

Delano High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Delano High School
Street	1331 Cecil Ave
City, State, Zip	Delano, California 93215
Phone Number	661-720-4121
Principal	Dolores Rodriguez
Email Address	drodriguez@djuhsd.org
School Website	https://www.djuhsd.org/Domain/8
Grade Span	9-12
County-District-School (CDS) Code	15634121531672

2024-25 District Contact Information

District Name	Delano Joint Union High School District
Phone Number	661-725-4000
Superintendent	Jason Garcia
Email Address	jgarcia@djuhsd.org
District Website	www.djuhsd.org

2024-25 School Description and Mission Statement

DELANO HIGH SCHOOL MISSION

Delano High School is committed to providing EVERY STUDENT an orderly environment which will foster maximum academic achievement.

DELANO HIGH SCHOOL VISION

Achieving Academic Excellence - A Student at a Time.

2024-25 School Description and Mission Statement

DELANO HIGH SCHOOL ADMINISTRATIVE MOTTO

Dedicated to serving students, parents and all staff.

High Expectations

Servant Leadership

TIGER SKILLS

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 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 each day, and ready to engage in the learning process.

Understand that your effort equals your success

Develop a growth mindset and become a life-long learner

Make a positive contribution to your community

Delano High School (DHS) has a rich tradition of academic excellence. Delano High has been recognized as a California Distinguished School multiple times (2011 and 2019), named one of "America's Best High Schools" by US News and World Report, and has earned a Title I Academic Achievement Award. Delano High School Tigers honor this legacy of achievement through their efforts in and out of the classroom.

DHS continues to pursue and maintain academic excellence. By embracing the school's vision "Achieving Academic Excellence - A Student at a Time," 58 teachers, 4 counselors, a school psychologist, a Marriage & Family Therapist, an Intervention Counselor, 4 administrators, and over 20 support personnel work tirelessly to provide every student an opportunity to thrive, and the impact of this dedication is evident in our accomplishments.

Accolades

In 2008, 2009, 2012, 2013, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, and 2024, Delano High received the U.S. News and World Report's "America's Best High Schools" award. According to the U.S. News and World Report, school rankings are given after data is analyzed for more than 20,500 public high schools in the nation. Gold, Silver, or Bronze medal awards are given based on state assessments, including the degree to which underserved populations (e.g. English language learners and low-income) exceed expectations, and the degree to which a school prepares students for college readiness. Delano High School repeatedly excels in each of these areas. Delano High School is proud to be continually ranked as one of America's Best High Schools.

In 2011 and 2019, Delano High received the prestigious California Distinguished School award. Delano High School is the only school in the county to receive this award under Category 1, which requires exceptional student performance for two consecutive school years. Such performance includes improvements in English Language Arts and Mathematics, a low suspension rate indicator, high college/career indicators, high graduation rates, and a participation rate of at least 95% in the 2016-2017 and 2017-2018 school years in both ELA and Mathematics state exams.

Delano High's hard work and dedication to student success has led to the district earning the Exemplary District award for Kern County for the 2019 academic school year, a merit awarded by State Superintendent Tony Thurmond.

Additionally in 2023, the CDE awarded Delano High as an Exemplary Dual Enrollment school. DHS was one of 9 schools selected in the state.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	288
Grade 10	305
Grade 11	334
Grade 12	298
Total Enrollment	1,225

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	0.4
Black or African American	0.1
Filipino	8.1
Hispanic or Latino	89.5
Two or More Races	0.3
White	1.6
English Learners	25.5
Foster Youth	0.3
Homeless	0.8
Migrant	6.4
Socioeconomically Disadvantaged	94.2
Students with Disabilities	7.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.20	80.02	137.60	73.81	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	4.88	8.80	4.73	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.50	12.34	32.60	17.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	2.73	7.30	3.92	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	61.50	100.00	186.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.00	83.89	147.50	79.01	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	5.03	6.90	3.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	5.37	17.60	9.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	4.16	8.20	4.41	11953.10	4.28
Unknown/Incomplete/NA	0.90	1.53	6.30	3.42	15831.90	5.67
Total Teaching Positions	59.60	100.00	186.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.30	93.74	156.80	87.69	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	1.76	5.90	3.35	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	1.46	8.40	4.73	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	1.62	4.50	2.57	11746.90	4.23
Unknown/Incomplete/NA	0.70	1.39	2.90	1.66	14303.80	5.15
Total Teaching Positions	56.90	100.00	178.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	3.00	1.30	0.6
Misassignments	4.50	1.80	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.50	3.20	0.8

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.60	2.40	0.9
Total Out-of-Field Teachers	1.60	2.40	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.70	1.1	0.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.90	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Delano Joint Union High School District are aligned to the California Content Standards & Frameworks. Instructional materials for core content areas are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. During the school closure due to the pandemic, additional supplemental programs have been purchased for additional student support.

Year and month in which the data were collected

JUNE 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MyPerspectives English Language Arts Pearson, 2017 EDGE, Cengage, 2014 Prentice Hall Reader, 2015 A Writer's Reference, Bedford/St. Martin's, 2017 Grammar in Context, Cengage, 2010	Yes	0
Mathematics	Pre-Algebra A HS McDougal Littell, 2001 Algebra 1 Concepts and Skills, McDougal Littell CA Edition, 2005 Algebra 2, Glencoe, California Edition 2005 Geometry, Glencoe, 2005 Core Connections Algebra I, College Preparatory Mathematics, 2013 Core Connections Algebra II, College Preparatory Mathematics, 2013 Core Connections Geometry, College Preparatory Mathematics, 2013 World of Work, American Guidance Service Inc 2002 Advanced Mathematical Concepts/Precalculus with Applications, Glencoe McGraw-Hill, 2004 Calculus: Concepts and Calculators 2nd ed., Venture 2006 Topics in Contemporary Mathematics, Houghton Mifflin, 2005	Yes	0
Science	Biology, Pearson 2007 California Inspire Biology, McGraw Hill 2020 California Inspire Chemistry, McGraw Hill 2020 Holt, Rinehart & Winston; Holt Earth Science, 2007 Holt, Rinehart & Winston; Holt Biology, 2008	Yes	0

	Holt, Rinehart & Winston; Holt Physics, 2007 Physics Principles with Applications, Prentice Hall 2005 Glencoe; Science Level Blue (Integrated Science) Living in the Environment, Cengage Learning, 2015		
History-Social Science	Economics: Principles in Action, Prentice Hall, 2001 Foundations of Economics, Pearson, 2011 United States Government: Democracy in Action, Glencoe, 2000 The Americans: California Edition, McDougal Littell, 2003 Modern World History: Patterns of Interaction, McDougal Littell, 2006 American Government: Institutions and Policies, Wadsworth, 2017 The West, Norton & Company, 2018 Give me Liberty! An American History, Norton, 2017 Understanding Psychology, Glencoe McGraw-Hill, 2003 Sociology and You, Glencoe McGraw-Hill, 2003	Yes	0
Foreign Language	Buen Viaje! 1, 2, 3, Glencoe McGraw-Hill, 2005 El Espanol Para Nosotros, Glencoe 2014 Temas, Vista, 2014 Vistas, Introduccion A La Lengua Espanola, 2001 Valette and Valette: Discovering French, McDougal Littell, 2004	Yes	0
Health	Health, Glencoe, 2011	Yes	0
Visual and Performing Arts	Art Past Art Present, Pearson/Prentice Hall, 2009\	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The school facilities provide a clean and safe environment and are maintained in good repair. New water fountains with bottle filling stations were installed in the cafeteria, North and South Gym's, multiple buildings, and administration office. Ongoing & deferred maintenance continues throughout the campus including new carpet, painting, asphalt, chillers, and tree trimming.

Year and month of the most recent FIT report

12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	65	65	63	64	46	47
Mathematics (grades 3-8 and 11)	27	30	25	30	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	331	98.22	1.78	64.65
Female	153	150	98.04	1.96	70.00
Male	184	181	98.37	1.63	60.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	29	28	96.55	3.45	96.43
Hispanic or Latino	298	294	98.66	1.34	61.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	64	62	96.88	3.12	19.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	315	309	98.10	1.90	63.43
Students Receiving Migrant Education Services	23	23	100.00	0.00	60.87
Students with Disabilities	26	25	96.15	3.85	8.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	327	97.03	2.97	30.28
Female	153	147	96.08	3.92	30.61
Male	184	180	97.83	2.17	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	29	28	96.55	3.45	57.14
Hispanic or Latino	298	290	97.32	2.68	28.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	64	62	96.88	3.12	1.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	315	305	96.83	3.17	29.18
Students Receiving Migrant Education Services	23	23	100.00	0.00	26.09
Students with Disabilities	26	25	96.15	3.85	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.83	23.13	24.38	25.59	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	644	630	97.83	2.17	23.37
Female	306	298	97.39	2.61	21.89
Male	338	332	98.22	1.78	24.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	59	57	96.61	3.39	36.84
Hispanic or Latino	570	560	98.25	1.75	22.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	9.09
English Learners	122	117	95.90	4.10	2.59
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	554	540	97.47	2.53	21.89
Students Receiving Migrant Education Services	52	52	100.00	0.00	15.38
Students with Disabilities	43	41	95.35	4.65	4.88

2023-24 Career Technical Education Programs

Career Technical Education

All career technical education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Some career education courses fulfill A-G university entrance requirements. Delano High School currently offers the following Career Pathways:

1. Ag Business
2. Ag Mechanics
3. Agriscience
4. Performing Arts
5. Design and Visual Media Arts
6. Financial Services
7. Profession Sales and Marketing
8. Entrepreneurship
9. Information Support and Services
10. Integrated Graphics Technology
11. Therapeutic Services

2023-24 Career Technical Education Programs

- 12. Patient Care
- 13. Welding

The district collaborates with FFA (Future Farmers of America) and FHA-HERO to promote the development of personal growth as well as job skills. Delano High School sponsors the FFA club which promotes leadership and prepares students for success in agriculture, food, fiber and/or natural resources systems.

Dual Enrollment

During the 2015-16 school year, the District began the process of expanding dual enrollment opportunities for students and beginning in 2016-2017, Delano High School's administration made a bold move in partnering with the local community college to provide DHS students with another option to pursue their college goal. We now offer several dual enrollment classes that allow students to earn college credit during the regular school day. These dual enrollment classes are taught by DHS teachers who hold a Master's Degree in their subject. Students were required to take the Bakersfield College placement exams, which were administered online, and they also had to complete the enrollment process. All of this was coordinated by the BC staff, DHS staff, and district and site administrators. We offer college-level classes in English, History, Health, and College and Career Readiness.

In 2023, the CDE honored DHS as an Exemplary Dual Enrollment school, one of only 9 in the entire state.

Dual Enrollment Courses

English B1A - Expository Comp - Bakersfield College
 English B1B - Intro to Lit - Bakersfield College
 Spanish B1 - Elem Span I - Bakersfield College
 Spanish B2 - Elem Span II - Bakersfield College
 Hist. 17A - US History A - Bakersfield College
 Hlst. 17B - US History B - Bakersfield College
 Hist 4A - Euro Civil A - Bakersfield College
 Hist 4B - Euro Civil B - Bakersfield College
 Health B1- Bakersfield College
 Student Development- Bakersfield College
 Communications in Health Care-Cerro Coso
 Medical Law and Ethics-Cerr Coso
 Electronic Health Care-Cerro Coso
 MIS 2000 (Excel Course) - California State University Bakersfield
 BA 1008 - Perspectives in Business - California State University Bakersfield
 CompB5 - Intro to Microsoft - California State University Bakersfield

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	373
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	82.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.13
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	68.9

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98	98	99	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to get involved in Delano High School's learning community by volunteering their time, attending school events, or participating in the decision-making process. Some of the volunteer opportunities include chaperoning activities, library, Career Center, and individual classrooms. There are also several advisory groups in which parents and community members may participate: Parent University, School Site Council, English Learner Advisory Council, District English Learner Advisory Council, District Special Education Parent Advisory, and WASC Parent Advisory. Delano High School has implemented the AERIES Parent Portal, where parents can monitor their child's grades and see any missing assignments. Counselors and support staff have been working to assist as many parents as possible into accessing the Parent Portal. We have found that Aeries Parent Portal has been extremely beneficial to both parents and students in monitoring their grades for success.

Each Parent Advisory group is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Delano High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend the following events: Academic Awards Night, ASB-sponsored Events, Academic and Athletic Events, Back to School Night, Career Fair, College Signing Day, Cash for College, Ninth Grade Parent Orientation, Grade-level Counselor-Parent Informational meetings, Parent-Teacher Conferences (as needed), Senior Awards Night, and student performances - band and choir concerts.

2024-25 Opportunities for Parental Involvement

In 2016, Delano High School opened its very first Parent Center, Jon McDowell Parent Center, where parents can get resources, meet with teachers, and attend Parent Workshops. Parents seeking more information about becoming an active member in the school community may contact the principal's secretary at (661) 720-4121.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.5	2.7	5.3	2.6	2.7	4.2	7.8	8.2	13.6
Graduation Rate	94.1	97.0	94.6	95.0	96.2	95.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	299	283	94.6
Female	151	143	94.7
Male	148	140	94.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	29	28	96.6
Hispanic or Latino	263	249	94.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	118	110	93.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	292	276	94.5
Students Receiving Migrant Education Services	33	30	90.9
Students with Disabilities	26	23	88.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1295	1268	284	22.4
Female	613	605	150	24.8
Male	682	663	134	20.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	100	99	13	13.1
Hispanic or Latino	1161	1136	260	22.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	23	9	39.1
English Learners	401	391	95	24.3
Foster Youth	--	--	--	--
Homeless	18	18	10	55.6
Socioeconomically Disadvantaged	1219	1196	271	22.7
Students Receiving Migrant Education Services	97	95	16	16.8
Students with Disabilities	116	110	27	24.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.78	1.91	1.08	1.3	1.73	1.68	3.17	3.6	3.28
Expulsions	0.21	0.29	0.15	0.14	0.16	0.17	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0.15
Female	0.49	0.16
Male	1.61	0.15
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	1.00	0.00
Hispanic or Latino	1.12	0.17
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.75	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.07	0.16
Students Receiving Migrant Education Services	2.06	0.00
Students with Disabilities	1.72	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

All staff share in the supervision of students throughout the day. As students enter the campus each morning, during lunch, and at dismissal, supervision is shared by school administrators, campus supervisors, discipline liaisons, and assigned teachers. Each individual is either circulating throughout the campus, supervising entrances, or monitoring designated areas in an effort to maintain a secure and orderly environment. A school resource officer (SRO) is assigned to Delano High School full time and helps with the safety and security of our campus. In the morning and after school, the SRO patrols the campus perimeter and

2024-25 School Safety Plan

addresses any areas of concern. All parents and visitors are required to check in at the main office upon arrival using the Raptor Program, obtain and wear a visitor's badge during their visit, and then return to the main office upon departure. In addition, a visitor request form must be submitted at least two days in advance for any teacher or counselor wishing to bring a guest speaker or presenter on campus. This visitor must be approved by administration prior to their visit.

The Comprehensive School Safety Plan was developed for Delano High School in collaboration with our local stakeholders to fulfill California Education Code 32282 requirements. The CSSP has been reviewed and updated to include additional mental health supports during the pandemic, written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, and an updated crisis response plan. The CSSP is reviewed in a public meeting, at School Site Council, and presented to the board of trustees for review. Components of this plan include non-discrimination policy, child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster/emergency response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. Regularly throughout the year, the school safety plan is reviewed, updated, and shared with school staff as needed and as a component of regular staff meetings. Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, staff training programs, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Delano High School is committed equal opportunity for all individuals in education. Such programs and activities shall be free from unlawful discrimination, harassment, intimidation, and bullying based on and/or association with a person or group with one or more of these actual or perceived characteristics of race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, genetic information, immigration status, Military Veterans status, homelessness, foster status, or any other basis prohibited by California state and federal nondiscrimination laws pursuant with Education Code 200 and 220, Government Code 11135 and Title IX. If anyone at Delano High believe they have been subjected to discrimination, harassment, intimidation, or bullying they should contact the school site principal, Dolores Rodriguez, at (661) 720-4137; 1331 Cecil Ave. Delano, CA 93215 and/or the District's Compliance and Title IX Officer, Kenneth Moore, Associate Superintendent. A copy of DJUHSD's Uniform Complaint policy and Nondiscrimination policy are available here and upon request.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	77	37	6
Mathematics	14	61	32	2
Science	14	39	20	
Social Science	12	62	21	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	38	33	11
Mathematics	20	35	21	7
Science	22	11	18	8
Social Science	20	19	19	14

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	18	26	4
Mathematics	24	14	22	4
Science	25	11	14	3
Social Science	28	5	20	6

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	306

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	.33
Nurse	1
Speech/Language/Hearing Specialist	.33
Resource Specialist (non-teaching)	
Other	3.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,479.27	\$3,662.95	\$15,816.32	\$111,056.33
District	N/A	N/A	\$14,834.86	\$109,024.00
Percent Difference - School Site and District	N/A	N/A	6.4	1.8
State	N/A	N/A	\$14,035.00	95,160.00
Percent Difference - School Site and State	N/A	N/A	11.9	15.4

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. For the 2023-2024 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

LCFF Supplemental/LCFF Concentration Funds
 Learning Recovery Emergency Block Grant
 Proposition 28 – Arts and Music in Schools Funding
 Agricultural Vocational Incentive Grants
 Lottery: Instructional Materials
 Medi-Cal Billing Option
 California Partnership Academies Program
 Special Education IDEA, Basic Local Assistance Entitlement, Part B (Federal)
 Lottery Unrestricted
 Title I, II, III, IV

Fiscal Year 2023-24 Types of Services Funded

Carl Perkins – Career And Technical Education
Migrant Education/Title 1 Part C
Special Education: Project Workability I
Workforce Innovation and Opportunity Act (WIOA)-Youth Program
CTEIG
Cares Act Funding/COVID-19 Pandemic
CARES Coronavirus Relief Fund (CRF): Learning Loss Mitigation
CARES Elementary and Second School Emergency Relief (ESSER) Fund
CARES Governor’s Emergency Education Relief (GEER) Fund: Learning Loss Mitigation
CARES State Learning Loss Mitigation Funds
AB 86 Expanded Learning Opportunities Grant
Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - ESSER II Funds

Throughout the year, Delano High School sponsors a variety of special events, workshops, and courses to help students and their parents understand as well as to prepare students for the importance of the high school years as a foundation for collegiate, vocational, and civic life. Our programs consist of regular classes, extended-day tutorial, Saturday and evening tutorial sessions targeting under-achieving students, who need additional support; the mid-range students, who can achieve college readiness on either federally or state-mandated tests; and the high-achieving student, who will be able to perform stronger on college entrance and AP exams.

Career Pathways: Delano High School offered the following Career Pathways in 2023-24:

1. Ag Business
2. Ag Mechanics
3. Design and Visual Media Arts
4. Education
5. Entrepreneurship
6. Food Service and Hospitality
7. Patient Care
8. Welding

Dual Enrollment (DE): DE programs allow students to be enrolled in two separate, academically related institutions. Generally, it refers to high school students taking college or university courses. Delano High School presently has dual enrollment agreements with the following community colleges: Bakersfield College, Cerro Coso College, and California State University, Bakersfield. Current DE course offerings at Delano High School are the following:

AGBSB6 - Ag Business - Bakersfield College
BA 1008 - Perspectives in Business - California State University Bakersfield
Communications in Health Care-Cerro Coso
CompB5 - Intro to Microsoft - California State University Bakersfield
English B1A - Expository Comp - Bakersfield College
English B1B - Intro to Lit - Bakersfield College
Electronic Health Care-Cerro Coso
Hist. 17A - US History A - Bakersfield College
Hist. 17B - US History B - Bakersfield College
Hist 4A - Euro Civil A - Bakersfield College
Hist 4B - Euro Civil B - Bakersfield College
Health B1- Bakersfield College
KINSB2A - First Aid - Bakersfield College
Medical Law and Ethics-Cerr Coso
MIS 2000 (Excel Course) - California State University Bakersfield
Spanish B1 - Elem Span I - Bakersfield College
Spanish B2 - Elem Span II - Bakersfield College
Student Development- Bakersfield College

Academy of Medical Sciences: The Academy of Medical Sciences is a unique partnership between education and industry. This three year program operates as a "school within a school." Students are offered a wide variety of experience and medical knowledge integrated into their academic classes. AMS students fulfill all college prep graduation requirements. With the many job shadowing experiences, students get a "real life" application of knowledge and hands on skills. Students receive dual enrollment credit in partnership with Cerro Coso College and Bakersfield College. In these courses students are exposed to

Fiscal Year 2023-24 Types of Services Funded

College Level material have the opportunity to participate in field experience training at local clinics. In addition some seniors who have the option to receive at least one core and one career tech course (North Kern Vocational) combined with over 100 hours of on the job training in specific fields. Upon completion of the program, students are prepared to take the Certified Nursing Assistant state board exams.

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

Migrant Program: The Migrant Education Program's objective is to assist the sites by providing our migrant students with the resources/services necessary to earn a diploma. One of the most important services is the efforts of the sites Migrant Resource Counselor. She develops Individual Learning Plans that supplement the migrant students' regular school day schedules and consults with site counselors as needed. She meets with every migrant student multiple times per year, sometimes on a weekly basis depending on their progress. She also contacts parents on a regular basis to keep them informed and provides progress updates. In collaboration with MEP staff, she recruits migrant students to attend leadership camps and college readiness camps/visits throughout the school year.

Translated materials and workshops for parents: We provide numerous workshops, notices, and materials to parents in targeted languages. Currently these workshops have expanded to include information on colleges, financial aid, intervention programs, LCAP, CTE, and Parent University.

Parent University: A series of workshops for parents are hosted throughout the school year. Workshops are hosted by site administration, school counselors, academic counselors, school psychologist/Nurse, and the Youth 2 Leaders organization. The goal is to provide with a variety of information such graduation requirements, college admission, financial aid, drug awareness, suicide prevention and intervention.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,203	\$56,629
Mid-Range Teacher Salary	\$83,532	\$92,603
Highest Teacher Salary	\$122,805	\$116,417
Average Principal Salary (Elementary)	\$0	\$141,349
Average Principal Salary (Middle)	\$0	\$156,338
Average Principal Salary (High)	\$169,260	\$159,410
Superintendent Salary	\$243,127	\$213,044
Percent of Budget for Teacher Salaries	25.75%	27.62%
Percent of Budget for Administrative Salaries	5.56%	5.55%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	16
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	4
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

Professional Development

All curriculum and instructional improvement activities at Delano Joint Union High School District are aligned to the California State Content Standards and Frameworks, the National Common Core Standards, and the Next Generation Science Standards . District administration, school administrators, and learning directors work as a collaborative unit to identify and select staff development programs based upon results of the following data: Analysis of student performance on state CAASPP, ELPAC, CAST, Formative Assessment of Core Standards (FACS, a local measure) in addition to other local measures.

Staff development days were provided during the past several years devoted to the following areas: Common Core State Standards, English Language Development, AVID, Advanced Placement, CTE, Depth of Knowledge, PLC-Solution Tree, DOK Levels, Effective Distance Learning Strategies, Co-Teaching, and Literacy.

During in-person instruction, department and grade level teams meet bi-weekly to align the curriculum to the common core state standards, analyze student performance data, evaluate and refine common assessments, discuss student engagement strategies, and identify and share best teaching practices to improve instruction. The school's leadership team, comprised of core department chairs and academic coaches, meets monthly. The team identifies and selects staff development needs, as well as academic interventions, using results from data analysis, feedback from subject area and grade level cohort meetings, and identified student needs.

Delano Joint Union High School District offers supplemental training and support for new and ongoing program teachers are sent to third party sponsors for training, topics are closely focused on instructional improvement and enhancement. Teachers training activities take place throughout the school year to support district-wide concentrations and programs.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Teachers new to the district participate in the New Beginning Teacher Induction Program and Monthly New Teacher Professional development sessions with the Learning Director. Participating teachers meet frequently with school administrators and mentor teachers who provide guidance and support with classroom teaching techniques, classroom management strategies, and school procedures. The Teacher Induction Program for beginning teachers offers comprehensive support and training for new teachers with a preliminary credential. After successful completion of the program, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

Staff are encouraged to attend professional development workshops offered by the district, professional organizations, or the

Professional Development

county office of education. Instructional aides may receive district and site-level training based upon instructional support and program needs. Classified support staff may receive additional job-related training from district administrators.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3