallies, pumpkin decorating contest, dancing for cancer awareness, and a pink-out day. A list of the activities planned for second semester can be found [here](#).

## **DHS MOCK TRIAL**

Delano High School's 2015-2016 Mock Trial Team finished in 6th place in the county competition and 2nd among high schools in Delano. The Mock Trial team mastered public speaking and gained knowledge in the legal field. This was accomplished with many hours of hard work by the dedicated students who worked with a retired attorney from Bakersfield.

## **DEL-AÑO CREATES THE STORY OF THE YEAR THROUGH YEARBOOK PRODUCTION**

Students at Delano High School have an opportunity to make a completely original piece of work in an imaginative, creative, collaborative work environment that is the Del-Año





yearbook/journalism class. This year, a number of Tigers helped take pictures and write narratives to make the Del-Año Yearbook a place where students can go to look back and remember this amazing year at Delano High School. While the yearbook covers typical activities such as sporting events, homecoming games, dances, and spirit days, the true focus is on the people. Some of the best shots with the greatest stories are the candid shots. It is a delight to see students in their element, showing a side of themselves that may not be evident in the classroom or on the field. We also had rigorous photography lessons embedded in this class. Students learned and implemented twenty-first century skills on a daily basis. Not only did we create a detailed account of the year in our annual book, but we also created and printed newspapers full of current events and issues for the students and staff to enjoy. From community service to dances and rallies, students find ways to express themselves, and we consider ourselves lucky to catch a few of those moments for posterity.

## **DELANO HIGH SCHOOL CHOIR**

Adjudicator and former choral director of Bakersfield College, Ron Kean, had this to say of the Delano High School Platinum Choir last October at the Fresno State Fall Choral Festival: "For as long as I have heard this choir (at least 20 years now) I have never heard a choir that is more sincere and emotional about the music. Today is no exception. I love your spirit."

In December, we caroled at the Delano Christmas Parade, the Kiwanis Festival of Carols, Tejon Outlet Mall Illumination Ceremony, DRMC, Delano Skilled Nursing, Browning Manor, DADD, The Delano Senior Center, and a final holiday concert at the Kern County Museum Lamplighter Festival where the seasoned carolers drew enthusiastic applause from the crowd of choir families and Bakersfield celebrants.

Spring semester our choir joined with the choirs of CCHS and RFK for a rousing finale of "Let It Be" at the DUES Black History Month Concert.

Our Spring festivals at Bakersfield High School and Cal Poly University drew the highest adjudication ratings of "Excellent" and "A' Grade, respectively. The judges and audiences responded enthusiastically to the combination of the somber "Veni, Veni Emmanuel", the spritely "O bella fusa", and the celebratory "O Sifuni Mungu".



The week after completing our festivals our Show Choir, The Delano High School Motowners, performed for the 23rd consecutive year in Disney's Performing Arts Program. This year for the first time our venue was the luxurious Fantasyland Theatre, where we were able to attract many home town loyalists as well as many first time fans visiting Disneyland from all over the world.

We are currently preparing the Psalm "Search Me, O God", di Lasso's "O Occhi Manza Mia", and the Swahili "Baba Yetu" for the Fall festival season.

## TIGER BAND

Tiger Band and Color Guard started our season with a double session of band camp. The camp was attended by 50 members. During the camp time together the band was introduced to the field show music for the upcoming football season. An incredible field show season followed as the Tiger Band dazzled the home crowds with the music of Jersey Boys.

The DHS Tiger Band finished second in Division 4 at the Stockdale Showcase of Bands last fall and continued to represent our school at our local parades-- the Harvest Parade and the Delano Christmas Parade. Additionally, the Tiger Band was invited to showcase their field show at the Veteran's Day Band-O-Rama in Porterville. They were well received by the crowd who loved the show!

Currently, our students are preparing for an indoor percussion competition in the PPAACC Circuit in Bakersfield. The competition season consist of four events with a final show. This is the first year the DHS unit will be competing at the highest level-- Open Division. This season's show is entitled Where the Sidewalk Ends. Winter guard is also in the PPAACC Circuit and will have a similar season. Their show is titled, Skin and Bones.

Our Rock n' R & B band, Tiger Claw and our Spanish music band, Los Tigre's de Norte, have performed for our school providing music for our students during lunch time. They will perform at Relay for Life and other community events during the spring. We are excited to watch these students grow and improve every year.



The Delano Music Memorial Scholarship program has chosen Angel Barajas to perform in the event. Angel is a freshmen trumpet player who has shown extraordinary skills for such a young musician.

The DHS band concert will be held on May 24 and will also feature the indoor percussion and winter guard units. Included in the concert will be selections from Tiger Claw and Los Tigre's.

We continue to grow in our music department. We have very healthy numbers in our program and our students work hard to improve themselves and learn the art of music. We take pride in representing our school. Go Tigers!

## **DELANO FFA**

The Delano FFA Chapter has been off "Firing it Up" for the past year, traveling all over the State of California representing the future of agriculture and the Delano community. We have competed in numerous competitions, attended many leadership conferences, and conducted several chapter activities including our 6<sup>th</sup> Annual Staff Ranch Breakfast, FFA Week, and Drive Thru BBQ. This year truly has been a year combined with new challenges, huge accomplishments, and the beginning of a legacy that is sure to live on in Delano FFA members for years to come.

Delano FFA has competed in many competitions and leadership conferences throughout the 2015-2016 school year. We competed and excelled at the Co-Ops contest, the Best Informed Greenhand, veterinary science, public speaking, and Parliamentary Procedure competitions to name a few. We also participated in two fairs—the Kern County Fair and the Delano Harvest Holidays where members of the lamb, steer and hog show teams won numerous awards including the Grand Champion Market steer, Champion feeder hog, Champion and Reserve Champion Senior Hog showman, Reserve Champion Senior Lamb showman, and Champion Steer Showman, and the prestigious Leo Fabbri Top Senior award.

This year, the Delano FFA had a lot of community involvement including assisting with the local Toys for Tots night as well as spending an afternoon visiting with patients at Browning manor. In February, we attended the World Ag Expo in Tulare with more than 50 students, where students had the opportunity to learn more about the impact agriculture has on California, our local communities, and the part they can play in continuing its success. Lastly, we organized our 6<sup>th</sup> Annual Food for America day where nearly 200 kindergarten students



from local elementary schools spent the day learning about the various aspects of the Agriculture Industry from the members of the Delano FFA.

The Delano FFA had 11 State Farmers (this degree is the highest degree an FFA member can hold in the State of California); Elizabeth Rodriguez, Edgar Cervantes, Cassidy Mejia, Sophia Armendariz, Henry Vasquez, Daniel Nunez, Daniel Amaya, Michelle Sandoval, Guadalupe Bustos, Manuel Quevedo, and Marcos Bravo.

The Delano Agriculture Department has continued to grow and the department continues to shine as Ms. Cleaver was selected as the Outstanding Young Teacher for the South Valley Section and the Person of the Year for the Delano Youth Foundation.

Our most recent endeavor includes partnering with Columbine Vineyard to create raised growing beds for students to grow various fruits and vegetables throughout the year. The produce grown will be either distributed to students to take home, donated to the Delano High School cafeteria or sold out of the Delano FFA Farmers Market. We are truly grateful to Columbine Vineyards for all of their hard work and assistance in making this project a reality!

## **Future Business Leaders of America**

Future Business Leaders of America is a nonprofit educational association for middle school, high school, and collegiate students who are interested in learning more about the free enterprise system. FBLA is a nationally recognized club in the United States of America. Students not only compete among the best in the United States but also students from Puerto Rico, the Virgin Islands, Bermuda and the Dodd's school in Europe.

The purpose of FBLA is to prepare members for careers in business and to assist them by becoming better employees and citizens. FBLA helps students develop leadership abilities, prepares them for entry into a business-related occupations, and offers a setting where members compete at regional, state and national levels in business and technology curriculum.

There are many benefits to joining FBLA at Delano High School.

- Students develop leadership skills
- Students practice business scenarios through regional, state and national competition

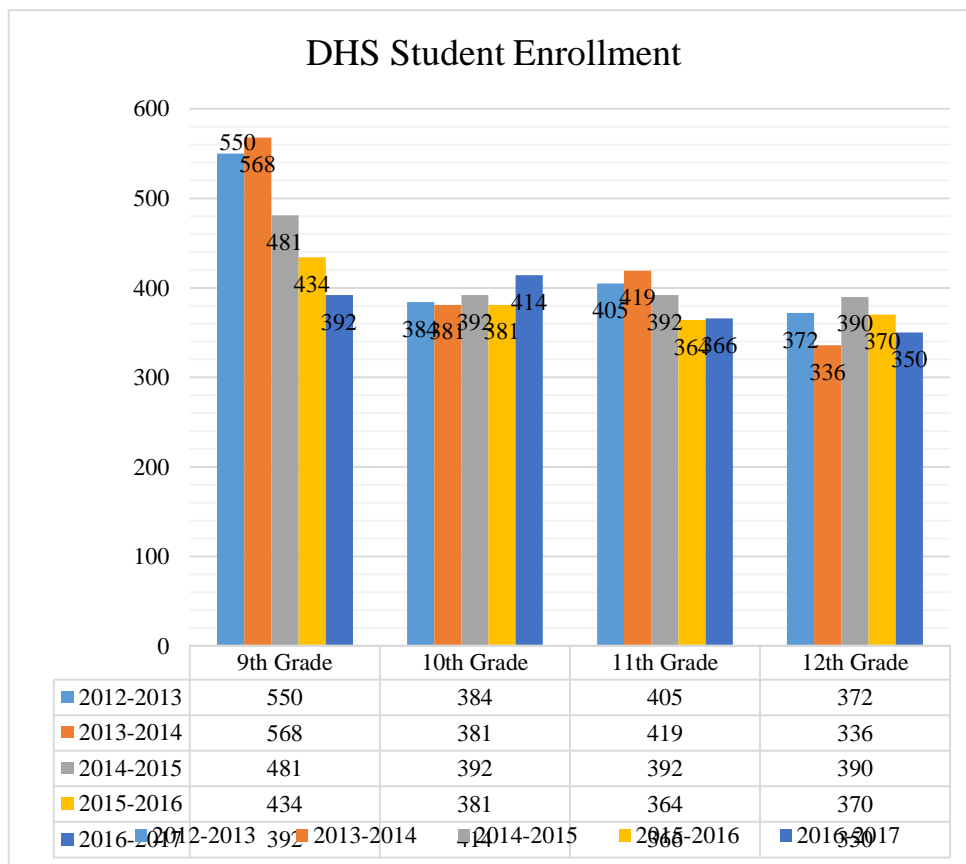


- FBLA is recognized on student portfolios for college enrollment
- Students are able to network and make new friendships through club activities
- Students experience intrinsic rewards by volunteering time to a nonprofit organization and through community service projects

Delano High School's FBLA chapter meets twice a month after school in a Business, Computer and Information Technology classroom. The meetings offer an opportunity to inform students of the FBLA events and match students' interests with competitive events. The meetings will also discuss fundraising, preparation for competitive events, trip details and may arrange guest speakers.

## Disaggregated and Interpreted Student Outcome Data

### Student Enrollment



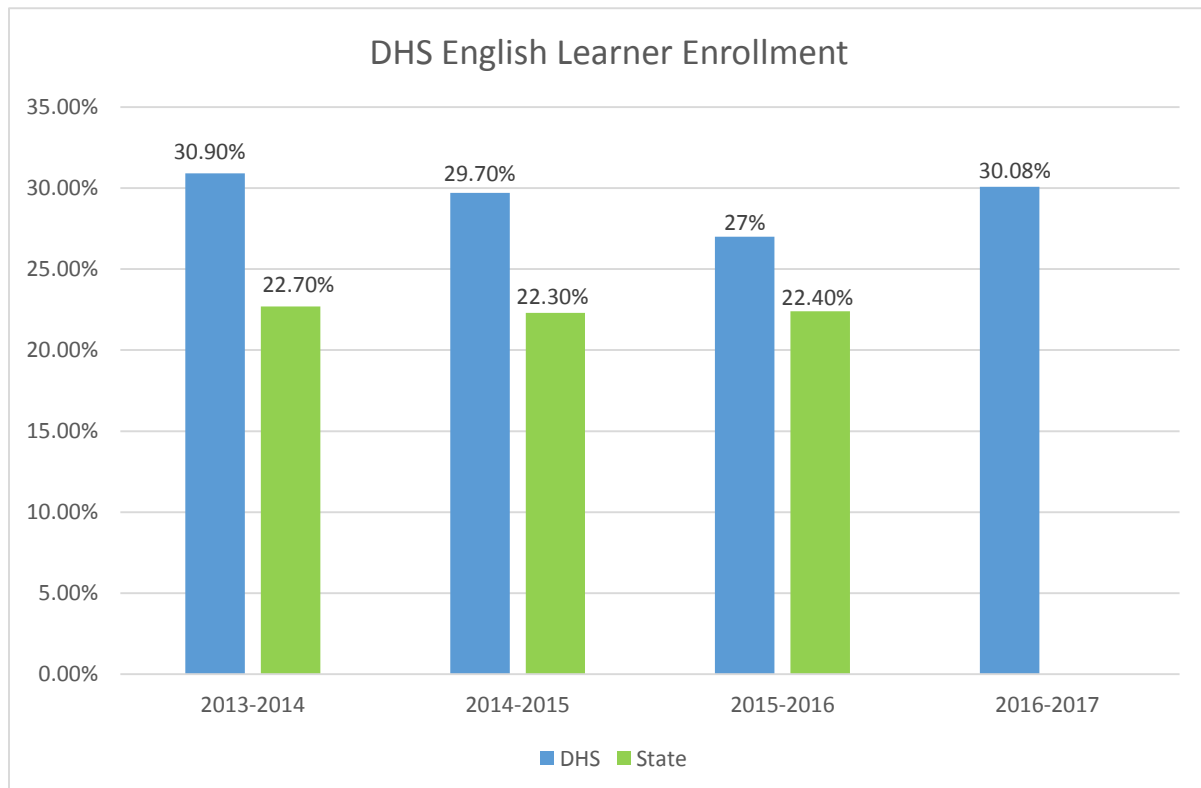
Our student population has dipped due to several changes in Delano and with the economy over the last six years. Our economy has suffered due to the drought that hit California. We are an agriculturally-based town and if there is no water, there is no work for our largest workforce: the local farming industry. Also, with the opening of the two new high schools in Delano, as well as a

new charter school, the enrollment demographics for Delano High School has changed since



2003. DHS went from an all-time high of 3,320 students enrolled to our current enrollment of approximately 1500. We still receive a large number of students from our feeder districts in nearby towns such as Earlimart, Allensworth, and Pond, as well as from schools within our local district. These communities are considered socioeconomically disadvantaged with a large percentage of English Language Learners

Since the 2012-2013 school year, our numbers of freshmen students has dropped. The reason for this may be due in part to the restructuring of a charter school, Wonderful Academy.

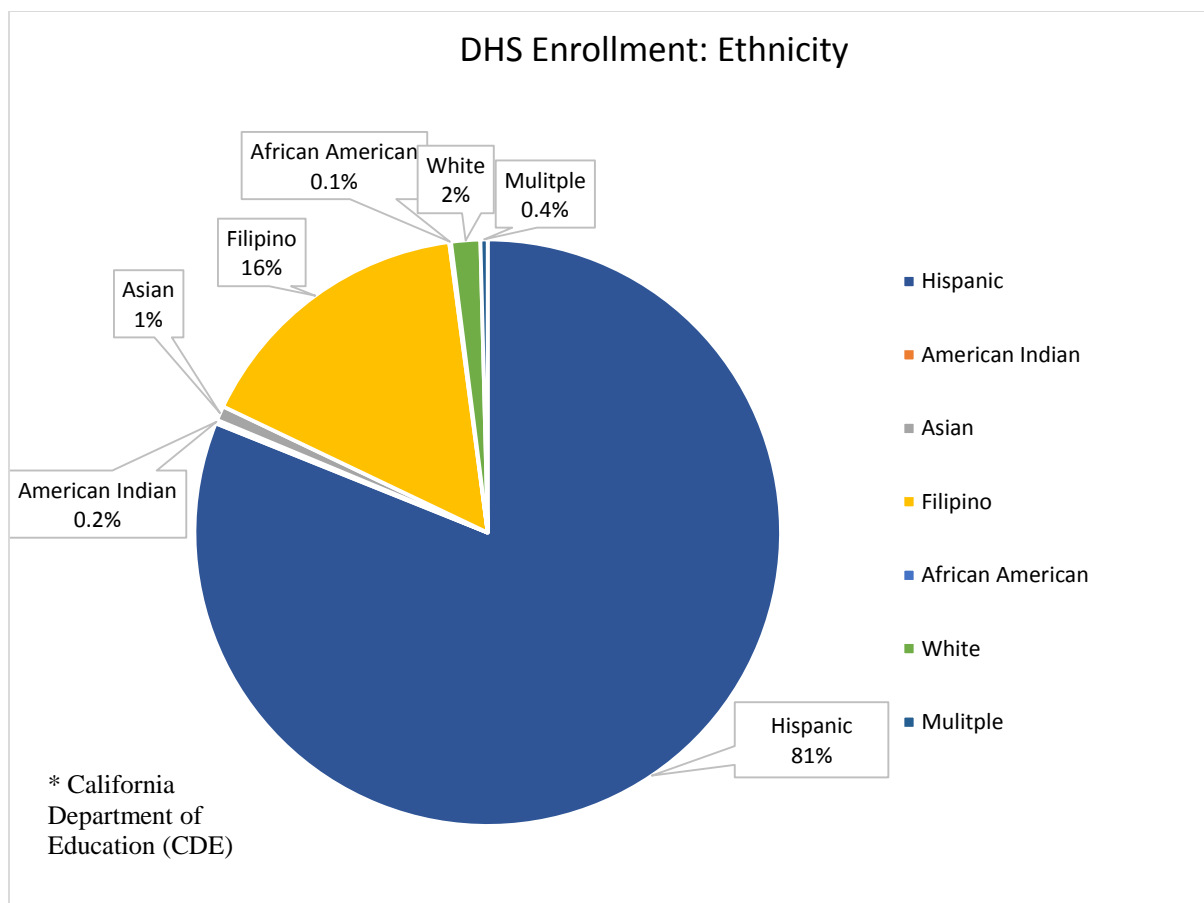




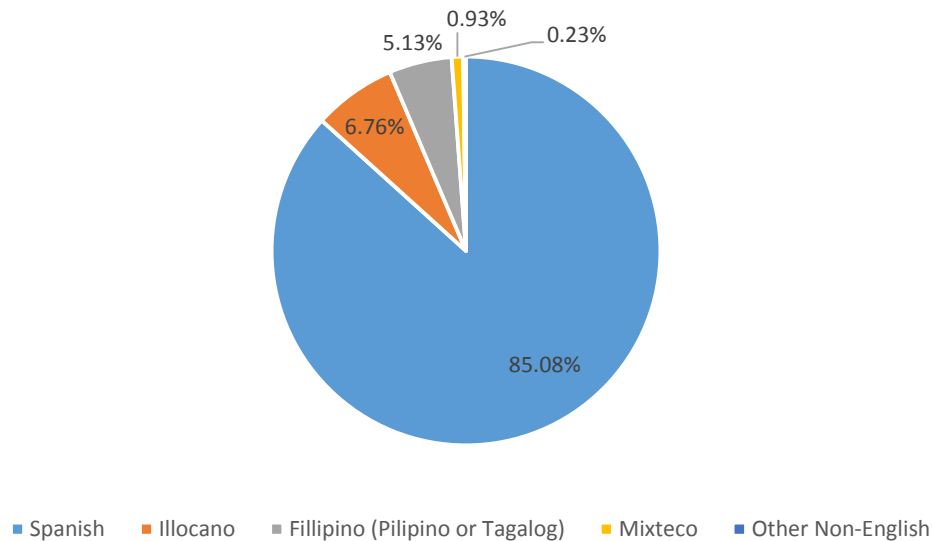
## Student Ethnicity Data

During the 2015-2016 school year, the ethnic make-up of Delano High School is 81% Hispanic, 17% Filipino or Ilocano, and 2% White. The disparate languages of our two largest ethnic populations, Hispanic and Filipino, is a challenge as teachers try to address the differing language needs of all students. Regardless of ethnicity, all students have access to the academic core curriculum which is aligned to state standards.

## Student Enrollment Based on Ethnicity and Gender



English Learners by Language



Course	Sections offered	Current enrollment
AP English Literature and Composition	0 (due to Dual Enrollment classes for 2016-2017)	26 Dual Enrollment classes Expository Composition
AP English Language and Composition	5	163
AP Statistics	1	26
AP Calculus (AB)	2	36
AP Calculus (BC)	1	44
AP US Government	2	41
AP US History	0 (due to Dual Enrollment classes for 2016-2017)	103 Dual Enrollment History 17A
AP Biology	2	67
AP Environmental Science	1	11
AP Physics	1	21
AP Spanish Language	3	62
AP Spanish Literature	1	32



## **Attendance Data**

Delano High School supports all students in their development and improvement of personal and academic skills in an environment of collaboration, trust, and respect. DHS emphasizes individual responsibility and decision-making and maintains clear expectations for appropriate student behavior. Appropriate corrective steps are taken and consequences administered accordingly in response to rules violations. DHS strives to provide a learning environment that is safe and appropriate for all students.

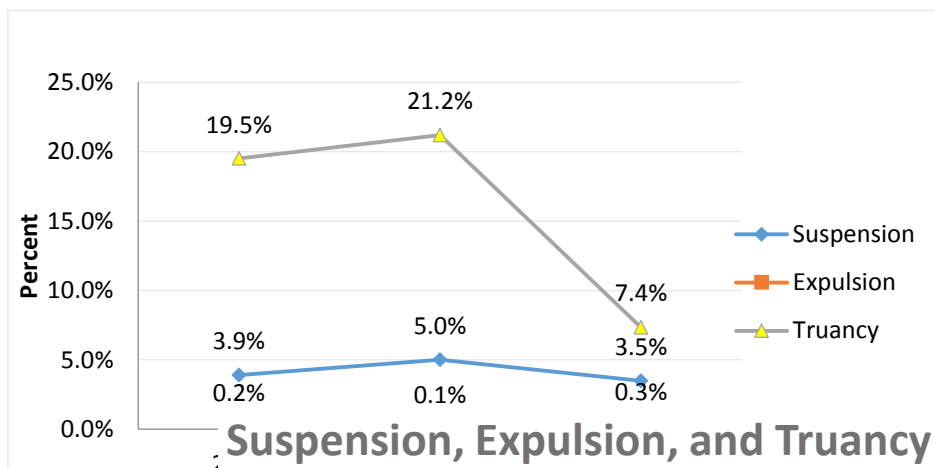
Saturday School and Work Detail opportunities are tools to encourage students to attend all classes regularly and to follow school rules consistently. The Student Success Team (SST), which has contributed to a decrease in truancies and other disciplinary concerns, continues to support our students. Faculty may recommend, at any time during the year, a student exhibiting behaviors that may benefit from the services provided by the SST. For the 2016-2017, we lost our SB65 coordinator and the position was collapsed. We continue to explore the implementation of on campus to improve student attendance through an SST model and attendance monitoring program to minimize our dropout rates. Unfortunately, suspensions and expulsions are sometimes necessary to maintain an orderly and productive learning climate for DHS students and staff. As mentioned above, due to staffing changes within the district, we no longer have a SB 65 coordinator, but we still offer students drop-out and recovery services through our Discipline office. Daily late sweeps are implemented to encourage students to show up to class every day on time and ready to learn.

**DHS Alma Mater**  
**All hail Delano High**  
**Our praises reach the sky**  
**The years of all our friendships here**  
**shall never never die**  
**The years with you shall always be our fondest memories**  
**So hail! All hail! Our Alma Mater Hail! All hail!**



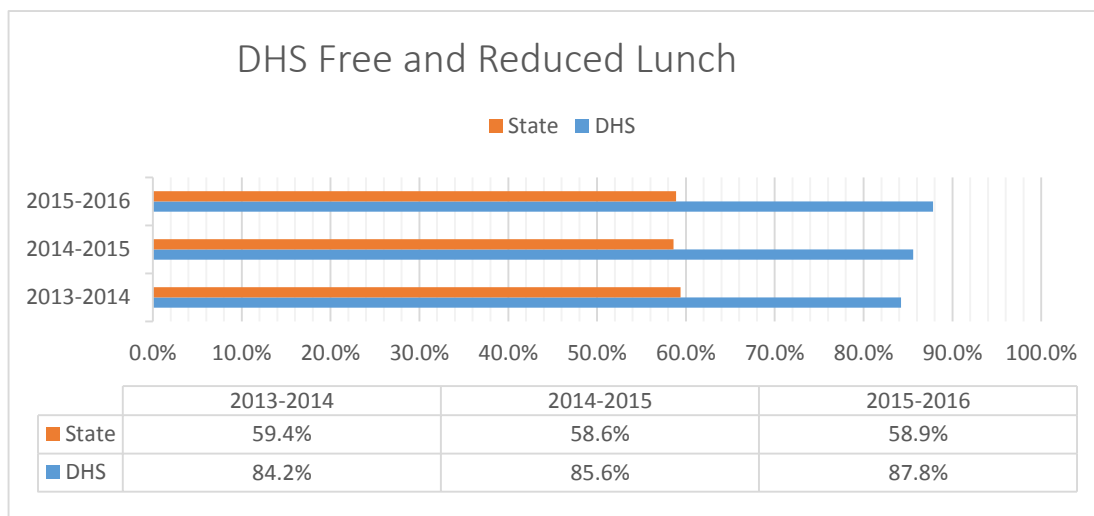
## ADA, Truancy, and Mobility Rates

### Expulsions, Suspensions and Truancies by Year



### Percentage of students who qualify for Free and Reduced Lunch: An Overview

Due to the high percentage of our students being from low income families, all DHS students qualify for free lunch. This started with the 2010-2011 school year and has continued. Beginning in 2015, we also offer an early “supper” after school. This is open to all students to eat a nutritious meal before leaving campus.



**Parent education level for 2015-2016:**

Parent Level Descriptions	Number	Percentages
Graduate school/post-graduate training	19	1.3%
College graduate	78	5.2%
Some college (includes AA degree)	179	11.9%
High school graduate	393	26.2%
Not a high school graduate	473	31.5%
Declined to state or unknown	360	24%
Total count	1502	100%

It is significant to note that 31% of our students' parents have not received the benefits of a high school education and only 26% have graduated from high school. These numbers have not changed much over the last six years. In 2010, 48% of parents' had not graduated from high school. This has a strong impact on our academic culture and indicates an even stronger need for DHS to act as the main support for our students' educational needs. It also shows the importance of the Tiger Skills as a guide toward a more academic atmosphere, as well as the need for a diverse and well-developed CTE program to better prepare our students for success after high school



## STAFFING

### Overview of Staffing

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
# Teachers		64	63	68	71	72
Avg Yrs Teaching	9	10	10	10	10	10
Avg Yrs Dist	9	10	10	10	10	10
#1 <sup>st</sup> Yr Teacher	1	3	5	3	5	6
#2 <sup>nd</sup> Yr Teacher	7	1	2	6	3	4

Delano High School has shown a commitment to providing students with the best teachers and this is shown in the number of highly qualified educators. A highly qualified staff is an essential component in delivering superior standards-based instruction.

Teacher Credentials			
Delano High School	13-14	14-15	15-16
With Full Credential	61	68	61
Without Full Credential	3	2	10
Teaching Outside Area of Competence	0	0	0

### School Facilities & Safety Facilities Profile

Serving a predominately rural student body, Delano High School boasts some of the finest facilities in Kern County. There are facilities for automotive repair, autobody repair, small engine repair, veterinarian services, crop science, construction welding, school farm with hogs, sheep and cattle which are all cared for and raised by FFA students. We have a dance hall with a wooden dance floor with an entire wall of mirrors. Dedicated wrestling and cheer





room with safety padding on walls and floors. For extra-curricular activities, we have two gymnasiums, a football bowl—we are one of the only schools in the valley to have a sunken football bowl solely used for football, a track field with plans to build an all-weather track in 2017, three baseball diamonds and three 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 is often used for community and school banquets and forums.

Delano High School is equipped with 21st century technology. We currently have eight computer labs on campus designated for instructional use. We also have 13 mobile labs equipped with tablets and iPads. We have purchased more than 200 new computers this year with plans to establish another lab in order to equip our students with the latest technology. In English, all ninth grade teachers have a class set of iPads or laptops. This will be expanded to include eleventh grade teachers.

Delano High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1922. Daily inspections and ongoing maintenance ensure school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

### **Supervision & Safety**

All staff share in the supervision of students throughout the day. As students enter the campus each morning, during lunch, and at dismissal, supervision is shared by the principal, three assistant principals, three full-time campus security guards, and a full-time resource officer. Each individual is either circulating throughout the campus, supervising entrances, or monitoring designated areas in an effort to maintain a secure and orderly environment. Teachers are required to supervise outside their classrooms every other period. All parents and visitors are required to check in at the main office upon arrival, obtain and wear a visitor's badge during their visit, and then return to the main office upon departure. All staff members are also required to wear identification badges.

### **School Site Safety Plan**

The Comprehensive School Safety Plan (CSSP) was developed for Delano High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of



dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. In the fall of 2016-2017, the School Safety Committee began reviewing and revising the school safety plan. The school's most current safety plan was reviewed and approved by the Board of Trustees in December 2016; the CSSP was later shared with school staff. Our most recent CSSP is found [here](#).

### **School Inspections**

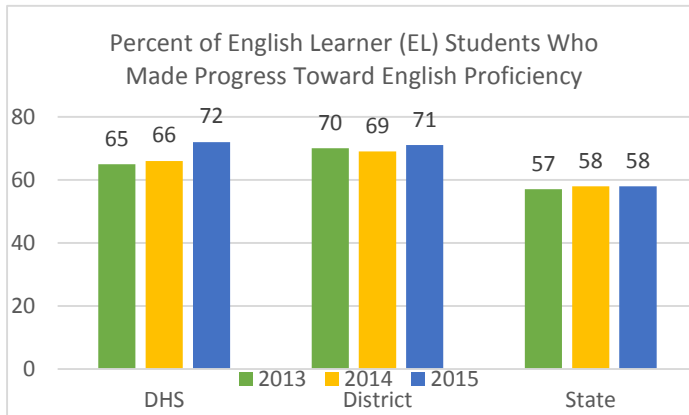
Every morning before school begins, the site supervisor inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Delano High School took place in the fall of 2015. In December 2016, a full electrical inspection was completed. The latest electrical inspection calendar is found [here](#).

### **Facilities Maintenance**

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based SchoolDude) work order system as well as the electronic marquee which both enable school staff to communicate unscheduled maintenance needs, urgent repairs, and special projects. Most of Delano High School's repairs and maintenance projects are performed by the school's custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A team of three daytime custodians and six evening custodians are assigned to Delano High School for routine maintenance, daily custodial duties, and special events preparations. Administrators and the lead custodian (site supervisor) communicate daily to address campus cleaning needs and safety concerns. Custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, cleaning classroom and administrative areas, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. Day custodians inspect restrooms three times a day as a proactive measure in keeping restrooms fully stocked, safe, and





sanitary. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from department supervisors and supply vendors regarding proper cleaning methods, use of chemicals, and

use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

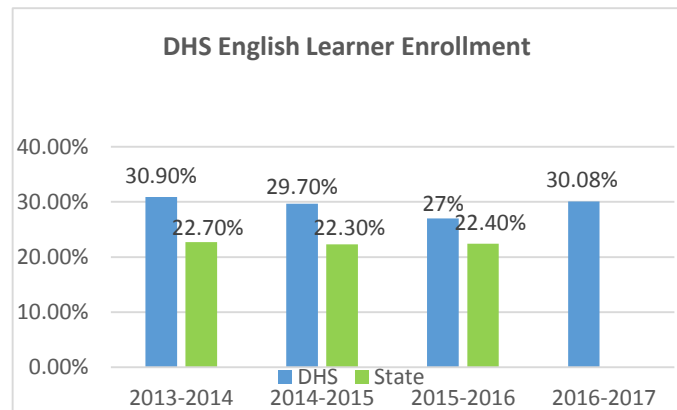
## STUDENT PERFORMANCE DATA: COMMENTS ON TRENDS, IRREGULAR PATTERNS, OR ANOMALIES

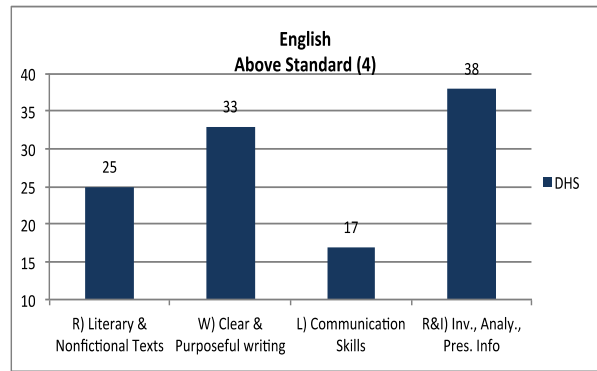
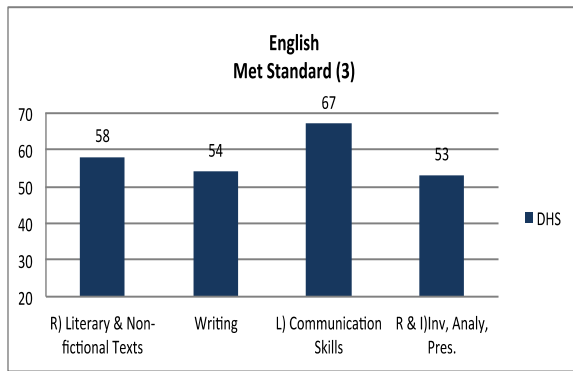
Delano High School students have made amazing gains on all high-stakes tests. The charts below illustrate how much progress our students have made over the last few years.

Our English Language enrollment number exceeds the state averages and has remained steady over time. Our student

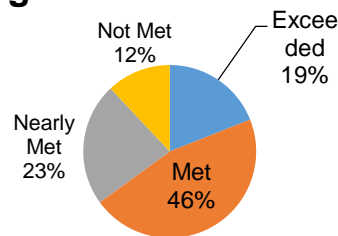
population is a reflection of the community of Delano which is predominately Hispanic and Filipino.

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 4<sup>th</sup> grade-level and by the time they have graduated, they have made significant strides. Our scores have consistently been higher than state averages.





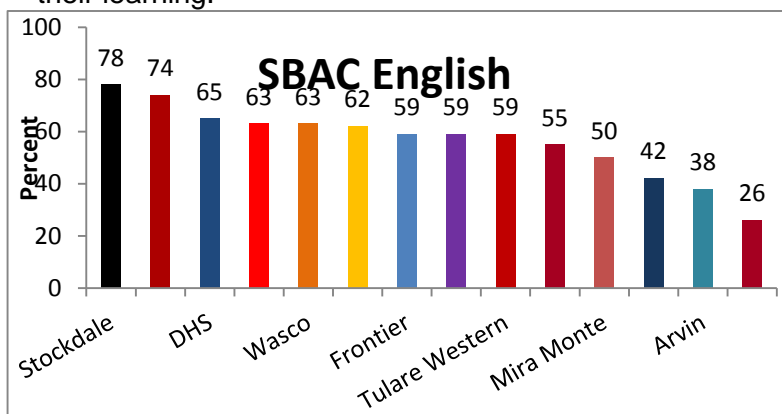
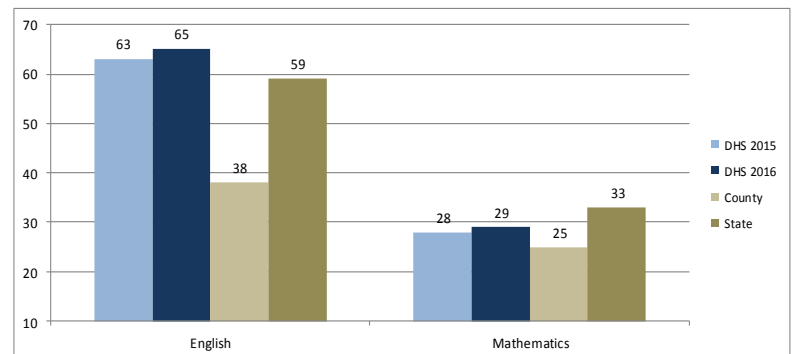
## 2016 CAASPP English Results



DHS continues to perform strongly with the new Smarter Balanced Assessments in English. This past spring, 65% of our 11th grade students were considered college ready based on the English portion of the CAASPP, surpassing the national average of 49%.

We are also happy to note that 65% of our students

are meeting and/or exceeding standards in the area of English. 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.



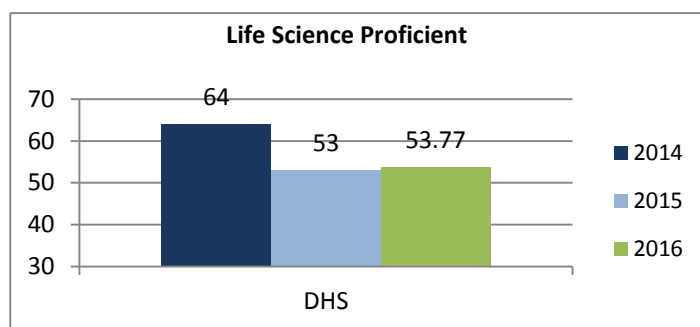
As we continue to increase student performance, we will be placing a stronger emphasis on the Communication Skills strand as our students seem to have trouble in this area. Teachers will work in cohorts to look for ways to support all students in this



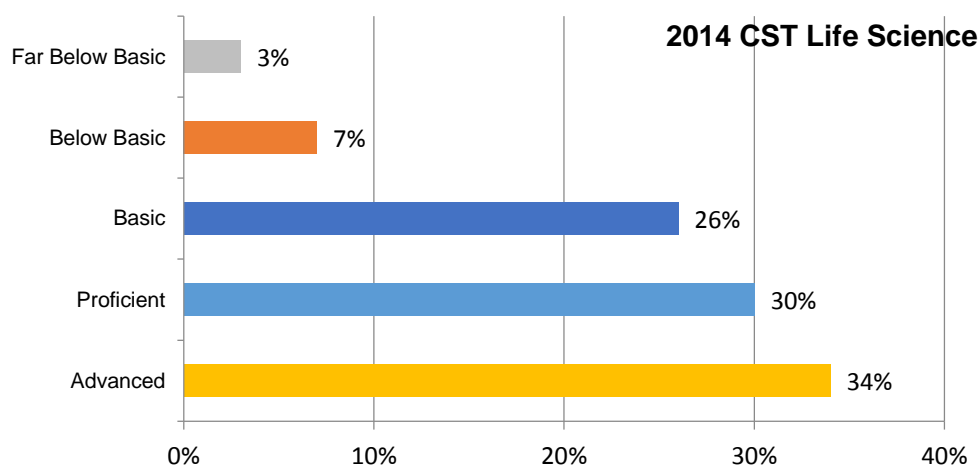
area or growth.

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.

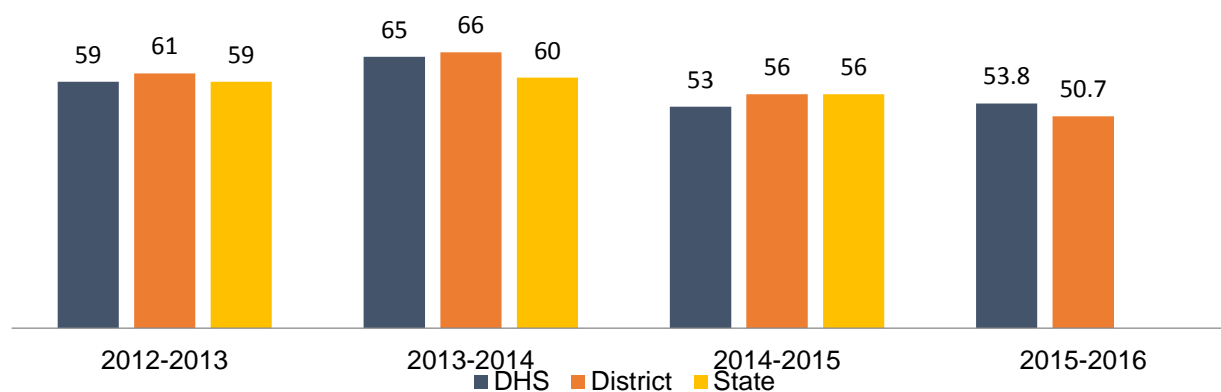


Unfortunately, Biology and Life Science are still tested with the 10<sup>th</sup> Grade Life Science CST. While many of the concepts are the same between the two sets of standards, there are a few areas that the old state standards (and, thus, the CST) focus on that the NGSS tends to gloss over. In essence, we began our change prematurely in the Biology and Life Science courses.

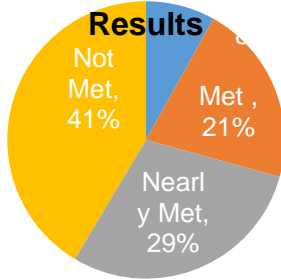


As a result, we altered our curriculum again to more adequately cover both sets of standards. Since then, we had steadily increased our scores.

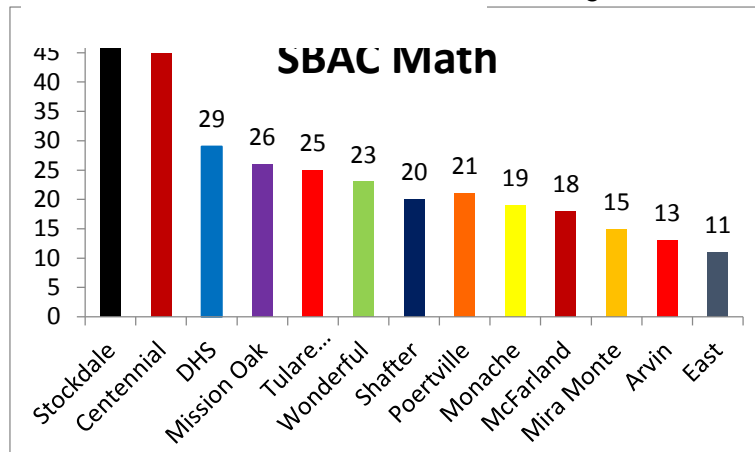
### Science CST: Met or Exceeded Standards



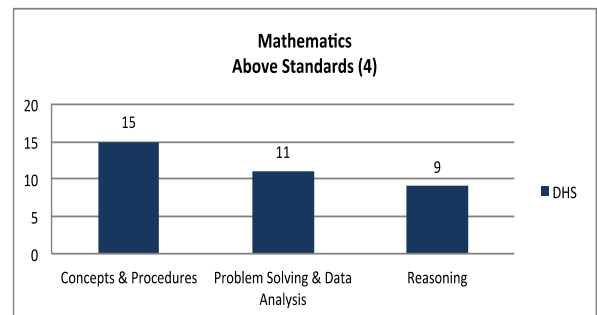
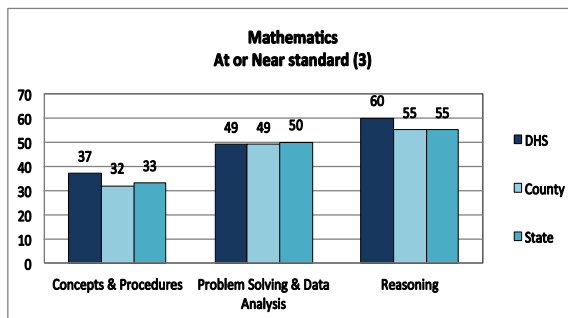
## 2016 CAASPP Math Results



Looking at the charts on this page, 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: 29% of our students met or exceeded standards, while the county average was 25%. The most significant area of growth



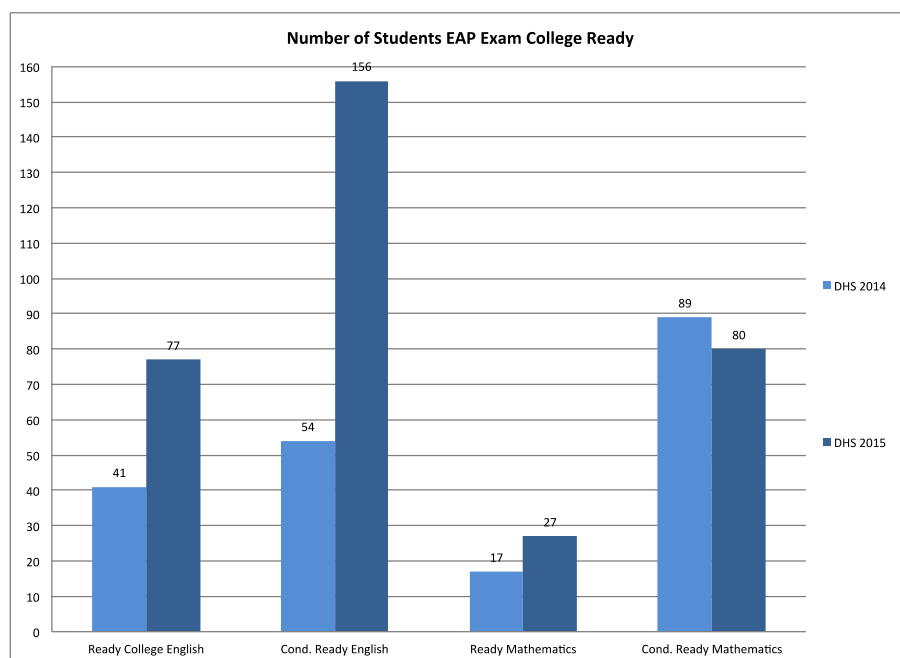
was a 4% gain in the Reasoning strand. The school community will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve upon national, state, and local assessment results.



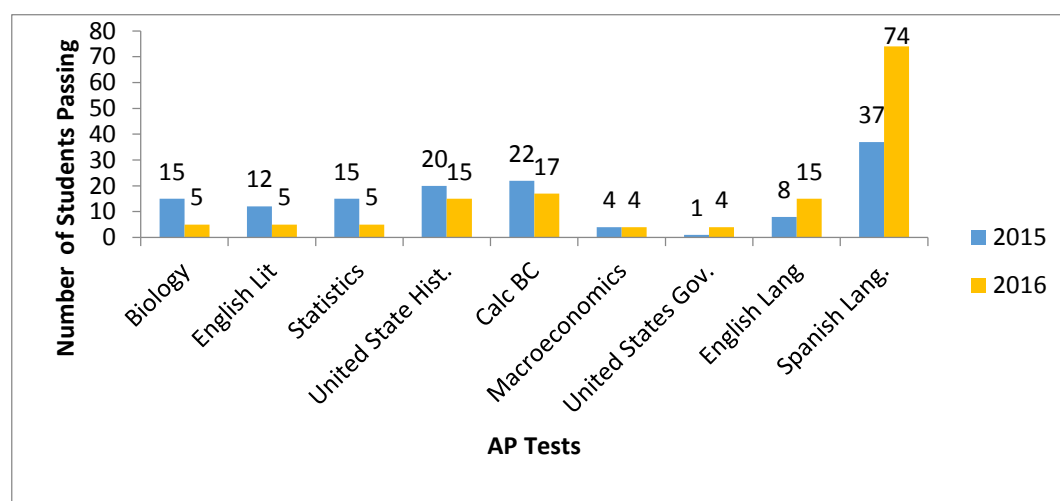


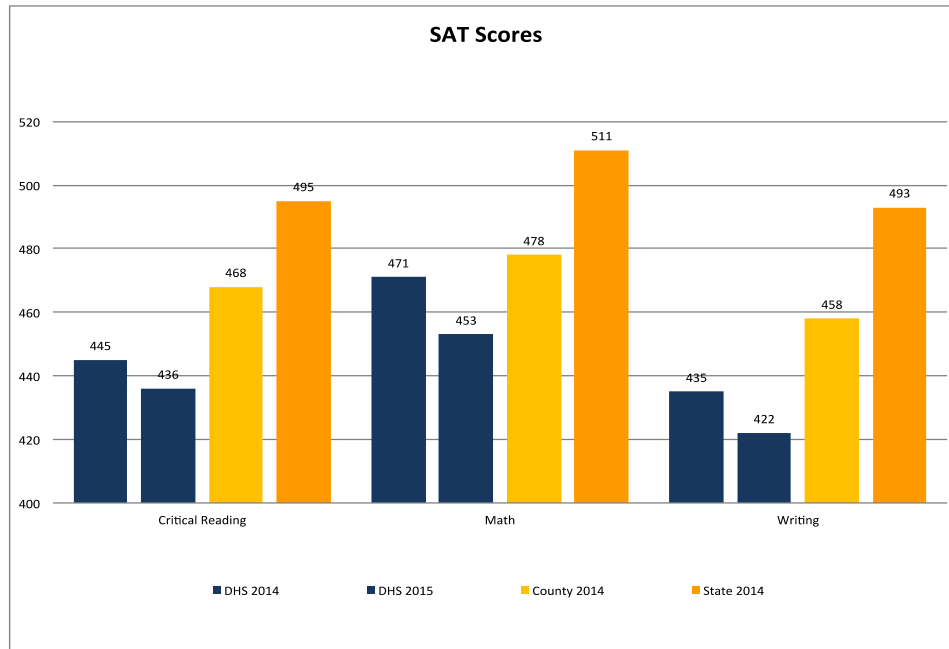
## COLLEGE AND CAREER READINESS

Our EAP scores in English have increased since we have placed an emphasis on the importance of the EAP test and how it offers students the opportunity to see where they should be placed before they begin their senior year in high school. We expect to see even bigger gains when our students test in the spring of 2017.

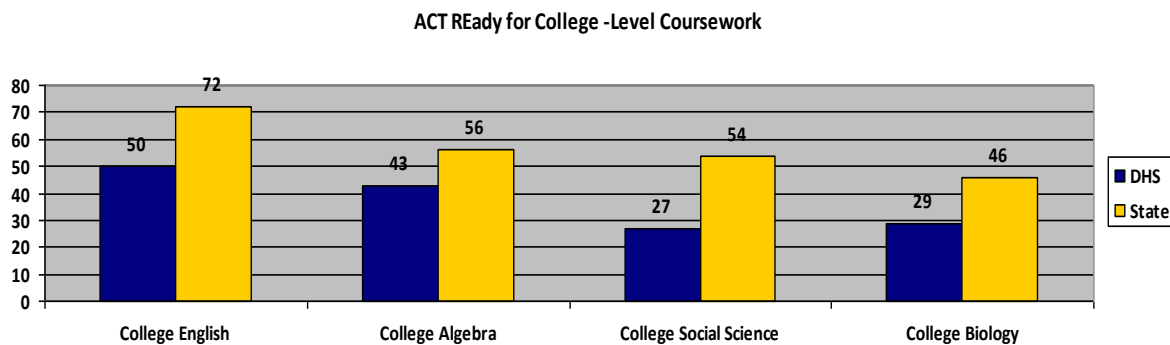


Our AP scores are improving in Spanish Language and in English Language. We have implemented afterschool tutorial for Advanced Placement students, although we still need more support for our students who want to succeed in these very rigorous courses.



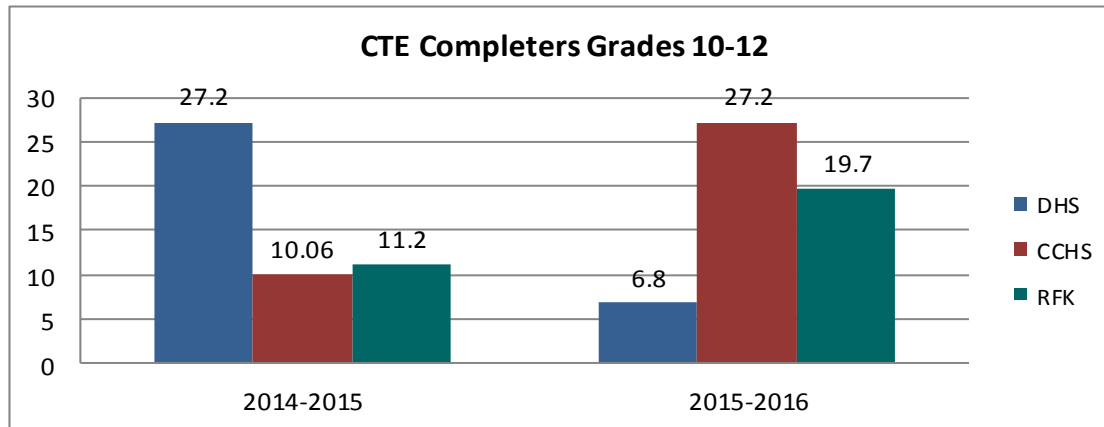


Although our SAT scores are below county and state rates, they are gradually increasing, in part due to an afterschool program we began in the Spring of 2016 offering student SAT prep support. We will be expanding this program during this school year.



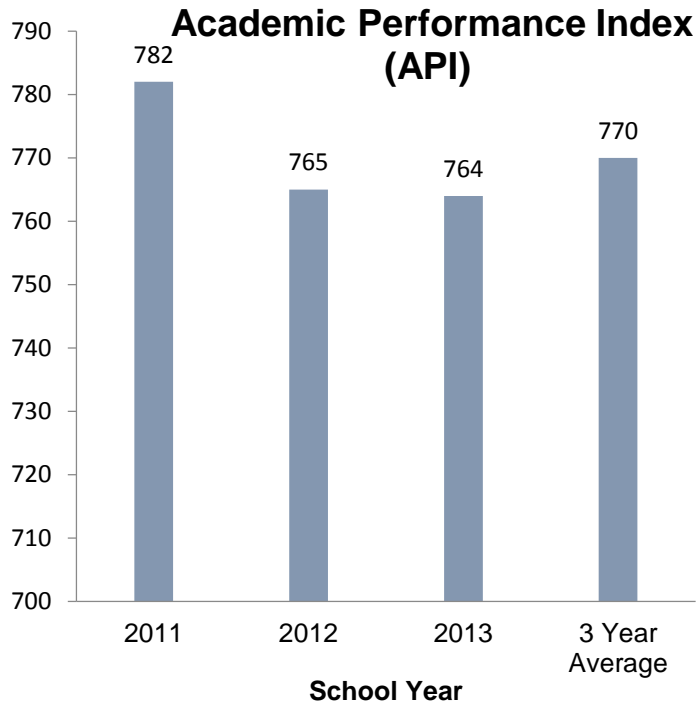
Our ACT scores are also below state rates. We currently do not offer students any ACT support outside of their academic classes. This is an area that we need to look at more closely in order to better prepare our students for college.





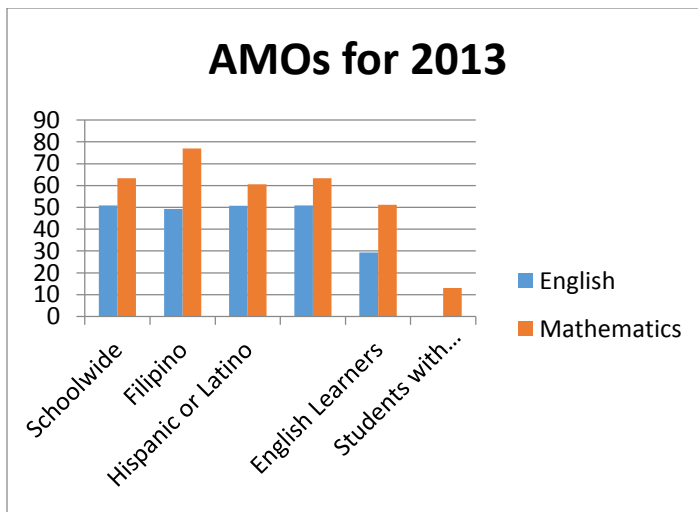
Our CTE completer numbers have been increasing with the new programs we have implemented. Classes such as our Academy of Medical Sciences, Ag Business, Ag Mechanics, and Entrepreneurship provide students with a variety of pathways to become successful after graduation.





As this chart shows, our overall average API score for the last three years is 770 which exceeds the statewide API of 757. Our programs and supports are clearly working as our students continue to out-perform other schools. We do not have more up-to-date data because the switch to CAASPP ended the API in 2013.

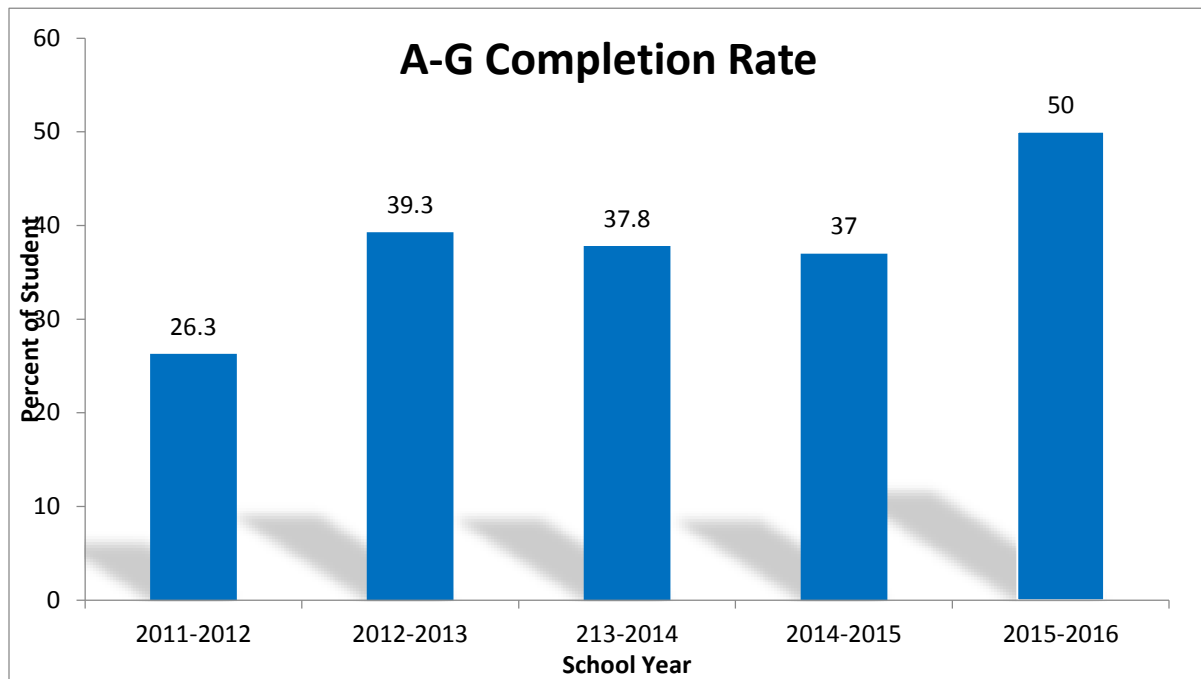
## Percent Proficient - Annual Measurable Objectives (AMOs)



Graduation Rate Indicator (Priority 5)						
Graduation Status	Graduation Change					
	Level	Declined Significantly More than 5%	Declined 1% to 5%	Maintained Declined or improved by less than 1%	Increased 1% to less than 5%	Increased Significantly By 5% or more
	Very High 95% or more	Gray	Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red
	Graduation rate		All students	EL	SE	Migrant
DHS	Status	97.7	97.1	84	97.4	
DHS	Change	4.1	9.9	6.9	10.7	
District	Status	96.2	93.1	83.6	96.2	
District	Change	2.7	5.6	32.1	5.8	

Our graduation rates continue to increase slowly. We have instituted a variety of programs to help students stay enrolled through their twelfth grade year, including the Edgenuity program, our continuation program, the Achieve program, zero period classes and 7<sup>th</sup> period classes, as well as other test-prep and support programs.





Our A-G completion rates have almost doubled since the 2011-2012 school year. This is due in part to a much more focused emphasis on students being a-g compliant, as well as the result of our many programs in place to support all students, such as Edgenuity and afterschool tutorial.

Our CAASPP results follow the same upward trajectory as our other areas do. Over half of our students met or exceeded standards on last spring's assessment in English. We are continuing to look at ways to increase the performance of our English language learners as they prepare for the CAASPP in 2017.



## ***Part II: Perception Data***

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***

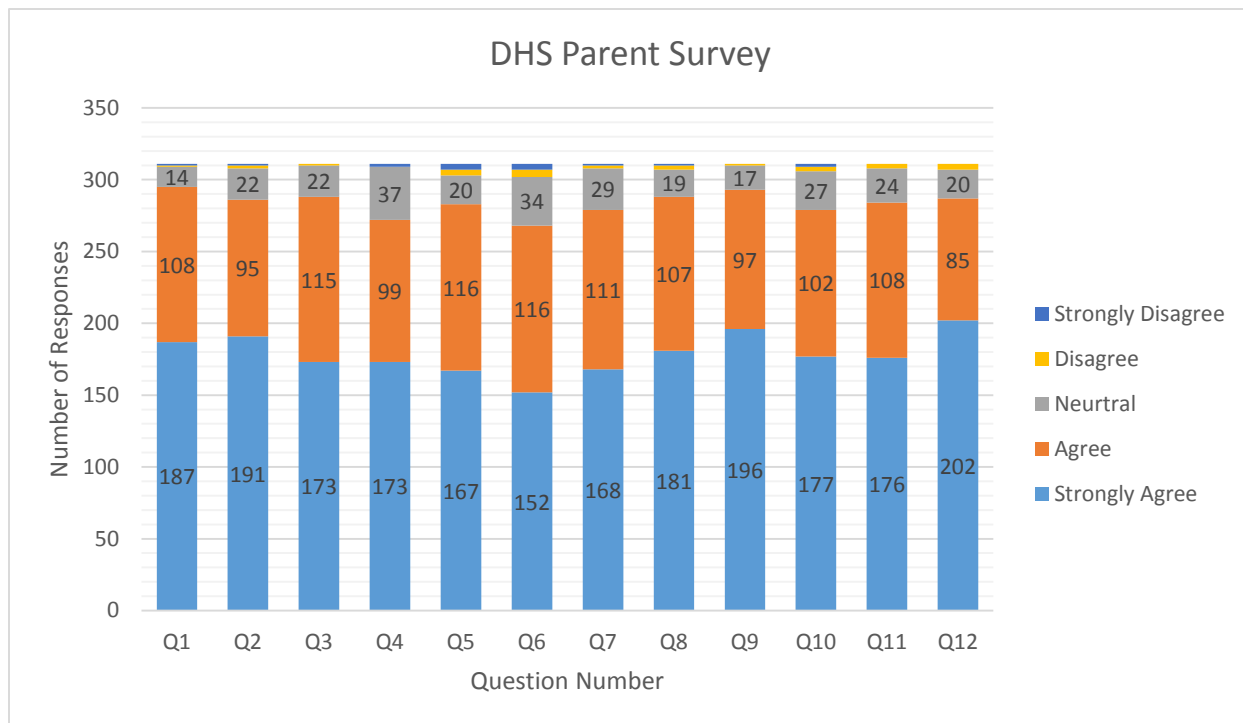
At our yearly Back to School Night on August 30, 2016, 276 parents participated in our survey about our school and the programs we offer. Overall, both surveys show that parents seem to feel that we are providing their student with a strong and challenging curriculum, as well as keeping their children safe while they are on campus. The results from this more recent survey are below:

- The majority of parents (82%) agree or strongly agree that Delano High School is a clean, safe, and secure environment.
- 84% of parents agree that teachers at DHS want their child to be successful.
- Almost 100% of parents know how to contact their child's teachers.

During the 2015-2016 school year, Delano High School administrators hosted a series of grade-level parent nights in which parents were invited to attend and receive information about their student's educational opportunities and to get any questions answered. A total of 40 parents responded to our survey and some of the results are below. The entire survey can be found [here](#).







NOTE: [Parent comments can be found in the appendix](#)

## 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. We have incorporated both of these needs into our Self-Study.

532 students participated in the survey and some of the results are delineated below:

Question 4: Teachers make a connection between the school-wide learner outcomes (SLOs or Tiger Skills) and what we are learning.

Yes: 391 students

No: 130 students



Question 6: My parents (or guardians) use the Aeries Parent Portal to get updates on my grades.

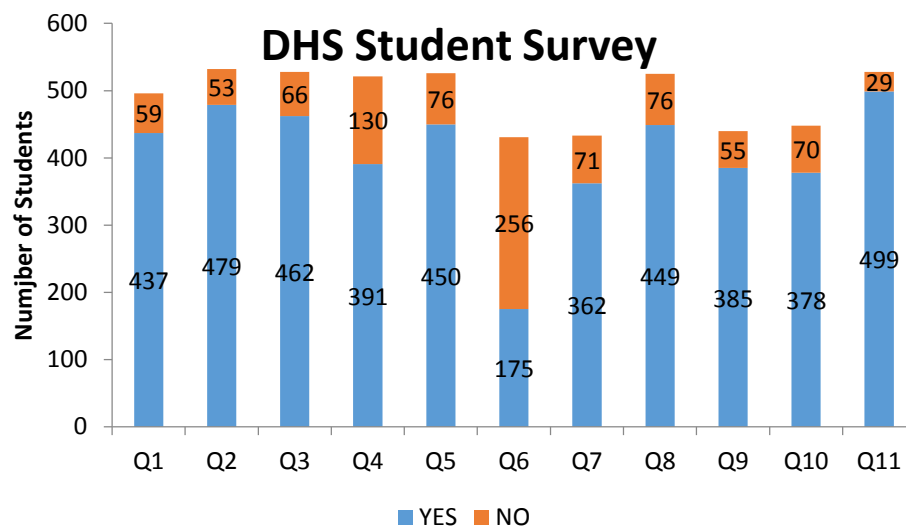
Yes: 175 students

No: 256 students

Question 10: My counselor shows concern for me and my progress by providing me with information and guidance regarding my class schedule, four-year plan, and possible future career pathways.

Yes; 378 students

No: 70 students



[Note: Student survey results can be found in the appendix](#)

## Staff Survey

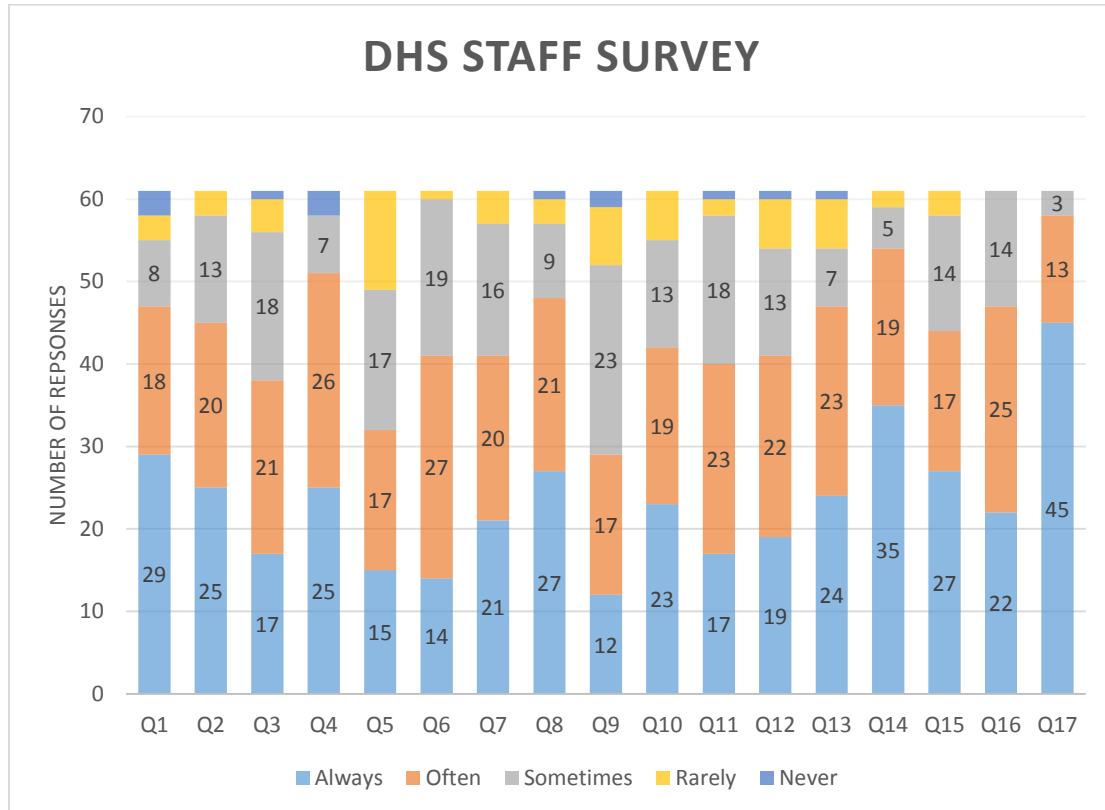
In the fall of 2016, we surveyed all of our teaching staff about instructional strategies, administrative perceptions, and our school culture. Teachers made some constructive requests regarding our available technology resources and improvement of school culture. Overwhelming staff feels that Delano High School is a great place to work and learn. The entire survey can be found [here](#).

- 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”

[NOTE: Staff comments can be found in the appendix](#)



## 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.



## Chapter II: Progress Report

***Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.***

**Comment on the original critical areas for follow-up not in the current plan.**

Over the last six years, Delano High School has seen some significant changes: we have had two new superintendents, four new principals, and we also celebrated 100 years as Delano's oldest high school. We have seen brand new curricular requirements, as well as some major changes to our campus, and the opening of a charter school in Delano. Along with these changes, we also witnessed an upswing in the economy which has boosted several of our programs and allowed our teachers and staff to continue to provide students with the most rigorous education that we can offer. We have reinstated our afterschool tutorial program and added an additional layer to our support system by instituting a new educational afterschool program we call Mandatory Tiger Tutorial (MTT) to encourage students to keep up with their homework and classwork. For the 2013-2014 and 2014-2015 school years our district has given all staff time to collaborate with our late start days every Wednesday. On these days classes began at 9:00am and teachers were offered trainings or collaboration time. This was altered slightly with the 2016-2017 school year in which the late start days were scheduled every other Wednesday and classes began at 10:00am.

One of the biggest changes since our last WASC visit was the implementation of the new Common Core State Standards. DHS began this shift during the 2011-2012 school year by looking at the crosswalks of the previous California State Standards and analyzing our current curriculum. Several core teachers were sent to early workshops which explained what these new standards were and when they would be in place. During the summer of 2013, teachers were given paid time to work in cohorts to rewrite and develop curriculum more aligned to the new standards. This work continued (and increased) with the beginning of the 2013-2014 school year. The district restructured the bell schedule to build-in time for teachers to collaborate on curriculum and instruction. Every Wednesday, teachers were given from 7:30-9:00am to meet in cohorts. Teachers were also given extra-duty pay to work afterschool and on Saturdays, as needed. This scheduled work-time is expected to continue for the 2016-2017 school year as well; however, our late start



Wednesdays will be every other week and teachers are given an additional hour to work collaboratively.

### ***Awards and Recognitions***

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, and 2016, 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 two years we have had 3 Bill Gates Millennium Scholarship recipients—more than any other school in our district.

### ***Student Population***

Our student population has declined over the past six years—from approximately 1600 students to our current enrollment of approximately 1500. Approximately 40% of our students come from nearby towns such as Earlimart, Allensworth, and Pond, as well as from schools within our local district. The majority of these students come to us with CAASPP results that show they are not at or near grade level. These communities are considered socio-economically disadvantaged with a large percentage of English Language Learners.

Our feeder schools have not changed much with the opening of the new schools. What did change was the number of students we enroll from each school.

### ***Curriculum Development***

Since our last full WASC visit in 2010, we have been working to create an even stronger cohesiveness within departments than we previously experienced. DHS staff is firmly committed to providing students with a standards-based education, with a new focus on not just college-readiness, but also career readiness. Departments have been working on developing curriculum guides that reflect high academic expectations for all students. Starting in earnest during the 2012-2013 school year teachers across



campus began to make the shift away from the California State Standards to the Common Core State Standards. In our cohort groups made up of departmental resource teachers and grade-level teachers, teachers worked together to analyze and disaggregate the data from our assessments as well as the CAASPP results. Curricular changes and updates are made based on these data analysis sessions. Cohorts meet at least twice a month and some meet informally more often. Additionally, the Tiger Skills (Student Learning Outcomes) are integrated into all student expectations in every classroom.

An Academic Leadership team has also been organized within the last few years for the past two years. This team consists of core department chairs, administration, the school psychologist, and resource teachers. The team meets on a monthly basis to discuss curriculum and instructional issues, as well as strategies to increase academic achievement.

### **FACS and Common Formative Assessments**

During the last WASC visit, the Visiting Committee praised Delano High School for its innovative creation of ACES in core departments. In all English, math, science, and social studies classes students had to show mastery of their achievement on the standards by passing department-created standards-aligned tests called the ACES (Assessments of Core Exit Standards). Since that visit, DHS has expanded, restructured and redesigned its ACES program. We now call these assessments FACS (Formative Assessments of Core Standards) and although the FACS still has the ACES as its foundation, each core and noncore department has been working toward realignment and development of these assessments. These FACS are local benchmarks and are currently aligned with the new state standards. As a district, we are moving toward more uniformity in terms of assessments so each school will be offering the same level of rigor. We will be developing district-level benchmarks beginning in January 2017. Below is a synopsis how each department incorporates the cohort structure to develop curriculum, evaluate student performance, and provide opportunities for students to be successful in a challenging curriculum.





## **English Department**

The DHS English Department has been working on adopting the CCSS standards steadily since 2013-2014 school year. Our teachers were given time to work on restructuring our curriculum during the school day, as well as after school and during the summer. We aligned our curriculum, created pacing guides, wrote FACS, as well as Benchmarks for all grade levels. We also administered these assessments and used the Prosper Scanning System to evaluate the results in our cohorts and used the data to drive our curricular changes, and to edit our tests. This model has continued to the present school year with the only change being we no longer use Prosper. We now use IlluminateED as our data analysis program. Our grade-level resource teachers (who are given extra-duty pay and one teacher who is given a resource period during the school day) are allowed to schedule meetings as needed and some meet weekly in formal meetings, while others meet informally during lunch. The English Department uses a variety of ways to assess whether students are succeeding, including Checking for Understanding, Exit Tickets, group work, presentations, and other more informal assessments. If a student is not meeting standards, we take advantage of our school's MTT program to allow students a chance to make up missed assignments, as well as our four-day a week after-school, tutorial program. Teachers also contact parents directly or through our school's counseling department to notify parents of their child's performance. Beginning in 2015, the district adopted the Pearson MyPerspectives innovative textbook program which is aligned to CCSS and requires students to use their learned skills to address a more challenging curriculum and incorporates more opportunities for students to go online and use technology.

## **Foreign / World Language Department**

The Foreign Language department meets together for discussion and suggestion purposes, but prefers to work independently or in pairs, depending upon which classes they are teaching that year and in which tasks they are engaged.



The Foreign Language department is heavily textbook-driven when it comes to actual practice activities and ancillary visual and auditory materials, although we do supplement quite often. Our current textbooks are aligned to the old California Framework.

The Foreign Language department has both informal and formal, mostly publisher generated, assessments. They, along with various other activities, serve as guides for assessing student learning, depending upon how many of the students do well – and how well – on them. Topics are often recycled in some form or another later throughout the texts, allowing the students built-in additional time to process and practice what they are learning. Teachers certainly do reteach if too many students failed to understand a concept on a given assessment. If a particular student needs additional help, each teacher has their own before / after school / at lunch policy. In many, but not all cases, students may retake a different version of test, once they feel confident enough to do so within a certain frame within the original test date.

Foreign language classes employ several means of assessments including pair and group work, presentations, short skits or plays, TPR, checking for understanding, warm-up and sponge activities and a variety of other informal activities designed to appeal to the different learning modalities. Since the foreign language department has not requested tutorial time, students may go to any of the Spanish teachers for help. Nearly all of them, and the French teacher, are easily available upon request, whether it be before or after school. Also, many of our department members make use of MTT for those students who are struggling due to a lack of classwork and homework completion.

## **Health Department**

The Health Department currently has one teacher so collaboration within the department is difficult, however, the Health Department Chair uses a variety of assessment formats such as chapter tests, checking for understanding and project-based assessments to assess how students are progressing.

## **Math Department**

The Delano High School Mathematics department has been working since 2013 to align the curriculum to the Common Core State Standards. Since a common core aligned textbook



has yet to be adopted, we create our curriculum by pulling together material from various resources, while also creating curriculum of our own. Resource teachers for each subject cohort continue to make decisions on how we create and modify our curriculum, scope and sequence, and pacing guides. As we continue to observe the CAASSP, the math department makes an effort to modify and create assessments to better resemble the state exam. They have created FACS (Formative Assessment of the Core Standards) and unit tests that have students answer as a free response format and move away from traditional, multiple choice type questions. Teachers use the online program Revolution K12 as an opportunity to help reduce students' computer anxiety and improve their computer literacy skills by having students practice different types of questions that are similar to what can be found on the state exam on the computer, online. Revolution K12 also provides a community based game where students work with each other to collectively earn points to build a city. The top 3 cities within each cohort will earn a prize at the end of the year as an incentive motivate students. Finally, math teachers are working towards creating common lessons and agree on best teaching practices within each cohort.

When students are struggling, teachers can assign a variety of interventions. Teachers offer/assign our department's Afterschool tutorial for individual intervention, a school wide intervention called Mandatory Tiger Tutorial that offers students' a place for students' to do missing assignments, and Target Tiger Tutorial for small group intervention. Target Tiger Tutorial is an intervention for reteaching that we are trying to implement this year where teachers can assign students to an afterschool class where students target on a specific standard or concept. Some teachers are also exploring the possible benefits of collaborative learning by grouping students together based on ability level.

Every other Wednesday, the math department meets for 1.5 to 2 hours. During this time, the department resource teacher runs small workshops on common teaching practices. The goal of these small workshops is to share practices in order to agree on a common teaching practice that can be implemented department-wide. It is also during this time where teachers meet in their cohorts to analyze and discuss student data. When grading an assessment, teachers are asked to complete a Post Assessment Analysis Module (PAAM) where teachers gather data, identify the most missed problems, and possible reasons for the mistakes. Cohorts then come together, discuss their PAAM's, and decide on the next steps. The PAAM



naturally drives changes to our curriculum, instruction, and reteaching strategies.

We have been using the IlluminateED since 2015 to gather data on students' performance and we use this data to see students' growth and the areas needed to be retaught. We also use the data to rewrite/change our FACS and unit tests.

Each member of the math department has a Tablet Kiosk to use with all classes. Teachers use OneNote to deliver their lessons. Some also use Powerpoint software. The math department has 40 HP laptop computers that are used in the classroom by students. Last year, we started using the Revolution Program to review for the CAASPP. This year, all teachers in our department are using this program to review important concepts that we believed students need to learn.

Last year, we started with one Algebra 1 CPM (College Prep Math) class. This year, we have two Algebra 1 CPM and two Geometry CPM classes. The method of teaching is different from a regular CP class. The students here mainly work collaboratively.

We also started with the requirement that students must earn 90% on our FACS. Students should get 9 correct out of 10 questions. We have a calendar for administering the FACS. We have FACS for Algebra 1, Algebra 2, Geometry and Applied Math.

The majority of math teachers stay after-school for students who need additional help on their homework or to retake a test or FACS. We also have MTT (Mandatory Tiger Tutorial) for students who fail to turn in work. Most teachers also call parents to inform them of the student academic performance and behavior.

## **Social Studies**

The Social Studies department at Delano High School consists of four core subject areas: World History, United States History, Civics and Economics. Dating back as far as 2009, these courses have had a scope and sequence that closely adheres to the California Social Studies Standards. This scope and sequence includes semester pacing to ensure all of the standards are addressed in a given school year. United States History and World History courses have a total of eight FACS (benchmarks) spanning the scope of the Social Studies standards and following the sequence of studies. Student scores on the FACS guide teaching and re-teaching efforts by the individual classroom teacher. FACS were scored through a PROSPER data collection system, but starting in the 20016-20017 school year DHS will be using a similar program called IlluminateED. Each FACS questions and prompt is evaluated



based on student responses. Analysis of student responses has been a long standing practice of this department for the purpose of editing of questions and answer options as well as adjusting the level of rigor/understanding of how the content is assessed. Each FACS has a Part I and Part II. Part I consist of multiple choice questions and strictly assesses content knowledge contained in the CA State Standards. Part II uses historical content to assess progress in the Common Core Social Studies Literacy Standards for Reading and Writing. Each subject area has its own cohort. Since most teachers teach more than one subject they are involved in more than one cohort. The United States History and World History cohorts are each led by a Resource Teacher who facilitates data analysis for the purpose of FACS revision, adjustment and development of new assessments and teaching strategies to better assist student achievement. Cohorts usually meet when time is allocated during the late starts on every other Wednesday or as needed before school or after school. In most cases, the cohort meets at least once prior to administering the next FACS. Members of cohorts share teaching strategies as well as collaborate on FACS revision and share insights gained from data analysis of student responses on the FACS.

## Science

The Science department has regular monthly meetings and individual cohorts meet during (PLC) late start days or as needed during lunch. The Science department has worked diligently to incorporate as much writing and math as possible through daily classwork, laboratory report and written assessments. All disciplines (Biology, Chemistry, Physical Science, Integrated Science and Life Science) use either FACS or district Benchmarks which are given at the middle and end of the quarter. The test question include multiple choices, structural and short essay questions. Each discipline has developed a rigorous pacing guide. Resource teachers work at the beginning of the academic year to translate this guide into a year-long academic schedule that includes school holidays and state testing. Weekly tutorials are available for all science disciplines including AP-level courses. Currently they use IlluminateED to gather our assessment data. Assessments are designed so that each question corresponds to a specific Next Generation Science Standards (NGSS) or CST Standard. For teacher-created tests and quizzes, teachers can analyze which Standards their students are having difficulty with and adjust their curriculum accordingly. Resource teachers look at state testing data from the previous years to determine the instructional focus for the coming year. They also examine site-level common assessments to identify authentic targeted teaching practices.



## Business

The DHS Business Education department works individually, as a whole, and in cohorts. Individually, we work on the established goals and then meet as a department to review goals and/or discuss current curriculum. In cohorts with the other high school business education departments, we have met at least twice a month to discuss, review, and evaluate course practices and outlines. Recently, we created a course description, outline, and sequence for the Entrepreneurship course which was expanded from a semester course to a year course. Each high school will be using this same course outline for their class.

Some of the assessments our department implements are timed writings, end of the chapter tests, mid-term/finals, and projects. Timed writings are the Business Education Department's Computer Literacy's formative assessments. Students who do not pass the timed writings are allowed to retake the test or until they meet minimum standards. All Business Education departments use the same software program, Micropace Pro, to analyze timed writings. Data used from the timed writings or other means of assessment help teachers evaluate whether to review a lesson or to continue on with the next lesson. Students who are in need of extra help are assigned to MTT or after school tutorial. Also, business teachers are usually available during lunch to assist students or to allow students to work on any computer related work they need to work on.

## Agriculture

The DHS Agriculture Department has been working closely with local and district administration as well as agriculture teachers around the state of California to adopt the new CCSS standards as well as the NGSS standards for appropriate classes. All of our courses currently incorporate all of the California Career Technical Education Curriculum Standards. By its very nature, agriculture courses are very hands on. As a department we meet every other Wednesday to work on curriculum, department projects, and our individual responsibilities in regards to the school farm and FFA activities. We also meet during lunch to complete any additional work that is necessary. Every course has a pacing guide, COS, and set of assessments designed by the individual teacher. The only exception is our Agriculture Biology class which follows the same pacing guide, FACS, and benchmarks as the DHS Science department biology classes. Although a significant of our assessments are based on student performance with a specific task or skill, we have tried to create assessments on



IlluminateED and utilize them as much as possible. We don't currently collect data on a large scale similar to other departments however as individual teachers we do utilize the data from our assessment scores to guide our pacing for the class as well as recommendations for students to move forward in the program. As a department we approach accessing student understanding in different ways, simply because of the vast difference in curriculum in our courses, however we do include exit tickets, group work, presentations, pop quizzes, labs, and checking for understanding. If a student is falling behind we have several opportunities for intervention including, the school's MTT program, and parent-teacher conferences.

## **Art**

The Art Department has two teachers who work together and who are in constant contact with each other through email and they meet formally twice a month, and informally every Wednesday. They have a pacing and sequence guide and course outlines that they created collaboratively and follows the state standards for the fine arts. They use direct instructions, discussion, activities and projects to assess how students are progressing. Projects are assessed by the students themselves. Individual critique questionnaires reflect the student's self-assessment and are a part of the student's grade. They do not use data analysis programs. They have a textbook and assignments are chosen based on the availability of supplies and materials, as well as on student interest.

## **Music**

The Delano High School Music Department continues to strive for meeting state and national standards in music. The two members of the department collaborate in short meetings between classes and before school, as the band director is himself a department chairman at another campus and spends only part of the day at Delano High School. The choral and instrumental ensembles score in the higher ranges above the 90 percentile at professionally adjudicated festivals and competitions, and we set these consistent scores as a performance goal. The band meets for three periods during the eight period day, allowing for group rehearsal and individual remediation, and the choir members are sent email links to rehearsal sites for individual practice in addition to the one period of class daily. We have made it our objective to not only score well in adjudicated settings but to learn and experience a variety of styles for "art's sake", as well. Naturally, scores and trophies receive attention from the administration and the public, but we desire to pursue the less easily measured revelatory





moments.

In addition to performance ensembles the department offers music appreciation. The textbook, *Music! Its Role and Importance In Our Lives*, emphasizes Reading and Inclusion strategies, and is closely aligned to the National Standards of Music Grades 9-12.

## Physical Education

**Boy's PE:** Physical Education department works together in cohorts and as a department every two weeks. Furthermore, meetings are also conducted if a dire situation occurs throughout the school year within our respected departments. Course descriptions are designed as a collective unit. Ideas and innovative strategies are implemented at regular intervals and treated with respect and courtesy. Collaboration is the key to our departments success at Delano High School. Types of assessments are mental and physical. For example, written tests are submitted to students after each unit of activity. Physical Fitness Testing (PFTs) are state mandated requirements administrated by instructors to freshman students. Tests include the mile run, sit-ups, sit and reach, push-ups, and trunk lift. Times and repetitions are determined by age and gender. Students must pass 4 out of 5 tests, mile included, in order to advance to weight training during their 10th thru 12th grade years. Students must pass two years of physical education in order to graduate from Delano High School. To track progress and intervals, we utilize I-pads and notations throughout the school year. Final results are due in May. Activities for freshman are geared towards being successful at PFTs. Data is also recorded to computers which contain PFT applications. For students not succeeding in the PFT zones, our department educates students of the importance of a well-balanced diet. Students are required to have exercise and diet logs throughout our school year.

**Girl's PE:** The physical education program meets once per week Wednesday mornings. Girls PE Department comes together with the Boys PE Department to collaborate. We have also worked on a scope and sequence guide over the summer. We are currently working on a pacing guide we can use next year. Our course descriptions have been updated for all 9th grade PE, 10-12th PE, and weight training. We use formative assessments regularly-- observations and rubrics on performance skills. State tests are implemented. We use Fitness Gram for 9th grade PE. Each student is required to be in their healthy fitness zone



(considering age, gender, and BMI). If students have a hard time passing a test we re-teach, practice, and re-test. The district office sets up a section on Aeries for us to input final results. However, the PE Department believes it is necessary to use the official Fitness Gram software to print accurate student progress reports on a monthly basis. Aeries works fine if we were only reporting data, but does not enable teachers to analyze data, while the Fitness Gram software does. We use the pre-testing data we collect at the start of the school year to plan what types of practices students need to take part in. The department tests every month to check for student progress. Students are required to take a fitness log home to review with parents. Parents are required to sign the log. This lets us know that parents are aware whether or not their son or daughter is passing the fitness tests.

## **English Language Development**

Since 2013, DHS ELD Department has been working on adopting the CCSS standards. Teachers studied and compared ELD CCSS from English CCSS to differentiate expectations based on student's English Level. In 2014, Edge was adopted as the ELD text and teachers worked collaboratively with the teachers from other school sites (RFK and CCHS) by reconstructing and aligning our curriculum. At first, we were using Prosper Program to evaluate student test results in most of our examinations. More recently, the department has switched to IlluminateED. ELD teachers met in cohorts to evaluate student testing data to assess student growth and areas of need to drive our curriculum. In addition to the assessments that have been created, a variety of language lessons have been added to strengthen vocabulary skills. In reading classes, a reading fluency test is given once a week to allow students to practice oral fluency and accuracy. For speaking skills, teachers incorporate different activities, such as philosophical chairs, broadcasting a student news report, PowerPoint presentations and retelling a story. For struggling students, ELD department uses in-class interventions, as well as afterschool tutorial and MTT (Mandatory Tiger Tutorial) after school. Students are given the opportunity make up missed assignments and to retake assessments as needed. In addition, teachers communicate with parents personally or over the phone to notify them of their child's progress. The counseling department also plays a key role in monitoring the academic performance and behavior of students.



## **Special Education**

The Special Education Department is currently in its second academic school year in full implementation of the Co-Teaching Model. The Co-Teaching Model at Delano High School allows teachers to meet the needs of student with special needs by co-planning, co-instruction, and co-assessment. Students with special needs at Delano High School are now able to be academically included in the least restrictive learning environment and receive supplemental support through Co-Teaching strategies. In addition to the Co-Teaching Model, the Special Education Department also offers Strategic Support and High Intensity Math courses and a Resource Center. Strategic Support course serves as a supplemental support course for students with special needs in the areas of English and Math. High Intensity Math course supports students with special needs who are enrolled in an Algebra 1 or Pre-Algebra course and follows the Algebra 1 and Pre-Algebra Pacing Guide and Lesson Design created by the Math Department. The Resource Center serves as the hub for students with special needs who have specific accommodations for learning, mastery of content or assessments that are directed on students IEP.

In regards to department collaboration, the Special Education Department meets once a month to analyze student data and review department areas of growth and best practices. During the 2016-2017 academic school year, the Special Education Department in creating a more focused approach towards Co-Teaching collaboration with core teachers in regards to the development of lesson design work that will enhance Co-Teaching Models and Strategies.

The Special Education Department currently uses the Woodcock-Johnson Achievement Test IV to assess students for IEPs, developing goals, and advancement of student data analysis to drive instruction

## **School Culture**

Delano High School is very proud of its heritage as the oldest high school in Delano. We are also very proud of the strides we have made as we strive to provide all of our students a strong, standards-based education. Such programs as our Student of the Month celebrations in which all teachers recognize their students for academic excellence take place monthly. Chosen students are provided with an early release from their sixth period classes one day a month and given a celebration in the cafeteria as a way to show recognition and appreciation



to those students.

In September of 2016, our administration created the DT Discipline and Safety Committee to address some areas that we feel could be improved upon. This committee is made up of member of all stakeholders; teaching staff, counseling, certificated staff, as well as our SRO officer and administrators. The group of almost 20 stakeholders look at the programs and objectives of our discipline and safety procedures and they work together to make DHS a better place for students to learn and develop as individuals. As a result of suggestions made during one committee meeting, administration set up a series of voluntary afterschool trainings targeting recognizing gang behavior, gang attire, and other aspects of gang activities led by our Safety Resource Officer.

### ***Initial Visit Critical Areas for Follow-up from 2010:***

- 1. The district and school administration need to meet with community agencies, including DPD and other city agencies to address the safety concerns related to the park and other areas adjacent to the campus. The reinstatement of the SRO should be seriously considered in spite of budget constraints.***

Delano High School administration is dedicated to providing students with a safe environment. Over the last six years, we have

- Beginning with the 2011-2012 school-year, DHS administration with the support of the district, reinstated the School Resource Officer position, part-time. In 2016-2017, this was expanded to full-time.
- Tulare County Probation Department and the Kern County Probation Department in partnership with Delano High School administration in an effort to improve campus safety.
- Bimonthly School Safety Committee meetings made up of teachers, counselors, classified staff, counselors, and Delano Police Department.
- We are continuing to assess and improve our student discipline practices.

- 2. The administration and staff continue to align the curriculum of all courses, especially noncore, with the California Content Standards and the SLOs. Emphasis should also be placed upon ensuring that all***



***students achieve the SLOs as determined by specific benchmarks and measurements of a quantitative and qualitative nature.***

All English and math classes are aligned to the CCSS. Science courses are currently in the development phase of being aligned to the next-generation Science standards. Over the last two years, noncore classes are working toward curriculum development that meet California Content Standards and alignment to the SLOs (Tiger Skills).

- Collaborative process is ongoing
- Built-in collaboration time for all departments (2014-Present).
- Resource teacher positions have been continued in all core areas.
- Use of Prosper software scanning system to disaggregate data (switched to using IlluminateED in 2015-2016)
- Staff activity to examine Tiger Skills (Fall 2016)
- During the 2010-11 school year the SLOs were changed to Tiger Skills
- CTE Pathways have been expanded to include Therapeutic Services, Legal Services Pathway, Health Academy, Education Pathway, Business Pathways, Residential and Construction Pathway, Performing Arts Pathway, Agri-Science, AgWelding Pathway, Veterinarian Science Pathway.
- Foreign Language teachers attended College Board workshops and Summer AP Institutes.
- California Partnership Academies' instructor attends yearly workshops.
- Ag teachers attend quarterly workshops
- Developing an Educational Pathway for students interested in the educational field
- AVID teachers attend scheduled meetings at the County Office of Education in Bakersfield
- Expanded AVID curriculum across campus, including the non-core
- Ongoing AVID training for staff
- Professional development provided for the core and noncore in areas of EDI, Depths of Knowledge, Checking for Understanding, and ELD strategies



- EL teachers attend regular SDAIE training provided by the Office of Education
- Ron Rohac ELD workshop and classroom observations for math and Science teachers

**3. *There is a need to strengthen the process to validate student demonstration of the SLOs and California Content Standards. The plan should include a comprehensive variety of assessment techniques, aligning assessment to the curriculum, analyzing assessment results, and using assessment information to improve teaching and learning.***

All teachers have access to the newly adopted IlluminateED program to disaggregate and study data gathered from assessments, both summative and formative. The teaching staff is also allotted time (during the school day and afterschool or on weekends as needed) to work together in cohorts to help develop and adapt curriculum based on the gathered data. Teachers report that they feel supported by the administration in this area.

- IlluminateED Data system is used in all core and some noncore classes to disaggregate and analyze assessment data and to drive curricular changes
- Creation of additional benchmark assessments in math, science, English, Foreign Language, agriculture, construction
- Cohort format is in place to allow teachers time to evaluate formative and summative assessment data and has been expanded to include the noncore teachers as well
- Constant ongoing revisions and strengthening of current FACS and benchmarks
- Move toward district-based assessments
- Full time Local and State Assessment Coordinator
- IlluminateED training
- CAASPP data
- Graduation data
- SAT/ACT and EAP data
- California Community Colleges Accuplacer results



- Student participation in small-group presentations; whole class discussions, Socratic Seminars, etc
- Aeries gradebook
- Written student work in all formats (essay, short answer, research papers, student notebooks, etc)
- Attendance and truancy data
- Student discipline data
- Student expulsion data
- Student perception data (Heathy Kids Survey)
- Drop-out rates
- My 10 year Plan
- Student participation in school activities and other extra-curriculars

**4. DHS needs to maintain its success in meeting AMAOs by continuing to monitor and support EL students.**

Delano High School has made it a priority to continue to challenge English language learners academically. We met all AMAOs have been met over the last three years with the exception of AMAO 1. Our target was 62%; our students scored 61.2% ([See Single School Plan for Student Achievement](#), p. 29) Here are some of the programs and supports that we have implemented:

- Structured ELD classes
- Adoption of Edge textbook program
- Ron Rohac training
- Jill Hamilton-Bunch ELD training
- CELDT after school tutorials
- Targeted VIP CELDT classes
- ELD Life Science class (2014-2015; 2015-2016)
- Pizza and movie party to promote student achievement for students who develop academic excellence
- Staff development and workshops focusing on SDAI, EDI, differentiation, etc for all teachers
- Identification of all EL students on Aeries and IlluminateED





**5. Student achievement data must drive the focus of the WASC leadership team, which needs to include meaningful representation from all stakeholders.**

The WASC Focus on Learning team is made up of one English teacher, two history teachers, a science teacher and our testing coordinator. This gives us a rather broad, yet focused, view of the various programs and practices across campus. We started meeting in Home Groups and Focus Groups starting second semester 2015-2016 to gather data and query our stakeholders. We used the following to help us drive our Self-Study:

- Parent survey (Spring 2016 and Fall 2016)
- Student survey (Spring 2016)
- Healthy Kids Survey (yearly)
- Student Focus Group (meets quarterly)
- Development of an Academic Leadership Team
- School Site Council meetings
- ELAC Meetings
- Title 1 Meetings
- Grade-level parent meetings
- Youth-to-Leaders student leadership training
- Parent Institute Quality Education
- Inside Delano magazine articles
- Delano Record articles
- LCAP stakeholder feedback
- Data from standardized tests
- Parent Center located in HM1A to increase parent involvement

**6. The school leadership team needs to develop and implement an annual staff development plan to focus on standards-based instruction and the Expected Schoolwide Learning Results in order to meet the academic needs of all students and to increase the instructional strategies such as differentiate instruction.**



The DHS leadership team has a well-thought out plan for staff development based on the data and from teacher requests for training. Specific scheduled trainings for the 2016-2017 school year can be found in the appendix:

- Thinking Maps training
- Explicit Direct Instruction training
- ELD Methods workshop
- Checking for Understanding
- Integration of AVID strategies school wide (Cornell Notes)
- Improved technology in the classroom-more mobile carts, new computers and labs
- Continued use of the PLC and cohort models expanded to include noncore
- In 2015-2016, teachers from all departments attended Depth of Knowledge trainings
- AVID trainings and workshops
- ERWC workshops
- RIAP trainings
- AP by the Sea trainings
- CATE conference workshops
- County CTE trainings

***7. The school needs to develop and implement a specific plan to increase parent involvement in the school and to encourage parents to participate more extensively in the academic support for their students.***

This is an area in which we have made great progress in, and yet there is still so much more that we need to do. Our administration has been flexible in scheduling parent meetings to reflect the times of day that might be more conducive to parents to attend. We have looked at a variety of ways to increase parent involvement including scheduling parent meetings earlier in the school day, having parent conferences before school and afterschool, as well as our grade-level parent meetings.



- Use of the marquee to announce important events; new marquee installed outside of counseling office
- BlackboardConnect phone system to make automated calls home
- Delano Now: local online newspaper
- Delano Record articles to report school events and student academic achievement
- On-campus computer phone system
- Academic Leadership Team
- New website that is more user-friendly
- Student of the Month program
- Parent letters
- CST results mailed home; CAASPP results mailed home; CELDT results mailed home
- Booster Clubs
- Academic Awards Night
- Back to School Night
- School Site Council
- ELAC Meetings
- Title 1 meetings
- Parent Center
- Student Study Teams
- Coordinated Services Council meetings
- Grade-level parent meetings (2015-2016 and continuing this year)
- Latino Literacy Project (beginning Spring 2017)
- Youth to Leaders program
- Parent Institute for Quality Education-2014
- Teacher use of Remind app to contact students and teachers
- IEP/504 meetings
- LCAP parent stakeholder meetings
- Dual Enrollment BC Signing Day
- Cash for College (financial aid workshop)
- BlackboardConnect to contact parents



- Athletic award nights

**8. Establish and implement a plan to improve the effectiveness of the communication with all stakeholders.**

In the past, due to the nature of our city and of our community, it was often difficult to get information out to all of our stakeholders, but we have made a shift toward using technology to help us notify as many people as possible about events and happening at Delano High School. Looking at our perception data, it shows that we have made great strides in this area. Here are some of the things we have implemented to help us with this:

- Use of parent letters to inform parents about FACS and other school policies
- Use of the marquee to announce important events
- Use of the marquee outside of the counseling office to announce upcoming sports and other events.
- BlackboardConnect phone system to make automated calls and texts home
- Inside Delano: local online newspaper
- On-campus computer phone system
- Academic Leadership Team
- New website (August 2016)
- Student of the Month program
- CAASPP results mailed home
- School Site Council meetings (once per quarter)
- Back to School Night
- Academic Awards Night
- ELAC Meetings
- Title 1 meetings
- Student Study Teams
- Coordinated Services Council meetings
- Quarterly Meetings with Feeder Districts (Delano and Earlimart)
- District CTE Director (2016-2017)
- District Public Relations Liaison
- Weekly email from principal to staff about upcoming events, etc.



## Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

**Based on past progress and current data, explain the implications of the data with respect to student performance**

Over the last six years, Delano High School has shown great strides with our student population in terms of test scores, attendance, participation and many other areas. Looking at the community and student data, there are areas that we need to improve upon:

- In 2015-2016, only 6.8% of our students were CTE completers. This is below the state average.
- Our attendance rates decreased by .43%. Chronic absenteeism increased by 1.35%.
- In 2015-2016, only 65% of students met or exceeded standards in English; 29% in math..
- 58% of our English Learners are at Advanced or Early Advanced on the CELDT.
- In 2015-2016, 17% of English Learners are proficient in Life Science.
- In 2015-2016, 77 students were ready for college-level English and 156 were conditionally ready for college-level English.
- In 2015-2016, 27 students were ready for college-level math and 80 were conditionally ready.
- Our SAT and ACT scores are below state averages in critical reading, math, and writing.
- 40% of students enter DHS below state standards
- CAHSEE proficiency:
  - ELA declined .01%
  - ELA English Learners declined 1.3%
  - Math increased 1.3%
  - Math English Learners decreased 2.65%

Although there are areas of improvement, there are also areas of growth:

- AP passing rates at DHS have increased by almost 30%.
- Parent and community support is strong and we are increasing parent participation.
- Our drop-out rates have steadily decreased and we now have a graduation rate of 97.7% and a drop-out rate of 1.1%.
- Life Science scores are above both state and county levels with 67% proficiency.
- There was a 6% increase in the number of students who tested as college-ready on the English EAP. In math, we have 65% who tested as college-ready.
- Our CELDT proficiency is above state targets.



- On the Physical Fitness Test, DHS students are above state and county levels in aerobic activity, abdominal strength, and trunk extension.
- Our Foreign Language classes saw an 80% increase in students taking and passing the AP exam.
- Our suspension rate declined by .4%

**Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes**

1. Increase academic achievement for all learner subgroups
  - Develop academic excellence by passing all 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 by coming to class prepared, on time, and ready to engage in the learning process.
  - Understand your effort equals your success
  - Develop a growth mindset and become a life-long learner
2. Improve college and career readiness- The data shows that in 2015-2016, only 6.8% of our students were CTE completers. This is below the state average.
  - Develop academic excellence by passing all 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 by coming to class prepared, on time, and ready to engage in the learning process.
  - Understand your effort equals your success
  - Develop a growth mindset and become a life-long learner
3. School culture and environment and parent involvement.
  - Understand your effort equals your success
  - Develop a growth mindset and become a life-long learner
  - Make a positive contribution to your school culture

**List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

1. What are we doing for the students who are falling below state-averages on SAT and ACT exams?
  - AP afterschool tutorials



- Two month afterschool course for SAT prep
- Purchased RevolutionsK12 for SAT prep
- Fee waivers for SAT tests and AP exams
- Grade level parent meetings to discuss SAT and ACT exam

2. What academic interventions do we have in place for struggling learners, (including but not limited to ELD and Special Education students)?

- Special Education afterschool tutorial
- Mandatory Afterschool Tutorial (Monday-Thursday)
- Core department tutorials
- AP afterschool tutorials
- ELD afterschool tutorial
- Edgenuity program
- Achieve Academy

3. What do we have in place to encourage students to regularly attend classes?

- Saturday School
- Perfect Attendance certificates
- Home visits for chronic tardies/absences
- SRO
- Parent conferences
- Attendance monitoring team to focus on prevention of absenteeism and truancy.





## **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

### **Focus on Learning Chair:**

Craig Nieblas

### **Certificated Staff:**

Julius Achere  
Katrina Badilla  
Lorlanie Barroga  
Amber Grisbach  
Luciano Flores  
Cheryl Gonzales  
Cynthia Guzman  
Walter Fontejon  
Steve Kennelley  
Sheila Kight-Lee  
Alex Gonzalez  
Paola Ortega  
Christopher Tincher

### **Classified Staff:**

Eleanor Espinoza  
Sandy Garay  
Chano Romero  
Danny Ronk  
Margaret Torres  
Sammy Viramontes  
Fernando Ferrel  
Carmina Reyes  
Charlie Trueblood

### **Administration:**

Rene Ayon



## Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

*Based on the criteria in each category:*

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

*Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.*

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

➔ *Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.*

4. The responses that include findings and evidence for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.
  - At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs
  - Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

### A1. Vision and Purpose Criterion

*The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.*

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

*A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.* A1.1. Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.



### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

*A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders*



### **A1.1 Findings**

Delano High School is guided by a clear set of principles embodied in Delano's Tiger Skills (Student Learner Outcomes), district vision statement, district mission statement, and site mission statement. These documents affirm the core belief that all students can learn at a high level, apply and communicate their knowledge purposefully and develop the skills to be productive members of society while achieving some measure of personal growth and fulfillment. Delano High School serves a population of diverse ethnicities, languages and cultures. Based on this criteria and understanding, our Mission Statements and Tiger Skills, more commonly referred to as Student Learning Outcomes (SLO's), are a multi-faceted and comprehensive summary of our expectations for students. DHS understands the importance of strong family and community relationships and has worked hard to create and maintain a positive environment which facilitates frequent and open engagement of communication with student, parents and staff.

During the 2015-2016 school year, and as part of the current WASC self-study process, the DHS stakeholder community was asked to revisit the DHS mission statement and Tiger Skills (SLO's). With the goal of addressing the academic, social, and personal needs of each student, DHS's Tiger Skills (SLO's) were revised and changed. The revised Tiger Skills were reviewed by all staff members over the course of multiple Wednesday PLC meetings and were then emailed to all staff members to ensure approval. The finalized version was brought to the School Site Council for review and once they were board approved they were posted on the school's website and printed on posters for display in every office and classroom across campus. It was also determined by the Delano High School Leadership Teams that

### **Supporting Evidence**

[Records of Staff](#)

[Collaboration](#)

[Records of FOL](#)

[Meetings](#)

Staff Meeting  
Agendas and sign-in  
sheets

School Site Council  
Meeting Minutes

[Local Control and  
Accountability Plan](#)



the newly adopted Tiger Skills connected well with the Local Control Accountability Plan (LCAP), state priorities, as well as our Single Plan for Student Achievement (SPSA).

[Single School Plan for Student Achievement](#)

### **District Mission Statement:**

Delano Joint Union High School District students will attain daily academic success through superior sequential standards-based instruction.

### **District Vision**

Each DJUHSD “professional learning community” family team member is personally committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

**T - TEACHING:** To collaboratively support quality research-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, social, and emotional development.

**A – ACHIEVEMENT:** To promote superior academic results, the Board of Trustees, administration, teachers, support staff, parents, and students will foster, recognize, and celebrate learning.

**M- MODEL:** To effectively model our mission and vision, every team member will maintain a professional attitude, be open to continuous improvement, and make personal contributions, be accountable, and demonstrate integrity.

### **Delano High School Mission Statement**

*in the development and periodic refinement of the vision, mission, and schoolwide learner*



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

### **Delano Administration Motto:**

Under the direction of Principal, Rene Ayon, the Delano High School Administrative team established a leadership motto that they strongly believe and pride themselves in. At the heart of their motto is the belief in servitude. They are committed to putting students first and serving the entire school community.

*D-Dedicated to serving students, parents, and staff.*

*H-High expectations for students, parents and staff*

*S-Servant Leadership*

### **Tiger Skills (School Wide Learning Outcomes)**

*Delano High School expects that each day, in every classroom, and in every co-curricular setting, all students exemplify three fundamental attributes valued in our school community:*

### **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

**outcomes.**



- Write and speak in grammatically correct sentences

### SHOW PERSONAL RESPONSIBILITY

- Come to class prepared, on time and ready to engage in our 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

***A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.***

### **A1.2 Findings**

During the 2015-2016 school year the Delano High School WASC team asked stakeholders to review and make suggestions for changing or refining the schools Tiger Skills (SLO's). After analyzing pertinent student and community profile data, identifying necessary future global competencies and assessing how the current Tiger Skills (SLO's) were being incorporated in the classroom, adjustments were made and a new set of Tiger Skills (SLO's) were drafted. Once the final draft was written by the WASC Leadership Team, it was reviewed by all staff members and numerous leadership/stakeholder groups. Some of the groups include: ELAC Parent Advisory, Student Stakeholder groups, and Title 1 Parent Group. DHS SLO's were then presented to the School Site Council for adoption and subsequently board approved.

The community of Delano is actively involved in the school on many levels and in many forms some of which fulfill specific

### **Supporting Evidence**

FOL sign in sheets



governing roles. The School Site Council reviews and approves the annual School Plan for Student Achievement, School Safety Plan, and also reviews and approves expenditures for Title 1 funds. Having multiple parent support groups provide outlets for parent input into the life and general direction of Delano High School and its students.

School Site Council  
Minutes

Delano High School's interaction with the wider community is not confined to the families of DHS students. Area businesses cooperate with DHS in an annual Career Day and offer scholarships and internships to DHS students and graduates. Wonderful Farms, a local farming and agriculture packing operation, supports students through their scholarship program and offers grants to teachers to be used to supplement their educational efforts. Columbine Vineyards, a local farming company, in conjunction with the DHS Ag Department has provided equipment, manpower and financial resources to support, improve, and maintain the district school farm.

Wonderful Farms  
Teachers Grants

DHS's Academy of Medical Sciences also works with local industry health care partners providing job shadowing opportunities that allow students to receive a hands on experience through a "real life" application of acquired knowledge and skills.

DHS Health Academy  
Job Shadowing  
Contracts

The recent addition of a Career Technical Education Coordinator to district administration has facilitated and encouraged the continuous development of community partnerships. Some of the industry partners meet with our staff involved in Career Technical Education. Collaboration with our local community college, Bakersfield College, has also begun. DHS believes that building this partnership will contribute to its





student's success. We currently offer Welding, Ag Mechanics, Medical Terminology, and Veterinary Science.

The WASC process itself has also involved significant stakeholder participation, both in the activities of the Focus Groups and in the review of the Self Study as it has proceeded through its multiple stages of development

## Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

***A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.***

***A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.***

<b>A1.3 Findings</b>	<b>Supporting Evidence</b>
<p>Delano High School's mission and Tiger Skills (SLO's) are reviewed annually by the School Site Council and numerous leadership teams. Changes are proposed based on the changing student, community, State, national and global needs. Revisions are also based on transitions in education such as the current emphasis on Common Core State Standards, Next Generation Science Standards, communication and technology in a global environment.</p> <p>Collecting feedback on our Tiger Skills (SLO's) is a continuous process that include all stakeholders, students, staff, parents, administration and teachers. Teachers are encouraged to use them each day in their conversations, lesson plans, course objectives and instruction. Wednesday morning late start launches also provide administration with an opportunity to model and remind teachers to continually incorporate the Tiger Skills into their classrooms and daily</p>	



lesson plans. The Tiger Skills are posted on the school website, printed in the student handbook and Tiger Skill posters are posted in every room and office to remind our staff and students of the expected outcomes we are working towards every day.

The Aeries grading portal allows all stakeholders to continuously view individual student progress and monitor the effectiveness of the Tiger Skills.

Commitment to the school's Mission Statement and Tiger Skills is evident in Delano High School's impressive outcome data. Graduation rates are well over the state and national average, A-G completion rates are higher than ever before (50%), SBAC and CST data is better than county averages, suspension rates are at an all-time low, and expulsion rates are lower than county and state rates, These indicators are all evidence all of a positive campus climate.

Delano High School's stakeholder commitment to attendance and discipline problems has earned the school an Outstanding Achievement Award for its SB65 program, a Golden Bell Award in recognition of the school's Coordinated Services Council (CSC), and a Shining Star School award for its work in the area of Dropout Prevention.

The school's extracurricular activities also play a positive role. Campus clubs, organized sports programs, ASB activities, rallies, and academic competitions contribute positively to Delano's advancement of its Mission Statement and Tiger Skills.

The District LCAP involves the input and approval from a variety of stakeholders. The DJUHSD collaborates with the county of Kern and

DHS Website  
Aeries Result Print  
Out

Discipline/  
Stakeholder  
Meeting Sign In  
Sheets

LCAP Student  
Forum Meeting  
Sign In Sheets

[LCAP Stakeholder  
Meeting Sign In](#)



utilizes a LCAP reader in conjunction with its stakeholders in an effort to ensure that the LCAP is aligned with the School Safety Plan and SPSA under a single umbrella. The DJUHSD conducts meetings and has formed stakeholder committees which focus on the alignment of the LCAP and the direction our school is going. Some of these groups are LCAP Stakeholder Meetings, Discipline/Stakeholder Meeting-LCAP Priorities 5 and 6, LCAP Parent Advisory Committee, LCAP Student Forum, and Parent Advisory Committee.

Sheets

LCAP Parent  
Advisory  
Committee Sign In  
Sheet  
Parent Advisory  
Committee Sign In  
Sheets



## A2. Governance Criterion

*The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.*

*Indicators with Prompts*

### Governing Board and District Administration

**A2.1. Indicator:** *The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.*

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

#### A2.1 Findings

The Delano Joint Union High School Board of Trustees consists of five members who act as the District's policy making body. Trustees work with the Superintendent and staff to set the direction of the school district with the education and well-being of the students as its primary focus. Board members are elected at-large by the citizens in DJUHSD for a term of four years. Trustees not only represent the public but also translate the needs of students into policies, goals and strategies that reflect the standards and values of the community as a whole.

The DJUHSD board of trustee's regular meetings are held on the second Tuesday of each month and agendas are published on the District's Board Meeting website. The DJUHSD Board of trustees encourage community and stakeholder involvement providing opportunities for the public to speak at all regular board meetings. At every board meeting, DHS is expected to report out and provide the board with an update for activities happening that month. In addition, the board meets on a situational basis to review specific

#### Supporting Evidence

[DJUHSD website  
2016-2017](#)

[DJUHSD calendar](#)

[DJUHSD board  
bylaws](#)

[DJUHSD board  
agenda](#)



policies in response to specific issues, circumstances or complaints.

[DJUHSD board meeting minutes](#)

The board of trustees has a comprehensive set of board policies and administrative regulations, utilizing the policy maintenance services of the California School Board's Association (CSBA). The board policies in the area of Instruction clearly articulate the expectations of the board of trustees that instruction will be based on the applicable content standards and purposes.

The district and site administration are responsible to the board of trustees for implementing all board policies and administrative regulations. The board of trustees reviews and approves all comprehensive plans, including WASC action plans, the Single School Plan for Student Achievement, the School Safety Plan, SARC Report, and Local Educational Agencies (LEA) Plan. The district and the site administration are responsible to the board of trustees for articulating the contents of these plans in order to achieve consistency in philosophy, goals and objectives.

In addition, the board oversees and approves the district's budget and expenditures, as well as the structure of the Collective Bargaining Agreement between DJUHSD and the DJUHSD Teachers' Association.

## Understanding the Role of the Governing Board

**A2.2. Indicator:** *There is clear understanding about the role and responsibilities of the governing board and the professional staff.*

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*



**A 2.2 Findings**

The Delano Joint Union High School website contains a comprehensive list of all board policies as well as meeting information and agendas. DJUHSD has a clear protocol for interviewing and hiring staff. The district administration negotiates contracts with professional unions that represent both the certified and classified staff. Job descriptions and salary schedules are readily available through the district's Human Resource office and are thoroughly outlined in the certified and classified contracts. New job descriptions are similarly subject to negotiations with employee bargaining units and are subject to negotiation with employee bargaining units and require board approval. Teachers are also provided handbooks and job descriptions at the beginning of each school year that clearly cover their roles and responsibilities.

The Board of Trustees and Superintendent work continually to foster a close relationship with the school sites and maintain a frequent presence on campus and at school sponsored events.

**Supporting Evidence**

[DJUHSD Website](#)

[Human Resources Department](#)

[Minutes from board meetings](#)

**Governing Board and Stakeholder Involvement**

**A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.**

**A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.**

**A2.3 Findings**

At Delano High School, parents, students, community members and staff can contribute to the school's governance, both at the site level and the district level. The district's website is extremely comprehensive with detailed and easily locatable information about school vision documents, campus news, support

**Supporting Evidence**

[DJUHSD Website](#)



organizations, and district events. Parents are engaged in the governance of the school through participation on School Site Council, ELAC/DELAC Committees, Migrant Meetings, LCAP Stakeholder groups, and Title 1 Meetings.

In addition DHS invites and urges parent participation and input in grade-level parent meetings (9-12), Freshman Parent Orientation, College Requirement Workshops, Financial Aid Workshops, Back to School Night, Latino Literacy Projects, and Academic Scholars Night. Parent involvement has long been an area of growth as it is difficult to get parents of teenagers involved; however, DHS is pleased that parent participation on committees and at school functions has increased substantially in recent years.

The school community and parents are informed in a variety of ways as to how they can participate in the school's activities and governance. These include:

1. BlackboardConnect allows automated calls and texts home.
2. Parent mailings and emails (SBAC Results Mailed Home)
3. Site events (Back to School, Academic Awards Night)
4. [District](#) and school [website](#)
5. Cecil Ave marquee
6. Quad marquee
7. School calendar Parent/Student Handbook
8. [Delano Now: Local Online Newspaper](#)
9. Student of the Month Program
10. Site Meetings (SSC, CSC, Title 1, Latino Literacy, ELAC/DLAC)
11. Leadership teams meetings
12. Parent conferences
13. Direct phone and email contact





In an effort to continue to increase parent participation, DHS administration, along with district support, will open up a parent center in the Spring of this year. Furniture and technology have already been ordered and parent meetings have already been scheduled for the Spring.

## Board's Evaluation/Monitoring Procedures

**A2.4. Indicator:** *There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.*

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

### A2.4 Findings

The evaluation and monitoring procedures carried out by the DJUHSD Board of Trustees are clearly established and maintained. At the site and instructional level, DJUHSD establishes performance benchmarks that are built into LCAP plans for individual sites. Working with state agencies, DJUHSD regularly monitors all aspects of the school's operation, including student performance, career and college readiness, operational aspects of the school, (e.g., attendance records and financial accounting) and general fiscal health of the school. The LCAP plan attempts to account for the Eight State Priorities, which are likewise folded into SPSA and the WASC Self-Study process. Site administration is required to report to district administration monthly on LCAP expenditures. The Assistant Superintendent of Educational Programs then reports out to the Board of Trustees. In the late fall of 2016, the district reported to staff about the 8 State Priorities and asked for suggestions for ways we can improve.

### Supporting Evidence

[Board Policies](#)

Collective Bargaining  
Agreements  
(SEE DISTRICT  
WEBSITE)



For all DJUHSD employees, evaluation and performance monitoring procedures are clearly outlined in contracts negotiated with employee unions.

## Complaint and Conflict Resolution Procedures

**A2.5. Indicator:** *The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.*

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

### A 2.5 Findings

There is an established protocol for all stakeholders concerning complaint and conflict resolution procedures. Individual employees have clear guidelines about their treatment as professionals, and when necessary union site representatives and union officials are available for consultation and representation. Employee complaint and grievance procedures are explained clearly in the certified and classified union contracts which are also posted on the districts website. Complaint procedures are clearly defined in the teacher's handbook and teachers are also provided with their job description and evaluation process each year prior to the start of school.

Complaint procedures are clearly defined for parents on the DJUHSD website and are also contained in the Parent and Student Information Handbook and Annual Notice to Parents and/or Guardians. District board meetings also have forums for public input and complaints parents or community members may have. Students also benefit from the protections provided by due process protocols and the provisions of the Williams Act. The Williams Complaint Notice is posted in administrative and school offices, as well as on the district website.

### Supporting Evidence

[DJUHSD website](#)

Teacher's  
Handbook

Parent/Student  
Handbook

Administrative  
Regulation (Uniform  
Complaint  
Procedures)

Williams Complaint  
Notice



### A3. Leadership: Continuous Planning and Monitoring Criterion

***Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.***

#### ***Indicators with Prompts***

##### ***Broad-Based and Collaborative***

***A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.***

***A3.1. Prompt: Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.***

#### **A 3.1 Findings**

DJUHSD has always worked to emphasize the importance of organizing a collaborative, broad-based effort for making decisions and initiating activities for student learning.

The bi-weekly Wednesday late starts allow DHS staff and all stakeholders in general time for collaborative planning and a forum for continuous review and change of processes and strategies in place for student achievement and success. Student data, best practices, and assessment data are continuously being reviewed and updated.

Various surveys are critical conduits for input of ideas and suggestions that the administration uses for planning. Parent, Student, and Staff surveys offer opportunities for individuals to be anonymous and to share their concerns, hopes, and creative ideas.

#### **Supporting Evidence**

Wednesday Late Start  
Sign-in Sheets

[Parent Surveys](#)

[Student Surveys](#)

[Staff Surveys](#)



## Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** *The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.*

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

### A 3.2 Findings

### Supporting Evidence

In conjunction with DJUHSD, Delano High School's administration adjusts the annual Single School Plan for Student Achievement according to school achievement data, as well as standards established by state and national agencies. The Single School Plan for Student Achievement (SPSA) goals are continually monitored for relevancy and success. Teachers and other stakeholders analyze data to determine the success rate of programs and policies. Teachers are instrumental in the development of the plan. During multiple Wednesday PLC meetings, teachers are able to provide input into the development and implementation of the school's SPSA. The School Site Council, DHS administration and DJUHSD board then approves the SPSA goals and appropriate funding on an annual basis. LCAP stipulates a series of numeric targets for student achievement, which individual school sites are expected to adapt to the particular needs/outcomes of the school.

Delano High School provides students classified as critical learners with support programs structured to address their specific needs and ensure personal goal and academic achievement. Critical learners are identified and strategic classroom instruction is provided to address individual needs and academic goals. All students at DHS have access to excellent support programs.

[LCAP](#)

[SPSA](#)

Late start sign-in  
sheets and agendas

Sign-in sheets for  
voluntary support  
programs



Support programs include After-School Tutorial, AP Tutorials, Mandatory Tiger School Tutorial (MTT), Most Valuable Proficient (MVP), SBAC Preparation Classes, Edgenuity After-School, Migrant Support Program, Work Experience Education, and SAT Test-Prep Classes.

Sign-in sheets for mandatory support programs

DHS's Special Day Class (SDC) program impacts the cognitive and socially deficient student and is IEP driven. The program is continually working to mainstream students into the general education population with the idea that support is available to make any necessary modifications or accommodations to ensure student success. The SDC program also contains a CTE component which allows a student enrolled in a general education class to focus on a block period CTE class without the added stress of worrying whether or not they are falling behind in their general education classes. SE students are continuously reminded that they have an additional 4 years to complete their high school requirements and receive their diploma.

***A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.***

***A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.***

### **A3.3 Findings**

Delano High School's administration works hard to involve staff in the planning and implementation of curriculum and assessments that will provide students with a standard-based education that prepares them for college and career readiness.

### **Supporting Evidence**



Wednesday morning bi-weekly late starts have provided staff an avenue to collaborate within departments. Departments have been working on developing curriculum and pacing guides emphasizing the Common Core Standards. Cohort groups consisting of resource teachers and grade level teachers work together to analyze and disaggregate data from assessments and SBAC results. In addition, DHS's Academic Leadership Team consisting of administrators, department chairs, resource teachers, CTE leadership, ASB Director, counselors, and the school psychologist, meet on a monthly basis to discuss curriculum, differentiated instruction, and strategies for successful student learning and achievement.

Wednesday Late  
Start Sign In Sheets

SBAC Results

Academic  
Leadership Team  
Minutes

Departments have created benchmark tests called FACS (Formative Assessments of the Core Standards) and Next Generation Science Standards which are aligned with the new state standards. Departments are continually analyzing assessment data, sharing insight and making revisions to their curriculum to address those standard areas students are having difficulty with. DHS has implemented a resource period in the master schedule for an English teacher, math Teacher, and AVID Coordinator. When additional time to collaborate is needed, teachers may request the time and oftentimes it is granted.

FACS Results

## Internal Communication and Planning

**A3.4. Indicator:** *The school has effective existing structures for internal communication, planning, and resolving differences.*

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*



### **A3.4 Findings**

Delano High School has a clear infrastructure in place for internal communication, planning, and resolution of conflicts among staff members. Ample time is provided during Wednesday morning late starts for staff members to voice their concerns during department and cohort meetings. Department chairs and administrators are readily available to answer questions and concerns and provide liaisons between staff and district personal. DHS administration is actively involved in Wednesday late starts. They make sure to be available for all cohorts/departments during their meeting time. As detailed earlier, when adversarial situations arise between management and employees, certified and classified unions have formal protocols and structures available for remediation. Both unions also have site representatives available who act as advisors on matters pertaining to the bargaining agreements and facilitate communication between employees and the union leadership.

### **Supporting Evidence**

Collective Bargaining  
Agreements





## A4. Staff: Qualified and Professional Development Criterion

***A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.***

### ***Qualifications and Preparation of Staff***

***A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.***

### ***A4.1 Findings***

Delano Joint Union High School District makes a continuous effort to recruit and retain highly qualified teachers in all subject areas. Delano High School's hiring practices are aligned with district policies. All staff members are teaching within their credentialed areas of specialization. The district process for recruitment, hiring, site placement, and salary calculation are consistent with statutory, CTA, and LEA guidelines. To every extent possible, DHS has hired culturally diverse teachers to reflect our student population.

DJUHSD provides TIP (Teacher Induction Program) formally known as BTSA to new credentialed teachers, providing ongoing monitoring of instruction and curriculum by department chairs and peers individually and during cohort and department meetings.

The newly enacted Teacher Mentor Program for new teachers who hold a preliminary, intern, or provisional credential are provided mentorship from a designated credentialed teacher. Participating teachers receive information, assistance, encouragement and support which help them to develop as a teacher and insure that each child in the district is receiving a consistently high quality education as defined and outlined by

### ***Supporting Evidence***

District, union and state hiring guidelines

TIP Registration and Participation Records

MOU Teacher

Mentor Program

New Teacher Meeting

Sign-In Sheets



the DJUHSD's program of instruction.

New teachers are also assigned professional development workshops in EDI, DOK, and ELD. Scheduled instructional rounds are arranged for new teachers to observe veteran teachers and ongoing feedback and coaching is offered by administration on instructional focus strategies. During the probationary period, new teachers attend monthly meetings and have access to all of the support mechanisms (CTA, department chairs, administrative liaisons, training workshops etc.) that are available to the entire staff.

[Professional Development Plan](#)

DJUHSD Human Resource Department ensures that all teachers possess the necessary credentials and qualifications during the hiring process and throughout their teaching profession.

DJUHSD Human Resource Records

DJUHSD Human Resources Department periodically monitors the credential renewal status of current employees and remind them to take action when necessary.

**A4.2. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

#### **Staff Assignment and Preparation**

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

#### **A4.2 Findings**

Delano High School's teaching assignments are based on

#### **Supporting Evidence**



credentialing, experience, and training in order to maximize the impact on student learning. The determination of teaching assignments occurs through a process of communication among administrators, department heads, and teachers with the goal of maximizing each teacher's area of strength and expertise within their individual fields. Much of the responsibility for shaping the departmental teaching schedules is shouldered by district staff and the DHS administrative team who consider factors including: a teacher's prior experience, the teacher's stated preference, the teacher's seniority, the needs of the master schedule and personnel shifts.

DHS master schedule

Teachers new to Delano attend a New Teacher Orientation Day prior to the start of school that introduces them to the school's culture and procedures and a special lunch is hosted by the District Teachers Association which familiarizes new employees with their Collective Bargaining Agreement. As stated earlier, teachers new to the profession are provided TIP and Teacher Mentor training and attend monthly new teacher meetings which provide information necessary on how to adjust and be successful in their new teaching position.

TIP Registration and Participation records

Teacher Mentor enrollment sheets

### Defining and Understanding Practices/Relationships

**A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.**

**A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.***



**A4.3 Findings**

Each year, teachers are provided an updated copy of the staff handbook that provides information on school policies, operational practices, and decision making processes. A list of all district leadership personnel is listed on the district website, additionally, all staff is provided with an organizational phone list that also outlines the job titles of staff members. The staff has avenues both for seeking advice or help and for registering complaints or concerns. In addition, the district web site has a comprehensive list of board policies that define employee responsibilities, operational practices, decision making processes, complaint processes, and leadership roles. The bargaining agreements for both certified and classified staff are readily available electronically and in hard copy, while onsite representatives from both unions are accessible to respond to inquiries from site employees.

Bi-weekly Wednesday morning late starts provide easy communication between administration and certified staff members and serves as a way to disseminate important site and district operational or policy changes. Weekly emails sent out by our principal also inform staff of upcoming events and current district and site news. As expressed in our staff survey, most teachers feel that they can communicate effectively with administrators which has created a healthy and productive work environment.

**Supporting Evidence**

[District website](#)

Staff handbook

Wednesday Late Start

Sign-In Sheets

[Staff survey](#)

**Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/*



**learning activities, including coaching and mentoring, had on student learning?****A4.4 Findings**

The most dramatic and meaningful evidence of the school's and district's commitment to professional development is the provision of dedicated time, 120 minutes for collaboration every other Wednesday morning. It is during this time that DHS's staff is able to discuss, share and plan for successful student achievement. The Wednesday late start also provides an opportunity for department meetings, home group meetings, cohort meetings and FOL meetings. In department and cohort meetings, teachers are able to review curriculum, share instructional practices, and look at student performance data which allows them to modify their instruction to address the rigorous expectations of the Common Core Standards. Wednesday late starts also allow new teachers the opportunity for professional development, collaboration, data analysis and share best practices.

DJUHSD and DHS administration have also been generous in supporting teacher release time and attendance at professional conferences. The district supports training initiatives designed to enhance skills and competence of individual teachers. Examples include TIP (available for new teachers), and teacher attendance at Advanced Placement and AVID training during the summer. Professional development is provided throughout the academic year as seen on the attached document.

As previously stated, DHS is equipped with 21<sup>st</sup> century technology. The campus has eight computer labs, 12 mobile labs and has purchased an additional 200 computers for immediate installation. In addition most classrooms are equipped with whiteboards, projectors, screens and tablets. In

**Supporting Evidence**

Wednesday Late Start  
Sign In Sheets



collaboration with Bakersfield College, two classrooms will also be equipped with the technology necessary for distant learning centers. Students will be able to complete courses with professors from the main campus in Bakersfield.

## Supervision and Evaluation

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

### **A4.5 Findings**

At DHS, the majority of internal communication and planning takes place through email. Each staff member is provided with an email account for professional needs. DHS administration and the DJUHSD office also utilize the same email program to communicate and plan events. All district employees sign an Acceptable Computer and Internet Use Policy which outlines the behavior at the work place.

Employees are also extensively trained in workplace behavior and each signs the Workplace Harassment Policy that informs them of acceptable behavior at the work site. Employee complaints are received by the administration and handled in conjunction with the DJUHSD Human Resources Department.

### **Supporting Evidence**

[DJUHSD website](#)

Teacher Handbook



As previously stated, employee and employer conflicts are handled cooperatively by the administration, DJUHSD Human Resource Department and the DJUHSD TA in conjunction with the California Teachers Association (CTA).

DJUHS has established an ongoing evaluation system by which each year administrators are assigned a number of staff members to evaluate. Evaluation procedures are clearly outlined in the Collective Bargaining Agreement, Teacher Handbook and District website.

Annual Certified  
Evaluation List

Collective Bargaining  
Agreement



## A5. Resources Criterion

*The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

### Allocation Decisions and Their Impact

**A5.1. Indicator:** *There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.*

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

#### A5.1 Findings

Delano Joint Union High School District continues to provide and model rigorous, standards-based curriculum which is driven and supported by the District's Local Control and Accountability Plan (LCAP) and DHS's Single Plan for Student Achievement (SPSA).

Delano High School's mission statement, Tiger Skills (School Wide Learner Outcomes) and student needs for achievement are the basis of all budget decisions, which must be examined and approved by the School Site Council (SSC). The SSC includes representatives from the school's major stakeholders these include administrative staff, classified staff, certified staff, students and parents.

Delano High School has also established extensive CTE programs which receive Perkins and CTEIG funds that enable CTE programs to develop and provide students with

#### Supporting Evidence

[Tiger Skills](#)

[LCAP](#)

[SPSA](#)

SSC Minutes





**A5.1 Findings**

equipment currently being used in the specific industry to build knowledge and skills.

The DHS Agriculture Department also receives Agriculture Incentive Grant and CTEIG Funds that require the department to meet specific criteria including meeting and covering all required state standards. The Agriculture Incentive Grant is a state-funded grant that is provided to agriculture programs throughout the state of California. Schools must meet specific requirements in the areas of curriculum, program development, advisory, FFA participation, professional development, and other areas. Each program applying must provide a list of students enrolled in agriculture courses as well as class schedules for each credentialed agriculture teacher. This grant is vital to the continued development of the Delano High School Agriculture program as it provides essential items such as classroom equipment, expendables for all of our classes, transportation to various FFA activities and conferences, and allows us to assist students with the fees for all FFA competitions and conferences throughout the year. All funds obtained through this grant must be matched by the school district. The matching funds are used to supplement the FFA and CATA activities as well as to replace and update equipment at the school farm. The school farm houses over 50 students projects each year and various pieces of equipment must be replaced each year. These funds truly are essential to ensuring that DHS provides the best possible learning environment and SAE opportunities for students enrolled in the agriculture program.

Delano High School's Academy of Medical Sciences offers a unique partnership between education and the medical

**Supporting Evidence**

**A5.1 Findings**

industry. Students enrolled in the Academy fulfill all college prep graduation requirements with medicine and health related topics integrated into their classes. The job shadowing program gives students a chance to practice “real life” applications of acquired knowledge and hands-on experience.

Grant money provided through the California Partnership Academy provides students with the opportunity to visit college campuses, attend presentations by health and related industry professionals, attend conferences, and take trips to local health care sites.

Department chairs are responsible for issuing requests to obtain needed departmental supplies for their teachers on a yearly basis.

District LCAP goals are as follows:

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.
2. Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education.
3. Provide all students with a high quality educational environment where they can take pride in their facilities and look forward to school every day.

**Supporting Evidence**

### **A5.1 Findings**

#### **Single Plan for Student Achievement Goals**

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.
  - 70% of Juniors taking the SBAC assessment in the Spring of 2017 will either be at or above state standard in the English portion of the SBAC
  - 35% of Juniors taking the SBAC assessment in the Spring of 2017 will either be at or above state standards in the Math portion of the SBAC
  - Maintain above the state target on the CELDT: 70% proficient on the CELDT AMAO 1 & 2.
2. Increase number of students who are College and Career ready and improve performance of foreign language, physical education, and visual performing arts.
  - A. Maintain above a 50% UC A-G completer rate.
  - B. Increase number of students completing a CTE Pathway to 27%.
  - C. Increase the number of students completing a dual enrollment course or articulated course by 10% each year for the next 3 years.
  - D. In Physical Education, our schools performing below county and state levels in the following areas:
    - Aerobic Capacity: The goal 64%

### **Supporting Evidence**



**A5.1 Findings**

- Body Composition: The goal 64.2%
  - Upper Body Strength: The goal 74.9%
  - Flexibility: DJUHSD goal 84.9%
3. Delano High School will continue to improve 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.

**Supporting Evidence****Practices**

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

**A5.2 Findings**

DJUHSD has a clear and established process for the allocation of funds which is clearly outlined in their board policies. The governing board recognizes its critical responsibility of developing and adopting a budget which is directly aligned with the district's vision, goals, priorities, LCAP and other comprehensive plans. The DJUHSD governing board adopts a budget every year which is filed with the Kern County Superintendent of Schools. This budget must adhere to the

**Supporting Evidence**

[DJUHSD Board Minutes](#)

District Annual



state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction and be approved by the County Superintendent.

Budget

## Facilities

**A5.3. Indicator:** *The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.*

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

### A5.3 Findings

The maintenance department at Delano High School keeps the 100 year old facility clean, attractive, safe, and functional. The grounds crew and custodial staff is vigilant and proactive about identifying and rectifying potential safety problems and the maintenance crew is responsive and vigilant in making repairs when reported. DHS has also recently remodeled numerous student bathroom facilities in several areas of the campus.

The DJUHSD has a Comprehensive School Safety Plan (CSSP) which was specifically developed for Delano High School in collaboration with local agencies to fulfill Senate Bill 187 requirements. The CSSP plan outlines Child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy and dress code policy. The DJUHSD also provided a two-hour training prior to the start of the 2016-2017 school year on mandated reporting of possible child abuse. As previously stated, students and parents annually receive a handbook that lists school rules, regulations, and procedures.

All staff is responsible for the safety and supervision of

### Supporting Evidence

Records of custodial maintenance work

[School Safety Plan](#)

SRO Records



students throughout the day. General supervision is shared by the principal, three assistant principals, three full-time campus security guards, two discipline and safety liaisons, and a full time School Resource Officer (SRO). In addition, all staff is required to wear identification badges.

The school has attempted to anticipate emergencies. Every classroom is equipped with a clipboard detailing steps to take in various situations as well as disaster evacuation maps and procedures. The school conducts several fire/earthquake drills during the school year, and there is an annual lockdown drill in which students and staff practice the protocols involved in locking and barricading classrooms and buildings. Teachers are also provided with orange emergency vests so that they can be highly visible to students during these drill practices.

Delano High School is also fortunate enough to have a full time nurse on site. The onsite nurse is available to provide emergency first aid, vision and hearing screenings, dental screenings, nutrition screenings, hydration screening, mental health counseling and maintain and update immunizations. Epi Pen's and AED (Automated External Defibrillator) are also available with trained on-site personnel to use them.

Evacuation posters in classrooms

Calendar of fire/earthquake and code red drills

School Nurse  
Records

## Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*



**A5.4 Findings**

Delano High School and DJUHSD have formal policies and procedures in place for acquiring and maintaining instructional materials of all kinds. Department heads have the responsibility of issuing purchase requisitions for the purchase of instructional materials based on an allocated budget. Once the requisition is reviewed and approved by site administration it is sent to the district office for final approval. DHS complies with the Williams Act, which guarantees equal access to textbooks, materials, and equipment.

In the past few years, Delano High School has added numerous computer labs to site. The campus currently has eight computer labs being used for instruction. In addition DHS has 12 mobile labs equipped with iPads and tablets and has purchased an additional 200 computers this year with plans to open additional computer labs. DHS has an onsite technology specialist to maintain the schools extensive infrastructure of computers. A majority of the classrooms are equipped with mounted projectors and some teachers are provided with hand held tablets which also substitute for Smart Boards. Most teachers have a document camera and many use Illuminate for assessment and data analysis. Currently the math department is using Revolution K-12 and CPM.

Edgenuity is the only online student instructional course offered at DHS. Edgenuity provides an online environment to support online and blended instruction. This program engages students with multimedia content and relevant, real-world assignments. At the beginning of each school year, students and staff sign an internet user agreement that outlines safe and appropriate

**Supporting Evidence**

Williams Act  
Reporting

Computer Labs

Classroom  
Technology



**A5.4 Findings**

internet usage.

In order to service and maintain the extensive infrastructure of technology, DHS has an onsite technology specialist who has extra support from the DJUHSD Technology Department, if needed. DHS also has a full time Local and State Assessment Coordinator that keeps active records of site, district, state, and national assessments. The Local and State Assessment Coordinator provides regular trainings for staff to make sure they are up-to-date with all the software and programs available to teachers.

**Supporting Evidence**

Staff Training  
Agendas

**Well-Qualified Staff**

**A5.5. Indicator:** *Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.*

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

**A5.5 Findings**

Delano High School has a well-qualified staff that receives effective training and support from the district, site administration department personnel and cohorts. In general, teachers benefit from ample funding vetted and approved by the School Site Council for professional development and conferences keyed to specific topics or disciplines. Staff in all departments have opportunities to attend numerous professional development activities and conferences throughout the year; some examples include, but are not limited to: Bakersfield College Math Day, AVID Institutes, CTE

**Supporting Evidence**

Records of  
attendance at  
conferences, AP  
workshops, etc.

[Professional](#)





Workshops, Independent Study Conference, EDI Trainings, Co-Teaching Seminars, CPM Training, Summer Agriculture Conference, and Work Experience Education Conference. DJUHSD also provides teachers with frequent training opportunities conducted by district resource personnel.

## Development Plan

As previously stated in this report, new teachers are provided with the TIP Induction training which is a state funded program co-sponsored by the California Department of Education (CDE) and the commission on teacher credentialing (CTC). New teachers also attend a monthly meeting and are given opportunities to shadow veteran teachers.

TIP Registration and participation records

In addition, DJUHSD's recently created Teacher Mentor program will provide mentorship to bargaining teachers who hold a preliminary, intern, or provisional credential/permit. The program will provide support and guidance for teachers new to the profession to insure each child in the district receives educational opportunities of consistently high standards in line with the district's program of instruction.

MOU for Teacher Mentor Program

DHS sets aside two hours every other Wednesday for instructional training. Bi-weekly Wednesday morning meetings usually start with some form of professional development, and then transition into cohort and department meetings.

Wednesday Morning Sign-In Sheets

## Long-Range Planning

**A5.6. Indicator: The district and school's processes for regularly and effectively aligning the**



**Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.**

**A5.6. Prompt: *Evaluate the effectiveness of these processes.***

### **A5.6 Findings**

DJUHSD undertakes long-range planning in a variety of ways. DHS administrators work with the district and all stakeholders to identify and prioritize the needs of our students based on the LCAP in an effort to meet the goals outlined in our Tiger Skills (Schoolwide Learner Outcomes). Delano High School, in conjunction with the DJUHSD, has procedures and policies in place to allocate funds based on the needs of our students, the SPSA, and the Tiger Skills.

Delano High School has a clear commitment to college and career readiness. DHS has a unique working relationship with Bakersfield College, a post-secondary school. Bakersfield College maintains a satellite campus in Delano and utilizes some of the district's facilities to conduct classes. Bakersfield College works with DHS students to make the transition from high school to college a smooth one by also providing dual enrollment opportunities in English, Health, History, and College and Career Readiness. Welding, Agriculture, Science, Music Theory, and Business classes will be added for the fall semester of the 2017-2018 academic school year.

Delano is expanding its CTE program and is currently offering coursework and CTE Pathways in Agriculture Business, Agriculture Mechanics, Animal Science, Architectural and Structural Engineering, Business Management, Education Pathway, Legal Practices, Patient Care, Performing Arts,

### **Supporting Evidence**

[LCAP](#)

[SPSA](#)

[Tiger Skills](#)



Professional Sales, Public Safety, Residential & Commercial, Software and System Development, Structural Repair and Ref., and Welding and Materials

English language learners participate in rigorous coursework designed to strengthen their English communication skills and diligently work on the reading, writing, and math skills necessary for high school graduation and beyond.

DHS's Counseling and Guidance Department provides extensive support and resources to students. Colleges and universities frequently visit our campus and the Counseling Department conducts general information meetings and workshops such as Cash for College to assist students in obtaining financial aid for their secondary education. They also provide annual grade-level meetings for DHS parents.

Advanced Placement and Pre-AP students are offered a wide range of courses to ensure they will be ready for a successful college experience. Additionally, DHS continually works to hire and nurture well-qualified teachers and provide them with the necessary professional development to excel in their responsibilities to ensure students are college and career ready.

During the 2015-2016 school year, the DHS site administration has made a concerted effort to make all staff aware of the District LCAP goals as well as DHS's SPSA goals.



## **WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

*Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.*

*Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).*

### **Summary (including comments about the critical learner needs)**

Delano High School's Vision, Mission, and Tiger Skills (Schoolwide Learner Outcomes) were specifically designed to ensure that DHS's students are college and career ready. The school and district has worked hard to involve all stakeholders in the Vision, Governance, and Leadership of our school.

The staff at DHS has been provided with bi-weekly late starts providing staff with 120 minutes to participate in cohort and department meetings. This time allows departments to continually analyze assessment data and address the standard areas students are having issues with. Wednesday late starts also allow time for communication, training, and professional development.

DJUHSD has continuously worked to provide classroom and technical resources necessary to prepare our students for the college and career demands of the 21<sup>st</sup> century.

DHS is aware of the need to ensure that the school's values and mission are communicated across all stakeholder groups so that Delano High Schools Tiger Skills (SLO's) will continue to direct decisions on asset allocation and define the basic skills and concepts that are the basis of instruction.

### **Prioritize the areas of strength and growth for Category A.**

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- CTE Programs- DJUHSD has created numerous career pathways and has partnered with various community colleges and businesses to ensure that DHS students are college and career ready.



- Site Technology- Equipped with 21<sup>st</sup> century technology, DHS has eight classroom computer rates, 12 mobile labs, and has purchased an additional 200 computers ready for immediate installation.
- Dedicated time for collaboration- Bi-weekly Wednesday late starts have provided DHS staff with 120 minutes for collaboration.
- Improved practices for involvement of parent stakeholders
- Programs to support and nurture new staff (TIP and Teacher Mentor Program)
- Clear mission, vision, and school wide learner outcomes (Tiger Skills)

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

- Continue to equip staff with the necessary 21<sup>st</sup> Century technology training necessary to provide the most up-to-date methodology and instructional methods for DHS students.
- Continue to familiarize all stakeholders with LCAP and SPSA.
- Continue to work on increasing staff, students, and parents understanding of our mission, vision, and Tiger Skills (SLO's)



## **Category B: Standards-based Student Learning: Curriculum**

### **Focus on Learning Chair:**

Jesse Flores

### **Certificated Staff:**

Rudy Arellano  
Joanna Campbell  
Aaron Estrada  
Chris Farwell  
Aloha Francisco  
Lorna Gango  
Eli Gonzales  
Lucy Hernandez  
Amadeo Paniagua  
Eloy Rodriguez  
Maria Wilson

### **Counseling:**

Sandra Oropeza

### **Administration:**

Uriel Robles

### **Classified Staff:**

Marcos Arias  
Ruby Castillo  
Isabel Garza  
Glenda Muldrow  
Lorena Mojarro  
Raul Lopez  
Mario Acuna  
Claudia Sotelo  
Ivan Sanchez  
Maria Arellano  
Erica Benavides



## Category B: Standards-based Student Learning: Curriculum

*Based on the criteria in each category:*

5. *Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.*
6. *Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.*

*Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.*

7. *Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)*

➔ *Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.*

8. *The responses that include findings and evidence for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.*

- *At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs*
- *Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).*

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

*All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.*

*Indicators with Prompts*

*Current Educational Research and Thinking*

**B1.1. Indicator:** *The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.*

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

#### **B1.1 Findings**

In order to meet the needs of our students, Delano High School incorporates a variety of research based methodologies into our instruction. Recently, the state changed its standards from those of No Child Left Behind to the new Common Core State Standards and Next Generation

#### **Supporting Evidence**

[Common Core Standards](#)

[Next Generation Science](#)

[Standards](#)



### **B1.1 Findings**

Science Standards (NGSS). As a result of the changes, we have provided staff development and collaboration time for teachers to adjust their curriculum accordingly.

Delano High School operates under the philosophy that well trained teachers provide the best and most rigorous instruction to students. Teachers have been exposed to Depth of Knowledge (DOK) research, and additionally, they have received training in incorporating DOK into their instruction and assessments. As a starting point, resource teachers have begun the process of assigning DOK levels to their current assessment questions. The purpose of this is to identify the DOK levels of the standards and to align them with the levels in our assessments.

To better support our English Learner subpopulation, DHS staff 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 an ongoing basis for our teachers.

Site administrators and resource teachers work to ensure that strategies taught during professional development opportunities are implemented into classroom instruction such as Explicit Direct Instruction (EDI). EDI is an integrated method of instruction, monitoring, and assessment, and its implementation has been ongoing. Delano High School has embraced the concepts of Explicit Direct Instruction and provided training for all teachers. Direct instruction, followed by checking for understanding is an expectation in all classrooms. An EDI training for 1st and 2nd teachers has been

### **Supporting Evidence**

[Depth of Knowledge](#)

[Training](#)

[Ron Rohac Professional](#)

[Development Sign-In sheet](#)

[Dr. Jill Hamilton-Bunch ELD/SDAIE Training](#)

[ELD Staff Development](#)

[EDI Training Agenda](#)





**B1.1 Findings**

scheduled for the 2016-2017 school year as well as a refresher training for veteran teachers.

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. 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 incorporate methodologies such as Writing, Inquiry, Collaboration, Organization, and Reading (WICOR).

**Supporting Evidence**

[AVID Self Study](#)

[AVID Training](#)

**Academic and College- and Career-Readiness Standards for Each Area**

***B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.***

***B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that***



*meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

## **B1.2 Findings**

### **ENGLISH DEPARTMENT**

The English Department has fully aligned all courses to the Common Core Standards. The English department is in the process of revising their common formative and summative assessments. This year, the English department adopted a new textbook program, myPerspectives, and as a result, they are revising and evaluating their curriculum.

The common formative assessments, FACS, are required in all classes with the expectation that students will meet the criteria for passing. In order to monitor student progress, teachers meet regularly in grade level cohorts to discuss and analyze the FACS results using an educational on-line grading program (Illuminate). Teachers also disaggregate test data (using for the FACS and benchmarks), make adjustments to the curriculum based on student needs, develop common assignments for their students, and discuss instructional strategies and best practices.

In order to better prepare students, the English department has increased the amount of constructed response and essay assignments in their courses. For essays, the English Department informally shares student work and discusses ways to increase overall performance. When grading essays, rubrics are used in order to assure that the grading process is as objective as possible.

## **Congruence**

## **Supporting Evidence**

Cohort Meeting Minutes

[FACS](#)

[Benchmarks](#)

Standards-Based  
Assignments

[Rubrics](#)



## SOCIAL SCIENCE

World History, United States History, Civics and Economics courses are aligned to the California State Social Science Standards; furthermore, they also support the common core literacy and writing standards. The social science department has developed a common scope and sequence that closely adheres to the state standards. The scope and sequence includes a semester pacing guide to outline how all standards will be addressed throughout the school year.

To assess student mastery of learning, teachers use common formative assessments (FACS), but each teacher uses their own summative assessment. Teachers of common courses meet as a cohort to examine data which guide any revisions that may be made to the FACS or to the instruction. Cohorts share successful instructional strategies, discuss lessons, and revise assessments used to monitor mastery of the standards.

To add new instructional strategies the social science teachers attended training which was based upon Stanford-produced curriculum at the Tulare department of education. While there, the teachers learned new instructional models to help students understand primary and secondary documents, how to think critically, how to explore historical perspectives, all within a collaborative setting. This is another way to help students meet the common core standards for social studies.

For student support, Social Science provides after school tutorial sessions. Each session is dedicated to helping students with homework, class work, projects, and re-taking assessments.

## SCIENCE DEPARTMENT

Cohort Meeting Minutes

FACS

[Final Exams](#)

Assignments

Scope and Sequence

Pacing Guides

[Tutorial Sign-in Sheet](#)

[Illuminate assessment data](#)

SHEG Training



Integrated Science, Physical Science HS, Life Science HS, Biology CP/Pre-AP, Chemistry CP/Pre-AP, and Physics CP courses are aligned to the Next Generation Science Standards. Each course has common formative assessments (FACS), as well as common summative assessments (Finals). The FACS are administered twice per quarter prior to the final exam. The results are analyzed at cohort meetings and the results are used to make instructional decisions. Additionally, towards the end of the year, the science department administers a common district benchmark for each subject.

FACS

District-wide final exams

District benchmark

The science department works with the other DJUHSD high schools in the district to develop a common scope and sequence as well as a common pacing guide for the NGSS standards. Having a common scope and sequence ensures that all students are receiving the same rigorous curriculum throughout the district. In our district, students will sometimes transfer between high schools and having a common pacing guide allows our students to continue where they left off before transferring.

Scope and Sequence

Pacing Guide

Teachers of common courses meet as a cohort to examine and analyze student data acquired from the Illuminate assessment system. This data is used for making instructional decisions, such as re-teaching concepts, or as a guide for providing tutorial for struggling students. Cohorts also share successful instructional strategies, and discuss lessons and laboratory activities which guide teachers to improve student understanding and interest in the science curriculum.

Cohort Meeting Minutes

Tutorial Sign-In sheet

## MATH DEPARTMENT

Algebra I, Algebra II, Geometry, and Trigonometry courses are aligned to the Common Core State Standards. All courses

Scope and Sequence



have common assessments (FACS) and scope and sequence of study to ensure a common level of rigor to challenge students. Teachers, who teach the same courses, meet in cohort groups to examine assessment data and to share successful instructional strategies. During the cohort meetings, teachers also work together on lessons and assessments to instruct students and monitor mastery.

Additionally, teachers who teach the same courses utilize a common way of teaching problem solving skills. Many times, there are various ways to solve a mathematical equation; however, to avoid confusing students, math teachers at our school site use a common method. To further assist students, the math department attends staff development training. The training teaches new models of instruction to support English Language Learners in the math curriculum.

For students who need assistance, tutorial is offered after school two days per week for the following subjects: Algebra II, Geometry, Algebra I, and Pre-Algebra. Most teachers are available to their students for tutoring in all the math subjects. All students may attend tutorial if they need further instruction or may be assigned tutorial if their teacher determines they need re-teaching, enrichment, or to re-take an assessment.

## ELD DEPARTMENT

The English Language Development (ELD) department continues to work towards helping students become proficient in English. ELD teachers participate in staff development for the implementation of new strategies in vocabulary, reading, grammar, writing, and conversation techniques. Periodically, ELD students are given a benchmark to measure the mastery of learning. If the student succeeds he/she moves up a level in ELD. For example, if a student passes a benchmark for ELD

FACS

Common Unit Tests

Cohort Meeting Minutes

Tutorial Sign-In Sheet

[Benchmark Assessments](#)

Mini-Benchmarks



CVS I, they immediately transition to ELD CVS II. This process is repeated throughout the school year with the goal that the student will be mainstreamed into the regular English Language Arts program. The ELD department also meets regularly to collaborate and develop lesson plans. Tests and quizzes have been created and are given to students weekly to determine if they are mastering language concepts and achieving fluency.

## AGRICULTURE DEPARTMENT

The Agriculture Department has met the California CTE Model Curriculum Standards in Agriculture and Natural Resources for the Agriculture Pathway. By following these strict standards, students acquire a broad understanding of a variety of agriculture areas.

The department holds cohort meetings during the Wednesday late-start days, and additionally, they meet once a week during lunch. As a department, they have decided to apply for dual enrollment of two of their classes and are currently waiting on approval from Bakersfield College. They work together to develop scope and sequences as well as pacing calendars for their courses.

In the agriculture classes, students develop an awareness of the many career opportunities in agriculture, participate in supervised Agricultural Experience projects, and work cooperatively in groups to develop and expand leadership abilities. They have an outdoor learning facility (school farm) to gain hands on experience and improve the learning process.

## ART DEPARTMENT

Cohort Meeting Minutes

CTE Model Curriculum Standards

Student Projects



All Art courses offered at Delano High School are aligned to the Visual and Performing Arts Content Standards for California Public Schools. Wart classes also follow the California CTE Model Curriculum Standards for the Media and Design Arts Pathway. Our art students range from English Language Learners, Special Education students, and Honors and Advanced Placement students. Each art class also has a blend of grades 9-12. Art Department teachers are constantly working together to refine and increase the rigor and to differentiate instruction. Student learning objectives cover artistic perception, creative expression, historical and cultural context, and aesthetic valuing, as well as connecting the knowledge of art to other academic disciplines. Learning the skills and knowledge for creating, refining, and exhibiting works of art promotes teamwork, improves communication, encourages creative thinking, and the decision making needed to function successfully in a competitive and media-rich twenty-first century. Student performance is measured by using grading rubrics for projects and performance based tasks. We also currently administer final exams each Semester to measure student performance. DHS Art teachers are currently working with CCHS and RFK to design an Art benchmark (Metric) to be used by each school in the district to measure student achievement.

## BUSINESS DEPARTMENT

The Business Department has established common assignments and a common timeline for the completion of assignments for Computer Literacy. Computer Literacy is a one semester course which involves learning keyboarding skills and learning the Microsoft suite of programs that include Word, Power Point, Access, and Excel. In the Web

Department Meeting  
Minutes

Scope and Sequence

[Course descriptions](#)

[Final Exams  
\(semester 1 and 2\)](#)

[District Art  
Assessment/  
Metric \(creation in  
progress\)](#)

Rubrics

Pacing calendar

[School website](#)

Assessments



Design class, students use Publisher to design the school website. Assessment strategies include online tests, written tests and quizzes, oral and visual presentations, written assignments, and student portfolios.

## FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department follows the World Language Content Standards for California Public Schools. Through instruction, the five strands within the content standards are taught: Content, Communication, Cultures, Structures, and Settings. All curricula and assessments in foreign language classes are tied to the five categories (and subcategories) of the Foreign Language Framework and World Language Content Standards. Part of the assessment system includes performance tasks, where students use language in a way that demonstrates mastery. Currently, the department is in the process of revising our curriculum and instruction with our sister schools, CCHS and RFK to better meet the needs of our students. The goal is to better align the curriculum to the World Foreign Language Standards.

## HEALTH DEPARTMENT

The standards for Health require the instruction of various topics that improve overall quality of life. The course is presented over 18 weeks and addresses topics such as nutrition, exercise, sex education, body systems, consequences of drug use, and other relevant health topics. Instructional strategies include direct instruction, student collaboration, and technology.

## PHYSICAL EDUCATION

Students ranging from college preparatory, secondary

Presentations

Student portfolio

Foreign Language  
Framework (2003)

[World Foreign  
Language Standards  
\(Adopted 2009\)](#)

[Formative  
Assessments](#)

[Summative  
Assessments](#)

Pacing Guide/Scope and  
Sequence

Samples of student  
work





language learners, special education, and honors are all instructed via Total Physical Response (TPR) within the physical education scope. TPR is a visual modeling technique being utilized extensively throughout the department. Human movements to demonstrate actions are modeled by instructors and students emulate these actions. Also, cooperative learning techniques are utilized extensively in the courses. Students are tested according to state standards within the physical education fitness units relating to age and gender. Tests include the mile, push-ups, sit and reach, trunk lift, and sit-ups. These physical tests are administered during freshman and sophomore academic years. If students do not pass these physical tests, then students take an additional two years of physical education courses via weight training (during zero period) or regular physical education where the physical tests are administered again.

## **SPECIAL EDUCATION**

Special Education teachers use their Strategic Academic Support (SAS) periods to provide instructional support for Special Education students enrolled in general education classes. The purpose of the SAS class is to support the standards-based curriculum presented in the general education classes and provide greater opportunities for synthesis of grade-level curriculum.

This year (2016), Special Education teachers started participating in English and math curriculum meetings, using the pacing guides and curriculum plans from those departments to plan support activities for their students. To increase and support the number of special education students who are mainstreamed, the Special Education teachers participate in co-teaching. They work with a core

PE Fitness Gram

Student diet and exercise logs

Posted objectives in locker rooms

Designated computer lab days

Student Awards  
(Physical Fitness Test Standouts)

Individualized Education Plan

504 Plan

Department meeting minutes

Master schedule (co-teaching)



subject teacher to support differentiated instruction for special education students in the general class.

The Special Education Department also meets during the late-start schedule to discuss IEP accommodations and modifications for school-wide assessments. Special Education teachers present data gathered from State testing, curriculum-based measurements, and norm referenced tests to the IEP team to determine the need for accommodations/modifications provided in the IEP.

Through these various collaborative efforts, the Special Education department is able to enhance the Special Education student's access to the general education curriculum, in the least restrictive environment, while maintaining the ability to individualize the education plans of the students.

***B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.***

***B1.3. Prompt: Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.***

### ***B1.3 Findings***

Delano High School works hard to ensure that there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. As a result of the recent changes in state standards, we adjusted our schoolwide learner outcomes, locally known as Tiger Skills, to meet the needs of our students. Our staff met in focus groups and restructured the SLOs to reflect a change in the academic requirements and culture of our school site. Teachers work together to embed the SLOs into their lesson plan to ensure that there is a correlation between the concepts and skills

### ***Supporting Evidence***

[Tiger Skills](#)

Focus Group Sign-In Sheet



**B1.3 Findings**

students learn, the state standards, and the schoolwide learner outcomes. During our Wednesday late-start, teachers have time to share best practices and use and to refine their curriculum in accordance with the Tiger Skills. We are constantly adapting to the evolving field of education to help our students acquire the 21st century skills necessary for success in life.

In many of our courses, students work on developing academic excellence, communication skills, and personal responsibility. Teachers use many strategies to reinforce the skills that students need in high school and for a post-secondary transition. Our students work in groups, and individually, to conduct research and create reports based on their findings. Teachers at DHS facilitate the development of communication skills through small group discussions, whole class discussions, and presentations. Additionally, to communicate effectively, students have to write in a variety of contexts.

In many classes, students are guided in becoming proficient thinkers who enjoy learning. Many teachers, including English and Social Studies, use reading and writing activities to help students develop their skills to become college and career ready while simultaneously meeting the schoolwide learner outcomes. In our mathematics courses, students are given the opportunity to practice problem solving skills, self-direction, and effective communication. In science courses, students use the school laboratory to conduct scientific investigations and draw meaningful conclusions from their results.

DHS works at ensuring students develop personal responsibility by communicating our expectations for behavior. Our students

**Supporting Evidence**

Wednesday Late Start Agenda

Samples of student work can be found in teacher evidence binders and classrooms.

Samples of Student Work

First Day Procedures



**B1.3 Findings**

are expected to arrive on class prepared, on time, and ready to engage in the learning process. The expectations for students are communicated on the first day of school as teachers go over the rules, procedures, and Tiger Skills. Also, parents are made aware of our expectations on Back to School Night. We reinforce personal responsibility by providing reinforcing positive behavior with praise or rewards and providing resources and support to correct negative behavior. Again, the level of congruence between the skills taught in class, the standards, and the Tiger Skills allows students to see the connection between what they are learning and how it correlates to college and career readiness.

**Supporting Evidence**

Back to School Night  
PowerPoint

**Integration Among Disciplines**

***B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.***

***B1.4. Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.***

**B1.4 Findings**

Integration among disciplines at DHS takes place during teacher training and collaboration time. Teachers have been working together to incorporate various practices at our school site and it is something that our staff is looking to continue to refine and improve upon.

At our school site, History/Social Studies, Science, and Technical subjects incorporate the common core literacy standards into their instruction. Students learn how to cite specific textual evidence

**Supporting Evidence**

Late-Start Schedule

Common Core  
Literacy Standards



and analyze claims in many of their classes. By having multiple exposure to core standards, students have a better chance of developing academic excellence and performing well on the Smarter Balance Assessment Consortium test.

Delano is located in the central valley and agriculture plays a huge role in our community; therefore, to better serve our student population, we have created courses that connect the curriculum to agriculture. We have a variety of courses that integrate information to help our students prepare for a future career in the field of agriculture including: Introduction to Ag, Ag Biology, Ag Government, Ag Welding, and Ag Communication.

Another level of integration among academic and career technical disciplines is the understanding and incorporation of the concept Depth of Knowledge. Recently our teachers attended a DOK training and they plan on using the information to align our assessment questions and assignments to the DOK levels in the common core standards. Our resource teachers have started the process and we plan on modifying our common formative assessments to make sure that we are challenging students with the appropriate depth of knowledge curriculum and assessments.

DHS teachers have received training throughout the years in modifying their pedagogy to differentiate instruction for English learners. Our community is home to many immigrants who come in search of agricultural work. As a result, we have a large number of English language learners. The teachers at our school site integrate a variety of SDAIE teaching methodologies to help our diverse population and to address the various learning modalities of our students.

Master Schedule

[Depth of Knowledge Training](#)

ELD Professional Development

## Articulation and Follow-up Studies

***B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.***

***B1.5. Prompt: Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools.***



**B1.5 Findings**

Currently DHS administration and/or counselors are working towards greater cooperation with feeder schools. Our administration visits the feeder school to improve the success of students who transition from one system to another. This year, DHS Administration has met with Earlimart and Delano Elementary multiple times. The site administration and teachers meet with parents in feeder school communities as needed. Delano High School receives students from seven feeder schools located within two different counties.

Students may attend Delano High School from the following schools:

- Pond
- Earlimart Middle School
- Cecil Ave Math and Science Academy
- La Vina Middle School
- Almond Tree Middle School
- Columbine Elementary School

Recently, we have been working closely with our feeder schools to improve the transition from middle school to high school. We have a special program where 8th graders, from Cecil Ave. Math and Science Academy, come to DHS to take Biology Pre-AP. The students who come from the middle school are accompanied by their 8th grade science teacher, who may help in the delivery of instruction. Additionally, the Algebra I courses at the feeder schools use the instructional plan from DHS to create their curriculum. By using our curriculum, we have students coming from the middle

**Supporting Evidence**

Feeder School Meeting Agenda

8th Grade Biology Rosters

Samples of student work

Earlimart Algebra Letter to Parents



schools with the prior knowledge needed to succeed at the high school level. This spring semester, a DHS Math teacher will be traveling to Earlimart Middle School to teach Algebra 1. Students who earn at least a C will be advancing to Algebra II Pre-AP at the start of their 9th grade year.

Delano High School collaborates with our local community college, Bakersfield College, to discuss strategies to better prepare students for transfer to the community college level. There is also collaboration with CSU Bakersfield in other curricular areas.

Local colleges, state universities, and trade schools regularly visit campus in order to showcase their college and programs. Meetings are held either in our Library or in senior and junior classes.

*Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

## **B2. Access to Curriculum Criterion**

*All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.*

### **Indicators with Prompts**

#### **Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** *All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

#### **B2.1 Findings**

Delano High School has a variety of courses, programs, and support systems to assist students in making appropriate choices and pursuing a full spectrum of educational options. All staff at DHS help guide students to programs that will assist

#### **Supporting Evidence**



**B2.1 Findings**

them to be successful.

**Academy of Medical Sciences**

The Academy of Medical Sciences (AMS) 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 (A-G) graduation requirements. With the many job shadowing experiences, students get "real life" application of knowledge and hands on skills. Sophomores and juniors receive three core subject CP classes and one Career Tech. course. Seniors 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.

**Advancement Via Individual Determination (AVID)**

AVID is a system to help prepare students for high school, college/university, and career readiness. Currently, DHS supports the AVID program and utilizes it to increase student success. This program targets students who have demonstrated high academic capacity, but who are traditionally underrepresented in higher education.

For one period a day, students are helped with organizational and study skills. AVID students learn writing, inquiry, collaboration, organization, and reading skills in their classes. Additionally, the students engage in peer tutoring, learn methods to increase their achievement on academic assessments, and prepare them to succeed in college or a university.

**Supporting Evidence**

[School Website](#)

[Academy of Medical Sciences](#)

[AVID Website](#)

AVID Meeting  
Agenda

Samples of Student  
Work





## **B2.1 Findings**

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 ability and moves them towards achieving the Tiger Skills, but is considered by college admission boards as an important indicator of future success in higher education.

### **Career Pathways**

Career Pathways is a program designed by guidance counselors, teachers, students and administrators, to prepare students for a promising career. One of the things that we have done recently is to increase our CTE pathways to better service the needs of our students and community. By taking CTE courses, our students can get hands on training and preparation for their future career. Our CTE courses include:

- Agriculture
- Business Ed.
- Construction
- Health Academy
- Performing Arts
- Education
- Media Arts Design

### **California Career Zone**

Students come to the career center to access Californiacolleges.edu. Using the website, students are able to take an interest inventory test. Based on the results, they are provided with multiple career options that match their interest. Empowered with the information provided, students are then able to do in-depth research on a career that matches their

## **Supporting Evidence**

[CTE Pathways List](#)



**B2.1 Findings**

personal interests.

**College Tour**

For the last several years, the counseling department has taken a group of students on a college campus tour. Funding comes from LCAP and the Ivy League and California Universities Club and allows students to visit campuses to increase their interest in attending a college/university after high school. Many of our students come to us unaware of the various options that are available to them, and with the college tours, we increase their awareness of post-secondary options.

**Edgenuity**

This year, we introduced a new program on our campus called Edgenuity. Edgenuity is an online learning program that delivers a range of core curriculum, elective, and credit recovery courses. The online courses are aligned to the rigor and high expectations of the common core standards. The program is generally used for struggling students in the form of credit recovery and independent studies. The courses for each student are overseen by the credit recovery or independent studies teacher; however, counselors and special education teachers also have access to Edgenuity to monitor student work. With Edgenuity, students can receive college preparatory or general education credits to succeed in meeting their graduation and college readiness requirements.

**Future Business Leaders of America**

FBLA is a national program which focuses on student leadership. Students participate in competitive events in the business arena. There are many group projects in which the

**Supporting Evidence**

College tour sign-in sheet

Edgenuity course list

Edgenuity enrollment list

Group Projects



**B2.1 Findings**

students participate as members. They can participate in projects focused on community service, environmental awareness, government awareness, March of Dimes, internships and business achievements. Students have attended two conferences: OAT (Officer and Advisor Training) and LDI (Leadership Development Institute).

**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.

**Mock Trial**

Currently offered as a senior level class taught along with Civics, Mock Trial is a competition class where students perform a mock or simulated 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. Competition for DHS students are held in the

**Supporting Evidence**

Conference sign-in sheets

Student Projects

Master Schedule



**B2.1 Findings**

Bakersfield's courthouses which adds to the flavor of a real courthouse experience

**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 part of the DHS campus which allows students even greater access to the following courses:

- Auto Body/Fender Repair
- Health Occupations
- Medical Assistant
- Nursing
- Retailing & E-tailing
- Security & Law
- Welding

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

**After School Tutorial**

All core departments at DHS offer seventh period tutorial for students who are not currently mastering core academic standards. Tutorial instruction, which is voluntary, focuses on support strategies to help students with homework, classwork, or preparation for assessments. Students who are struggling are often attending tutorial; however, the services are offered to all students who are interested in attending. Seventh period tutorial is also available to advanced students who are interested in enrichment and discussing something they want to learn more about with their teacher.

In addition to core tutorial services with teachers, we also offer Mandatory Tiger Tutorial (MTT). If a student is failing to complete homework or other assignments, a teacher can assign that student MTT. For MTT, students are picked up during the

**Supporting Evidence**

North Kern County  
Vocational Course List

Department tutorial  
sign-in sheets

MTT Info Sheet



**B2.1 Findings**

last five minutes of their sixth period class and escorted to the library. In the library, students must complete the assignment given to them by the teacher who submitted their name for MTT. Help and supervision re available at MTT. Once the students have completed their work, they are dismissed from tutorial.

This year, we are also piloting a new program called Targeted Tiger Tutorial for English and math. Targeted tutorial differs from our other tutorial services. The common formative assessments (FACS) implemented in English and math courses identify which students are assigned tutorial. When teachers administer a common formative assessment (FACS), they analyze the results as a cohort to identify areas for growth for each student. If a student is struggling on a specific standard, based on the disaggregated FACS data, they can be assigned targeted tutorial. During targeted tutorial, the students will receive instruction in an area they may have struggled with previously. The teacher providing instruction will then monitor and ensure the mastery of specific core standards.

**VIP Math & English**

For the third year, DHS has invested in a seventh period program designed to increase student achievement on the CAASPP. To support student achievement on the assessment of core standards, DHS offers the seventh period tutorial VIP program. To identify the students who will participate, the English and Mathematics department administer a test for Juniors towards the end of the first semester. The English Department uses the Smarter Balance Interim Assessments to identify students for VIP English while the math department administers a locally produced assessment to identify students

**Supporting Evidence**

Tutorial Sign-In Sheet

FACS

[CDE Website](#)

VIP Math Roster

VIP English Roster



**B2.1 Findings**

for VIP Math. Additionally, students may also be added to the VIP tutorial via teacher recommendation.

During the second semester, 11<sup>th</sup> grade students are assigned a seventh period class (VIP). While in seventh period, students review essential standards for English and Math. Our goal is to build the capacity of each student and to give them the confidence and knowledge they need to succeed on the state mandated test.

**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. Work Experience is an elective class which combines paid employment with related classroom instruction. Students who participate are usually Juniors or Seniors who have completed most of their graduation requirements and want to earn elective credits. During the week, students report to work and also attend a class session once a week at DHS. Our Work Experience Coordinator verifies that the student has a legally paid job and monitors time cards periodically.

**Supporting Evidence**

Work Experience  
Syllabus

Letter to Parents

Training Agreement

**Accessibility of All Students to Curriculum**

***B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.***

***B2.2. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?***



**B2.2 Findings**

At Delano High School, all students have access to the school's entire program and are provided assistance with a personal learning plan. Students at DHS participate in a variety of rigorous courses and are placed in the most rigorous courses possible. If a student wishes to move to a lower level course, he or she must first talk to the Assistant Principal of Instruction and a meeting is scheduled with the parent and the teacher of the student's current course. The counselor also provides input and then proceeds to make the proper adjustments for the student based on the outcome of the meeting. At DHS, we encourage all students to take rigorous courses in order to foster a belief that all students can achieve the core standards.

Counselors examine students' language status, SBAC, EAP scores, and grades in previous classes for proper placement. If a student shows improvement, he/she will be placed in challenging courses to increase their academic growth. Teachers can also request student changes, if needed.

DHS offers a variety of class levels from High School level, College Preparatory (CP), College Preparatory Sheltered (CP-S), Pre-AP (honors), Dual Enrollment, and Advanced Placement (AP) courses that offer rigorous standards-based curriculum.

All students have access to the core. A sequence of courses must be followed in some departments which build on foundational information. Advanced Placement and dual enrollment courses are open to higher-level students in most subjects, but these classes might have pre-requisites. We encourage our students to enroll in a variety of Advanced Placement courses at DHS.

Dual Enrollment Classes include:

- College and Career Readiness
- English B1A: Expository Composition

**Supporting Evidence**

4-Year Plan

Template

Petition for Schedule Change



**B2.2 Findings**

- Health: Principles of Health Education
- History B17 A: History of the United States to 1877
- History B17 B: History of the United States from 1877
- Medical Terminology
- Welding
- Vet Science

Advanced Placement classes include the following:

- English Language and Composition
- Statistics
- Calculus AB
- Calculus BC
- American Government
- Macro Economics
- Biology
- Environmental Science
- Physics
- Spanish Language
- Spanish Literature

Classes that are offered as Pre-AP (honors) are:

- English 9 and 10
- Geometry
- Algebra I
- Algebra II
- Pre-Calculus
- World History
- Lab Biology
- Chemistry

**Supporting Evidence**

Master Schedule

Master schedule

[Articulated Courses](#)





**B2.2 Findings**

- Spanish I and II

Articulated Courses at DHS:

- Digital Photography
- Veterinary Science
- Computer Literacy
- Construction
- Intro to Psychology
- Spanish 1 CP
- Spanish Speakers 2CP
- Spanish Speakers 3 CP
- Spanish Speakers 3P, 3H, 4AP
- Intro to Woodworking

Some Special Education students are placed at Cesar E. Chavez High School or Robert F. Kennedy as a collective program for all students in the Delano Joint Union High School District. All severely handicapped students in the district are transported to CCHS. DHS serves mild to moderate special educational students as well as those enrolled in a special day class (SDC).

**Supporting Evidence****Student-Parent-Staff Collaboration**

**B2.3. Indicator:** *Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)*

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or*



**other educational goals.****B2.3 Findings**

Our first step in working with the parents in our community is to keep them informed throughout the school year. DHS keeps parents informed via our school website, letters, and home telephone calls for important announcements. We have a school website with important information for parents and students, as well as links to the Aeries portal. Parents, as well as students, can monitor student progress using the Aeries online grade book system. Parents at DHS can use Aeries to keep track of grades, test scores, attendance, and discipline for their child. If a parent has an issue, they are always welcome to contact our staff and set up a meeting for intervention or support.

Parents and staff are always working to keep students on track to graduate. Parents have a number of opportunities to meet and collaborate with our school staff. In the beginning of the year, we have Freshman orientation, followed by back-to-school night. Also, in the first quarter, counselors meet with parents during informational, grade-level meetings. In addition to the meetings mentioned, DHS has an English Learner Advisory Committee (ELAC) that provides recommendations for English Learner programs. Another parent advisory committee at our school site is School Site Council (SSC), which meets with the administrative team to approve the Single School Plan for student achievement and helps decide how DHS allocates funds.

Special Education conducts meetings to go over student IEPs where all teachers, counselors, an administrator, parents and students are present. IEP meetings are conducted as needed. Teachers refer at risk students to administrative team who works closely with students, parents, and counselors. The Student Support Team (SST) process exists to assist students with special needs.

**Supporting Evidence**

Parent letters

[School website](#)

[Aeries Parent Portal](#)

Back-to-School

PowerPoint

ELAC Parent Letter

ELAC meeting sign-in sheet

ELAC meeting

PowerPoint

School Site Council meeting sign-in sheet

Single School Plan for student Achievement

IEP and 504 Plans



The SST is the chief tool that serves as a positive intervention strategy. The SST meetings must include parents/guardians, the student being referred, the student's teachers, and the principal or designee. These meetings are held on a regular basis and must have a follow-up meeting within six to eight weeks after the initial SST meeting.

Intervention Pyramid

## Post High School Transitions

***B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.***

***B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.***

### ***B2.4 Findings***

### ***Supporting Evidence***

Staff members at Delano High School work with students to come up with a plan for college, career, and other postsecondary options. The purpose of the learning plan is to ensure that all students meet their graduation requirements as well as their personal and career goals. Counselors work with students, parents, and site administration to develop a four year plan for each student at DHS.

Four Year Plan

Upon enrolling, all students at our school site are assigned a counselor who will support them throughout their high school career. The counselor, working with teachers, will monitor progress towards the four year plan and make adjustments if necessary. Any changes made to the four year plan are to support the academic and personal needs of the student.

My 10-year Plan

Throughout the school year, students are made aware of high school graduation requirements and post-secondary opportunities. Over the course of the school year, counselors regularly visit English classes to present DHS graduation requirements, CSU/UC requirements, and various career



**B2.4 Findings**

pathways. Information about assessment tests such as PLAN, PSAT, ACT, and SAT, are also shared with students.

All students that graduate from DHS have obtained at least 220 units of credit. If students fall behind in credits, DHS has several programs in place to help students meet their graduation requirements. Below is a list of such programs:

- After School Tutorial
- Mandatory Tiger Tutorial (MTT)
- Targeted Tutorial
- Intervention
- Saturday School
- Drop-out Prevention
- Edgenuity (Credit Recovery/Independent Studies)

DHS offers the AVID program to all students. AVID helps students transition to a post-secondary educational program by teaching them organizational and study techniques.

DHS has a number of college and university representatives on campus throughout the school year to help guide our students into a post-secondary experience most suited to their individual needs.

Delano High School offers Free Application for Federal Student Aid (FAFSA) night workshops to help students fill

**Supporting Evidence**

Tutorial List

Edgenuity Student List

[AVID website](#)

Cash for College  
Workshop



**B2.4 Findings****Supporting Evidence**

out their FAFSA application. FAFSA night is held on campus for families who do not have internet access at home or just need help filling out the application

## **WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs**

*Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).*

### **Summary (including comments about the critical learner needs)**

Based on the self-study findings, there are a number of areas of strength. One of the things that we have done well this year is the scheduled time for teacher collaboration. Twice a month, teachers meet to analyze data, share instructional strategies, and refine assessments. Another area of strength is our use of common formative assessments in all core classes, and expanding into our non-core as well. Having formative assessments allows teachers to better meet the needs of all students. We are also developing our courses for higher-level students by building a stronger dual enrollment program, and offering more Advanced Placement classes. We also have our college-prep classes which give students the A-G requirements in order to succeed at a 2 or 4 year college. For students who need help with study skills and organization, we offer the AVID program. For students who are struggling, we offer a number of academic intervention programs (MTT, Targeted Tiger Tutorial, and department tutorials). For students who still need extra support, we hold 504 and IEP meetings to assess the student's individual needs and to assure his success.



One area we can continue to improve upon is our collaboration and communication with our many feeder schools. Our feeder schools also have AVID programs and we can do more to support these students as they transition into high school. We can also increase vertical standards alignment with the middle schools. Another area we can improve upon is cross-curricular collaboration between departments. We also need to continue to expand our support for our Special Education teachers. By doing so, we will only increase our students' success.

**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- Late-start days for staff to work on rigorous, standards-based instruction
- Increased rigor in the classroom
- Use of common formative assessments (FACS) in the classroom
- Mainstreaming of Special Education students
- Improved communication between the Special Education Department and school leadership
- Intervention strategies to assist students in meeting the graduation requirements and academic goals
- School spirit and a culture of academics has improved
- ASB and campus improvements to create a positive learning environment

**Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- Continue to improve articulation with the feeder schools
- There is a need for greater cross-curricular collaboration
- Continue to refine and improve the co-teaching experience for special education and general education teachers



## Category C: Standards-based Student Learning: Instruction

### Focus on Learning Chair:

Tammy McMahon

### Certificated Staff:

Elizabeth Arceo  
Michelle Galo  
Mariana Garcia  
Mark Gentry  
Cecilia Gomez  
Marc Gomez  
Ernesto Marcial  
Jacob Reichert  
Alyssa Rodriguez  
Ruby Rivera  
Mario Abundez

### Classified Staff:

Robert Avila  
Rita Banks  
Erlinda Cervantes  
John Chavolla  
Sandi Eskew  
Grisel Hernandez  
Maria Morales  
Esmeralda Ordonez  
Veta Stevens  
MaryJoe Sanchez

### Counseling

Irma Guerrero

### Administration:

Uriel Robles



## Category C: Standards-based Student Learning: Instruction

*Based on the criteria in each category:*

9. *Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.*

10. *Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.*

*Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.*

11. *Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)*

➔ *Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.*

12. *The responses that include findings and evidence for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.*

- *At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs*
- *Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).*

### C1.1 Findings

All students at Delano High School are involved in challenging and relevant learning that is tied to academic standards and/or college career readiness standards and the Schoolwide Learner Outcomes, which DHS calls Tiger Skills. English and math have both realigned their curriculum to Common Core Standards, the other two core subjects have changed their curriculum to support English and Math, but are still aligned to California State Standards. The staff of DHS works hard to build and maintain well-structured curriculum and instruction. Teachers in various departments, including Math and Social Studies, came in over the summer to align curriculum to standards, to update scope and sequences and to modify assessments. The California Assessment of Student Performance and Progress (CAASPP) data

### Supporting Evidence

Scope and Sequence for Core Departments

[CAASPP Chart](#) (page 48 of Chapter 1)





demonstrates that we are on the path of preparing our students for college and beyond.

Over the course of the last six years, DHS has transitioned to the Common Core Standards, which align to the CCR standards. When looking at the work that students are doing in every classroom we can see the standards and the Tiger Skills in action. DHS modified the Tiger Skills to support the standards that have been implemented across campus. The Tiger Skills are Demonstrate Academic Excellence, Have Effective Communication Skills and Show Personal Responsibility. Teachers implement Tiger Skills in a variety of ways. Some imbed them throughout their daily lessons, while others insert Tiger Skills on their assignments or daily agendas. In the Fall of 2016, every student at DHS received a cardstock copy of the Tiger Skills to keep in their binders.

Tiger Skills Posters

This can be seen in chapter 1 of the WASC Report

See Evidence Binders in classrooms.

See Evidence Binders in classrooms.

See Special Education Department teachers for IEPs.

See Mr. Arellano for 504s

See Chapter 1 for CELDT and AMAOs data



Students demonstrate academic excellence when they improve on the state mandated tests. Our CAASPP scores demonstrate that students at DHS continue to improve. The DHS English scores were impressive: 65% of our juniors met or exceeded standards in 2016: a 2% increase from 2015. Our math department is performing above the county average on the CAASPP: 29% of our juniors either met or exceeded the standards with another 29% who nearly met the standards. Our science department still continues to demonstrate their skills successfully on the CST Life Science Exam, during the 2013-2014 school year, 65% of our sophomores were either proficient or advanced on the exam. DHS scores dipped during the 2014-2015 school year due to our science department restructuring their curriculum to align with the Next Generation Science Standards, the CST exam had not been aligned to those standards. The science department went back and reworked the curriculum, and the scores have started to improve once again. During the 2015-2016 school year, our science CST scores improved, albeit slightly.

See Evidence Binders in classrooms.

See Mr. Robles for evidence

DHS works to ensure that our students are improving on their communication skills. Communication skills are a valuable asset both in and out of school, and it is imperative that our students have skills to succeed in life, both in and out of school. Both CCSS and CCR standards place an emphasis on the ability to communicate clearly. With this in mind, DHS constructed a Tiger Skill that addresses communicating effectively. DHS implemented a policy that students must speak and write in complete sentences, on occasion both students and staff forget to engage in this practice; however, the staff makes a conscious effort to ensure that it occurs consistently.

<http://www.academicinnovations.com/>.



Teachers at DHS have students demonstrate their communication skills by having students give oral presentations. Oral presentations take on numerous formats, for example, in some social studies classes' students are required to do research on a person, time period, event, etc. and then put together a PowerPoint to present the information to the class. This is a two-fold assignment as it develops students' speaking, writing and listening skills and it also utilizes their research skills. Some teachers in our foreign language department have students write and enact skits, this activity demonstrates their speaking and listening skills and their ability to work together to achieve success. Students must have the ability to speak, write and listen across disciplines in order to achieve success. In English, students answer comprehension questions (TDQs or Text Dependent Questions) and present their thoughts and ideas either in groups or individually to demonstrate communication skills.

DHS strives to ensure that all of our students have the ability to succeed. We want all of our students to achieve academic excellence. Teachers at DHS are made aware of any student who has an IEP or a 504 and they are expected to follow these modifications. For example, some students have modified assignments that require them to complete five out of ten problems, while some other students are required to complete all problems, but are graded at a lower percentage; so instead of being out of a 100% the student might be assessed at an 80%. DHS has a resource center where teachers can send their special education students for additional help, a quiet testing environment and individual attention.



The proportion of ELL students is relatively high at DHS; for example, in 2016-2017 our ELL enrollment is 30%. This can make for several challenges, however, the teachers at DHS do an amazing job at reaching all of their students. Teachers use research-based EL strategies to ensure that they are reaching their second language learners. Some teachers pair second language learners (L-1) with a native speaker or with an advanced second language student (L-4). Teachers are given a list of their English Language Learners so that they can modify assignments or instruction to ensure an understanding of students who are at different levels. Other strategies include SDAIE, direct instruction, as well as the use of Cornell Notes and other AVID methodologies. All English Language Learner students are enrolled in a support grammar/writing and/or reading class along with their core English class. DHS has several ELD, tutorial, and/or special education programs in place to help support all of our students.

English learners (ELs) receive support based on their academic needs. There have been some revisions made to the English learner program this year (2016-2017). 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 students English with a particular focus on academic language. English Sheltered classes are offered in the core subjects which 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).



Our ELD courses are also piloting the Pearson's iLit program. iLit is a comprehensive reading intervention program for students in Grades 4-10. Teachers and students can access this fully digital program on multiple platforms and devices, and it utilizes a proven instructional model. It includes every resource needed to support Tier 2, Tier 3, and English language learner (ELL) students: curriculum, assessment, data, and professional development.

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 teaching staff at DHS wants to ensure that students can critically read and can communicate effectively, both orally and in writing. In order to achieve these goals, departments across campus utilize primary source documents. As students are reading a text, they are taught to annotate and interact with the document by writing questions or commenting in the margins. Annotation and close reading are foundational and are emphasized in most courses at DHS.

Previously, DHS utilized the Prosper Scanning System to evaluate test data; we used this data to modify FACS and



curriculum. During the 2015-2016 school year, DHS adopted IlluminateED as a more flexible and valuable way to evaluate and disaggregate test data. This program still allows teachers to scan exams, create custom reports and adjust curriculum and FACS, as needed.

Teachers use a variety of methods to observe students to ensure that the students understand what they are being taught, and if they are not gaining an understanding it allows teachers to reteach. Teachers use Explicit Direct Instruction, including think-pair-share, random questioning, and non-volunteer answering to check for understanding. Teachers verbally correct students in a positive manner if the answer to the question is incorrect. DHS teachers have students turn in rough drafts of writing assignments in order to give students feedback on their writing and more specific directions on how to improve.

The advent of Common Core and its emphasis on college and career readiness has made AVID an even more vital part of the Delano High School educational community. Organizational skills, such as Cornell Note taking and binder organization, allow every AVID student to be better equipped to tackle the academic rigor of high school and all future pursuits. Past AVID graduates have continued their academic studies at colleges including, UCLA, UC Irvine, UC Davis, Cal Poly San Luis Obispo, Cal Poly Pomona, Cal State Bakersfield, Fresno State and Fresno Pacific University. Past AVID student success continues to inspire current students to work toward their own college and career goals. DHS is very



excited about the future of our AVID students. We believe that this program helps enable present and future students to be college and career ready.

DHS adopted a College and Career Readiness Class to better prepare our students for life after high school. DHS purchased the curriculum for this course from Academic Invocations. This is a yearlong course split into two classes: Career and College Readiness and Career Writing. This course guides students through the decision-making process that will help them envision and plan for a future that is productive, achievable, and stimulating. The culmination of this process is the development of a career and educational plan that will create a pathway for students to reach their career and academic goals. Critical thinking skills are utilized through a systematic approach to career development by examining values, interests, skills, life roles, personality types, personal self-management, decision-making and goal-setting. This course is also a part of our Dual Enrollment program with Bakersfield College.

Beginning in 2016-2017, Delano High School's administration made a bold move in partnering with the local community college to provide DHS students with another option to pursue their college goal. Dual enrollment classes allow students to earn college credit during the regular school day. These dual enrollment classes are taught by DHS teachers who hold a Master's Degree in their subject or who have at least six years of industry experience in a related field for CTE based courses. Students are required to take the Bakersfield College placement exams for English, which is administered online, and they had to complete the enrollment process. This was coordinated by BC staff and DHS teachers and administrators. We offer college classes in English, History, Health,



and College and Career Readiness, and we have plans to expand our offerings next school year.

**C1.2. Indicator:** *The students understand the standards/expected performance levels for each area of study.*

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

### **C1.2 Findings**

The DHS staff uses a variety of ways to ensure that students are aware of and understand what they are being taught. Teachers at DHS write their objectives on their white boards, imbed them within their PowerPoints and/or place them on the assignments/activities that they distribute to the students. Teachers review that day's objectives either verbally or by having the students write the objective. Teachers also inform the students which Tiger Skill they are covering that day. Some teachers also inform students of the standards that are being addressed that day or within a particular unit of study.

Students are also shown how their grades are weighted: for example 55% test and quizzes, 10% homework, 10% classwork, 5% warm-ups and 20% final. This is done in the class syllabus, posted in the classroom, or explained during class.

### **Supporting Evidence**

See Evidence Binders in classrooms.

See Evidence Binders in classrooms.





## C1.2 Findings

Staff at DHS also informs students of their expectations by giving students rubrics and/or check lists of what is expected on written assignments, projects, etc. DHS staff also assigns both formative and summative assessments. Teachers utilize formative assessments to check for understanding as they are progressing through a unit of study. These assessments take on a variety of forms: think-pair-share, group discussions, whole group discussions, online blogs, individual work and guiding questions to ensure that students are gaining a thorough understanding of the subjects being covered. Once the teacher concludes the unit of study, they give a summative assessment, in some departments they give a common benchmark, other have FACS or other forms of tests. Teachers across campus have instituted test review days to help students focus on what they need to be able to demonstrate on the summative assessment. Some teachers also hand out study guides to help student organize their thoughts and prepare for the exam.

Core subjects have common summative assessments that all classes give within the subject, DHS calls these FACS (Formative Assessment of Common Standards). In addition to the FACS, teachers also administer unit exams, unit projects, performance specific tasks, etc. as ways to assess student learning. There are teachers at DHS that allow students to make test corrections, as a way to reteach what they got incorrect on the exam. Non-core classes also give summative exams, to ensure that students are making progress.

All students in grade nine take the Physical Fitness Test (PFT) during February and May. Any student who does not pass the test

## Supporting Evidence

FACS are available with our Assistant Principal of Curriculum

See Evidence Binders in classrooms.

PFT Results in Chapter 1



**C1.2 Findings**

by the tenth grade is required to enroll in a physical education course. The Physical Education department analyzes the PFT data to modify curriculum.

**Supporting Evidence****Differentiation of Instruction**

**C1.3. Indicator:** *The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.*

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

**C1.3 Findings**

Teachers differentiate instruction in a multitude of ways. For an assignment that requires writing, for example, some teachers use sentence starters to help students who struggle with writing sentences. Other teachers will write out paragraphs with missing words to assist students in learning how to write paragraphs. Another teacher will provide sample sentences for students to imitate.

For our struggling students, second language learners and special education students, some teachers add pictures to their lessons and vocabulary activities to ensure that the students are gaining an understanding of the words or the content. Teachers use PowerPoint, interactive boards, iPads, etc. to project pictures to help our struggling students learn the content that is being delivered.

Teachers also utilize various multimedia tools. Across DHS, teachers utilize websites to assist in student learning. Smartboards or Epson interactive boards have been purchased and installed in almost every core teachers' classrooms. Some teachers utilize SMART Notebook. SMART Notebook allows teachers to construct interactive activities, such as review games and maps.

**Supporting Evidence**

"Sentence starter" posters in some classrooms. Sentence frames written on the board.



Newer textbooks now have online components. The district recently adopted a new English textbook that has a large online component, which includes presentations, discussion boards, videos, etc. DHS supplied teachers who teach strategic English classes mobile laptop labs. There are plans to add more mobile labs to various departments across campus to increase technology access.

The business department utilizes technology in all of its classes. The DHS business department teaches classes on typing, computer literacy, computer programing, web design, video production, tech literacy and Microsoft Office practice.

My Perspectives textbook

The staff at DHS makes every effort to utilize multimedia to enhance their lessons to assist in student learning. Teachers routinely use instructional videos and embedded YouTube clips to enhance the material being studied and to make it more relevant to the students. We know that students learn better when they are interested in what they are learning, and making the material applicable to their daily lives is a way to ensure that they understand what they are learning. DHS teachers utilize DVDs and YouTube videos to help deliver content to their students. Many students learn the content better by watching video clips, documentaries, etc. There are teachers that utilize apps and websites (Kahoot, Remind, Quizlet, textbook apps, etc.) in their lessons to allow students to use every type of resource that is available to them to gain an understanding of the content being delivered. There are some within the English department that use Notebook within Office 365.

The math department has Tablet Kiosk to assist them in delivering their content. The math department also has 40 HP laptop computers for student use. Last year, the department started using the Revolution K-12 program to review for the



CAASPP. This year, all teachers in the math department are using Revolution K-12 to review important concepts which students need to learn.

Revolution K-12

Our Physical Education department has portable speakers to project audible cadences for the fitness test. They also have a laptop and projector so that they can show videos, do demonstrations and have presentations.

The Foreign Language Department uses a variety of methods, strategies and activities to advance student achievement, and ideally foster an intrinsic desire to learn. Everyone in the department makes use of pair-share work as well as individualized practice. Small learning groups, in which all students are required to participate, are commonly utilized. A sincere effort is put forth to touch upon a variety of modalities: visual (e.g. realia and pictures culled from Google or Bing images), auditory (e.g. songs and publisher-generated listening activities), and kinesthetic (e.g. TPR – Total Physical Response – in which students physically respond to teacher prompts while learning vocabulary such as body parts and classroom objects). Specific activities include, but are not limited to, group discussions and debates, competitions, Socratic Seminars, cause and effect charts, and games with verb conjugations and vocabulary bingo. One teacher commented on his motivational strategies of praising student effort (rather than on mere perceived intelligence), and allowing his students to provide him with feedback as to how what they are learning is relevant and useful to them. Additionally, the foreign language department follows all 504 Plans and IEP's as directed.



During the 2015-2016 school year, the district adopted Office 365, which allows students and staff to have an email address and access to the Microsoft software suite. Students now have access to their school work both at home and at school without having to utilize a flash drive. This was a great addition to DHS since students cannot use flash drives on campus. This program has also allowed teachers to utilize OneNote Classroom. OneNote Classroom is not widely used yet but we are hopeful that once the staff is trained on the program more will begin to utilize it.

## Student Engagement Criterion

*All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.*

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

### C2.1 Findings

DHS teachers deliver curriculum several ways. Most teachers at DHS have an ELMO or other brand of document camera, and an LCD Projector, which allows teachers to project text or student work; this allows teachers to easily show students how to make corrections to an essay or an assignment. This also allows teachers and students to annotate text as they are reading it as a class. This is imperative to student learning since the teacher is modeling how to achieve success on the assignment.

### Supporting Evidence



Some teachers use interactive boards to get students involved in the lessons, they have students come up to the board to make corrections, solve a problem, graph an equation, etc. This allows real-time feedback and helps create more teachable moments, as well as providing teachers with another way to check for understanding.

Best practices, such as modeling, collaborative assignments, questioning students, guided practice, pair-share and checking for understanding are all utilized at DHS to deliver curriculum and assess student learning.

Teachers at DHS also use websites and apps to deliver curriculum. The websites used differ from class to class and subject to subject, but a few common ones that are Shmoop and Quizlet. The use of academic apps, such as textbook apps, Kahoot and Poll Everywhere, allow students access to different information related to class lessons. These allow real-time feedback for students.

Teachers at DHS have access to iPads and laptop carts to assist in the delivery of instruction and curriculum. The freshmen English classes are now one-to-one in the classroom with technology; this is going to be expanded to junior English classes in the future.

As mentioned earlier in this section of the report, Office 365 was adopted last year, which allows students to work on lessons and assignments both at home and at school.



Students can utilize Bounce pages, which is an app that supports the new English textbook, *My Perspectives*. Students can download the app to their phones/tablets and they use the app to scan the page of the book and any accompanying audio/video will be launched. The idea is ultimately to use it for a flipped classroom (where the students watch the video/listen to audio outside of class, and they do the work for it during class). However, DHS does have a number of students who don't have internet access at home, so we are not sure if this is a realistic expectation. English teachers have been trained on how to operate the technology and multimedia aspects of their new textbooks. There needs to be continuing training until the teachers are comfortable with the program.

See Evidence Binders in classrooms.

The foreign language department regularly employs Smart Boards, ELMO's, and the Internet. Some members also make use of either iPad carts borrowed from the library or from the science department, or the computer labs belonging to the math and English departments. Some classes are asked to create presentations using the online PowerPoint resource or Prezi. Students may even use their phones (outside of class) to conduct some of their research and access helpful Apps. One teacher often employs the apps Kahoot and Socrative Student as part of her review sessions.

Students enrolled in the Agriculture department utilize laptop carts checked out from the Library and they also use one of the many computer labs throughout campus regularly as part of the NCCER Core Curriculum, Honda Training and Certification System and as part of their regular recordkeeping.



## Teachers as Coaches

**C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.**

**C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.**

### C2.2 Findings

Teachers at DHS model activities, lessons, and prompts, so that students can see how the goal should be achieved. After modeling, teachers engage in guided practice to move the students along and ensure an understanding of how the activity should be completed and lastly, teachers have students complete an activity on their own.

During guided practice, teachers question students to guide them toward achieving the lesson's objectives. During this time, teachers are checking for understanding and making corrections to responses that are incorrect. This allows teachers to correct students in real time.

Teachers engage in scaffolding and/or reverse scaffolding to assist students in building on the information that they already know. Teachers also modify texts to make them easier for students to understand. Some teachers in the English department will use the website *No Fear Shakespeare* to translate plays into modern English to help the students achieve success.

It is important to demonstrate for students instead of just telling students. Once teachers have shown and tapped prior knowledge, we give students time to talk about the information, either by pair-share or by a group activity.

### Supporting Evidence

[No Fear Shakespeare](#)





**C2.2 Findings**

DHS has trained teachers in Explicit Direct Instruction (EDI), which encourages teachers to use strategic collection of research based strategies. These strategies help teachers deliver well-crafted lessons that explicitly teach grade level content to all students.

**Supporting Evidence**

[EDI Trained Teacher list](#)

**Examination of Student Work**

**C2.3. Indicator:** *Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.*

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

**C2.3 Findings**

**Science:** Many students are given diagnostic tests at the beginning of the school year or at each quarter to determine their readiness for the curriculum. Also, teachers check for prior knowledge of the topic at the beginning of each standard. This allows the teacher to adjust their curriculum if necessary to fit a class that maybe a little further ahead or behind the norm. FACS and benchmarks are given to ensure they stay up to date.

**Supporting Evidence**

See Evidence Binders in classrooms.



Students are initially placed into course levels based on ability. During the opening weeks of instruction, students that have been placed in courses that are above or below their current abilities are offered the chance to move into a higher level class, to remediate their learning, or to move into a class with a slower pace. Freshman-level courses in particular take great pains in remedial coursework at the beginning of the school year to ensure students are academically where they need to be as determined by the department.

Students are given numerous opportunities to use all the tools in their academic toolbox through assessment, laboratory investigations, field studies, and projects. Students are given use of iPads in class to do research as needed.

**Music:** Students in music utilize sight reading, approaching new music using skills already acquired, and reference to themes previously studied (beat, rhythm, etc) as applied to new themes (meter, accent, etc.)

Choir students are sent email links to online rehearsal music, and referred to online performance examples. Music Appreciation students are given study themes to research online or at the library. Students access their own personal technology for the most part.

As mentioned, online choir assignments are independent and are reported back to the instructor. Evidence of their at-home use is manifested during rehearsal. Instrumental students practice with their instruments at home and gather daily to apply their individual practice as a group.



**Art:** In the Art department, student learning is hands-on. Each lesson leads into the next. Classes start by teaching basic drawing skills using the established Elements of Art and Principles of Design textbooks, and then students move into more advanced projects that allow for more creative expression and problem solving opportunities. Students use their creative problem solving skills on a daily basis and are required to use self-critiques to reflect on their learning.

**Special Education:** Some of the teaching techniques used in the Special Education Department are to orally ask questions with a lot of guidance, frequent checking for understanding, teacher observation and data collection. When possible, Special Ed teachers meet with students to review their goals to see what has been accomplished and to establish new goals.

**English:** Students in 9<sup>th</sup> and 10<sup>th</sup> grade English utilize interactive notebooks to assist students in creating authentic knowledge. English classes are in a transition period during the 2016-2017 school year as we move toward more online activities for students with the newly adopted MyPerspectives program. This new program is very challenging for our students and we expect to see an increase in their performance as they acclimate to the higher rigor required of them.

At Delano High School, junior and senior English courses build upon the skills learned in previous grades. The new Common Core State Standards were written to promote learning based on the skills attained in previous grades. Grade-level standards scaffold on the standards from the previous year. Junior and senior English are, for the most part, extensions of the standards for grades nine and ten. For example, students in grades eleven and twelve take analysis a step further than students in grades nine and ten. In grades nine and ten, students draw inferences from texts; in 11th



grade, they carry this skill into their analysis and recognition of where grade-level historical documents leave matters uncertain. 12th grade uses the same skill to analyze expository texts.

Students are expected throughout eleventh and twelfth grades to strengthen the skills they have acquired in previous grades. While continuing to develop writing and language skills, students analyze texts to determine themes and author's structure and sequence of events. In literature, they study texts, determine themes and author's development of their main ideas.

Students often work in a collaborative group setting to build upon each other's skills and to better communicate these skills to their group, their class, and their teacher.

**Foreign Language:** Students taking foreign language classes begin learning verb conjugations and an abundance of vocabulary in the introductory courses. As they progress to the second year and beyond, they must recall this information and apply it as they form meaningful sentences, in both spoken and written form, and also be able to apply it to the other verb tenses they continue to learn. Students make connections and analyze how and why there are verbs with the same endings. Already by the end of each chapter, they are beginning to apply their newly-acquired knowledge by using new vocabulary words, verbs and tenses they have learned, and read and write passages utilizing this new information.

Students in foreign language utilize a variety of tools such as their textbooks, library resources, and computer and iPads as resources. Students are shown how to use these tools effectively to ensure successful learning is taking place.

In the Spanish classes, in particular, cultural projects are assigned,



and the students partake in research activities in order to prepare for these and other projects and presentations. For example, students are assigned a Spanish-speaking country and their ultimate task is to share their research with their classmates, providing said information by drawing upon the verbs and vocabulary that were learned throughout the prior units. They are expected to perform this task in Spanish to the greatest extent possible.

**Physical Education:**

Students are prepared with lead up activities before playing a sport or attempting a fitness activity. PE records student fitness tests progress and sends out a copy of their results to parents. Parents sign and return the results sheet.

**Other:** There are a variety of ways in which students can demonstrate that they can create research, gather and create knowledge. In some of the classes at DHS, students use interactive notebooks which allows them to organize their information and have access to the information for

later use. This is of paramount importance for students in their ability to create their own knowledge. An example of this is in social studies when they have been taught about an era or time period and then they have to write a letter to someone about how their life would have been during that time period, using information that they had gained over the course of the Unit.

Research projects, papers and PowerPoint's are utilized throughout the campus. Each department and/or teacher develops these assignments on their own or as a cohort. These types of assignments make the student responsible for research, inquiry and discovery of knowledge.



**C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.**

**C2.4. Prompt: Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.**

### **C.2.4 Findings**

DHS teachers scaffold their instruction to move the students toward a stronger understanding and independence in their learning. This encourages the students to start thinking and reasoning on their own.

One way that some teachers at DHS achieve this is by having students read the text multiple times. Normally, the teacher will read it out loud first so that the students gain a basic understanding of the text. Next, the teachers have the students read the text on their own and highlight words that they do not know. Then the students read the text again, writing down comments, questions, concerns, that come to mind as they are reading. This is teaching the students how to annotate what they are reading; this is putting them in charge of learning.

Most of the Social Studies Department attended a training called "Thinking Like A Historian," which is based on Stanford University's "Reading Like a Historian Program." This training taught that it is important for the students to be in control of what they are learning. The main focus is on primary source documents that have guided questions, with no right or wrong answers. The student must form their own thoughts based on what they have read and support their position with information from the documents. They are given the document in chunks and stop and discuss throughout to guide to the cumulating activity

### **Supporting Evidence**

See teacher binders in classrooms

See teacher binders in classrooms

See teacher binders in classrooms



### **C.2.4 Findings**

Students who are taking science courses are given numerous activities requiring them to think outside of the box, usually in the form of laboratory investigations. While the steps are prescribed by the lab, their interpretations are truly their own and often require the students to present the information in their own way.

DHS performing arts students analyze their performances and critique what they did well and what they could improve upon. While studying Woodstock in music appreciation, students analyzed its business model and determined how a similar event would fare today.

Students in art complete weekly art journals in which they are required to respond to a prompt related to art or the world around them and they must give their personal insight. Students also problem-solve during their class projects on a daily basis.

### **Supporting Evidence**

See teacher binders in classrooms



**C.2.4 Findings**

At each skill level in the foreign language department (for all intents and purposes, this translates to their year of study in the target language), students demonstrate their ability to think, reason and solve problems in different ways. Students use verb conjugations, classroom reading – and at the more advanced levels, grammar and literary analysis – skits and other forms of oral presentations, problem-solving worksheets and guides, plus their use of various computer applications to display different abilities. More specifically, in grammar, for example, students must show that they can reason by following and figuring out the patterns in the changing forms of verbs and applying them to other verbs. In literature, problem-solving and reasoning are most certainly required as the many elements of literature coax the student to dissect the plot, draw conclusions and react to the unfolding action. Student feedback via reports, answered questions, and even invented alternate endings to professionally-created stories provide evidence. Another form of student mastery (and creativity) over the academic material would be the students' ability to write their own stories and poetry, as well as act out dramas and plays.

**Supporting Evidence**

The Physical Education department features the following:

- Frisbee Golf --students work on accuracy and come up with strategies to get through the course with the least amount of throws.
- Team games. Students must understand and demonstrate defensive and offensive principles when they play team sports i.e Basketball, Ultimate Frisbee, Soccer.
- Fitness Tests Healthy Fitness Zones (HFZ). Students evaluate their progress and determine whether they need more improvement to reach their healthy fitness zone.





**C.2.4 Findings**

Students reflect on and summarize their thoughts and plans on what they will do to improve.

Within the Mechanized Ag Pathway students demonstrate their ability to organize, access and apply prior knowledge via labs, construction, maintenance and certification events. Students are taught to utilize active databases and develop interactive notebooks that allow them to explore and access information in the long-term. Within Intro to Ag Mechanics class students develop 1-3 minute presentations on given areas of expertise, students within Ag. Advanced Small Engines develop and deliver 3-5minute presentations on a myriad of topics including but not limited to: Engine Design, Fuel Types, Lubrication, Cooling, Ignition, Maintenance, Repair, Operation, etc.

**Supporting Evidence*****C2.5. Indicator: Students use technology to support their learning.***

***C2.5. Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.***

**C2.5 Findings**

Teachers utilize technology to assist students in achieving standards and Tiger Skills. This has been an ongoing theme throughout this section of the report, please refer back to previous examples.

Students in some classes are required to type their essays using Microsoft word. This assists in the development of effective communication skills and in addition to preparing the students for college and 21<sup>st</sup> century careers.

**Supporting Evidence**

See Evidence Binders in classrooms.



**C2.5 Findings**

There are teachers in the English, science, social studies and various other departments who have students engage in research. The students then type their report using a computer program of the teacher's choice or of the student's choice. This ties in with Academic Excellence and in teaching the students how to research, which is a skill that they will need to succeed in college. While engaging in research activities in English, the teachers have students cite their sources using MLA style formatting which, supports the Tiger Skills of communicating effectively and academic excellence.

Students have the opportunity to take classes that teach computer literacy, computer programming, web design and video production. These classes help our students achieve DHS's Tiger Skills.

This sub section topic was addressed in numerous other areas of section C, please refer to other sections.

**Supporting Evidence**

***C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.***

***C2.6. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.***

**C2.6 Findings**

The students that are enrolled in our dual enrollment classes have access to Bakersfield College's database which includes access to EBSCOHost and JSTOR, as well as to the BC eBooks collection.

With the move to Common Core various departments have had to find primary source documents, which are outside of our textbooks.

**Supporting Evidence**

See teacher binders



**C2.6 Findings**

The Science Department uses labs to give students hands on experience. The Science Department also utilizes websites, apps and videos to assist in student learning.

Students at DHS have numerous opportunities to access experiences outside of the classroom that are linked to the real world. Students are taken to college campuses for tours and college recruiters also come to the school to speak with the students. During the 2015-2016 school year the following campuses visited DHS to speak with students: San Joaquin Valley College, Bakersfield college, CSUB, CSU Long Beach, UC Merced. Sacramento State, UC Irvine, CSU Fresno, High Desert, Fresno Pacific University and UC Davis.

Students are also taken on college tours.

**College Campus Trips:****2016-2017**

Fall: UC, Berkeley, students in the "Ivy League and California University Club (ILCU)" went on these trips.

Spring: CSUB and Cal Poly, these are still in the work.

**2015-2016**

Spring: CSUB; Cal Poly; 10 students who had a GPA of 3.5 or higher went.

UC, Los Angeles ILCU went on this trip

**2014-2015**

Spring: CSUB and Cal Poly

-

**2013-2014**

Spring: Cal Poly

**Supporting Evidence**

See Ms. Oropeza in the counseling office for more information.



## C2.6 Findings

During the Summer of 2014 Trips were taken to CSU San Jose, CSU San Francisco, UC Berkeley and Stanford.

The Health Academy, which has seventy-one students, takes students on field trips to gain knowledge about the field of medicine. One trip includes students visiting the Fresno Zoo to explore veterinary medicine. In addition, students visit local hospitals and colleges to learn more about the field of medicine.

DHS is also extremely active in community service: Adopt a Family, Penny for Patients, Food Drives, Coat Drives, visit patients at Browning Manor, Christmas Caroling, etc. DHS also organizes blood drives, the 2014-2015 blood drive touched 405 lives while the 2016-2016 touched 393 lives.

Regularly throughout the year, students in the Mechanized Ag Pathway have industry representatives present on their areas of expertise (Safety/OSHA Regulations, Industrial Electronics, Plumbing, Welding, Masonry, etc.). These presentations help build validity into classroom/laboratory content. Content within the class is structured to build from prior knowledge and allow students to develop subject matter mastery. Additionally, students are able to take part in professional organizations beyond the FFA such as the American Welding Society.

Students at DHS utilize computers and the internet to construct research projects. This information is throughout this section of the report as well.

## Supporting Evidence

[Junior Enrollment Numbers](#)

[Sophomore Enrollment Numbers](#)

[Senior Enrollment Numbers](#)

[Blood Drive e-mail](#)

## Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career



***academy programs, on-the- job training programs, community projects and other real world experiences that have postsecondary implications.***

## **C2.7 FINDINGS**

**Academy of Medical Sciences:** The Academy of Medical Sciences (AMS) is a unique partnership between education and industry. This three year program operates as a "school within a school" in which 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. Seniors 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.

**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:

Auto Body/Fender Repair

Auto Technology

Banking

Computer Applications

Computerized Medical Billing and Coding

Advanced/Beginning Construction

## **Supporting Evidence**

Enrollment numbers



**C2.7 FINDINGS****Supporting Evidence**

Health Occupations

Marketing & Merchandising/Co-Op

Education

Medical Assistant

Medical Receptionist

Nursing Assistant

Office Occupations

Receptionist Clerk

Security & Law Enforcement

Welding/Pipe Welding

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

**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



## C2.7 FINDINGS

it to their own projects in hopes of either creating their own agriculture business or gaining experience in the 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.

**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. Students are required to meet weekly with the Work Experience Coordinator.

**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; Industrial Arts-Architectural and Structural Engineering, Residential and Commercial Construction; Public Services- Legal Practices.

**The Welding Technology Pathway:** This provides students with an understanding of manufacturing process and systems common to careers in welding and related industries. Representative topics include the interpretation and layout of welded and assembled part prints, mechanical bonding, joining, cohesive bonding, adhesive bonding and mechanical fastening. Use id welding tools, such as, MIG, TIG arc, forge and furnace and the equipment and assembly processes appropriate to the design criteria of a specific product to result in a finished product that meets the standards of the American Welding Society or similar welding standards.

**California Career Zone** is an interactive internet webpage that

## Supporting Evidence



**C2.7 FINDINGS**

allows students to look at the lifestyle they want to live and how much it costs. The webpage then allows the students to find which careers will yield them the salary they need to live the lifestyle they want to live. My Next Move is another career-oriented website that our counseling staff and administration shares with students to help guide them and prepare them for post-secondary education and career options.

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.

**Supporting Evidence**



## C Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

*Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.*

*Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).*

### Summary (including comments about the critical learner needs)

DHS is continually assessing ways to improve student learning. The administration at DHS gives the staff time to work on aligning curriculum to standards and to develop assessments to measure if the students are achieving the standards. The staff then has time to aggregate the data and determine if their needs to be modifications made to the assessments.

Over the course of the last six years DHS has implemented numerous programs to ensure that our students are successful. In order to assist our students in achieving success on standard based learning DHS has adopted various after school tutorial programs: there are Special Education afterschool tutorials, mandatory afterschool tutorials (Monday-Thursday), core department tutorials, AP afterschool tutorials and ELD afterschool tutorial.

DHS has invested in technology to better meet the needs of a 21<sup>st</sup> century learner.

To assist students who have failed previous classes DHS adopted the Edgenuity program in 2016, this is a computer based program that allows students to work at their own pace, but still get a rigorous education.

### Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Uses data to drive curriculum and assessment development.
- The staff is made aware of students who are EL's, special education or have 504 plans. This allows the staff to modify curriculum and instruction to meet student need.
- Great strides have been made in implementing CTE pathways to assist students in their post-high school careers.
- There are a variety of extracurricular opportunities for students to take part in.
- DHS administration has made a commitment to continually improve the technology within the school in order to best serve students.

### Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Continual training of staff on technology that has been adopted.



- Continue to meet the technological needs of students and teachers in order to meet the demands of 21<sup>st</sup> century classroom needs



## **Category D: Standards-based Student Learning: Assessment and Accountability**

### **Focus on Learning Chair:**

Rob Whitbey

### **Certificated Staff:**

Kevin Allred  
Cynthia Ayala  
Carlie Balatico  
Angie Campos-Patel  
Lydia Duran  
Breanna Fagan  
Eden Gabriel  
Alex Garcia  
David Hammelman  
Laura Lepken  
Marcela Murillo  
Salvador Ocampo  
Catherine Starling

### **Classified Staff:**

Almen Benitez  
Sylvia Figueroa  
Cindy Reyes  
Miriam Gutierrez  
Ignacio Ramirez  
Eleanor Espinoza  
Aline Garza  
Victoria Pena

### **Counseling:**

SheRie Wolosz

### **Administrator:**

Oscar Luna



## Category D: Standards-based Student Learning: Assessment and Accountability

*Based on the criteria in each category:*

*Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.*

*Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.*

*Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.*

*Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)*

*Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.*

*The responses that include findings and evidence for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.*

*At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs*

*Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).*

### D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

*The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.*

#### **Professionally Acceptable Assessment Process**

**D1.1. Indicator:** *The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.*

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

#### **D1.1 Findings**

Delano High School uses a variety of professionally acceptable tools and procedures to perform assessments. Our methods of collection, disaggregation, analysis and reporting are detailed in this section.

#### **Supporting Evidence**



**D1.1 Findings****Placement Assessments**

Delano High School counselors use the results of a variety of assessment processes to assign student placement and to prepare students to be college and/or career ready. Regular communication of these results to parents and their role in student placement are a vitally important component of the counseling services offered at DHS. In addition, the recommendation of parents and teachers is considered in the placement process.

In the core subject areas, California English Language Development Test (CELDT) testing results are used to place ELL students. Students scoring at level 1 are placed in the Emerging program. Level 2 students are placed in the Expanding program. Those scoring a low 3 are placed in the Bridging program. A level 4 or 5 score or a high level 3 score with teacher recommendation would be placed in mainstream English courses. Mainstream English courses at the 9<sup>th</sup> grade level include: English 9 CP Strategic-Sheltered, English 9 CP-Strategic, English 9 CP, and English 9 Pre-AP. Freshmen students who have no CELDT data are assessed by ELD teachers in the areas of reading, writing and speaking skills.

For incoming freshmen students, counselors use the results of the Algebra 1 Placement Exam, English Placement, and the 8<sup>th</sup> grade Spanish Assessment to find the appropriate level of academic challenge for their math, English, and foreign language classes.

In the English Department, the incoming freshmen are given a writing prompt either during 9th grade orientation or during the first week of school. The English 9 Cohort, which is made up of 9<sup>th</sup> grade teachers, read and assess these essays and make suggestions as to what level of English the student would best succeed. Delano High School also uses any other information

**Supporting Evidence**

Testing Schedules available through counselors

Counseling PowerPoints

[Master Schedule](#)



**D1.1 Findings**

given by the feeder schools to help place students. If access to CAASSP scores, language levels, or what level of English the student was enrolled in during middle school is available that data is also considered.

Students preparing for college can take the Preliminary Scholastic Aptitude Test (PSAT), American College Test (ACT), Scholastic Aptitude Test (SAT) and Advanced Placement (AP) exams. Counseling staff make regular classroom visits to explain the procedures for taking these exams, as well as encouraging students to prepare for and participate in these assessments. Delano High School has also begun having weekend test prep sessions available to students. Counselors can assist students who qualify to take the exams at minimum expense. All students at DHS are able to take AP exams free of cost.

In collaboration with the United States military, students have the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test. This series of exams is a valuable assessment for students interested in military service, which helps to determine a specific area of training. Last year, students enrolled for this exam, were able to complete the exam at DHS.

**New Assessment Software**

IlluminateEd offers many of the same data disaggregation abilities as Prosper, but is more user-friendly. Assessments can be scanned using simple cameras instead of expensive scanners and may be used at home since it is available online and not just on campus servers. IlluminateEd also has the capability of scanning assessment with the use of mobile devices, which many of our teachers have taken advantage of. IlluminateEd also allows teachers to create online assessments for their students under specific parameters.

**Supporting Evidence**

[IlluminateEd Data](#)



## **D1.1 Findings**

### **FACS – Formative Assessment of Core Standards**

During the 2013-2014 school year, core departments have begun implementing a new assessment standard. Using the highly successful ACES strategy, departments have developed the Formative Assessment of Core Standards (FACS). While these assessments specifically address Common Core requirements in all core disciplines, they are also geared towards analyzing the depth of understanding for the specific discipline instead of simply ensuring the student has met a specific level. The FACS may be given midway and at the conclusion of the quarter or at the conclusion of a unit. These assessments are continually analyzed and adjusted in departmental and cohort meetings.

In addition to Common Core standards, science courses have started their shift to the Next Generation Science Standards (NGSS) recently adopted by the California Department of Education. While the standards are similar in scope, some content focus has shifted in individual disciplines. All Science FACS include reference to the NGSS. All levels of Biology also incorporate the 1998 CA Science Standards covered by the 10<sup>th</sup> Grade Life Science Test (CST) given annually.

In addition to the new FACS assessments, most core departments have implemented, or are in the process of implementing, common, district-wide summative exams. These tests give specific feedback on the academic areas in which individual students need the most assistance. These assessments also provide data on student progress between and in addition to FACS assessments, and help ensure adherence to established departmental scope and sequence plans. Benchmark exams are summative in nature and are given at the end of each quarter. Some departments use their benchmark exams as Final exams at

## **Supporting Evidence**

FACS Available through  
Assistant Principal

[Common Core Standards](#)

[NGSS](#)

[Scope and Sequence Plan](#)

[Example](#)



**D1.1 Findings**

the end of each semester.

**Cohorts**

Teachers at Delano High School are organized into discipline-specific cohort groups. Led by resource teachers, they meet and collaborate several times a month. Cohorts disaggregate and analyze assessment data with the help of the IlluminateEd software system, including those produced by the CST, FACS and Benchmarks. This data is discussed; warm-ups, lessons and activities are shared and new curriculum and assessments may be initiated. Rubrics are created and revised. Student work at all levels of achievement is examined and its evaluation standardized in norming sessions. Content pacing is also addressed. Department and District-wide assessments are examined and any changes made to them are initiated in the cohort meetings. The extensive coordination that exists within the departments towards preparing students for the California Assessment of Student Performance and Progress (CAASPP, formerly referred to as SBAC) and the Life Science CST is established and communicated within the cohorts. Two years ago the district added a one-hour late start each Wednesday to allow structured cohort time as well as site-based meetings. This year it was modified to a two-hour late start every other Wednesday.

DJUHSD and DHS have shown regional leadership in the implementation of the cohort system. DHS Staff is often praised and recognized by other districts as a good example of departmental organization and Professional Learning Communities (PLC's).

**Test Analysis**

Shortly after the beginning of the school year, core department chairs receive state test reports, often broken down by strands as

**Supporting Evidence**

[Cohort Agenda](#)

[IlluminateEd Data](#)

[CAASPP Student Data](#)





**D1.1 Findings**

an aid to analysis of student achievement. Teachers receive results for each of their students in all tested areas. This information can be used to help drive curriculum and other assessments.

In addition, at the annual DJUHSD staff orientation which is held the day before school starts, a PowerPoint presentation shows how each of the district's schools scored on these assessments, comparing the results with previous years and highlighting those areas in which significant progress has been made, and those areas that deserve particular focus in the year ahead.

Department meetings are held monthly, in which assessments are discussed, revised and their results are analyzed and applied to instruction.

The IlluminateEd testing software, along with the Aeries grade program, make the collection and sharing of assessment data much easier. These programs provide the means for the selective analysis and manipulation of data which includes the specific correlation of each assessment question to one or more state standards, the exact numbers of students who mastered the standard, and which particular skills most require clarification through re-teaching. There are practically no aspects of assessment results that cannot be isolated and studied using these programs. They are available to all teachers in all subject areas.

**Supporting Evidence**

[Orientation PowerPoint](#)

[Dept. Meeting Agenda](#)

[IlluminateEd Data](#)



## Monitoring of Student Growth

**D1.2. Indicator:** *The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.*

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.*

### D1.2 Findings

#### Reporting Procedures

In all classes' syllabi which include a description of the different kinds of assessments and how they will be balanced in the grading process are given to students at the beginning of the school year and in some instances require a parent signature.

At mid-quarter, Scholarship Warnings are mailed to parents whose son or daughter is receiving a grade of C or lower. The reason for the warning is to let parents know that their child is in danger of failing the course and includes a section describing the various areas the student can improve upon. Quarterly progress reports (i.e. report cards) are mailed home to update parents on student achievement at the end of the quarter, as well as at the end of each semester.

Parents are informed by letter, by e-mail, and BlackboardConnect of mandatory after-school tutorial, enrollment in preparation for the CST, and the Most Valuable Proficient (MVP) program. Parents are also informed of these opportunities during grade-level Parent meetings held at the beginning of the school year.

Parental contact by telephone and by meeting at school is frequent, and attentive. Home contact is a professional expectation among teachers in all departments. The counseling department provides translators as needed for these contacts. Parents are also given access to student attendance and grades

### Supporting Evidence

Syllabi available in Teacher Binders

[Scholarship Warning Example](#)

[Report Card Example](#)

[Senior Parent Info Letter](#)

[Grade-Level Meeting Agenda](#)

[Parent Portal Example](#)



via the Parent Portal portion of the Aeries online program. Training on proper use of the Parent Portal is offered by the counseling staff.

The Special Education department requires students enrolled in Strategic Academic support to complete a grade check form every other week. By requiring grade checks allows Special Education case managers and parents to get an accurate report of missing assignments, attendance, behavior, and grades.

Individual CAASPP, CELDT and CST results are mailed home. Site and district scores are published in local newspapers as well as being available through the school's website.

[Special Education Grade Check](#)

***D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including a sound basis upon which students' grades are determined and monitored.***

***D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.***

### D1.3 Findings

#### Counseling

Guidance counselors at DHS create a four-year plan for each student during their freshman year. Counselors call students into their offices individually and they discuss the students' desires for future study and vocation. Together they craft a plan to help the student achieve their goals in high school and beyond. A student will have the same counselor all four years of high school during which they periodically meet to discuss and update the plan, if needed. About 80% of all 9<sup>th</sup> Graders at DHS students also develop a 10-year plan using the My10yearPlan software. These plans are completed in their College and Career Readiness courses.

### Supporting Evidence

[4-year Plan Form](#)

[Sample Call Slip](#)

[Sample 10 year Plan](#)



**Explicit Direct Instruction (EDI)**

Explicit Direct Instruction (EDI) is an integrated method of instruction, monitoring and assessment, whose implementation has been a school-wide policy for the last six years. An integral part of teaching with this method is the immediate, frequent, purposeful monitoring of student learning. Making certain that students are keeping up with the material presented and that they are given adequate time to process and integrate each new piece of learning has obvious implications for student success during assessments. The attentive monitoring becomes itself an on-going informal yet formative assessment. Explicit Direct Instruction as a system of monitoring student learning is enhanced by the practice of SDAIE methodology which emphasizes utilizing prior knowledge as a scaffold to the acquisition of new skills.

[TAPPLE Worksheet](#)[Depth of Knowledge](#)[Example](#)**Departmental Structure**

The active participation of department chairs, resource teachers, cohorts and individual teachers provides four levels of monitoring within departments besides the district and administration, which is reviewing, analyzing and evaluating the results and effectiveness of assessments.

**Special Education**

Roughly 81% of DHS Special Education students are in the Resource Specialist Program (RSP) and participate in regular education curriculum for 86% of the school day. Courses offered by the RSP teachers are aligned to core state standards and modified to meet the needs of students. Depending on the Individualized Education Plan (IEP) of a special education student, curriculum in special day classes may be aligned and adjusted. The goal of the program is to increase the achievement of students with special needs through accommodations, small class sizes and multi-modal instruction.

[IEP Sample](#)

Examples of accommodations and modifications used in the Resource room and in the regular classroom include additional time to complete assessments, reducing the number of choices on a multiple choice test and reducing the length of a reading passage. Delano High School Special Education teachers use grade equivalency for English, Reading and Mathematics by administering the Woodcock-Johnson Tests of Achievement IV. Accommodations relating to a sensory impairment such as hearing or visual deficiency are also addressed within the student's IEP.

### **Additional Practices**

Parents may request a weekly routing slip, provided by the counselors, that monitors a student's assignments and performance in each class. Departments issue academic detention and Mandatory Tiger Tutorial (MTT) sessions to students who are failing to achieve the standards. Additionally, many teachers will arrange to meet with students before school, at lunch or after school as necessity warrants. Students may be put on an attendance contract by the Discipline Liaison. Students who continue to have attendance issues are referred to the District Transfer Committee (DTC), which may result in their being transferred to Valley High School, the district's alternative school.

Delano High School has continued its Student of the Month (SOTM) program. Each month teachers select one student from each class who has demonstrated effective understanding and practice of our Tiger Skills. They may participate in a brief congratulatory assembly and their parents are informed via a personalized postcard sent by the teacher.

For the last few years, DHS has had recognition assemblies for their students at each grade-level that are the Top 25 Performers and the Top 25 Rising Stars (most improved scores). What began as a way of honoring those that did well on their state assessments

[Routing Slip](#)

[MTT Screenshot](#)

[Attendance Contract](#)

[Student of the Month](#)

[Postcard](#)

[Top 25 PowerPoint](#)



has expanded to also honoring those students that do well each semester.

[Top 25 Rising Stars](#)

## **D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

***Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.***

### **Appropriate Assessment Strategies**

***D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.***

***D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.***

#### **D2.1 Findings**

At Delano High School, teachers employ a wide variety of assessments and assessment techniques, appropriate to the class and the standards based skill that is being learned or practiced. These range from the highly structured administration of the CAASPP, CST, FACS and Benchmarks, through summative unit tests and quizzes to more informal homework checks.

#### **Formative Assessment**

Under the leadership of the Assistant Principle of Instruction, teachers at DHS have received training in Cornell note-taking, Thinking Maps, Explicit Direct Instruction (EDI) and Depth of Knowledge (DoK). These techniques focus on clear, direct teaching, followed by adequate time for students to process the information, immediate monitoring of student understanding and frequent informal assessment. This method of Teach, Ask, Pause, Pick, Listen and provide Effective feedback, is known by its acronym, TAPPLE.

Teachers also use more formal assessments to guide their classes. Daily classwork and homework, laboratory investigations,

#### **Supporting Evidence**

[Cornell Notes](#)

[Depth of Knowledge](#)

[TAPPLE Document](#)

Available in teacher binders



weekly quizzes and FACS are often used in this capacity. This gives the teacher a real-time measurement they can use to determine the necessity of re-teaching or simple review. Quiz and FACS data can be obtained very quickly through the use of IlluminateEd.

### **Summative Assessments**

At DHS, Summative assessments are found in the form of benchmarks and semester finals. Not all departments use benchmarks as they have been phased out by the more formative FACS. All departments require a summative final exam at the end of each semester. Teachers can use the data from this exam to re-teach necessary concepts from the first semester prior to state testing. They can also use the data from both semesters when they are outlining the course for the following years.

Looking at the state assessments, both the CAASPP and CST would be considered summative assessments. Data from these tests is also used when planning courses for the following year where perceived concept deficiencies can be addressed.

### **English Language Learners (ELL)**

ELL instruction at DHS is divided into three differentiated levels and highly focused courses. Benchmarks are reflective of the rigorous exercises covering each course objective. Clear and discrete English language skill objectives in classes of ELs with homogenous CELDT levels are foundational to these courses. They are given concurrently enhancing the experience of immersion in English. New textbooks were adopted and purchased for all ELD courses in 2013.

In Conversation, Vocabulary and Spelling (CVS), there is particular emphasis on oral presentation and repetition and on mastery of oral language skills. Students speak English in fast paced drills aimed at developing student competency and

Summative assessments available through assistant principal

[CAASPP Scores](#)

[CST Scores](#)

ELL Benchmark available in ELL teacher binders

ELL Speech Assessment Available in ELL teacher binders



confidence. More recent emphasis has been on using homophones, synonyms and antonyms. Teacher monitoring of student speech is a primary form of assessment. A spelling bee is also given in the spring with incentives given to students participating in this event.

In Grammar and Writing, the emphasis is on syntax. Students begin with a thorough examination of the parts of speech and progress through the construction of grammatically correct simple sentences to more complex ones and into the creation of paragraphs and essays. Teachers in both the ELD and English departments are actively working towards increasing the complexity and sophistication of student sentences and oral presentations through the use of SDAIE/scaffolding strategies, extensive work in verb tenses, and the use of Jane Schaffer and Kevin Clark writing programs.

Reading comprehension focuses on teaching the conventions of text, and assessed lessons center on extracting information and meaning from text. A new computer-based reading program, ILit, was initiated recently and has been positive so far. ELD teachers have access to HP Carts that are used with the ILit Program.

### **Classroom Techniques**

Teachers at Delano High School use a wide variety of assessments and assessment strategies. Some use a multi-level curriculum, differentiated assignments covering the same standard as a means of allowing students to access their talents and creativity while achieving academic progress. Assessments range from semester long research projects and process papers that are put through several drafts, to chapter and unit tests, quizzes, oral presentations, home and classroom exercises and daily warm up and “bell work”. Examples can be seen in individual teacher binders in each classroom.

ELL Grammar Assessment  
Available in ELL teacher binders

ELL Reading Assessment  
available in ELL teacher binders

Available in teacher binders





## Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

### D2.2 Findings

#### Cohorts

Cohorts disaggregate and analyze assessment data with the help of the IlluminateEd software system, including that produced by the CST, FACS and Benchmarks. This data is discussed; warm-ups, lessons and activities are shared and new curriculum and assessments may be initiated. Rubrics are created and revised. Student work at all levels of achievement is examined and its evaluation standardized in norming sessions. Department and District-wide assessments are examined and any changes made to them are initiated in the cohort meetings. The extensive coordination that exists within the departments towards preparing students for the CAASPP and the CST is established and communicated within the cohorts. Two years ago the district added a one-hour late start each Wednesday to allow structured cohort time as well as site-based meetings. This year it was modified to a two-hour late start every other Wednesday.

#### Test Analysis

At the beginning of the academic school year, department chairs and resource teachers receive state test reports, broken down by strands, as an aid to analysis of student achievement. Teachers receive cumulative results for each of their students in all tested areas. Department meetings are held monthly, in which assessments are discussed, revised and their results are analyzed and applied to instruction.

### Supporting Evidence

[Cohort Agenda](#)

[Disaggregated Data](#)

[CAASPP Student Data](#)

[Dept. Meeting Agenda](#)

[IlluminateEd Data](#)



The IlluminateEd testing software along with the Aeries grade program make the collection and sharing of assessment data much easier. These programs provide the means for the selective analysis and manipulation of data which includes the specific correlation of each assessment question to one or more state standards, the exact numbers of students who mastered the standard, and which particular skills most require clarification through re-teaching. There are practically no aspects of assessment results that cannot be isolated and studied using these programs. They are available to all teachers in all subject areas.



## Student Feedback

**D2.3. Indicator:** *Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.*

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

### D2.3 Findings

A student survey was given to all students at DHS in the spring of 2016. Students took the survey online in their English class. The survey consisted of 46 questions dealing with school involvement, teacher performance, course preparedness and school culture.

For example, in the survey, students were given the following statement and asked if they agreed or disagreed: "My teachers provide multiple ways for me to show what they have learned including multiple choice tests, essays and/or projects." Nearly 95% of the students agreed with this statement. Another survey question showed that about 85% are using Aeries to monitor their grades. As far as assessment goes, these are two very promising points of data.

Students are also a part of our School Site Council. Selected students are identified by teachers and invited to be student representatives. The School Site Council meets each quarter during the school day and includes administration, teachers, classified staff, parents and students.

### Supporting Evidence

[Student survey](#)

[Site Council Agenda](#)



### **D3. Assessment and Accountability Criterion**

#### **D3.1 Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

*The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.*

#### **Schoolwide Assessment and Monitoring Process**

*D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.*

*D3.1. Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

#### **Curriculum-Embedded Assessments**

*D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.*

*D3.2. Prompt: Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

#### **School-wide Modifications Based on Assessment Results**

*D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.*

*D3.3. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*



**D3.1 Findings**

Student progress at DHS is monitored at the federal level and reported as Annual Yearly Progress (AYP). This is a measurement of the school's performance in testing all segments of the student population and in making academic progress with all students.

California monitors the aggregate results of student performance on the CAASPP and CST.

District-mandated FACS and Benchmarks are monitored at the department level by resource teachers.

Parents receive their students' scores in the mail annually for state mandated tests and can check their site specific district-wide and school-wide assessment scores via the Aeries Parent Portal. They also receive scholarship warnings by the fifth week of each quarter if their student's grade falls below a C. Physical Education sends updated results logs to parents that must be signed and returned to teachers.

School site and district scores on all state assessments are published on their respective websites and through local media.

Our district Board is routinely given updates by our administration in a public forum when new assessment data is available. Parents are given annual updates during our Back to School events. Our Resource teachers discuss and disseminate assessments data to cohorts during regular meetings.

**Supporting Evidence**

[AYP Explained](#)

[CAASPP Scores](#)

[IlluminateEd Data](#)

[Parent Letter](#)

[Parent Portal](#)

[Scholarship Warning](#)

[Example](#)

[PE Physical Fitness Log](#)

[SARC](#)

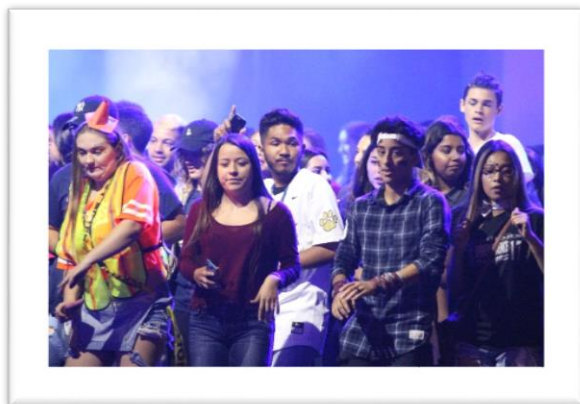


### **D3.2 Findings**

The results of the previous year's CAASPP and CST are presented to the entire site at the beginning of each school year, either shortly before or shortly after school begins. Assessment data is broken down by strands and delivered to all teachers at once. At the same time, data is discussed in smaller groups.

Resource teachers may contact Chairs from other departments, notably Math and English, in order to modify curriculum to address assessment shortfalls. For example, a Resource teacher for History may contact the Math Department Chair so that they may integrate a mathematical concept into History curriculum that was not previously addressed. This gives the students more exposure to the mathematical concept and a more thorough understanding of how it is used in real world scenarios, not just in the classroom.

**ERWC:** In an effort to help increase our student success at the college level, we offer several sections of ERWC. The Expository Reading and Writing Course (ERWC) is designed to improve the readiness of high school students for English competency in college, whether in the CSU, UC, or the California Community College (CCC) systems, and employs research-based effective practices for teaching both reading and writing. Students are placed into our ERWC class at the senior level and we focus on those students who are not taking Advanced Placement or Dual Enrollment courses.



### **Supporting Evidence**

### **D3.3 Findings**

Delano High School has adjusted to assessment results in several ways over the years. To better support students on the CAHSEE exam, DHS created the MVP program that focused on the skills necessary to excel on the test. Students targeted demonstrated significant gains on post-tests completed. When the CAASPP was introduced and the CAHSEE was removed, the MVP program switched gears to bolster the Math and English skills necessary to do well on that assessment. The new VIP Program, which replaced the MVP program, has allowed Math and English teachers to target students who benefit from additional instruction after school. Math and English teachers use Interim assessments, among other forms of assessments, to determine students needing the additional support.

When Common Core Standards and NGSS were introduced in the state of California, teachers were given many professional development hours in order to modify curriculum and assessments as needed. Hundreds of paid hours were dedicated to this end in all core subjects.

English and Math departments have begun a targeted tutorial program. Based on their performance on a common summative assessment, students may be sent to an afterschool tutorial session designed to improve comprehension on a specific Standard.

### **Supporting Evidence**

[MVP/VIP Job Description](#)

[Professional Development](#)

**D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.**

**D3.4. Prompt: Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.**





**D3.4 Findings**

Cohorts meet regularly to determine effectiveness of current course work including classwork, Labs, homework, review packets and assessments. New assignments and projects are introduced regularly and efficacy discussed.

Administration receives syllabi from each department at the beginning of the school year. Included in the syllabi are complete outlines of grading policies. Some departments have standardized their policies while others are more personalized.

Counselors keep very close watch on their students' grade point average, graduation credits and A-G requirements. They meet with students periodically to update their 4-year plans.

**Edgenuity**

Beginning with the 2016-2017 school year, we implemented a more rigorous credit recovery program, called Edgenuity, which provides students with another opportunity to become successful in achieving their college or career goals, as well as achieving A-G credits for high school graduation. Edgenuity is an innovative concept blending online and traditional classroom procedures to help reach even more students. One aspect of the program that seems to serve our students well is that they can work from home. A teacher monitors the students' progress and help provide the teacher-interaction and support our students need. In 2016-2017, we have one section during the school day and one section after school. We will open a Saturday section as needed.

**Supporting Evidence**

[Cohort agenda](#)

Available in teacher binders

[4-year plan](#)





**D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.**

**D3.5. Prompt: Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.**

### **D3.5 Findings**

At Delano High School, we take test security very seriously. Our commitment to testing security can be seen in the fact that our district has devoted funds into hiring a Local and State Assessment Coordinator for each school site. The LSAC is responsible for overseeing federal and state mandated testing, as well as training test proctors, and monitoring that all testing protocol are adhered to. All test proctors undergo training and are required to sign legally-binding forms attesting to their commitment to test security. For example, for the state-mandated assessment, the CELDT, once the testing materials are delivered, the LSAC checks in all testing materials and locks them in a secure location until needed. During testing, the proctors are aided by trained instructional aides who help to assure that all procedures are maintained. Paper tests are passed out only by trained school personnel and are physically counted before teachers check them out and again when they return them. Teachers are trained to watch students for signs of cheating and if there is a suspicion that a student has cheated, the LSAC reports all testing irregularities to the proper agencies. Once testing concluded, the LSAC is responsible for securing and mailing the testing materials. Once the results are in, letters are mailed to parents informing them of their child's scores.

For the CAASPP, which is an online assessment, the process is much the same as a paper test; however, in addition to training the proctors, the LSAC makes sure the testing rooms have the needed items for testing, such as the required secure web browser installed, headphones, and lighting, etc. During testing, the proctors monitor students to ensure that no academic misconduct occurs.

### **Supporting Evidence**

[Testing Proctor Form](#)



## Summary, Strengths, and Growth Needs

*Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.*

*Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).*

### Summary (including comments about the critical learner needs)

Delano High School has made significant strides during the last decade to create a reliable testing environment for our students. We have made many changes to accommodate perpetually-changing state testing requirements. As a result, our state test scores are among the best in the county and state. Teachers are given much flexibility in their own testing designs (quizzes, pre-tests, unit/chapter tests), but a strict adherence to state test preparation in the form of tutorials and district-wide assessments is rigidly maintained. This allows for a more relaxed educational environment without the relaxed standards.

The use of assessment data analytical software, previously in the form of Prosper and now IlluminateEd, has changed the way teachers and administrators do business. Quick and easy analysis of even the smallest quiz can give instant results that allow teachers to re-teach or move on from specific concepts the next day without first spending hours grading tests. In some instances, semester exam results from previous years have formed the basis for the academic concept calendar the next year by extending or decreasing the time expected for teaching specific concepts or shuffling the order of those concepts taught.

A few blind spots exists in our overall assessment vision that are being addressed. Not all teachers have been thoroughly trained in the use of IlluminateEd. They are slowly being brought up to speed, but it does take time. The sooner all teachers are trained in its proper use, the better our results will be. For example, IlluminateEd's online test proctoring will be a huge boon to our students by giving them local assessments in the same format as their state tests. This format is currently used by very few teachers due, in large part, to a lack of training



## **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- **IlluminateEd Versatility**

Resource teachers have had advanced instruction in the use of IlluminateEd and are using it often for disaggregating assessment data in an understandable way for their departments. Advantageous modification to curricula have been achieved.

- **State Testing Administration**

State testing is done in such a way as to impact the daily classrooms as little as possible. A reliable testing calendar is circulated throughout the year and reminders are given often through email and LAUNCH.

- **Adequate Testing Equipment**

Computerized testing equipment has been updated over the past 4 years and we generally have very few problems on test days. Information Technology fixes any computer testing issues promptly.

## **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- **Illuminate Versatility**

Though Resource teachers are highly trained, many of the other teachers still lack proper training for IlluminateEd. Many use the program only for grading assessment and do not use it for analysis because they do not know how.

- **Multiple Assessment Schemes**

Departments do not use common testing schemes. Some use district-wide FACS and others use district-wide Benchmarks while some use only site-created assessments.

- **Non-Core Assessment**

Important site assessment information has not been distributed for non-core departments such as the physical fitness testing performed in PE. Teachers would like to know how our students are assessed in these departments.



## **Category E: School Culture and Support for Student Personal and Academic Growth**

### **Focus Group Chair:**

Richard Watson

### **Certificated Staff:**

Karely Andrade  
Gisella Garcia  
Rene Gutierrez  
Matt Grijalva  
Kim Khoo  
Stephanie Laza  
Chad Martinez  
Maria Ordonez  
Raudel Rojas, Jr  
Hazel Tincher  
Sheila Witten  
Mario Zentina

### **Classified Staff:**

Laura Delira  
Rey Lauricio  
Marlene Lovado  
Maria Villaruz  
Jose Lara  
Antonio Avalos  
Frank Pasillas  
Javier Herrera  
Jose Lazcano  
Antelia Pompa

### **Administration:**

Albino Duran

### **Counseling:**

Susana Salazar



## Category E: School Culture and Support for Student Personal and Academic Growth

**Based on the criteria in each category:**

- Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
- Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.
- Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.
- Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

➔ **Note:** Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.

*The responses that include findings and evidence for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.*

- At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs
- Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

### E1.1 Findings

Getting parents involved at DHS has been a challenge for several years. DHS has explored different ways to communicate opportunities for parental involvement and had moved events to the early evening so as to accommodate the work schedules of the parents of DHS students. Parent involvement is on the rise at DHS and attempts to involve parents in the education process of students is an on-going effort.

Parent surveys have been administered asking a wide range of questions from asking what they think the school is doing well to where would they like to see more attention applied. DHS has made adjustments as to how these surveys are administered in an attempt to maximize parental input. In years past these surveys have been mailed home or available on-line. In 2015-2016, the survey was administered and collected during Back To School

### Supporting Evidence

[Parent Survey](#)



Night.

Parent Advisory Committees are an integral part of developing and approving the District LCAP. There are separate district committees comprised of parents of English language learners, students in special education programs and an at-large parent advisory committee. Each parent committee offers its own unique insight to guide the educational plans, goals and expenditures within the district which obviously involves DHS.

LCAP Parent Advisory Committees

The School Site Council consists of teachers, classified staff, students, administrators and parents. Membership on this committee is a two year commitment. The major task assigned to this committee is the development of the Single Plan for Student Achievement (SPSA) 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.

School Site Council Member Roster

Parents are also members of the Title I Committee, English Language Learning Advisory Committee (ELAC) 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 as well as oversight of how some categorical funds are spent.

LEA Report  
ELAC Member List  
Migrant Education Committee

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. School Board meeting agendas are always posted two days before the board meeting.

School Board Minutes

The Delano High School District is expanding its Career Technical Education course offerings. Students have an opportunity to enroll in these courses at the start of their 9<sup>th</sup> grade year. The District

List of CTE courses



recently created an administrative position to over see the development of CTE programs. DHS is part of a district-wide effort to continue developing a collaborative and co-educational experiences with area professionals and businesses.

Students in the DHS Health Academy job shadow and work along side certified health care professionals at local health care facilities such as Browning Manor, the Skilled Nursing Facility, and the Delano Adult Daycare Facility for disabled adults. These trained professionals offer practical application to what is learned in the classroom as well as offer guidance for career development. Collaboration plans with our feeder district have already begun to have our Education Pathway students begin tutoring next fall at their schools.

DHS Health Academy

Since 2012, Delano High School has implemented a computer program named AERIES for teachers to input attendance and student grades. Beginning in 2014 AERIES was expanded to include a parent portal for parents to check as frequently as they wish on their student's grades and attendance; thus, parents have the most up to date information regarding their student's academic progress. Beginning in the 2016-2017 Administration sent fliers home with students to notify parents about AERIES workshops and an open invitation to contact the school if they need assistance with AERIES. This outreach to parents was a direct response to the discovery from student comments during the Focus Group E meetings that several parents were/are having difficulty navigating AERIES. Parent tutorials for the Aeries Portal are completed weekly by the DHS Counseling Department.

Parent AERIES Portal

[Website links to Parent Portal](#)

Informational flier for parents needing help to navigate Aeries

Back To School Night  
Parent Sign In Sheets

Samples of teacher to  
parent handouts

Back to School Night, held once a year, provides the opportunity for parents to interact with teaching staff and administration. DHS traditionally held this event in mid-September; however, beginning in 2016-2017 academic year the event was and will continue to be



scheduled in late August so as to establish parent-teacher rapport as soon as student schedules had settled. 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 instructed to proceed to their student's first period class. Student schedules are mailed home prior to the event. Teachers have a ten-minute period to distribute a handout regarding class goals, course syllabus and expectations. In most cases these handouts are also translated into Spanish. 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. Many teachers offer parents some suggestions to follow at home to help their students develop academically. While DHS makes an effort to provide teachers with translators for their presentations, after the 2016 Back To School Night event it became evident that more will be needed. It was also suggested by students via the Focus Group E meetings that an additional two minutes to each class would better ensure all key points are addressed by the teachers. At every informational opportunity parents are invited to contact the school with any questions they may have. Parents are given information by classroom teachers on how to contact them with questions or concerns regarding the academic progress of their students.

## Use of Community Resources

***E1.2. Indicator: The school uses community resources to support student learning.***

***E1.2. Prompt: Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and school wide learning outcomes.***





**E.1.2 Findings**

DHS has classes that are intended to introduce students to a specific professional field. These classes offer students a hands-on experience and the opportunity to work side by side with professionals. These classes offer students a realistic and practical exploration of potential areas of future employment. These classes rely on the expertise of people already in these professions as part of the educational process. These professionals offer insight as to what the job entails as well as the steps students have to take, both in high school and post-graduation, to enter their respective field.

Though athletics do not have a direct connection to learning objectives they do offer opportunities for students to learn character qualities that are critical to success- teamwork, discipline, hard work. Athletics add a positive element to the overall school environment and thereby do help shape attitudes of students regarding their school. Teams for both boys and girls sports are in the process of organizing parent booster clubs for their specific sport. The vision for these booster clubs is to get parents involved in raising funds for uniforms and equipment as well as provide support at both home and away games. Coaches and parents are also actively soliciting sponsorship from businesses in the community. DHS recognizes the role that athletics can play in improving the overall experience of students at DHS and how that can translate into the academic success of students and student-athletes.

Every other year Delano High School has sponsored a Career Day. Those federal, state and local organizations and businesses that are solicited by the DHS counseling department send a representative to give a presentation to interested students. Before Career Day is held, students fill out a survey that indicates

**Supporting Evidence**

Health Care Academy

Mock Trial

CTE Courses

North Kern Vocational  
Classes

Kern Country Elections  
Board

Greater Area Delano  
Youth Foundation

List of business sponsors  
at football stadium

Parent Booster Clubs

Career Day list of  
professionals



**E.1.2 Findings**

their top three fields of interest. Students are then given a schedule that allows them to attend an informational presentation regarding each of those career fields. This event is coordinated by the counseling department. DHS is scheduled to have its next Career Day sometime in the Spring of 2017.

Local businesses are also active members of the teaching and learning process at Delano High School. Local businesses and community organizations provide scholarships to students wishing to attend college or vocational trade schools. Students gain access to these funds by filing out an application which states their needs, goals, and qualifications. Students may also be required to be interviewed by a panel of representatives of the organization providing the scholarship, teachers and past recipients programs.

Area businesses also partner with Delano High School through the Workability Program. This program begins in late October to early November and targets seniors, and if room allows some juniors who have been determined to have learning disabilities. The Workability Program supports the transition of students with disabilities by giving them the opportunity to complete their secondary education while also developing marketable job skills. This program partners with local business to provide approximately 12 to 20 students with disabilities job skill through work experience. This program begins as a type of internship but most often turns into a paid position. Students work 10 hours per week. Kmart, The Goodwill and Vallarta Market have been regular participants in this program.

Beginning in 2013, the Delano Police Department reinstituted assigning one police officer to DHS. This police officer (School Resource Officer- SRO) serves in this position for one school year and maintains an office on campus. The most frequent and

**Supporting Evidence**

List of community sponsored scholarships

Dr. Gehlawat donation

Columbine Vineyard

Workability student roster

List of employers and participating company in the Workability Program

Scholarship Night Program with list of Donors



**E.1.2 Findings**

significant activity this officer performed was home visits regarding truancy cases. Truancy related home visits are part of the SRO's duties. Truancy notifications are also done via mail and Blackboard Connect and request parents to come to DHS for further discussion with administration on this matter. The SRO also assists administration in proposing, evaluating and implementing school safety procedures. The Delano Police Department has provided some of its officers to in-servicing the DHS staff regarding identifying gang activity, signs of gang affiliation as well as the current and local trends in illegal drug use. This partnership between DHS and the Delano Police Department is also a pro-active step to increase school safety as well as offer another method of remediating poor attendance and/or poor behavior choices by some students that are at risk of either dropping out of school or simply not graduating.

**Supporting Evidence**

SRO office in Admin building



## School Environment Criterion

*The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.*

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** *The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.*

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

### E1. Parent and Community Engagement Criterion

*The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.*

**E1.1. Indicator:** *The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.*

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

#### E1.1 Findings

Getting parents involved at DHS has been a challenge for several years. DHS has explored different ways to communicate opportunities for parental involvement and had moved events to the early evening so as to accommodate the work schedules of the parents of DHS students. Parent involvement is on the rise at DHS and attempts to involve parents in the education process of students is an on-going effort.

Parent surveys have been administered asking a wide range of questions from asking what they think the school is doing well to where would they like to see more attention applied. DHS has made adjustments as to how these surveys are administered in an attempt to maximize parental input. In years past these surveys have been mailed home or available on-line. In Fall 2015, the

#### Supporting Evidence

[Parent Survey](#)



survey was administered and collected during Back To School Night.

Parents Advisory Committees are an integral part of developing and approving the District LCAP. There are separate district committees comprised of parents of English Language Learners, students in special education programs and an at-large parent advisory committee. Each parent committee offers its own unique insight to guide the educational plans, goals and expenditures within the district which obviously involves 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 of the School Site Plan 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 Title I Committee, English Learner Advisory Committee (ELAC) 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 as well as oversight of how some categorical funds are spent.

Parents are also welcome to attend monthly and special school board meetings. Parents are given the opportunity to address the

[LCAP Parent Advisory Committees](#)

[English Language Learner Advisory Committee \(ELAC\)](#)

[School Site Council Member Roster](#)

LEA Report

[ELAC Member List](#)  
[Migrant Education Committee](#)

[School Board Minutes](#)

[School Board Meeting Policies](#)

[Form to Speak Before](#)



board concerning individual student matters or offer input and advice towards items on the agenda.

[the School Board](#)

The Delano High School District is expanding its Career Technical Education course offerings under the program titled Career Pathways. This program is expanding from year to year. The District recently created an administrative position to oversee the development of CTE programs. DHS is part of a district-wide effort to continue developing a collaborative and co-educational experiences with area professionals and businesses.

[List of CTE courses](#)

Students in the DHS Academy of Medical Science job shadow and work alongside certified health care professionals at local health care facilities such as Browning Manor, the Skilled Nursing Facility, and the Delano Adult Daycare Facility for disabled adults. These trained professionals offer practical application to what is learned in the classroom as well as offer guidance for career development.

[DHS Academy of Medical Science](#)

Since 2012, Delano High School has implanted a computer program named AERIES for teachers to input attendance and student grades. Beginning in 2014 AERIES was expanded to include a parent portal for parents to check as frequently as they wish on their student's grades and attendance; thus, parents have the most up to date information regarding their student's academic progress. Beginning in the 2016-2017 Administration sent fliers home with students to notify parents about AERIES workshops and an open invitation to contact the school if they need assistance with AERIES. This outreach to parents was a direct response to the discovery from student comments during the Focus Group E meetings that several parents were/are having difficulty navigating AERIES.

[Parent AERIES Portal](#)

[Informational Flier for Parents needing help to navigate AERIES](#)

Back To School Night  
Parent Sign In  
Sheets

Samples of Teacher  
and Course



Back to School Night, held once a year, provides the opportunity for parents to interact with teaching staff and administration. DHS traditionally held this event in mid-September; however, beginning in 2016-2017 academic year the event was and will continue to be scheduled in late August so as to establish parent-teacher rapport as soon as student schedules have settled. 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 instructed to proceed to their student's first period class. Student schedules are mailed home prior to the event. Teachers have a ten-minute period to distribute a handout regarding class goals, course syllabus and expectations. In most cases these handouts are also translated into Spanish. 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. Many teachers offer parents some suggestions to follow at home to help their students develop academically. While DHS makes an effort to provide teachers with translators for their presentations, after the 2016 Back To School Night event it became evident that more will be needed. It was also suggested by students via the Focus Group E meetings that an additional two minutes to each class would better ensure all key points are addressed by the teachers. At every informational opportunity parents are invited to contact the school with any questions they may have. Parents are given information by classroom teachers on how to contact them with questions or concerns regarding the academic progress of their students.

Information for  
Parents on Back to  
School Night:

[Sample #1](#)

[Sample #2](#)

[Sample #3](#)

[Sample #4](#)

[Sample #5](#)





## Use of Community Resources

**E1.2. Indicator:** *The school uses community resources to support student learning.*

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and school wide learning outcomes.*

### E1.2 Findings

DHS has classes that are intended to introduce students to a specific professional field. These classes offer students a hands-on experience and the opportunity to work side by side with professionals. These classes offer students a realistic and practical exploration of potential areas of future employment. These classes rely on the expertise of people already in these professions as part of the educational process. These professionals offer insight as to what the job entails as well as the steps students have to take, both in high school and post-graduation, to enter their respective field.

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### Supporting Evidence

[Academy of Medical Science](#)

[Mock Trial](#)

[CTE Courses](#)

[North Kern Vocational Training Classes](#)

Kern Country Elections Board

Greater Area Delano Youth Foundation

Signs of Business Sponsors at football stadium

Parent Booster Clubs





Every other year Delano High School has sponsored a Career Fair. Those federal, state and local organizations and businesses that are solicited by the DHS counseling department send a representative to give a presentation to interested students. Students are afforded time to visit booths and tables, ask representatives questions, and obtain career related information. This event is coordinated by the counseling department. DHS is scheduled to have its next Career Day sometime in the Spring of 2017.

Local businesses are also active members of the teaching and learning process at Delano High School. Local businesses and community organizations provide scholarships to students wishing to attend college or vocational trade schools. Students gain access to these funds by filing out an application which states their needs, goals, and qualifications. Students may also be required to be interviewed by a panel of representatives of the organization providing the scholarship, teachers and past recipients programs.

Area businesses also partner with Delano High School through the Workability Program. This program begins in late October to early November and targets seniors, and if room allows some juniors who have been determined to have learning disabilities. The Workability Program supports the transition of students with disabilities by giving them the opportunity to complete their secondary education while also developing marketable job skills. This program partners with local business to provide approximately 12 to 20 students with disabilities job skill through work experience. This program begins as a type of internship but most often turns into a paid position. Students work 10 hours per week. Kmart, Goodwill and Vallarta Supermarket have been regular participants in this program.

Beginning in 2013, the Delano Police Department reinstituted

[Career Fair list of Professionals and other Participating Agencies](#)

[Career Fair Information Flyer](#)

[Scholarship Information](#)

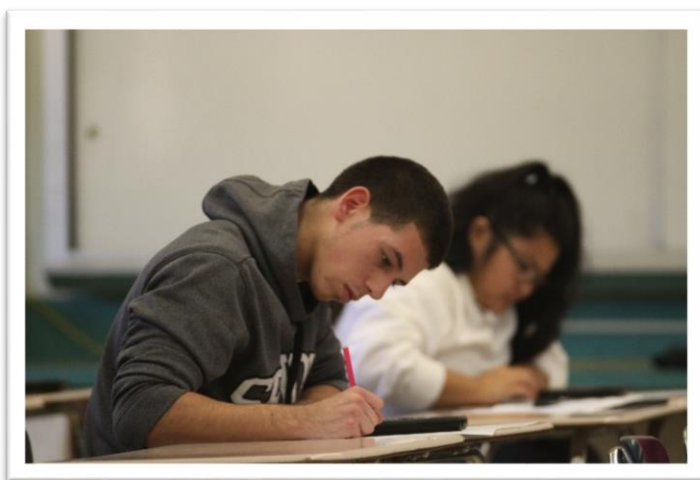
[Workability student roster](#)

[List of employers and participating company in the Workability Program](#)

[SRO office in Admin building](#)



assigning one police officer to DHS. This police officer (School Resource Officer- SRO) serves in this position for one school year and maintains an office on campus. The most frequent and significant activity this officer performed was home visits regarding truancy cases. Truancy related home visits are part of the SRO's duties. Truancy notifications are also done via mail and Blackboard Connect and request parents to come to DHS for further discussion with administration on this matter. The SRO also assists administration in proposing, evaluating and implementing school safety procedures. The Delano Police Department has provided some of its officers to in-servicing the DHS staff regarding identifying gang activity, signs of gang affiliation as well as the current and local trends in illegal drug use. This partnership between DHS and the Delano Police Department is also a proactive step to increase school safety as well as offer another method of remediating poor attendance and/or poor behavior choices by some students that are at risk of either dropping out of school or simply not graduating.



## E2. School Environment Criterion

*The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.*

### Safe, Clean, and Orderly Environment

*E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.*

*E2.1. Prompt: Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

#### E2.1 Findings

A safe and orderly learning environment is essential for student learning to take place. Delano High School has gone to great lengths to create a positive learning environment by keeping the campus clean and well maintained. Effort has been made to keep the students and staff safe. In the Fall of 2016, 90% of parents

#### Supporting Evidence

[Parent Survey](#)



DHS Choir students caroling at the Tejon Outlets, 2016



**E2.1 Findings**

surveyed stated they felt DHS was a safe, orderly and clean learning environment.

Based on student responses on the 2015-2016 Healthy Kids Survey students at DHS feel safe while at school for classes or attending school events. As far as harassment or bullying is concerned less than 7% of students surveyed said they had been the subject of bullying or harassment at least once while at DHS. 20% of surveyed 11<sup>th</sup> graders did say they had been harassed at least once for their nationality.

Access to Delano High School is closely monitored. The perimeter fencing has been modified so that all visitors or students returning to campus must enter campus via the Cecil Avenue gate. This path is fenced in such a way that all people entering campus from the beginning of first period through sixth period will have to enter the administration building. Visitors must register, give the reason for their visit and wear a visitor's badge. Parents or guardians must sign their student out at the attendance office before the student is allowed to leave campus early. Student safety away from campus is also addressed. Students who attend a sporting event, academic event or field trip but plan to leave or return home by means other than school transportation must have a signed letter from the parent given to the supervising school employee prior to the occurrence of the event.

Staff and students are provided with information regarding school safety. Teachers are provided a handbook and students have this information provided in written form on the first day of school. Students must have a parent sign the acknowledgment form and return it to their first period teacher during the first week of school.

**Supporting Evidence**

[Healthy Kids Survey](#)

Posted signs directing people to the administration building

Installation of permanent fencing

Visitors required to wear name tags

Sign-in and sign-out log in the attendance office

Secured entry via Administration building

[Copy of Teacher Handbook](#)

[Copy of information provided to students and](#)



**E2.1 Findings**

The same information regarding school safety, behavioral expectations and dress code can be found on the school website. Parent Survey results reflect a very positive opinion regarding the discipline expectations and the way it is enforced at DHS

Students and staff sign an internet use agreement that outlines safe and appropriate internet usage. Students are required to return a copy of this agreement with both theirs and their parent's signature to gain access to the internet on school computers. The district's IT department has filters in place to prevent student access to what has been deemed as unacceptable content. Access to chat threads, blogs and other social media outlets have been blocked as well as an effort to maintain proper educational use of technology as well as a way to protect students from potentially dangerous situations involving communication via the internet. Teachers can request the IT department lift the ban on specific internet sites they or their students need access to for educational purposes. This application is reviewed by administration and forwarded to the IT supervisor who then, if feasible, reconfigures the filter to allow access to the approved site. Each classroom teacher is provided with a chart illustrating evacuation routes to a designated location. Procedures have become more detailed. Each teacher/classroom has been equipped with a procedural outlines attached to a blue clipboard. Teachers have been issued orange safety vests to make them easily identifiable to students, other staff and emergency personnel. Drills are held to practice these procedures. Local fire and police agencies are involved in the planning, implementation and evaluation of the procedures. Teachers reported the drills are oftentimes confusing and some deviation occurs from the plan when the actual drill is held, i.e. teachers being told to congregate

**Supporting Evidence**

[parents](#)

[Parent Survey results](#)

Copy of Student and Staff Internet Agreement forms

Test access to social media sites and those deemed not essential to the education of students.



**E2.1 Findings**

in an area different from the plan. The school has also established clearly defined lock down procedures. These procedures are reviewed yearly with the staff. Evacuation drills and lockdowns need to be practiced more frequently and refined. A School Safety Committee, consisting of Administration, Security personnel, teachers and the School Resource Officer to meet to review, evaluate and revise school safety procedures. Incidents have occurred on and near campus that required implementation of school safety procedures have been put into including lockdowns by Delano Police Department and evacuated for a bomb threat. While every incident could be handled better the after action meetings found safety procedures were followed and achieved their desired effects with minimal confusion and no harm coming to staff and students.

A Safe School Plan is presented by the administration to the School Site Council for approval. Input is solicited and provided by all the academic departments, security employees, grounds keepers and maintenance staff, and local fire and police agencies. Each year this plan is reviewed and revised as needed. This plan establishes cause and procedures for evacuation, school wide lock-down, and emergencies that can arise in the nearby community that may jeopardize the safety of DHS students and staff. Emergency information has been better articulated and distributed to teachers. Teachers reported feeling better prepared for a school lock-down emergency or evacuation.

In 2008, fire extinguishers were placed inside some of the classrooms with notification stickers placed outside that room to indicate their location. These fire extinguishers are inspected by the Delano Fire Department each year.

**Supporting Evidence**

Blue clipboards in each classroom with safety plans

Teachers possess orange vests

[Teachers have copies of the evacuation plans](#)

[Teachers have key to lockdown codes and procedures](#)

[Safe School Plan](#)



**E2.1 Findings**

In 2015 seven Automated External Defibrillators have been installed at locations across the campus. While step by step instruction guides are stored with the kits several of the staff have been trained to use the defibrillators.

The school telephone system has a security alert feature that puts a caller in immediate contact with security and administration. On the occasions this feature has been utilized the response time has been near immediate.

In recent years, individual teachers have reported the school telephones have not been working properly. Usual issues involve handsets not working or buttons not functioning. The IT department has been notified but little has been done to address the issue. The aforementioned issues had been increasing. The district plans to replace all phones at DHS with new, more up-to-date phone systems. This replacement process is scheduled to take place during the second semester of the 2016-2017 school year.

DHS has an announcement speaker installed in each classroom and over parts of the campus to provide announcements and directions to teachers, staff and students. Many teachers report speaker problems in their respective classrooms, usually regarding very low, almost inaudible levels of volume. The speakers have been serviced multiple times for the same issue. As of Fall 2016 there are still reported defects in the loudspeakers in some classrooms. Bells are also not audible in the restrooms or the administration building.

**Supporting Evidence**

[Location of fire extinguishers and affixed inspection tags](#)

[Location of AED devices](#)

Alert feature/icon on phones are visible and operational

Installation Scheduled for Spring Break 2017





**E2.1 Findings**

As of Fall 2016 students are required to carry their current picture ID card with them at all times. Teachers have also been issued current picture ID badges and have been directed by Administration to wear them so as to make them more readily identifiable to visitors and district staff as an employee at DHS.

Three school security guards are on duty. Each one carries a radio and is assigned a golf cart to better patrol the campus. Security personnel are stationed in strategic locations during specific times of the school day. An example of this would be supervising students behind the North Gym before and after school where students disembark and load buses, near the west gate on Norwalk Street after school and near the south gate after school. Throughout the day, security personnel regularly patrol the campus. Student comments in the Focus Group E meetings described the presence of security personnel to be more prevalent.

Beginning in the 2014-2015 school year DHS began having teachers take shifts monitoring interior hallways and in the student walkways in the re-locatable buildings. Teachers in even numbered rooms stand in the hallways or walkways prior to the beginning of even numbered periods; teachers in odd numbered rooms do the same prior the odd numbered periods. Teachers monitor student behavior. A short bell tone rings with one minute left in the passing period. Teachers begin directing any students still in the hallways to their next class. The number of reported behavior problems and tardies has decreased significantly. The effectiveness has not been quantified by surveys but teacher and student discussions about this practice have been positive and contributes to the overall safety and sense of safety of staff and students on campus.

**Supporting Evidence**

Inspection and testing of speaker system

Students are able to produce ID card on request

Staff wear picture ID badges

[Security staff are visible and positioned at strategic locations throughout the day for example student entry and exit points at the beginning or end of the school day](#)





**E2.1 Findings**

DHS has a full time LVN nurse on staff. The nurse's facility, located in the administration building, includes the resources needed to provide first aid. The school nurse also administers medicine and medical care per doctor's instructions, for example, insulin injections or epinephrine injections for allergic reactions. Critical medical information is given to teachers of those students with special medical needs or risks. Delano has a full-time psychologist on site. The role of the school psychologists is multi faceted and includes the following: counsel students experiencing emotional or psychological distress, help students resolve issues involving peer conflict, assist in the drafting of 504 Plans and arrange for students to receive services through county and state agencies. The District also employs a Marriage and Family Therapist who is on call for urgent cases and holds regular office hours at least one day per week at DHS.

The Delano Police Department hosted at meeting with the DHS staff concerning gang awareness. Staff were given an update as to which gangs were present in Delano and the communities from which DHS gets some of its students. Staff received training on how to identify gang related activity and clothing styles. This meeting was first held on August 11, 2015; another meeting on this same topic was held on October 27, 2016. Delano Police did not state that DHS had any gang related dangers/problems but it was present in the community.

The maintenance staff on campus focuses special attention on keeping the grounds clean and well groomed. Trash cans are located throughout the campus. Some of the restrooms have been remodeled between 2014 and the present. Students reported in the Focus Group E meeting the cleanliness of restrooms had

**Supporting Evidence**[Teacher Handbook](#)

Observe Teachers in supervisory roles

[Nurse's office and facilities](#)

List of students with medical issues or needs that teachers need to be aware of

[Office of School Psychologist](#)

**E2.1 Findings**

improved and while some restrooms are prone to vandalism, for the most part the noted that those cases seem to be diminishing and occurring less frequently. Sometimes the maintenance staff is assisted by students on work detail which allows students to clear attendance or behavior infractions through working alongside our maintenance staff after school. Teachers and students report frequent disruptions to the learning environment by maintenance staff using gas-powered equipment (i.e. blowers, edgers, mowers) and water hoses right next to classes in sessions. The disruptions are often significant enough to halt instruction for several minutes until the workers are done with their task. This issue has been addressed to some degree. Teachers in Focus Group E reported fewer disruptions from school maintenance activities. The small size of the maintenance staff and the large scope of duties they have to perform make such disruptions nearly impossible to avoid. Maintenance staff in Focus Group E stated they are aware of how their work may disrupt nearby classrooms and how they take steps to keep that to a minimum (start work well before the school day, work as quickly as possible, etc )

Several smaller projects to improve the school setting are always underway. Several benches were added to the Quad area to provide additional seating for students. These benches also have words of encouragement and statements of character incorporated in their design to enhance the educational environment at DHS. The Quad and other areas of campus have recently been repaved. Student clubs have added some new plants and trees to the Quad area as well.

Staff and students are educated concerning behaviors that constitutes child abuse, neglect, bullying or harassment. Staff

**Supporting Evidence**[SRO Officer](#)

Inspection of school grounds throughout the day

Inspection of restroom facilities throughout the day

Improvements in aesthetics and adequate seating areas in the quad to accommodate students during lunch periods

[Copy of in-service materials](#)[Information for students and parents regarding harassment](#)[Information on District Website](#)

**E2.1 Findings**

undergoes training at the beginning of every school year that also includes the reporting steps and procedures for all mandatory reporters. In the past the in-services were given by school staff or administrators. At the start of the 2016-2017 school year, a law firm was brought in to provide a district-wide in-service that gave a more thorough explanation of harassment, reporting procedures, protections for reporters of abuse/harassment and legal ramifications for non-reporting of such instances. Students are provided a handout explaining the types of harassment- with examples and the harmful impact that bullying and harassment can have on fellow students. Teachers lead the class in this educational process as well as answer questions students may have. These materials are also available on the DHS website.

**Supporting Evidence****High Expectations/Concern for Students**

***E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.***

***E2.2. Prompt: Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.***

**E2.2 Findings**

Support for students who are having difficulty following the district and school discipline and behavior policies is provided by the school's Discipline Liaisons. The Discipline Liaisons are tasked with enforcement of discipline and attendance policies and offer other intervention services such as SSTs (Student Success Teams) comprised of parents, teachers and other support staff. A pro-active approach to discipline and behavior issues is employed at DHS. The school psychologists and Discipline Liaisons lead

**Supporting Evidence**

[Student Behavior Support and Intervention Action Pyramid](#)

[Discipline Matrix](#)



sessions regarding anger management, peer mediation and conflict resolution for those students identified with potential or proven behavioral and discipline issues.

The School Safety Committee was expanded to include more teachers and support staff. A meeting was held on August 31, 2016 to review the new attendance and discipline matrix developed by Administration. While the attendance and discipline policies are not necessarily new this is the first time that DHS policy had been clearly linked to California Education Code and the recent revisions of that code. The new matrix outlines how student violations of discipline and attendance policies will be addressed and remediated as well as the escalation of consequences for continued noncompliance. An emphasis has been placed on counseling and arriving at solutions in the early steps of this matrix instead of a punitive reaction. Students are held accountable for their behavior choices or attendance discrepancies. In addition to counseling students may also be placed on a behavior or attendance contract.

The slight increase in the number of truancies and suspensions from 2013 to 2014 prompted administration to develop a new discipline matrix . The efforts of the Student Liaisons, Administration and staff implementing these strategies has thus far proved successful. Truancies are down from 21.2% in 2014 to 7.4% in 2015, and suspension rates dropping from 5% in 2014 to 3.5 % in 2015, The steady rise in the graduation rates at DHS, which far exceed the state averages, can also serve as a testimony that many students who have behaviors that can be considered at risk or have poor attendance which can easily result in failing classes are receiving both timely intervention and effective remediation.

[School Safety Committee](#)

[Discipline and Attendance Matrix](#)

[Truancy Data](#)

[Expulsion Data](#)

[Suspension Data](#)

[Graduation Rates](#)



DHS has taken steps to protect students from other forms of harassment that include bullying or intolerance. Bullying has become an issue that is being discussed nationally. That discussion had made its way to DHS as well. One of the stated Student Learner Outcomes at DHS is students should make a positive contribution to the school's culture. Students responded very favorably on the student survey that they their teachers care about their success. Another SLO states collaboration and small group and whole class discussions. Teachers make it a priority to create a classroom environment that promotes respect towards one another. This promotion is the result of caring teachers many of whom create a rapport with students that allows for class discussion regarding the matter as well as possible ways to address the problems associated with bullying and intolerance. In the third week of October 2016, the school joined the national effort to draw attention to the problem of bullying and the greater discussion of how we treat one another. A key element in elevating that awareness has been the Anti-Bullying Club (ABC). Like all school clubs at DHS this one has a staff member as its advisor. All students regardless of grade level can join this club. This club hold discussions and offers solution regarding bullying and intolerance. The members of this club are even reaching to the elementary school district to increase awareness of bullying and promote kindness and tolerance towards one another. Information regarding what is bullying and harassment can be found on the school website. This link includes information designated for students and parents and comes in both English and Spanish translations.

The Back To School Night parent survey reflects the positive impact that staff and policies have had on opinions regarding the school environment at DHS. Nearly 90% of parents surveyed

[Information regarding harassment and bullying on District Website](#)

Activities of Anti-Bullying Club

[Healthy Kids Survey](#)

[Parent Survey](#)



agreed or strongly agreed with the statement “ Adults who work in my child’s school treat students with respect.” 91% agreed or strongly agreed with the statement “School staff have a positive impact on my child’s behavior”. The culmination of this positive trend is highlighted with a little over 92% of surveyed parents agreed or strongly agreed with the statement “My child has pride in the school.”

Beginning in the 2014-2015 school year DHS has put in place programs to celebrate student success. Each semester and for each grade level DHS honors the Top 25 performers (25 highest GPAs), the ‘Rising Stars’(the top 25 improved GPAs) and all those students who have continued the scheduled progress in meeting the A-G requirements for college admission. Recognized students receive a t-shirt noting their accomplishment. Near the end of the Spring semester the school holds a “College Signing Day Rally” that tries to replicate the hype surrounding high school students announcing their college of choice. This rally is very upbeat, involves crowd participation, the school band and personally recognizes each student who is headed to college, vocational education or the military. The Top 25, Rising Stars and A-G qualifiers are also recognized at this rally.

College Signing Day  
Rally

[Recognition of Student  
Success](#)

Student of the Month  
recognition program

Another method DHS employs to promote student success and positive behavior is through a monthly student recognition program. Each teacher is given six post cards decorated in some way with a tiger theme (the DHS mascot). Teachers are given the liberty to choose which of their students to recognize for high achievement, improvement, positive attitude or exemplifying behavior that is promoted by the SLOs. Teachers write a note on the back of the card as to why the student is being recognized. The cards are turned in to the office and mailed to the student’s home address.



Students in Focus Group E commented that the cards are a positive message and due to the range of recognition all students have the potential to receive recognition.

## Atmosphere of Trust, Respect, and Professionalism

***E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.***

***E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.***

### ***E2.3 Findings***

Delano High School has developed an atmosphere that fosters trust, respect and establishes and maintains a high level of professionalism. DHS has also taken steps to bring all stakeholders into goal setting and decision making processes. DHS has broadened the different ways to communicate to stakeholders and staff about the ways they can join collaborative efforts that are school related.

The District has place an importance to staff and administrative collaboration. Starting in the 2013-2014 school year, the district has implemented a late start schedule. Every Wednesday school began one hour later than usual for students. Staff reports at their regular time to attend staff or cohort meetings. These late start meetings are used to communicate developments, procedures and updates by admin to the staff. The cohorts meet to work on curricular issues and/or analyze assessment data. Beginning in the 2016-2017 school year this late start format was changed to a two hour late start but every other Wednesday. This change came as a response to staff and Administration seeing a larger block of

### ***Supporting Evidence***

[DHS Faculty Handbook](#)



**E2.3 Findings**

time made informational meetings and collaboration activities more productive. Staff response to these changes has been positive.

DHS has a leadership team comprised of administrators, department chairs and resource teachers. The purpose of this body is to collaborate and address school issues such as academic performance, goals, academic culture and any other issue the administration wishes to solicit teacher input.

New teachers are coached in how to develop professionalism amongst staff members as well as creating a trusting and respectful learning environment through the Teacher Induction Program formally known as Beginning Teachers Support and Assessment (BTSA) induction program. This two-year program teams a beginning teacher with an experienced teacher to work through a series of exercises and reflections as outlined by the program. Participation in this program is required by the district and the state in order to satisfy credential requirements. Beginning in the 2015-2016 school year, the Administration would organize topic specific training, such as classroom management, explicit instruction, etc for first and second year teachers. These training sessions continue to be held and occur during after school hours. The training is provided by numerous sources- Administrators, veteran teachers and outside consultants. Several of the new teachers at DHS are enrolled in an intern program that allows them to teach while also completing the requirements for their preliminary teaching credential. These intern programs are conducted and overseen by university personnel. Like the Teacher Induction Program these intern positions require a veteran teacher to be paired with the beginning teacher. They are required to meet regularly and have a list of items they are required to discuss and

**Supporting Evidence**

Teacher Induction  
Program (formerly  
known as BTSA)

Mentor Teachers

New Teacher





### **E2.3 Findings**

explore through the teaching experience; they also contain observation elements in order to provide feedback as well as expose the new teacher to various teaching strategies employed by their colleagues. The Administration also provides teachers with release time to prep for upcoming subject area competency exams and other credential related testing. The cost of these tests are paid for by the District.

The current Administration encourages new and experienced teachers to observe the teaching practices of their colleagues as a way to discover new or different teaching strategies. Teachers are provided with a substitute during the period of the day they request to be an observer.

Communication with parents has been greatly improved by the use of Blackboard Connect. This automated calling system is programmed with parents home and cell phone numbers as given at the time of student registration. Upcoming events and opportunities for parent participation are communicated this way as are announcements upcoming deadlines and testing dates. DHS still relies on students relaying information to their parents regarding school matters. Nearly 75% of parents surveyed at the grade level meetings held in the fall stated they get information about school events and activities from the students. The efforts to keep parents informed appears to be effective; 80% responded on the grade level meeting administered survey that they feel they are kept informed of events and activities at DHS. 94% of parents surveyed at Back To School Night either agreed or strongly agreed with the statement "Communication with families occurs in an open and respectful manner." An electronic marquee was installed at the often used intersection of Cecil Ave and Norwalk. A wide

### **Supporting Evidence**

Workshops

[Sample #1](#)

[Sample #2](#)

[Sample #3](#)

Credential related  
testing assistance

Peer observations

Blackboard Connect

[Parent Survey](#)

Electronic Marquee at  
intersection of Cecil  
Ave and Norwalk

[LCAP Parent Advisory  
Committee](#)

[English Language  
Learning Advisory  
Committee](#)

School Site Council



**E2.3 Findings**

assortment of information regarding upcoming events at DHS are continuously displayed and updated on a regular basis.

Parents Advisory Committees are assembled for making recommendations for and approval of the District's LCAP. Both parents and students serve two year terms on the School Site Council which also reviews the Single School Plan. Parents are also members of the Title I Committee, the WASC Focus on Learning Committee, English Learner Advisory Committee (ELAC) and the Migrant Education Committee.

**Supporting Evidence**

[Title I Committee](#)



### E3. Personal and Academic Support Criterion

*All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.*

#### Adequate Personalized Support

**E3.1. Indicator:** *The school has available and adequate services to support student's personal needs.*

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

#### E3.1 Findings

Delano High School is also a standing member of the Coordinated Services Council. Members of this council include local educators, parents, students, and professional and civic organizations. The purpose of this council is to meet any critical need that arises in the Delano community. Situations that involve children are its prime focus. When a community or individual need arises, the Coordinated Services Council convenes to discuss the situation, identify the needs and steps of action to address those needs. The Council then calls upon liaisons, listed collectively as "Community Connections" which is comprised of local businesses, civic, non-Profit and professional organizations to solicit their help. An example of such action might be to offer aid to a family who lost their home to fire, providing backpacks and coats to needy children, and food drives. This is truly a collaborative effort and a vital resource to those students who have medical or material needs that relate to the overall wellbeing of a child.

Under the supervision of the District's registered nurse sight and hearing screening tests are administered to every student in the eleventh grade. Any student who notifies a teacher or counselor

#### Supporting Evidence

[Community](#)

[Connections list](#)

[Omni Family Health Center](#)

[Clinica Sierra Vista](#)

Delano Community Alliance

[Health Services](#)

[Information on District](#)

[Website](#)



### E3.1 Findings

they have problems with vision or hearing can be given this test on a referral basis. The nurse's office can also coordinate with outside agencies to address those health, dental or immunization needs that go beyond the means of the school nurse. Teachers or other staff can refer students to the nurse's office who then refer the student's parents to agencies that can address the health needs of the child. This referral process also includes putting parents in contact with the Community Connections Center which is very knowledgeable about Medi-Cal policies and procedures. Due to the low income status of many families in this area, a large percentage of them qualify for low cost or subsidized health, dental and vision care. DHS is the entry point for both diagnosing health concerns as well as educating parents about the services available to them.

The counseling department provides the initial placement of students as they enter DHS. This placement is based on student performance on Math and English placement test. The purpose of this placement is to ensure students are enrolled in classes that have the appropriate level of rigor, meet student needs and continue towards the goals expressed in the students four-year plan. 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 SBAC scores, now the California Assessment of Student Performance and Progress(CAASPP) 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. Students are encouraged to make a yearly appointment to see their

### Supporting Evidence

[Community Connections  
List](#)

[Omni Family Health  
Center](#)

[Clinica Sierra Vista](#)

Delano Community  
Alliance

Health Services  
Through DHS Nurse's  
Office



### **E3.1 Findings**

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. Each semester counselors communicate with students via presentations in all grade-level English classes. The subject of these sessions is to inform students about what constitutes progress towards meeting A-G and graduation requirements. Juniors and seniors are informed or reminded about upcoming deadlines for applications and informational sessions regarding college. Juniors may take the PSAT. 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. Counselors provide an important service in assisting students in reaching their immediate and long-term academic goals. A electronic marquee was installed on the northwest corner of the Administration building in the summer of 2016 and provides another method to update students of upcoming deadlines and test dates.

Procedures for Special Education students as outlined by state and federal guidelines are implemented and followed so that teachers are made aware of any special needs a student might have. This process begins with Special Education teachers meeting with a specific student's counselor to create an appropriate schedule for that student based on his or her Individualized Education Program (IEP). As part of this process, Special Education teachers inform teachers of identified students with a description of the disability and accommodations and modifications that can be implemented or other student management suggestions that may increase the chances of such students succeeding in the classroom.

### **Supporting Evidence**

[DHS Counseling Department](#)

Student Scheduling

[Student Four year Plan](#)

[College Application Assistance](#)

[Scheduling and registration SAT, ACT and ASVAB](#)

[DHS Academic Response and Intervention Pyramid](#)

See Counselor evidence binder



**E3.1 Findings**

DHS addresses the needs of students who need individualized considerations for academic success through the creation of 504 Plans. A 504 plan is created by a team that is comprised of the student's teachers, the student, parents, counselor and related professional staff (medical or school psychologist). Student strengths and limitations are discussed and evaluated to determine what adjustments or accommodations can be made to facilitate the student's learning.

The DHS Counseling Department contributes a tremendous amount of time and effort assisting students in developing their post graduation education plans. They arrange for college representatives and student sign ups to meet and discuss college programs and admission policies, financial aid workshops such as "Cash for College" an evening event that parents can attend with their student to register for grants, and assist students in completing college admissions forms and application for financial aid.

**Supporting Evidence**

[DHS Counseling](#)

[Department web page:](#)

Example provided:

Cash for College Night

**Support and Intervention Strategies Used for Student Growth/Development**

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

**Findings**

Students who are in the most rigorous courses offered at DHS, specifically the Advanced Placement, Dual Enrollment and Pre-AP classes have access to tutorial sessions designed to meet

**Supporting Evidence**

their academic needs. DHS has expanded its course offering to include dual and concurrent enrollment classes that are in partnership with Bakersfield Community College. These course afford college bound students to complete high school graduation requirement while at the same time earning college credit. Counselors keep track of student progress and make suggestions and placement decisions that focus on the students' immediate and long term needs and goals. Advanced Placement courses have an open enrollment policy. Most Dual Enrollment courses are also open to all students in the appropriate grade level except for those Dual Enrollment classes that requires a passing score on a placement test or have pre-requisites in place. Students are encouraged to enroll in those classes that meet A-G requirements (designated as College Prep at DHS) and enrollment in these courses are open to all students in the appropriate grade level.

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 as a Student Success Team (SST) 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 afterschool tutorial, either in the school library or with individual teachers. Though teachers are contracted to work up to 3:00 pm each regular school day, many stay later in the day to offer assistance to students in need of it. Teachers can also refer students to subject specific after school tutorials that are scheduled for specific days and locations each week. A list of these tutorial sessions, their times and locations are printed on small posters that have been distributed to each teacher for display in their classroom. 90% of students surveyed in 2016 stated knowledge of the tutorial

[Master Schedule](#)

[Four Year Plan](#)

[DHS Academic](#)

[Support and](#)

[Intervention Pyramid](#)

After School Tutorial  
Posters

[Student Survey](#)

[DHS Academic](#)

[Support and Intervention  
Pyramid](#)



opportunities and the willingness of teachers to provide them with extra assistance before and after school as well as during lunch break (if available due to double lunch schedule).

AVID is another nation-wide 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. A majority of students at DHS match the demographics that are the focus of AVID. AVID is a course that students enroll in and it is part of their regular school day schedule. DHS does not have the resources to have every student enrolled in an AVID course but does offer many of the same services as AVID- tutorial sessions, scheduling guidance with college in mind, applications, etc. Those students in AVID get a more structured method of preparation as well as a more individualized form of assistance by their AVID teacher and the program as a whole.

## AVID Program

Individual Education Programs and 504 Plans are both individualized and can be described as an alternative learning option depending on the modifications and accommodations laid out in these systems.

Beginning in Fall 2016, the Delano High School District adopted the on-line program Edgenuity as a way for students behind in credit to get back on track for graduation. Students must have taken and failed a class before they are eligible to take Edgenuity. Some courses on Edgenuity only satisfy graduation requirements while other course do likewise as well as satisfy A through G requirements and thereby enable students to achieve qualifications for college admission. Edgenuity is also offered to students who are placed on Independent Study due to health or for other personal reasons





A last resort is to reassign students to Valley High School for failure to maintain adequate progress in earning credits towards graduation or for discipline and behavioral issues. Valley High School is the district's alternative high school. Students who are transferred to VHS may apply for reinstatement at DHS. The school board makes this decision after the DHS administration has offered its recommendation.

[Alternative High School](#)

## Support Services – Interventions and Student Learning

**E3.3. Indicator:** *The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.*

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

### E3.3 Findings

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, 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

### Supporting Evidence

Standards Based  
Curriculum- See  
Teacher Evidence  
Binders

[Migrant Program](#)

[English Learner  
designated classes](#)



### **E3.3 Findings**

they may better receive strategic classroom instruction.

The most immediate identification of struggling or underperforming students is achieved by the student's classroom teachers. This is also the location and situation where the most immediate intervention occurs. With the AERIES grade program teachers can keep student grades up to date and thereby track student academic progress. AERIES also gives the teacher access to attendance data of all students enrolled in their class, their grades on the most recent grade report and teacher comments as entered on the grade reports. Specially designated codes can notify teachers of some discipline issues the students may be experiencing. Teachers can then employ teaching strategies gained through training or collaboration with other teachers to improve student performance.

Teachers can also refer struggling or underperforming students to their assigned counselor. The counselor can also refer the student for testing for learning disabilities or vision and hearing screening. Teachers can propose an intervention in those instances where a student is having trouble learning for what appears to be the result of learning difficulties. Students are referred to their respective grade level counselor. The counselor may offer some suggestions to the student to address their needs. In most cases students are seen by their counselor on the same day of or the day after the teacher referral is made. The counselor may determine from their discussion with the referring teacher and the student that further intervention is necessary. The counselor will contact the proper district personnel to assemble a Student Success Team that will investigate the student's past and current academic performance, medical history, attendance and discipline record, possible

### **Supporting Evidence**

[ELD Placement Matrix](#)

[Special Education/  
Resources Programs](#)

[Counseling Department  
Scheduling assistance](#)

[AERIES](#)

[Faculty Handbook](#)



**E3.3 Findings**

psychological evaluation and whatever information is needed to better understand the possible causes and nature of the student's academic struggles. The SST may determine the student needs further testing for possible learning disabilities. Testing for learning disabilities is done by DHS and District personnel. Parents are informed of these actions and are invited participate in the process. If a student is determined to having a learning disability that falls under the guidelines of special education then an IEP will be created for that student. Depending on the outcome of these assessments the student may be eligible for a IEP, 504 Plan or special medical services. The timeliness of these procedures depends on the number of students needing to be assessed and the number of employees available to perform the assessment.

**Supporting Evidence**

[DHS Counseling Department](#)

[DHS Academic Support and Intervention Pyramid](#)

[504 Plans](#)

## **Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum**

**E3.4. Indicator:** *Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.*

**E3.4. Prompt:** *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

**E3.4 Findings**

Mandatory Tiger Tutorial is another after school tutorial option. Teachers can assign students who are missing or not competing course work to MTT. This assignment is done by the teacher over the AERIES program. Security staff get a print out and go room to room on campus to pull students out of class and escort them to tutorial. Students are expected to complete the assignments that are the reasons why they have been assigned MTT.

**Supporting Evidence**

[DHS Academic Support and Intervention Pyramid](#)



**E3.4 Findings**

All core subjects have at least one tutorial session scheduled every week. Math and English have at least two after school tutorial sessions per week. Tutorial sessions are open to any student who needs or feels they need extra assistance to master learning objectives.

DHS offers Pre-AP, Dual Enrollment and Advanced Placement courses to any student who wishes to challenge themselves with more rigorous classes. The counseling department and feeder schools have identified some students as Gifted. 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. Beginning in the 2010-2011 school year DHS had more students enrolled in AP classes than in any previous years. Those numbers have decreased in 2016-2017 due to new Dual Enrollment courses. Dual Enrollment courses offers students a better chance at receiving college credit than doing so by passing AP exams. Many students who would have traditionally enrolled in AP classes are instead enrolling in the Dual Enrollment courses. DHS has dedicated resources to create an after school tutorial opportunities for AP and Dual Enrollment 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.

The services offered by the DHS Library have been expanded to offer students additional support to assist them in reaching their academic goals. The Library hours of operation have been extended to 4:30 Monday through Thursday and 3:30 on Fridays. In previous years reference to the Library for after school hours has

**Supporting Evidence**

After School Tutorial  
Schedule

[Master Schedule](#)

After School Tutorial



### E3.4 Findings

been to call it the Homework Center. Students have access to computers for research and word processing. Plenty of tables and chairs are available for students to work on other assignments. The purpose of the Homework Center is to offer students access to computers and the Internet to complete class assignments. Of the 571 parents who completed the parent survey in 2010, 25% reported they did not have computers and/or the Internet at home. Another reason the Homework Center was created was to offer students a quiet, appropriate place to complete their assignments. Students in Focus Group E responded that the Library adequately met their needs for reliable computer services as well as an environment to complete assignments.

DHS has a late bus schedule for students who miss the regularly scheduled buses in order to attend after school tutorial sessions or the Homework Center. All bus routes are included in the late bus schedule. Late buses run afterschool Monday through Friday to ensure students with transportation needs can participate in afterschool learning, club, or athletic endeavors. The first late busses are scheduled to depart DHS at approximately 4:00 and a second group of buses depart at 6:00p.m.

All juniors are enrolled in a 7<sup>th</sup> period course in the Spring Semester to prepare them for the California Assessment of Student Performance and Progress (CAASPP and formerly known as the SBAC). These courses offered in both math and ELA are designed to review and practice those skills that are assessed on the CAASPP.

In the Spring of 2016 DHS offered a SAT prep class afterschool to

### Supporting Evidence

[DHS Library](#)

Late Bus  
Services/Schedule

CAASPP Support

SAT Prep Classes

[High Intensity  
Language Arts  
Classes](#)

[CELDT Test Results](#)



### **E3.4 Findings**

juniors. This came later in the year after the SBAC/CAASPP preparation classes had concluded. DHS only had room for 60 students and those slots were filled up in a first come first served bases. Students who took this course were registered to take the SAT being administered in June 2016. At the time of the writing of this report it has not yet been determined if this SAT prep class will be offered again. In the meantime the 11<sup>th</sup> grade English cohort has restructured their curriculum and have designated each Monday to be focused on review and practice of those ELA skills that are assessed on the SAT.

English Language Learners (ELL) receive support based on their academic needs. Students may be placed in a High Intensity Language Arts class (ELD) designed to teach student the English language. Students scoring a 3 or lower on the CELDT test have more than one English course to develop reading, grammar and writing proficiency. Teachers are cognizant that several of their students are categorized as ELL students and modify their instructional strategies that assist students in developing their English, reading, writing, and speaking skills while at the same time acquiring academic core content. Progress is measured by the CELDT student test scores. DHS achieved some progress in meeting state and federal goals for instructing EL students as outlined by the Annual Measurable Achievement Objectives (AMAOs). While DHS has not met all of its AMAOs more and more students are successfully progressing towards English proficiency. Prior to the administration of the CELDT test, ELL students are enrolled in a temporary 7<sup>th</sup> period class for additional instructions in ELA, composition and reading.

Course offerings during summer school are limited to those

### **Supporting Evidence**

Temporary 7<sup>th</sup> period  
ELA class for ELD  
students

Summer School  
Schedule/ Course list

[Zero Period](#)

[7th Period](#)

[DHS Graduation rates](#)

[Number of students  
completing A-G  
Requirements](#)



### **E3.4 Findings**

students who need to repeat a class taken during the traditional school year.

DHS has expanded some course offerings that go beyond the traditional periods 1 through 6 school day. “Zero” begins prior to first period and includes athletic conditioning sessions and band practice. Zero period is a class that requires enrollment, attendance and receives a grade. Offering zero period allows students more room in their regular schedule to take classes required for college admission or to pursue other academic interests. CAASPP preparation, SAT prep classes and Edgenuity sessions are scheduled for 7<sup>th</sup> period.

The number of students making progress towards English proficiency has increased each year since 2013 and exceeds the state average. Although the average SAT scores of DHS students fall below the national and state averages they did increase in 2016. CTE completion numbers increased since the 2013-2014 school year. DHS graduation rates have increased every year since 2011-2012 and exceed the state average by nearly 14%. The percentage of DHS graduates who complete the A-G requirements has increased and reached 50% in 2015-2016, up from approximately 37% in both 2013-2014 and 2014-2015.

### **Supporting Evidence**

## **Co-Curricular Activities**

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*



**E3.5 Findings**

DHS has several co-curricular activities that are linked to academic standards and the school-wide learner outcomes (SLOs). MESA (Mathematics, Science and Engineering Achievement) is an after school program that allows students opportunities to apply what they have learned in their Science and Mathematics classes. State and regional competitions test the skills and knowledge of DHS MESA students. Mock Trial is a class at DHS where students learn about trial law. A Mock Trial team is created from members of this class who will compete with other Mock Trial teams from schools in Kern County. The Mock Trial team must conduct a trial and is scored by an actual judge. The Agricultural CTE classes/Career Pathway apply what they learned in FFA (Future Farmers of America) sponsored competitions such as Co-Ops (Ag business application) contest, best Informed Greenhand (for freshmen), animal judging, veterinary science and public speaking. The Structural Engineering and Construction classes take on school projects as an opportunity to apply classroom learning to real world situations. Engineering classes draft plans and the constructions classes do the actual construction from these plans. Examples of these projects include renovations of the entrance to the Administrative building and construction of snack bar at the football and baseball fields. The Video Visual Arts class takes the technological training they have learned to create short informational videos of other programs on campus. School clubs, athletic teams and event coordinators can solicit help from this class to provide services to promote or document their programs. The Academy of Medical Science and Therapeutics Services CTE class apply classroom learning to real life medical scenarios at professional facilities working side by side with medical personnel. Students gain practical knowledge of patient care and how to conduct themselves in a professionalism manner. The yearbook class applies the

**Supporting Evidence**

MESA

Mock Trial

Agricultural CTE

Engineering and Construction CTE

Video Visual Arts

Academy of Medical Science

Therapeutics Services CTE

Yearbook

Environmental Science

Future Business Leaders of America





**E3.5 Findings**

technical aspects of graphic design, photography, page layout and computer skills to produce the school's annual yearbook. AP Environmental Science and Biology classes have created a greenhouse garden/habitat area outside the science building. This area provides an outside learning environment for practical application. Maintenance and modification of this area is performed by the students of the Environmental science classes. Future Business Leaders of America is an extra-curricular club that functions as an optional co-curricular/enrichment opportunity for students in business classes. Students in FBLA compete in the spring and fall against FBLA chapters from other schools. Competitions range from marketing to restaurant management. FBLA provides an excellent opportunity for students to apply the business practices and strategies to situations that closely resemble what they would encounter in the real world. These programs serve as examples of DHS achieving its stated mission of providing enrichment opportunities that promote academic, social and emotional development. Each of these co-curricular activities/programs meet the goals of the Student Learning Outcomes that DHS has established. These activities and programs develop academic excellence, most involve using effective communication skills, require collaboration, and students in team situations exercise personal responsibility by being held accountable for their portion of the team effort.

DHS recognizes the importance of student involvement in activities that are outside the classroom. 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 internal functions of these clubs, their activities and community involvement offer another way to achieve the SLOs such as effective communication, personal responsibility,

**Supporting Evidence**

### **E3.5 Findings**

collaboration, and making a positive contribution to the school culture. 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. 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.

At the beginning of each school year the Student Body Government (ASB) sponsors WOW (Week of Welcome). During both lunches, each co- and extra-curricular club sets up a booth that is staffed by that club's officers and or advisory in order to promote their club and its activities. The week following WOW is known as Club Rush Week where students are encouraged to sign up for a club or clubs that interests them. Several of the clubs choose to hold their first meetings after Rush Week to welcome new members and to plan that year's events and activities.

DHS does not currently have a process in place that evaluates the involvement of all students in a variety of activities.

### **Supporting Evidence**

[DHS Athletic Website](#)

[ASB Club List](#)

WOW Week

Club Rush Week



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## Chapter V: Schoolwide Action Plan

### 2016-2017 Single Plan for Student Achievement (SPSA) Goals

**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.

**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.

**Goal 3:** Delano High School will continue to improve 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.

### **2016-17 WASC Schoolwide Action Plan**

**Critical Academic Need #1:** Increase academic achievement for all learner subgroups by increasing the number of students who meet or exceed college and career readiness on all state mandated assessments.

**Critical Academic Need #2:** Improve the college and career readiness culture of Delano High School by increasing the number of CTE completers and continuing to increase the number of students meeting the UC a-g requirements.



**Critical Academic Need #3:** Continue to improve school culture by establishing partnerships with all stakeholders with an emphasis on parent involvement.

**2016-2017 WASC Action Plan will be imbedded with the Single Plan for Student Achievement**

**Goal 1 (Area of Improvement):** Increase academic achievement for all learner subgroups by increasing the number of students who meet or exceed standards on all mandated assessments (SPSA Goal 1 and LCAP Goal 1).

**Current Status/Data and Identified Need**

**CAASPP**

- 2014-2015 only 63% of our students met or exceeded standards in English
- 2015-2016 only 65% of our student met or exceeded standards in English
- 2014-2015 only 29% of our students met or exceeded standards in Math
- 2015-2016 only 29% of our students met or exceeded standards in Math

**CELDT**

- 2014-2015 67% of our English Learners were at Advanced or Early Advanced on the CELDT.
- 2015-2016 the number of students scoring Advanced or Early Advanced decreased to 58%.



- 2015 26% of English Learners met standards on the SBAC English test.
- 2016 The number of students meeting standards on the SBAC English test dropped to 17%.

### **Life Science CST**

- In 2014 64% of our students were proficient or advanced on the life science CST.
- In 2015 we saw an 11% drop in the number of students scoring proficient or advanced on the life science CST.
- Since then, in 2016 we have only seen a marginal increase to 53.8% of students scoring proficient or advanced.
- In 2015-2016, 17% of English Learners are proficient in Life Science.

Action Plan	Evidence of Action Plan Implemented	Timeline	Funding Source	Person Responsible
Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to collaborate	<ul style="list-style-type: none"> <li>• Wednesday Late-start for PLC/Cohort collaboration</li> <li>• Co-Teaching Collaboration</li> <li>• Subs for additional Cohort Collaboration</li> <li>• Math and English Resource Periods</li> <li>• Data Analysis, Curriculum Refinement</li> <li>• Provide time for Cross Curricular Meetings</li> </ul>	August 2016-June 2017	Title I  LCAP	Site Administration  Instructional Staff
Provide high quality professional development and support for teachers,	<ul style="list-style-type: none"> <li>• Evidence-based strategies such as: Explicit Direct Instruction (EDI), Cornell</li> </ul>	August 2016-June 2017	Title I	Site Administration



administrators, and paraprofessionals that is aligned to targeted, coherent, relevant and sequential.	<p>Notes, WICOR, Costa's Levels of Questioning, graphic organizers, sentence frames, think-pair-share, collaborative/cooperative grouping, CPM, SDAIE, DOK, ELD, Co-teaching, etc.</p> <ul style="list-style-type: none"> <li>• ELD Professional Development</li> <li>• Monthly New Teacher Professional Development</li> <li>• Ongoing Professional Development</li> </ul>		Title II  LCAP	Instructional Staff
Purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.	<ul style="list-style-type: none"> <li>• Supplemental Materials</li> <li>• Technology Support</li> </ul>	August 2016-June 2017	Title I  LCAP	Site Administration  Instructional Staff
Provide supplemental intervention, enrichment or tutorial instruction to attain student outcomes.	<ul style="list-style-type: none"> <li>• Provide after school tutorial for core academic subjects</li> </ul>	August 2016-June 2017	Title I  LCAP	Site Administration  Instructional Staff
Provide opportunities to improve college readiness.	<ul style="list-style-type: none"> <li>• Allocating resources for PSAT, SAT, and AP Fees</li> <li>• College/University Visits</li> <li>• Parent Workshops               <ul style="list-style-type: none"> <li>○ Latino Lit.</li> <li>○ Grade Level Meetings</li> <li>○ Youth 2 Leaders</li> <li>○ Cash for College</li> </ul> </li> </ul>	August 2016-June 2017	LCAP	Site Administration  Counseling Staff  Instructional Staff
Provide student and staff	<ul style="list-style-type: none"> <li>• Educational Field Trips</li> </ul>	August 2016-June 2017	Title I	Site Administration



recognition.	<ul style="list-style-type: none"> <li>• Rising Stars</li> <li>• Top 25</li> <li>• Student of the Month</li> <li>• Honor to Scholars</li> <li>• CAASPP Recognition</li> <li>• CELDT Recognition</li> </ul>		LCAP	Instructional Staff  Counseling Staff
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### Evaluation of Progress/Metrics:

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 2016-2017 CELDT and SBAC. Results will be reported to the School Site Council and all stakeholder groups.

**Critical Academic Need #2: Improve the college and career readiness culture of Delano High School by increasing the number of CTE completers and continuing to increase the number of students meeting the UC a-g requirements (SPSA goal 2 and LCAP goal 2).**

### Current Status/Data and Identified Need

#### Career and Technical Education

- In 2015-2016, only 6.8% of our students were CTE completers. This is significantly below the state average.
- There is a need to develop new and refine current CTE pathways.



- There is a need to increase student interest in our CTE pathways.
- There is a growing need to increase student participation in our school's dual enrollment program.

### **CAASPP**

- 2014-2015 only 63% of our students met or exceeded standards in English
- 2015-2016 only 65% of our student met or exceeded standards in English
- 2014-2015 only 29% of our students met or exceeded standards in Math
- 2015-2016 only 29% of our students met or exceeded standards in Math
- 2015 26% of English Learners met standards on the SBAC English test.
- 2016 The number of students meeting standards on the SBAC English test dropped to 17%.

Action Plan	Evidence of Action Plan Implemented	Timeline	Funding Source	Person Responsible
<p>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>	<ul style="list-style-type: none"> <li>• Teacher time for Data analysis</li> <li>• Teacher Collaboration</li> <li>• Curriculum Alignment to Standards</li> <li>• Curriculum Refinement</li> <li>• Master Schedule</li> <li>• Course Syllabi</li> <li>• SAT data</li> <li>• ACT data</li> <li>• CAASPP data</li> <li>• Counselor handbook</li> </ul>	August 2016-June 2017	LCAP	<p>Site Administration</p> <p>Instructional Staff</p> <p>Counseling Staff</p>





Collaborate with cohort Refine instruction, curriculum, and assessments.				
Provide evidence based professional development opportunities for teachers and administrators that are aligned to the content standards.	<ul style="list-style-type: none"> <li>• Provide professional development for counseling staff to decrease the CTE completion gap</li> <li>• Course Outlines</li> <li>• Professional Development Calendar</li> <li>• Wednesday PLC/Cohort Agendas</li> </ul>	August 2016-June 2017	LCAP	Site Administration  Instructional Staff  Counseling Staff
Purchase supplementary materials, assessments, and equipment to help meet student goals and outcomes.	<ul style="list-style-type: none"> <li>• Purchase Requisitions</li> <li>• Supplementary Books</li> <li>• Supplementary Software</li> <li>• Classroom Equipment</li> <li>• Classroom Technology</li> </ul>	August 2016-June 2017	LCAP	Site Administration  Instructional Staff  Counseling Staff
Provide visitations to four year universities, community colleges, and/or vocational institutions.	<ul style="list-style-type: none"> <li>• Career Field Trips and Visitations</li> <li>• College Field Trips</li> </ul>	August 2016-June 2017	Title III  LCAP	Site Administration  Instructional Staff  Counseling Staff
Educational Consultant	<ul style="list-style-type: none"> <li>• Mock Trial Consultant</li> <li>• Music Program Consultant</li> </ul>	August 2016-June 2017	Title III  LCAP	Site Administration  Counseling Staff  Instructional Staff
<b>Evaluation of Progress/Metrics:</b>				



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 as well as number of students participating in CTE pathways. 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 and our Intervention staff 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, Board of Trustees, and all other stakeholder groups.

**Critical Academic Need #3: Continue to improve school culture by establishing partnerships with all stakeholders with an emphasis on parent involvement (SPSA Goal 3 and LCAP Goal 3).**

### **Summary of Current Status/Data and Identified Need**

#### **Attendance and Truancy**

- Our attendance rates decreased by .43%
- Chronic absenteeism increased by 1.35%
- Our suspension rate declined by .4%
- Drop-out rates have steadily decreased to 1.1%

#### **Graduation Rates**

- We now have a graduation rate of 97.7%
- 84% graduation rate among special education students



**Parent Involvement**

- Need to increase parental involvement to improve stakeholder feedback
- Minimal participation in parent advisory groups such as English Language Advisory Committee (ELAC) and School Site Council (SSC).

Action Plan	Evidence of Action Plan Implemented	Timeline	Funding Source	Person Responsible
Provide support services through the school psychologist, school counselor, nurse, Discipline Liaisons.	<ul style="list-style-type: none"> <li>• Foster Youth Mentor</li> <li>• McKinney-Vento Youth Assistance</li> <li>• Healthy Kids Survey</li> <li>• Student Surveys</li> <li>• Parent Surveys</li> <li>• School Psychologist</li> <li>• Student Support Team (SST)</li> <li>• IEP</li> <li>• 504 Plan</li> <li>• School Counselor Handbook</li> </ul>	August 2016-June 2017	LCAP	Site Administration  Instructional Staff  Counseling Staff
Provide before school, after school, Saturday, and/or evening Interventions. This includes sessions for tutorials, credit recovery, and behavior intervention to accommodate student needs.	<ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Saturday School</li> <li>• CELDT VIP</li> <li>• CAASPP Preparation</li> <li>• SAT/ACT Boot Camp</li> <li>• MTT</li> <li>• Lunch/After School Detention</li> </ul>	August 2016-June 2017	LCAP	Site Administration  Instructional Staff  Counseling Staff
Foster an educational environment where students can attain academic success	<ul style="list-style-type: none"> <li>• Keynote Speakers /Presenters</li> <li>• Educational Fieldtrips</li> </ul>	August 2016-June 2017	LCAP	Site Administration



by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	<ul style="list-style-type: none"> <li>• Rising Stars</li> <li>• Top 25</li> <li>• Students of the Month</li> </ul>			Instructional Staff  Counseling Staff
We will continue to provide parent educational workshops and trainings.	<ul style="list-style-type: none"> <li>• Parent Workshops</li> <li>• Youth 2 Leaders Foundation Family Academy workshops</li> <li>• Latino Literacy Family Reading Programs</li> <li>• Parent Center (Spring 2017)</li> </ul>	August 2016-June 2017	Title I  LCAP	Site Administration  Instructional Staff  Counseling Staff
Conduct district stakeholder meetings for data analysis, outcome analysis, and performance analysis.	<ul style="list-style-type: none"> <li>• Parent Outreach Class</li> <li>• Cash for College Financial Aid Workshop</li> <li>• Parent Grade Level Meetings</li> <li>• Youth 2 Leaders</li> <li>• Technology Support for Parents</li> <li>• ELAC</li> <li>• School Site Council</li> <li>• Title I Parent Meeting</li> <li>• LCAP Stakeholders Meeting</li> </ul>	August 2016-June 2017	LCAP	Site Administration  Counseling Staff  Instructional Staff

### Evaluation of Progress/Metrics:

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 online. 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. DHS will also be opening, for the first time, a parent center to better serve our parent stakeholders.



