



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Delano High School
Address	1331 Cecil Ave Delano, California 93215
County-District-School (CDS) Code	15634121531672
Principal	Rene Ayon
District Name	Delano Joint Union High School District
SPSA Revision Date	October 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	November 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

Vision | Achieving Academic Excellence- A Student at a Time

Motto | Awaken the Tiger

Core Leadership Values | Dedicated to Serving Student, Parents, and staff, High Expectations, & Servant Leadership

Tiger Skills

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

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
- * Write and speak in grammatically correct sentences

SHOW PERSONAL RESPONSIBILITY

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

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

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

District Goals

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

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

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

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

School Profile

City of Delano

Founded July 14, 1869 as a railroad town, the city of Delano was named in honor of the Secretary of the Interior for the United States, Columbus Delano. Delano later became incorporated in 1913. Located in southern Central San Joaquin

Valley, the City straddles southern Tulare County and northern Kern County, sitting in the southern base of the San Joaquin Valley.

Delano's economy is based in agriculture and, thus, the local economy is affected by seasonal work patterns and uncertain weather conditions; many families struggle financially. Approximately 30.3 percent of Delano's population (23,041 on the 2010 census) lives in poverty with median household income reported at \$35,933 (2011-2015). The Bakersfield-Delano area unemployment rate fluctuates; due to the seasonal nature of agriculture, unemployment in the winter months often surges. In April 2017, the Bureau of Labor Statistics reported the unemployment rate at 11.4% for the Bakersfield-Delano Area. Despite the instability of agriculture, the population of Delano continues to remain stable and is growing as industry (such as the Sears Logistic Unit, Home Depot, and the Wonderful Company) and the two prisons provide for a more stable and less mobile population.

Delano's community is a diverse one, with its demographic inclusive of many ethnicities including African American, Arabic, and White. Furthermore, over the years the community has drawn a high number of immigrants from Mexico and the Philippines. Per the 2010 Census, Delano's population is comprised primarily of Hispanic (71.5%) and Asian (12.7%) ethnicities, with other ethnicities making up the remaining population. Many of those emigrating from Mexico are from rural communities with little or no formal education; this consequently has contributed to a population in Delano with great need for academic support. The most recent census counts indicate that only 53.1% of Delano's population over the age of 25 has completed high school and only 7% has earned a Bachelor's degree or higher. This, in addition to language barriers, creates an even greater challenge with literacy in any language. Despite these barriers, Delano High School's staff is dedicated and passionate. Staff strives to provide the best educational experience possible so students graduate with the skills necessary for a productive future in college or career and so students are competitive with not only other students in the Delano area but also with students globally. Indeed, as the city sign declares, "Delano: An International Community Working Together."

Delano High School

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

Delano High School was established in 1911 and serves approximately 1440 students in grades nine through twelve. Delano High School employs approximately 60 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, Art, and Dual Enrollment classes.

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, 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 Spring of the 2018/19 school year, multiple baseball diamonds and softball fields, a music building designed for vocal and instrumental classes, an auditorium, and an exceptional swimming pool. The cafeteria and food service court include on-site food service and are often used for community and school banquets and forums.

Awards and Recognition

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

In 2008, 2009, 2012, 2016, and 2018 Delano High School received the U.S. News and World Report's America's Best High Schools Bronze medal award, and in 2013, 2015, and 2017, 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.

Delano High School has been recognized as a California Distinguished School, an achievement that is very difficult to attain. DHS continues to perform strongly with the new English and math Smarter Balanced Assessments. This past spring, 70% 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, 40% of our 11th grade students met or exceeded grade-level standards, again surpassing the county average.

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%.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Delano High's Single Plan for Student Achievement has been reviewed, analyzed, and updated by all site stakeholders. For this academic year, the Site Leadership team reviewed and made necessary updates on Thursday, September 13th during its monthly leadership meeting. Once updates were made by the leadership team, teachers had an opportunity to review and make additional changes on Wednesday, September 19th. Delano High School parents were informed of the goals outlined on the SPSA and had an opportunity to collaboratively work on updates during two stakeholder meetings: Title 1 and English Language Advisory Committee meetings. Both meetings were held on Thursday, September 6th. On October 19th, students, parents, community members, classroom teachers, and classified staff making up the School Site Council were able to review and approve the site's SPSA. The SPSA was submitted for board approval on November 13, 2018.

Site Administration, instructional staff, counselors will continue to provide updates at cohort meetings, leadership team meetings, Board Meetings, and student advisory group meetings about progress toward goals outlined on the SPSA. Results will be reported to all stakeholders during relevant Back to School Night, Title 1, School Site Council, cohort, and leadership meetings.

A summary of the meetings that were held during the 2017-2018 academic year are listed below:

Delano High in collaboration with DJUHSD conducted stakeholder meetings throughout the year with parent advisories, school and district administrators, teachers, students, and other staff members. Delano High School also consulted with Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP. An LCAP public forum was held on May 15, 2018 for review of the proposed actions and for comment from the public. A summary of those meetings is outlined below.

Teachers: LCAP stakeholder meeting was held on 2/28/2018.

Specialized Instructional Support Personnel: LCAP Stakeholder meeting was held on 2/28/2018.

Students: LCAP stakeholder meeting was held on 2/28/2018.

Stakeholder meetings were held with district staff that included counselors, psychologist, nurses and classified staff from each high school on 2/28/2018

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.1%	0.14%	3	2	2
African American	0.1%	0.4%	0.35%	2	6	5
Asian	0.8%	0.8%	0.50%	12	12	7
Filipino	15.7%	16.2%	15.35%	250	242	217
Hispanic/Latino	81.0%	80.4%	82.11%	1,287	1,201	1161
Pacific Islander	0.1%	0.2%	0.14%	2	3	2
White	1.6%	1.3%	0.99%	26	19	14
Multiple/No Response	0.4%	0.1%	0%	7	1	0
Total Enrollment				1,589	1,494	1414

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9		398	362
Grade 10		398	372
Grade 11		356	351
Grade 12		334	323
Total Enrollment		1,494	1,414

Conclusions based on this data:

1. Student demographics continue to remain relatively similar over the last couple of years.

2. There has been a slight decrease on student enrollment over the last three years.
3. As of October 19th, there are 1,390 students actively enrolled at Delano High School.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	429	459	444	27.0%	30.7%	31.4%
Fluent English Proficient (FEP)	725	657	643	45.6%	44.0%	45.5%
Reclassified Fluent English Proficient	171	69	47	34.5%	16.1%	10.2%

Conclusions based on this data:

1. There has been an increase in English Learners over the last three years.
2. Our RFEF percentages have decreased steadily over the last three years.
3. Our FEP percentages remain similar over the last three years, right around 45%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	354	335	328	347	331	325	347	331	325	98	98.8	99.1
All Grades	354	335	328	347	331	325	347	331	325	98	98.8	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2607.	2627.	2623.	19	34.44	28.92	46	36.25	40.62	23	17.82	20.31	12	11.48	10.15
All Grades	N/A	N/A	N/A	19	34.44	28.92	46	36.25	40.62	23	17.82	20.31	12	11.48	10.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	40.18	29.23	59	42.90	52.92	18	16.92	17.85
All Grades	23	40.18	29.23	59	42.90	52.92	18	16.92	17.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	37	43.50	39.69	54	45.02	48.00	9	11.48	12.31
All Grades	37	43.50	39.69	54	45.02	48.00	9	11.48	12.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	27.19	24.92	73	59.52	63.69	13	13.29	11.38
All Grades	14	27.19	24.92	73	59.52	63.69	13	13.29	11.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	34	46.83	48.00	58	42.30	43.08	8	10.88	8.92
All Grades	34	46.83	48.00	58	42.30	43.08	8	10.88	8.92

Conclusions based on this data:

1. DHS continues to perform strongly in English. This past spring, nearly 70% of our 11th grade students were considered college ready based on the English portion of the CAASPP, meeting or exceeding state standards.
2. The school community will continue to analyze student performance data as well as refine instructional and support programs in order to continue to improve national, state, and local assessment results.
3. Delano High School outperformed all other sites in the district; DJUHSD is the highest performing district in Kern County.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	354	334	328	347	331	325	345	331	325	98	99.1	99.1
All Grades	354	334	328	347	331	325	345	331	325	98	99.1	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2567.	2569.	2587.	8	11.18	14.15	21	22.05	26.46	29	23.56	23.08	41	43.20	36.31
All Grades	N/A	N/A	N/A	8	11.18	14.15	21	22.05	26.46	29	23.56	23.08	41	43.20	36.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	18	21.75	31.08	32	29.61	26.15	50	48.64	42.77
All Grades	18	21.75	31.08	32	29.61	26.15	50	48.64	42.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	13.90	13.23	57	45.32	52.92	30	40.79	33.85
All Grades	13	13.90	13.23	57	45.32	52.92	30	40.79	33.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	16.01	20.00	59	58.31	56.31	28	25.68	23.69
All Grades	13	16.01	20.00	59	58.31	56.31	28	25.68	23.69

Conclusions based on this data:

- DHS performed above the county average this past spring with 40% of our 11th grade students meeting or exceeding standards compared to only 33% from the previous school year.
- There has been a percentage increase over the last 3 years of students meeting or exceeding state standards in the area of math.

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

School and Student Performance Data

CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9		29			14		9			9	14		82	43	
10				***										***	
11								25			25			50	
Total		15		8	8		8	8		8	15		75	54	

Conclusions based on this data:

1. During the 2017-2018 academic school year students completed the English Language Proficiency Assessments for California (ELPAC).

School and Student Performance Data

CELDT Results Annual Assessment Results

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

Conclusions based on this data:

1. During the 2017-2018 academic school year students completed the English Language Proficiency Assessments for California (ELPAC).

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	12	7		39	36		26	36		12	12		11	9	
10	14	19		42	42		26	23		10	8		8	7	
11	20	19		46	37		24	20		7	15		4	9	
12	7	16		43	38		29	30		21	13			3	
Total	14	15		42	38		26	28		10	11		8	8	

Conclusions based on this data:

1. Students made adequate progress in acquiring English language skills as indicated on the CELDT.
2. There was a continual need to provide appropriate support to ensure that students do not truncate at the intermediate and early advanced levels on the CELDT. Tutorials will be added to make sure students receive these supports.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	2
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		4	0
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Graduation rates for DHS remain highest performance level; over 95% of students graduate within four years.
2. The Equity Report demonstrates continued improvement for the EL population.
3. There are no performance level indicators in the red or orange area.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

- 1.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		1,582	Medium 3.2%	Maintained 0%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1,582	Medium 3.2%	Maintained 0%
English Learners		498	Medium 5%	Increased +1.6%
Homeless		29	High 6.9%	Increased Significantly +4.2%
Socioeconomically Disadvantaged		1,443	Medium 3.1%	Declined -0.4%
Students with Disabilities		121	High 8.3%	Increased Significantly +3.8%
African American		6	*	*
American Indian		2	*	*
Asian		14	Very High 14.3%	Increased Significantly +14.3%
Filipino		247	Very Low 0.4%	Declined -1.1%
Hispanic		1,276	Medium 3.5%	Maintained -0.1%
Pacific Islander		3	*	*
Two or More Races		10	*	*
White		24	High 8.3%	Increased Significantly +5%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Based on the fall 2017 Dashboard, DHS should continue to work on reducing suspension rates for students with disabilities.
2. There was a decrease on suspension rates for Socioeconomically Disadvantaged students, DHS was in the green with subgroup.
3. The Filipino subgroup continues to perform at the highest performance level suspensions (BLUE).

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		542	High 83.4%	Maintained +0.7%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 5%	Increased +1.6%
English Learner Progress (1-12)		High 83.4%	Maintained +0.7%
Graduation Rate (9-12)		High 94.3%	Increased +1%
College/Career (9-12)	N/A	Low 15.1%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Based on the Fall 2017 Dashboard data, DHS continues to do a great job graduating its students. Over 94% of students are graduating in four years.
2. Suspension rates for EL students continue to be in the orange range.

School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Graduation Rate (9-12)		396	Very High 97.5%	Increased +1.5%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		396	Very High 97.5%	Increased +1.5%
English Learners		141	High 94.3%%	Increased +1%
Homeless		43	High 90.7%%	Declined Significantly -5.7%
Socioeconomically Disadvantaged		396	Very High 97.5%%	Increased +1.4%
Students with Disabilities		18	Low 77.8%%	Declined Significantly -5.9%
African American		0	*	*
Asian		3	*	*
Filipino		75	Very High 96%%	Declined -1.2%
Hispanic		310	Very High 97.7%%	Increased +1.8%
Pacific Islander		0	*	*
White		8	*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

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

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A	393	Medium 46.1%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	393	Medium 46.1%	N/A
English Learners	N/A	139	Low 15.1%	N/A
Foster Youth	N/A			N/A
Homeless	N/A	42	Low 33.3%	N/A
Socioeconomically Disadvantaged	N/A	393	Medium 46.1%	N/A
Students with Disabilities	N/A	15	Low 13.3%	N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A	3	*	N/A
Filipino	N/A	75	High 62.7%	N/A
Hispanic	N/A	307	Medium 42%	N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A	8	*	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	321	47.1 points above level 3	+23 points
Mathematics (Grade 11)	321	55.6 points below level 3	+4 points

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	82.7%	83.4%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared
Class of 2016	46.1%	27%	27%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts 24.2 points above level 3 47.1 points above level 3

Mathematics 59.6 points below level 3 55.6 points below level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	3.2% (54)	3.2% (50)

Conclusions based on this data:

1. Suspension rates remained the same over the two year period.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017
Graduation	95%	97.7%	97.5%

Conclusions based on this data:

1. Graduation rates for Delano High School are above the county, state, and national average.
2. Graduation rates continue to be over 94% for Delano High School.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Graduation rates are at the highest performance level for most groups; including, Socioeconomically Disadvantaged students.

2. There is continuous improvements/growth over the last three years in the are of Mathematics.
3. Suspension rates for Filipino students are the lowest; Suspension rates for Students with Disabilities are in the red and are a focus area for Delano High School.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

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.

Tiger Skills: DEVELOP ACADEMIC EXCELLENCE and HAVE EFFECTIVE COMMUNICATION SKILLS

WASC SCHOOL WIDE Area of Growth

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

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

LCAP Goal

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.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Basis for this Goal

There is an academic achievement gap in English and mathematics between all learners and the English Learner and Students with Disabilities subgroups as evidenced by this year's baseline data. In regards to the College and Career Readiness Indicator (CCI), there is a completion gap among the English Learner and Students with Disabilities subgroup as well. The reclassification rate for English proficiency with English Learners declined 12.3% for the district. AP passing rates decreased 1.3% districtwide. Delano High has been able to better retain core subject teachers, thus producing high academic attainment as noted by California Dashboard results. Delano High School intends to continue providing the support needed to meet or exceed the performance outcomes. All services and actions are principally directed to increase or improve services for our unduplicated pupil population. Delano High has an unduplicated pupil population of 94.8.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1(b): Basic Services-Pupils in the school have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials.	100% of students will have standards-aligned materials.
Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency content	A. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction. B. ELD standards were implemented in all English, ELD and ELA intervention classes daily.	a. Maintain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction. b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.

Metric/Indicator	Baseline	Expected Outcome
<p>knowledge and English language proficiency.</p> <p>Metric: CALPADS English Learner Services data</p>		
<p>Priority 4(a): Pupil Achievement Statewide assessments.</p>	<p>SITE DATA</p> <p>A. 70% of 11th Grade Students met or exceeded standards in the Spring 2018</p> <p>B. 40% of 11th Grade Students met or exceeded standards in the Spring of 2018</p> <p>District Standard met:</p> <p>CAASPP English:</p> <p>All Students 66%</p> <p>ELs 37%</p> <p>SWD 4%</p> <p>District CAASPP Mathematics:</p> <p>All Students 32%</p> <p>ELs 10%</p> <p>SWD 2%</p> <p>CAPA</p> <p>SWD 82%</p>	<p>SITE Expected Outcome</p> <p>A. 74% of 11th grade students taking the CAASPP assessment in the Spring of 2019 will either be at or above state standard in the English portion of the exam.</p> <p>B. 45% of 11th grade students taking the CAASPP assessment in the Spring of 2019 will either be at or above state standard in the English portion of the exam.</p> <p>District Expected Outcome</p> <p>All Students 66%</p> <p>ELs 39%</p> <p>SWD 10%%</p> <p>District Expected Outcome CAASPP Mathematics:</p> <p>All Students 33%</p> <p>ELs 12%</p> <p>SWD 5%</p> <p>CAA (Formerly CAPA)</p> <p>ELA 10%</p> <p>Mathematics 20%</p>
<p>Priority 1(c): Basic Services School facilities are maintained in good repair.</p>	<p>Based on the 2017 Facility Inspection Tool:</p> <p>DHS 93.06% in “Good Repair”</p>	<p>DHS 96% in “Good Repair”</p>
<p>Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.</p>	<p>95% implementation of state board adopted academic and performance standards.</p>	<p>100% implementation of state board adopted academic and performance standards.</p>
<p>Priority 4(c): Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.</p>	<p>UC a-g completion</p> <p>All Students at DHS 57%</p> <p>District DATA</p> <p>CTE completers</p> <p>All Students 28.4%</p> <p>SWDs 32%</p>	<p>UC a-g completion</p> <p>All Students at DHS 60%</p> <p>District Expected Outcome</p> <p>CTE completer</p> <p>All Students 36%</p> <p>SWDs 35%</p>
<p>Priority 4(d): Pupil Achievement The percentage of English learner pupils who make progress toward</p>	<p>District English Learner Progress:</p> <p>Status High - 79%</p> <p>Increase: 2.8%</p>	<p>Attain:</p> <p>English Learner Progress:</p>

Metric/Indicator	Baseline	Expected Outcome
English proficiency as measured by the CELDT and/or ELPAC		All Students 84%
Priority 4(e): Pupil Achievement The English learner reclassification rate.	DHS Site 35% District Reclassification All Students 25.4%	DHS Site 36% District Reclassification All Students 26.5%
Priority 4(f): Pupil Achievement The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	31.8% of the students attempting an AP exam passed with a score of 3 or higher.	DHS Site 35%
Priority 4(g): Pupil Achievement The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	<p>SITE DATA</p> <p>A. 70% of 11th Grade Students met or exceeded standards in the Spring 2018</p> <p>B. 40% of 11th Grade Students met or exceeded standards in the Spring of 2018</p> <p>ACT</p> <p>College English Composition 59%</p> <p>College Algebra 41%</p> <p>College Social Science 41%</p> <p>College Biology 18%</p> <p>Meeting All 11%</p> <p>SAT</p> <p>Scores above 1000-1190 35%</p>	<p>SITE Expected Outcome</p> <p>A. 74% of 11th grade students taking the CAASPP assessment in the Spring of 2019 will either be at or above state standard in the English portion of the exam.</p> <p>B. 45% of 11th grade students taking the CAASPP assessment in the Spring of 2019 will either be at or above state standard in the English portion of the exam.</p> <p>ACT</p> <p>College English Composition 72%</p> <p>College Algebra 53%</p> <p>College Social Science 56%</p> <p>College Biology 46%</p> <p>Meeting All 37%</p> <p>SAT</p> <p>Scores above 1000-1190 37%</p>

Planned Strategies/Activities

Strategy/Activity 1

Goal 1 Action 1
Ensure all students are provided with high quality instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	184304.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	<p>a. Continue utilizing time during the day on late start Wednesdays for teachers to improve teacher quality; analyze data (SBAC, ELPAC, AP, and local assessments); and refine and modify instructional strategies.</p> <p>b. Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.</p> <p>c. Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.</p>

Amount	58,000.00
Source	Title I
Budget Reference	Certificated Personnel Salaries & Benefits
Description	<ul style="list-style-type: none"> • Summer Professional Development for staff on research based instructional strategies. • Provide time for additional cohort collaboration meetings to determine essential standards, create common formative assessments, and analyze student data.

Amount	47165.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Instructional Coaches for math and ELA

Amount	147845.67
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Learning Director to ensure all students are provided high quality instruction.

Amount	75115.00
Source	Title I
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Class Size Reduction in academic core.

Amount	205315.00
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Source	Title I
Budget Reference	Classified Personnel Salaries & Benefits
Description	Support staff: Instructional aides and technology support
Amount	21463.00
Source	Title III
Budget Reference	Classified Personnel Salaries & Benefits
Description	3 hour Instructional Aide for ELD support
Amount	13000.00
Source	College Readiness
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils, including providing for the development of honors and Advanced Placement courses.
Amount	4500.00
Source	College Readiness
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Beginning or increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs. A.) College admission/readiness workshops for pupils and parents

Strategy/Activity 2

Goal 1 Action 2

Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals.

- a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), Illuminate (data), AVID, CPM, SDAIE, DOK, ELD, PLC, Thinking Maps, Solution Tree, and Co-teaching.
- b) Continue to fund mentors for new teachers and Teacher Induction support services.
- c) Increase staff duty days for professional development that include at least half day teacher effectiveness classroom preparation.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Instructional Staff
District Administration

Proposed Expenditures for this Strategy/Activity

Amount	6100.00
Source	LCAP Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provided with evidence-based strategies such as Explicit Direct Instruction (EDI), Cornell Notes, WICOR, Costa’s Levels of Questioning, AVID, think-pair-share, Solution Tree, CPM, SDAIE, DOK, ELD, Co-teaching and other evidence based strategies to improve student learning.

Amount	60,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	<p>AVID Professional Development Explicit Direct Instruction PD Costa's Levels of questioning (AVID School-wide) Webb's DOK</p> <p>School Wide Area of Growth:</p> <p>1. Delano High School will further raise expectations for student performance through the use of instructional practices across all content areas that have an increased level of rigor and are better aligned to Depth of Knowledge levels three and four. The administration will provide increased opportunities for professional development and monitor implementation of practices in the classroom.</p> <p>2. Delano High School will ensure that all students - including students on IEPs, 504 Plans, and EL students are both College and Career Ready by completing A-G coursework and CTE Capstone courses.</p>

Amount	4,000.00
Source	Title I
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Monthly New Teacher Professional Development

Amount	14500.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	<p>PLC Professional Development</p> <ul style="list-style-type: none"> • Solution Tree • Lesson design workshops with CUE and Microsoft representatives.

Amount	12,000.00
Source	Title II Part A: Improving Teacher Quality

Budget Reference	Certificated Personnel Salaries & Benefits
Description	Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. PD to include: Solution Tree, AVID, and County Office Teacher Development.
Amount	6000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Professional Development materials, supplies, and equipment.
Amount	61962.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Mentors for New Teachers Induction Program Professional Development Days (2)
Amount	41731.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Depths of Knowledge and Costa's Levels of Questioning Professional Development. School Wide Area of Growth Delano High School will further raise expectations for student performance through the use of instructional practices across all content areas that have an increased level of rigor and are better aligned to Depth of Knowledge levels three and four. The administration will provide increased opportunities for professional development and monitor implementation of practices in the classroom.
Amount	20000.00
Source	Title I
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Depths of Knowledge and Costa's Levels of Questioning Professional Development-Teacher OT School Wide Area of Growth Delano High School will further raise expectations for student performance through the use of instructional practices across all content areas that have an increased level of rigor and are better aligned to Depth of Knowledge levels three and four. The administration will provide increased opportunities for professional development and monitor implementation of practices in the classroom.
Amount	30000.00

Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	AVID Institute for Site Team Members

Strategy/Activity 3

Goal 1 Action 3
 Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status.

Students to be Served by this Strategy/Activity

ALL

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
 Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	8700.00
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Source	LCAP Supplemental & Concentration
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Budget Reference	4000-4999: Books And Supplies
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Description	Supplemental Materials
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Amount	40000.00
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Source	Title I
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Budget Reference	4000-4999: Books And Supplies
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Description	Supplemental Technology for Math Intervention-Renaissance Math Supplemental Reading Horizon Data System Program AVID Supplemental Materials and supplies
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Amount	2000.00
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Source	LCAP Supplemental & Concentration
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Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	Supplemental materials
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Amount	105717
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Source	Title I
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Budget Reference	4000-4999: Books And Supplies
Description	Technology-Carts for math, English, and Science
Amount	23917.00
Source	College Readiness
Budget Reference	4000-4999: Books And Supplies
Description	Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.

Strategy/Activity 4

Goal 1 Action 4
 Maintain the increased UC a-g offerings sections and the additional foreign language teacher. Provide dual enrollment opportunities.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
 Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	355712.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Maintain the increased UC a-g offerings sections and the additional foreign language teacher. Provide dual enrollment opportunities as well as AP sections. School Wide Area of Growth Delano High School will ensure that all students - including students on IEPs, 504 Plans, and EL students are both College and Career Ready by completing A-G coursework and CTE Capstone courses.
Amount	34903
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Goal 1 Action 5 EL Support Staff

Amount	98333.00
Source	LCAP Supplemental & Concentration
Budget Reference	Classified Personnel Salaries & Benefits
Description	Support Staff-ELD Clerk, Instructional Aides

Strategy/Activity 5

Goal 1 Action 6

Continue to maintain:

- Reading, writing and mathematics intervention during the day.
- Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators.
- Summer school for ELD

and mathematics.

- The additional two English and three mathematics (hired

2014-2015) teachers.

- Reduced class size for students not attaining standard.
- Incentives for students completing intervention program.
- Transportation and the additional bus driver for the tutorials.

Students to be Served by this Strategy/Activity

ALL Students

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Counseling Staff
Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	118436.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Intervention During the Day.
Amount	15000.00
Source	LCAP Supplemental & Concentration
Budget Reference	Classified Personnel Salaries & Benefits
Description	Intervention Tutorials

Amount	1050.00
Source	LCAP Supplemental & Concentration
Budget Reference	Classified Personnel Salaries & Benefits
Description	Intervention and Tutorials
Amount	154423
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	CSR English (1) and (1) math
Amount	347865.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Reduced Class Size
Amount	12000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	6E-Instructional/University Field Trips 6F-Incentives AVID Tutors (2)
Amount	33549.00
Source	LCAP Supplemental & Concentration
Budget Reference	Classified Personnel Salaries & Benefits
Description	6g1:Transportation for Tutorials
Amount	6800.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	6g2: Transportation for Tutorials
Amount	2000.00
Source	College Readiness
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Providing subsidies to unduplicated pupils to pay fees for taking advanced placement exams. A.) Cost of Advanced Placement Fees

Strategy/Activity 6

Goal 1 Action 7

Continue to provide opportunities to improve college readiness by:

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

Students to be Served by this Strategy/Activity

ALL STUDENTS

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Instructional Staff
Counseling Staff

Proposed Expenditures for this Strategy/Activity

Amount	21938.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding UC a-g online program to make up coursework. School Wide Area of Growth Delano High School will ensure that all students - including students on IEPs, 504 Plans, and EL students are both College and Career Ready by completing A-G coursework and CTE Capstone courses.
Amount	27000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	AP Exam and Dual Enrollment
Amount	5500.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Providing visitations to four year universities, community colleges and post-secondary institutions. School Wide Area of Growth Delano High School will ensure that all students - including students on IEPs, 504 Plans, and EL students are both College and Career Ready by completing A-G coursework and CTE Capstone courses.

Amount	3050.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	<p>Conducting parent trainings/workshops to educate parents on readiness for College</p> <p>WASC Area of Growth: Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making</p>

Amount	1350
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	<p>Parent Trainings</p> <p>WASC Area of Growth: Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making</p>

Amount	2000.00
Source	None Specified
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	<p>Parent Trainings-Parent University</p> <p>WASC Area of Growth: Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making</p>

Amount	4533.00
Source	College Readiness
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide transportation for grade 12 students to facilitate registration at universities.

Strategy/Activity 7

Goal 1 Action 9
Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing state indicators.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

DHS Administration
Teaching Staff
Counseling Staff
Selected Classified

Proposed Expenditures for this Strategy/Activity

Amount	12500.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Student and Staff Recognition

Strategy/Activity 8

Goal 1 Action 8
Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

DHS Administration

Proposed Expenditures for this Strategy/Activity

Amount	99108.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Technology
Amount	55510.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description

Computer Carts for Gen Level course.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

College and Career Readiness

Goal Statement

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

Tiger Skills: DEVELOP ACADEMIC EXCELLENCE and SHOW PERSONAL RESPONSIBILITY

WASC SCHOOL WIDE Area of Growth

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

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

LCAP Goal

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

Basis for this Goal

Delano High School has identified a need for a broad course of study and close the gap between CTE completers and UC a-g completers among English Learners and students with disabilities. Additionally, Delano High's goal is to continue performing in the top 25% in Visual Performing Arts, Mock Trial, and improve the Physical Fitness test results. Our goal is also to improve AP Foreign Language passing rate and increase the number of students attaining the Biliteracy Seal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	District wide: 98.5% of pupils have access to a broad course of study.	District wide: Maintain 100% of pupils have access to a broad course of study.
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	District wide: 98.5% of unduplicated pupils have access to a broad course of study.	District wide: Maintain 100% of unduplicated pupils have access to a broad course of study.
Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	District wide: 81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	District wide: Maintain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.

Metric/Indicator	Baseline	Expected Outcome																																																																														
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220	<p>District wide:</p> <p>Attain: English AP Passing 70 Gain +15 UC a-g 65%</p> <p>Mathematics AP Passing 85 Gain -7 UC a-g 50.8%</p> <p>Science AP Passing 33 Gain +6 UC a-g 72%</p> <p>Social Science AP Passing 46 Gain -12 UC a-g 79.3%</p> <p>Foreign Language AP Passing 217 Gain +44 UC a-g 74%</p> <p>Physical Fitness Test</p> <table border="1"> <thead> <tr> <th>Fitness Zone</th> <th>Passing</th> <th>Gain</th> </tr> </thead> <tbody> <tr> <td>Abdominal Strength</td> <td>89.5%</td> <td></td> </tr> <tr> <td>1.7%</td> <td></td> <td></td> </tr> <tr> <td>Aerobic Capacity</td> <td>66.9%</td> <td></td> </tr> <tr> <td>5.8%</td> <td></td> <td></td> </tr> <tr> <td>Body Composition</td> <td>52.7%</td> <td>-</td> </tr> <tr> <td>1.7%</td> <td></td> <td></td> </tr> <tr> <td>Flexibility</td> <td>76.1%</td> <td>-</td> </tr> <tr> <td>0.6%</td> <td></td> <td></td> </tr> <tr> <td>Trunk Extension</td> <td>95.2%</td> <td></td> </tr> <tr> <td>4.5%</td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>68%</td> <td></td> </tr> <tr> <td>6.3%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Visual Performing Arts: Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 65% CTE Completers 28.4%</p>	Fitness Zone	Passing	Gain	Abdominal Strength	89.5%		1.7%			Aerobic Capacity	66.9%		5.8%			Body Composition	52.7%	-	1.7%			Flexibility	76.1%	-	0.6%			Trunk Extension	95.2%		4.5%			Upper Body Strength	68%		6.3%			<p>District wide:</p> <p>Attain: English AP Passing 78 UC a-g Completion 67%</p> <p>Mathematics AP Passing 89 UC a-g Completion 53%</p> <p>Science AP Passing 35 UC a-g Completion 74%</p> <p>Social Science AP Passing 49 UC a-g Completion 81%</p> <p>Foreign Language AP Passing 222 UC a-g Completion 78%</p> <p>Physical Fitness Test</p> <table border="1"> <thead> <tr> <th>Fitness Zone</th> <th>Passing</th> <th>Gain</th> </tr> </thead> <tbody> <tr> <td>Abdominal Strength</td> <td>89.7%</td> <td></td> </tr> <tr> <td>0.1%</td> <td></td> <td></td> </tr> <tr> <td>Aerobic Capacity</td> <td>69%</td> <td></td> </tr> <tr> <td>1%</td> <td></td> <td></td> </tr> <tr> <td>Body Composition</td> <td>55%</td> <td></td> </tr> <tr> <td>-1.7%</td> <td></td> <td></td> </tr> <tr> <td>Flexibility</td> <td>77.5%</td> <td></td> </tr> <tr> <td>0.5%</td> <td></td> <td></td> </tr> <tr> <td>Trunk Extension</td> <td>95.3%</td> <td></td> </tr> <tr> <td>0.1%</td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>69.5%</td> <td></td> </tr> <tr> <td>0.5%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Visual Performing Arts: Perform or achieve top 30% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 69% CTE Completers 36%</p>	Fitness Zone	Passing	Gain	Abdominal Strength	89.7%		0.1%			Aerobic Capacity	69%		1%			Body Composition	55%		-1.7%			Flexibility	77.5%		0.5%			Trunk Extension	95.3%		0.1%			Upper Body Strength	69.5%		0.5%		
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Planned Strategies/Activities

Strategy/Activity 1

Goal 2 Action 1

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

Students to be Served by this Strategy/Activity

ALL STUDENTS

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Instructional Staff
Counseling Staff

Proposed Expenditures for this Strategy/Activity

Amount	81540.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.
Amount	6300.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis to improve learning for English Learners and pupils of low socio-economic status.

Strategy/Activity 2

Goal 2 Action 2
Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs.

Students to be Served by this Strategy/Activity

ALL STUDENTS

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Instructional Staff
Counseling Staff

Proposed Expenditures for this Strategy/Activity

Amount	8,500.00
Source	LCAP Supplemental & Concentration

Budget Reference	Certificated Personnel Salaries & Benefits
Description	Provide professional development for counseling staff to decrease the CTE completion gap.
Amount	1,050.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Professional Development Books and/or supplies
Amount	4,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development/Evidence Based Strategies Delano High School will further raise expectations for student performance through the use of instructional practices across all content areas that have an increased level of rigor and are better aligned to Depth of Knowledge levels three and four. The administration will provide increased opportunities for professional development and monitor implementation of practices in the classroom.
Amount	6000.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Provide CTE, Visual Performing Arts, Foreign Language, and Physical Education Staff professional development to improve learning for all students including EL, Foster Youth, and socioeconomically low students. School Wide Area of Growth Delano High School will ensure that all students - including students on IEPs, 504 Plans, and EL students are both College and Career Ready by completing A-G coursework and CTE Capstone courses.

Strategy/Activity 3

Goal 2 Action 3

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

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

Students to be Served by this Strategy/Activity

ALL Students

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Instructional Staff
Counseling Staff

Proposed Expenditures for this Strategy/Activity

Amount	20000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Equipment and Supplies
Amount	18000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Horizons Student Licenses
Amount	25000.00
Source	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	DHS will build technological capacity and infrastructure-purchase equipment, devices, and software applications in order to address readiness shortfalls.

Strategy/Activity 4

Goal 2 Action 4

Offer CTE opportunities to decrease CTE completion gap.

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

Students to be Served by this Strategy/Activity

ALL Students

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Instructional Staff

Counseling Staff

Proposed Expenditures for this Strategy/Activity

Amount	91358.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Maintain CTE Teachers WASC SCHOOL WIDE Area of Growth *Delano High School will ensure that all students- including students on IEPs, 504 Plans, English Learner students- are both College and Career Ready by completing A-G coursework and CTE capstone courses.

Amount	138387.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Additional CTE/BCS WASC SCHOOL WIDE Area of Growth *Delano High School will ensure that all students- including students on IEPs, 504 Plans, English Learner students- are both College and Career Ready by completing A-G coursework and CTE capstone courses.

Amount	252720.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	North Kern Vocational Center WASC SCHOOL WIDE Area of Growth *Delano High School will ensure that all students- including students on IEPs, 504 Plans, English Learner students- are both College and Career Ready by completing A-G coursework and CTE capstone courses.

Strategy/Activity 5

Goal 2 Action 5

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Instructional Staff
Counseling Staff

Proposed Expenditures for this Strategy/Activity

Amount	67500.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Athletic Trainer
Amount	11791.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	PE reduced Class Size
Amount	4500.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	After School Intervention
Amount	42056.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	DHS Band Teacher for access to a broad course of study.

Strategy/Activity 6

Goal 2 Action 6
Continue to provide visitations to four year universities, community colleges, and/or vocational institutions.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Administration
Counseling
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	College and Career Visitations
Amount	3718.00
Source	Title III Immigrant Education Program
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trips for cultural Awareness and understanding.

Strategy/Activity 7

Goal 2 Action 7
Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018- June 2019

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	20000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Purchased technology for art, band, and physical education.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Culture/Environment/Parent Involvement

Goal Statement

Delano High School will continue to improve school facilities, school culture and develop partnerships with parents and community members as well as facilitate articulation with feeder schools in order to enhance and support the learning process. The school will continue to promote parent involvement through school activities and events, meetings, conferences, parent advisory groups, and parent workshops.

Tiger Skills: SHOW PERSONAL RESPONSIBILITY

WASC Area of Growth:

Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials.
Priority 1(c): Basic Services-School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool: DHS 93.06% in "Good Repair"	DHS 96% in "Good Repair"
Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;	District Parent advisory participation increased by 31.7%. DJUHSD provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site Council, Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).	Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.

Metric/Indicator	Baseline	Expected Outcome
Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.	Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.
Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.	The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.	Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.
Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: school attendance rates	2015-16 Civil Rights Data Collection on Chronic Absenteeism: DJUHSD 13.7%	Reduce Chronic absenteeism to 12%
Priority 5(c): Pupil Engagement as measured by all of the following, as applicable: Middle school dropout rates – N/A	N/A	N/A
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates; and	0.8%	0.6%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: High school graduation rates	Graduation Rates: All students 97.7% English Learner 97.1% SWD 83.6%	New baseline metric based on new state criteria: All students 95% English Learner 95% SWD 83%
Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates	All students 3.5% English Learner 6.7% SWD 7.9%	Goal: All students 2.5% English Learner 4.4% SWD 4%
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates	District total number of expulsions: 10	District Total number of expulsions: 8
Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.	Maintain: 100% Sense of Safety 100% connectedness to school

Planned Strategies/Activities

Strategy/Activity 1

Goal 3 Action 1

Provide professional development on evidence-based intervention strategies that support student learning

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Counseling Staff
Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Professional Development for Staff on Intervention Strategies
Amount	4,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development for staff on evidence based intervention strategies
Amount	8000.00
Source	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PD: Evidence-based Intervention-Programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

Strategy/Activity 2

Goal 3 Action 2: Purchase supplementary instructional materials and supplies to attain student goals.

Students to be Served by this Strategy/Activity

ALL

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Counseling Staff
Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Purchase supplies to attain student outcomes in this goal and improve student and teacher sense of safety
Amount	500.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental Instructional Material
Amount	24050.33
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Resources to improve students sense safety.
Amount	3500.00
Source	Tobacco-Use Prevention Education
Budget Reference	4000-4999: Books And Supplies
Description	Implementation a combination of a primary research-validated tobacco prevention program, youth development (i.e. Friday Night Live, Safe School Ambassadors), intervention and cessation/referral activities, pregnant minor assessment/referral and linkage to services, to address problems identified in the TUPE project needs analysis and/or; Training in research based curriculum to serve as a coach/support at the school site.

Strategy/Activity 3

Goal 3 Action 3

Provide alternative educational settings in lieu of suspension and expulsion.

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

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Counseling Staff
Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	184447.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Opportunity Teacher and Academic Intervention Teacher
Amount	4000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Canine Detection Service

Strategy/Activity 4

Goal 3 Action 4

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

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Counseling Staff
Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	20013.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Additional Credit Recovery Section
Amount	108391.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Extend teacher duty day
Amount	177547.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Psychologist and Nurse
Amount	5000.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and equipment
Amount	169144.00
Source	LCAP Supplemental & Concentration
Budget Reference	Classified Personnel Salaries & Benefits
Description	Discipline Liaison
Amount	73333.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Resource Officers
Amount	76188.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Fund Intervention Counselor

Strategy/Activity 5

Goal 3 Action 5

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Counseling Staff
Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	7200.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Tutorials, Credit Recovery, Behavior Intervention
Amount	1,800.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Presenters and Student Incentives for meeting goals

Strategy/Activity 6

Goal 3 Action 9 Parent Involvement

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

DHS has also started a Parent University. Every month a different topic is introduced and presented to the parents of Delano High. Some of the topics include: Support Systems at School, mental health awareness, school safety, Graduation Req./University admissions req., and Coffee with the Principal.

WASC Area of Growth:

Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018-June 2019

Person(s) Responsible

Site Administration
Counseling Staff
Instructional Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,800.00
Source	LCAP Supplemental & Concentration
Budget Reference	Classified Personnel Salaries & Benefits
Description	Parent Phone calls and Home visits WASC Area of Growth: Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making.
Amount	5,500.00
Source	LCAP Supplemental & Concentration
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Parent Workshops WASC Area of Growth: Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making.
Amount	300.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Parent Workshop Supplies WASC Area of Growth: Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making.
Amount	3,000.00
Source	LCAP Supplemental & Concentration

Budget Reference	Classified Personnel Salaries & Benefits
Description	<p>Parent Outreach</p> <p>Parent Outreach Class</p> <ul style="list-style-type: none"> • Cash for College Financial Aid Workshop • Parent Grade Level Meetings • Y2L • Technology Support for Parents • Parent University <p>WASC Area of Growth:</p> <p>Delano High School will continue to develop and improve 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 work to involve parents as key stakeholders in school-wide decision-making.</p>
Amount	1,000.00
Source	Title I Part A: Parent Involvement
Budget Reference	Certificated Personnel Salaries & Benefits
Description	Latino Lit Parent Classes
Amount	4,053.00
Source	Title I Part A: Parent Involvement
Budget Reference	Classified Personnel Salaries & Benefits
Description	Blackboard Connect
Amount	500.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Latino Lit supplies
Amount	500.00
Source	Title I Part A: Parent Involvement
Budget Reference	Classified Personnel Salaries & Benefits
Description	Latino Lit Child Care

Strategy/Activity 7

Goal 3 Action 8
 Continue to foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.

Students to be Served by this Strategy/Activity

All

Timeline

August 2018- June 2019

Person(s) Responsible

Administrator
Instructional Staff
Counseling

Proposed Expenditures for this Strategy/Activity

Amount	1800.00
Source	LCAP Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies
Description	Foster educational environment student success. Purchase supplies for activities and provide incentives for students attaining goals .

Amount	3000.00
Source	LCAP Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Foster educational environment student success. Provide presenters and supplies for activities.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 8

.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

|

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

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

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

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

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

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

DHS will increase the SAT total score from 988 to 1000

Tiger Skills:

DEVELOP ACADEMIC EXCELLENCE

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

HAVE EFFECTIVE COMMUNICATION SKILLS

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1(a): Basic Services- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% teachers fully credentialed and appropriately assigned	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 1(c): Basic Services School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool: DHS 93.06% in "Good Repair"	DHS 95% in "Good"
Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.	100% implementation of state board adopted academic and performance standards.	95% implementation of state board adopted academic and performance standards.
Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for	a. Attain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction.	a. Attain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction.

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>purposes of gaining academic content knowledge and English language proficiency. Metric: CALPADS English Learner Services data</p>	<p>b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.</p>	<p>b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.</p>
<p>Priority 4(a): Pupil Achievement Statewide assessments.</p>	<p>To Attain standard met: CAASPP English: All Students 67% ELs 38% SWD 4% 4.5% CAASPP Mathematics: All Students 32.5% ELs 11% SWD 4% 2.5% CAA SWD 83%</p>	<p>Standard met: CAASPP English: All Students 66% ELs 37% SWD 4% 4% CAASPP Mathematics: All Students 32% ELs 10% SWD 4% 2% CAASPP Science: All Students 49% CAPA SWD 82%</p>
<p>Priority 4(c): Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.</p>	<p>To attain: UC a-g completion All Students 41% CTE completer All Students 35%</p>	<p>UC a-g completion All Students 2017 DHS 58% Districtwide CTE completers All Students 28.4%</p>
<p>Priority 4(d): Pupil Achievement The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.</p>	<p>Attain: English Learner Progress: All Students 79.5%</p>	<p>English Learner Progress: Performance Status High- 79% Increased +2,8%</p>
<p>Priority 4(e): Pupil Achievement The English learner reclassification rate.</p>	<p>Reclassification All Students 25.4% 2015-16 rate DHS 34.5%</p>	<p>Reclassification All Students 26% 2016-17 Rate District 13.1% DHS 16.1%</p>
<p>Priority 4(f): Pupil Achievement The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher</p>	<p>AP Exams Passed 33.2% Decline -0.9%</p>	<p>To attain-Districtwide AP exams passed: 34% 2017 AP exams passed 31.9%</p>
<p>Priority 4(g): Pupil Achievement The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p>	<p>2016 Indicator Results: CAASPP English: All Students 66% CAASPP Mathematics: All Students 32% ACT Scores above 21 34.4%</p>	<p>CAASPP English: All Students 67% CAASPP Mathematics: All Students 32.5% CCI attained DJUHSD 36% ELs 0%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Decline -8.43 SAT Scores above 1500 31% Increase +7.56	SWD 3.4%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Goal 1 Action 1 Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to collaborate	1. Collaboration time on Wednesday for teachers to analyze data (SBAC, CELDT, AP, and local assessments) and collaborate and refine appropriate instruction and curriculum. 2. Provided teachers extra duty time to refine the quality of instruction, curriculum, and assessments based on data analysis.	Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning. <ul style="list-style-type: none"> Co-Teaching Collaboration Subs for additional Cohort Collaboration Math and English Resource Periods 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 18,000.00	Curriculum Refinement-Social Science and Science 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 952.00
Goal 1 Action 2 Provide high quality professional development and support for teachers, administrators, and paraprofessionals that is aligned to targeted, coherent, relevant and sequential	Delano High funded professional development that was: I.) Targeted, coherent, relevant and sequential II.) Aligned to the academic content standards III.) Incorporated with Twenty-First Century Standards (Critical Thinking, Communication, Collaboration, Creativity). IV.) Evidence-based to provide strategies that improve student outcomes. Some of these include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, and Co-teaching.	Provided with evidence-based strategies such as Explicit Direct Instruction (EDI), Cornell Notes, WICOR, Costa's Levels of Questioning, graphic organizers sentence frames, think-pair-share, collaborative/cooperative grouping, CPM, SDAIE, DOK, ELD, Co-teaching and other evidence based strategies to improve student learning. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 26,600.00	5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 20808.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>b) Continued to fund mentors and/or BTSA support services.</p> <p>c) Increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.</p>		
<p>Goal 1 Action 3: Purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.</p>	<p>Continued to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status.</p>	<p>Supplemental Materials 4000-4999: Books And Supplies LCFF - Supplemental 10,700.00</p>	<p>Student white boards for geometry, spelling city vocabulary, EDI Markers, 4000-4999: Books And Supplies LCFF - Supplemental 10969.00</p>
<p>Goal 1 Action 6: Provide supplemental intervention. enrichment or tutorial instruction to attain student outcomes</p>	<p>Continued to maintain:</p> <ul style="list-style-type: none"> • Reading, writing and mathematics intervention during the day. • Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators. • Summer school for ELD and mathematics. • The additional English and mathematics (hired 2014-2015) teachers. • Reduced class size for students not attaining standard. 	<p>Tutorials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 22,000.00</p>	<p>Tutorials for AP, UC Preparedness, Summer School ELD/math, class size reduction, and student incentives. 1000-1999: Certificated Personnel Salaries 14546.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> Incentives for students completing intervention program. 		
Goal 1 Action 7 Provide opportunities to improve college readiness	Continued to provide opportunities to improve college readiness by: <ol style="list-style-type: none"> Funding UC a-g online program to make up coursework. Allocated resources for AP fees. Provided visitations to four year universities, community colleges and post- secondary institutions. Conducted parent trainings/workshops to educate parents on readiness 	Cash for College, Y2L Parent Institute, Latino Lit Project, Parent University 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 8550.00	Cash for College, CSUB, Cuesta College, San Luis Obispo, and CSU Fresno 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1246.00
Goal 1 Action 9 Provide student and staff recognition	Continued to provide student and staff recognition (i.e. medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing state indicators.	medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing local and state targets. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 12,500.00	Polos, Vali Coffee, A-G Recognition, CAASPP Incentive Trip, CCI Recognition, Mock Trial Recognition, and John's Incredible Pizza for Band 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 16439.00
6th Period Assignments /AVID	Provided various 6th period assignments to help reduce class sizes. See highlighted sections in master schedule.	<ul style="list-style-type: none"> Reduce class size in core classrooms AVID Elective Period 1000-1999: Certificated Personnel Salaries Title I 71,377.00	Provided 6th period assignment for class size reduction, supported AVID Program 1000-1999: Certificated Personnel Salaries Title I 65000.00
Support Staff for Classroom	Classified Salaries and Tutorials	-Classroom Support- Instructional Aides, tutorials, MTT 2000-2999: Classified Personnel Salaries Title I 168,906.00	Classified Salaries 2000-2999: Classified Personnel Salaries Title I 16000.00

Analysis

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

With the exception of Goal 1-Action 1, most planned activities and services were addressed and monies were used.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the strategies and activities proved to be extremely beneficial to Delano High School. Targeted areas were addressed and student progress was observed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a significant difference in Goal 1-Action 1. Most of the planned expenditures were not spent.

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

No changes will be made to this goal; however, DHS will be proposing new activities under Goal 1 outlined on the SPSA. Please see Planned Improvement-Goal 1 on the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

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

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

DHS will increase the SAT total score from 988 to 1000

Increase number students completing a CTE Pathway to 35%

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

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

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

Tiger Skills: :

DEVELOP ACADEMIC EXCELLENCE

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

SHOW PERSONAL RESPONSIBILITY

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	98.5% of pupils have access to a broad course of study.	Attain 100% of pupils have access to a broad course of study.
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services	98.5% of unduplicated pupils have access to a broad course of study.	Attain 100% of unduplicated pupils have access to a broad course of study.

Metric/Indicator	Expected Outcomes	Actual Outcomes
developed and provided to unduplicated pupils.		
Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	Attain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220	See Attached AP Report from 2017	See Attached AP Report

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Goal 2 Action 1: Ensure all students are provided with high quality standards (subject/CTE/CCR)aligned curriculum and instruction by allowing teachers to:</p> <p>Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning.</p> <p>Collaborate with cohort Refine instruction, curriculum, and assessments.</p> <p>and</p> <p>Utilize time during the day for staff to analyze and utilize levels of performance as measured by AP pass rates, college and career readiness, PFT, and local assessments to refine appropriate instruction, and align and refine curriculum.</p>	<p>Provided teacher collaboration for teachers in the area of CTE, Fine Arts, and PE</p>	<p>Provide teachers time for Data analysis, collaboration, curriculum alignment and refinement. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,300.00</p>	<p>Provide teachers time for Data analysis, collaboration, curriculum alignment and refinement. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Goal 2 Action 2: Provide evidence based professional development opportunities for teachers and administrators that are aligned to the content standards.</p> <p>Provide professional development for counseling staff to decrease the CTE completion gap.</p>	<p>Provided professional development evidenced based strategies for both teachers and counselors</p>	<p>Provide professional development for counseling staff to decrease the CTE completion gap. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8,500.00</p>	<p>Provide professional development for counseling staff to decrease the CTE completion gap. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1300.00</p>
<p>Goal 2 Action 3: Purchase supplementary materials, assessments, equipment and supplies to attain goals and student outcomes.</p>	<p>Equipment and Supplies</p>	<p>Equipment and Supplies 4000-4999: Books And Supplies LCFF - Supplemental 25,000.00</p>	<p>Music Sales Digital Services and US Games Tracking Student Service 4000-4999: Books And Supplies LCFF - Supplemental 2760.00</p>
<p>Goal 2 Action 5: Offer after school intervention to improve student outcomes in the areas of:</p> <p>Physical fitness Foreign language Visual performing arts CTE</p>	<p>Offer after school intervention to improve student outcomes in the areas of:</p> <p>Physical fitness Foreign language Visual performing arts CTE</p>	<p>After School Interventions and Tutorials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,500.00</p>	<p>Credit Recovery Edgenuity and Independent Study 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2128.00</p>
<p>Goal 2 Action 6 Provide visitations to four year universities, community colleges, and/or vocational institutions</p>	<p>College and Career Centered field trips</p>	<p>Career Field Trips and Visitations 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 6,000.00</p>	<p>Bakersfield Symphony Orchestra 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 500.00</p>
<p>Educational Consultant</p>	<p>Educational Consultant</p>	<p>Educational Consultant 5000-5999: Services And Other Operating Expenditures Title I 6000.00</p>	<p>Educational Consultant 5000-5999: Services And Other Operating Expenditures Title I 6000.00</p>

Analysis

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

Overall the implementation of the strategies and activities helped Delano High achieve articulated goals. More Dual Enrollment classes were offered, A-G College preparedness increased, and more college field trips were offered.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Improvement was achieved across all areas of desired goal. See attached student data.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was significant material differences between proposed expenditures and estimated actual expenditures. Additional monies from CTEIG, College Readiness, and Perkins used to pay for some of the proposed expenditures.

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

There will be a more focused plan to use allocated monies for activities listed in Goal 2. Activities can be found in planned activities Goal 2. There will also be a mid year evaluation of the planned activities.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Delano High School will continue to improve school facilities, school culture and develop partnerships with parents and community members as well as facilitate articulation with feeder schools in order to enhance and support the learning process. The school will continue to promote parent involvement through school activities and events, meetings, conferences, parent advisory groups, and parent workshops.

- Increase Parent Advisory participation by 10% over previous year.
- Attain 96.2% student attendance rate
- Reduce chronic absenteeism to 13%
- Attain 100% sense of safety on Campus

Tiger Skills:

SHOW PERSONAL RESPONSIBILITY

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1(a): Basic Services- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	97.1% teachers are fully credentialed and three teachers not appropriately assigned.	97.2% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;	District Parent advisory participation increased by 31.7%. DJUHSD provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site Council, Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).	Increased Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.
Priority 3B: Parental Involvement Addresses: How the school district will promote parental participation in programs for unduplicated pupils	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC,	Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Migrant and Title I at least three times a year for each advisory.	
Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.	The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.	Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.
Priority 5(a): Pupil Engagement as measured by all of the following, as applicable School attendance rate	96%	Attain 96.2%
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates	2015-16 Civil Rights Data Collection on Chronic Absenteeism: DJUHSD 13.7%	Reduce Chronic absenteeism to 13%
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates	Graduation Rates: All students 97.7% English Learner 97.1% SWD 83.6%	All students 97% English Learner 97% SWD 83.6%
Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates	All students 3.5% English Learner 6.7% SWD 7.9%	Goal: All students 3.1% English Learner 6.0% SWD 6.0%
Priority 6 School Climate as measured by all of the following, as applicable: Pupil expulsion rates	Total number of expulsions for district: 10	Total number of Expulsions for district: 9
Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.	Attain: 100% Sense of Safety 100% connectedness to school

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Goal 3 Action 1: Provide professional development on evidence-based intervention strategies that support student learning	Provide professional development on evidence-based intervention strategies that support student learning	Professional Development for Staff on Intervention Strategies 4000-4999: Books And Supplies LCFF - Supplemental 1,000.00	Professional Development for Staff on Intervention Strategies 4000-4999: Books And Supplies LCFF - Supplemental 400.00
Goal 3 Action 2: Purchase supplementary instructional materials and supplies to attain student goals.	Supplemental Instructional Materials	Professional Development for Staff on Intervention Strategies 4000-4999: Books And Supplies LCFF - Supplemental 5,000.00	Professional Development for Staff on Intervention Strategies 4000-4999: Books And Supplies LCFF - Supplemental 296.00
Goal 3 Action 4: Provide support, academic interventions and academic acceleration options for students to stay on track for graduation.	Provide support, academic interventions and academic acceleration options for students to stay on track for graduation.	Instructional activities or Field Trips 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 13,000.00	Cal Poly San Luis Obispo 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 115.00
Goal 3 Action 5: Provide before school, after school, Saturday and/or evening Interventions. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	Provide before school, after school, Saturday and/or evening Interventions. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	Tutorials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,200.00	Edgenuity Program-7th Period Tutorial 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2128
Goal 3 Action 8: Foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	Foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	Presenters and Student Incentives for meeting goals 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,000.00	No Monies Were Used 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0
Goal 3 Action 9 Parent Involvement Y2L Family Academy: This school year Delano High School is proud to partner with Youth 2 Leaders (Y2L) Foundation Family Academy. Y2L is a	Parent Outreach	Parent Phone calls and Home visits 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,800.00	Parent Meeting 2000-2999: Classified Personnel Salaries LCFF - Supplemental 366

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>non-profit organization dedicated to ensuring that the next generation of Kern County students has the opportunity to go to college by educating parents, students, and schools on financial assistance opportunities such as scholarships and Federal Financial aid.</p>			

Analysis

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

DHS was able to create a more welcoming environment for parents with multiple outreach opportunities. Parent participation increased from previous year and overall parent satisfaction with school programs was great. Survey data was taken and presentation to board of trustees.

The Edgenuity Program not only allowed students to recover credits, but it also gave them the opportunity to earn CP A-G approved credits. College visits seemed to go well for our at-risk students who attended.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities implemented to achieve the articulated goal proved to be effective. Most noticed was the increase in parent involvement and participation. Also, noticeable was the decrease in students enrolled in the Opportunity Program. Many students were able to recover credits and return to mainstream classes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a significant difference between the proposed expenditures and estimated actual expenditures. Mostly noticeable was Goal 3 Action 8. A guest speaker was scheduled to present at DHS as an incentive for students meeting goals outlined in the state's priorities; however, he had to cancel.

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

New activities will be included for Goal 3 with a detailed plan on how the activity will be achieved. See goal 3.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	836787.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	4300214.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
College Readiness	47,950.00
LCAP Supplemental & Concentration	3,418,644.00
None Specified	2,000.00
Title I	713,388.00
Title I Part A: Parent Involvement	6,053.00
Title II Part A: Improving Teacher Quality	59,165.00
Title III	21,463.00
Title III Immigrant Education Program	3,718.00
Title IV	33,000.00
Tobacco-Use Prevention Education	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	445,252.00
5000-5999: Services And Other Operating Expenditures	771,270.33
5800: Professional/Consulting Services And Operating Expenditures	96,100.00
Certificated Personnel Salaries & Benefits	2,443,051.67
Classified Personnel Salaries & Benefits	553,207.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	College Readiness	23,917.00
5000-5999: Services And Other Operating Expenditures	College Readiness	6,533.00
Certificated Personnel Salaries & Benefits	College Readiness	17,500.00
4000-4999: Books And Supplies	LCAP Supplemental & Concentration	198,108.00
5000-5999: Services And Other Operating Expenditures	LCAP Supplemental & Concentration	684,288.33
5800: Professional/Consulting Services And Operating Expenditures	LCAP Supplemental & Concentration	6,100.00
Certificated Personnel Salaries & Benefits	LCAP Supplemental & Concentration	2,208,271.67
Classified Personnel Salaries & Benefits	LCAP Supplemental & Concentration	321,876.00
5000-5999: Services And Other Operating Expenditures	None Specified	2,000.00
4000-4999: Books And Supplies	Title I	219,227.00
5000-5999: Services And Other Operating Expenditures	Title I	41,731.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	90,000.00
Certificated Personnel Salaries & Benefits	Title I	157,115.00
Classified Personnel Salaries & Benefits	Title I	205,315.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
Certificated Personnel Salaries & Benefits	Title I Part A: Parent Involvement	1,000.00
Classified Personnel Salaries & Benefits	Title I Part A: Parent Involvement	4,553.00
Certificated Personnel Salaries & Benefits	Title II Part A: Improving Teacher Quality	59,165.00
Classified Personnel Salaries & Benefits	Title III	21,463.00
5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	3,718.00
5000-5999: Services And Other Operating Expenditures	Title IV	33,000.00
4000-4999: Books And Supplies	Tobacco-Use Prevention Education	3,500.00

School Site Council Membership

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

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

Name of Members	Role
Rene Ayon	Principal
Joanna Campbell	Classroom Teacher
Mario Nunez	Classroom Teacher
Matthew Grijalva	Classroom Teacher
Catherine Starling	Classroom Teacher
Ernesto Marcial	Classroom Teacher
Mary Joe Sanchez	Other School Staff
Cindy Reyes	Other School Staff
Andrea Barajas	Secondary Student
Laysha Gutierrez	Secondary Student
Angelyn Usita	Secondary Student
Zendy Diana	Secondary Student
Ryan Juan	Parent or Community Member
Ricardo Andrade	Parent or Community Member
Olivia Diaz	Parent or Community Member
Chris Permejo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/13/2018.

Attested:

Principal, Rene Ayon on November 2, 2018

SSC Chairperson, Ernesto Marcial on November 2, 2018

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program