



Delano High School

1331 Cecil Ave • Delano, California 93215 • 661-720-4121 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Delano Joint Union High School District

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District Governing Board

Art Armendariz
Anna Perigo
Arnold Morrison
Lionel Reyna
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District Administration

Dr. Terri Nuckols
Superintendent
Jesus Gonzalez
Director of Human Resources
Adelaida Ramos
Executive Director
Adrian Maduena
Chief Financial Officer

School Description

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, 16.31% Filipino and Asian, 80.8% Hispanic, 0.18% Native Hawaiian, and 1.72% White. Of the total population, 30.9% are English Learners. Delano High School was established in 1911 and serves approximately 1650 students in grades nine through twelve. Delano High School employs approximately 71 teachers, 4 administrators, 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, and Art.

Serving a predominately rural student body, Delano High School boasts some of the finest facilities in Kern County. There are facilities for automotive repair, construction, engine repair, animal husbandry, and ornamental horticulture. For extra-curricular activities, we have two gymnasiums, a football stadium, a track field, 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 is often used for community and school banquets and forums. Delano High School is equipped with 21st century technology. We currently have seven computer labs on campus designated for instructional use. We also have five mobile labs with another mobile lab ordered. We have purchased more than a hundred new computers this year with plans to establish another lab in order to equip our students with the latest technology.

In addition to excellent facilities, Delano High School students receive supplementary support from Migrant Education, Title I, and Title III as well as other state and federally funded projects. However, given the economic background of many students in our district, these programs can only begin to compensate for the resources that our students need. The Delano Joint Union High School District is not a unified district and the feeder schools all follow different curricular and instructional modes. The rural areas create additional structural barriers because of the distance students must travel to get to school. Delano High School feeder districts include Delano, Earlimart, and other surrounding areas. Delano High School is very proud of its heritage as the oldest high school in Delano, over 100 years. We are also very proud of the growth we have made as we strive to provide all of our students a strong, standards-based education. The site administration has formed an Academic Culture Committee made up of students, teachers, and administrators to organize and implement strategies to encourage academic excellence, such programs as our Student of the Month celebrations in which all teachers recognize their outstanding students. Chosen students are recognized in a variety of ways-- through announcements, recognition letters to parents, awards, and other incentives.

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

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

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

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 661-720-4121 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	481
Grade 10	392
Grade 11	392
Grade 12	390
Ungraded Secondary	9
Total Enrollment	1,664

Teacher Misassignments and Vacant Teacher Positions at this School			
Delano High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.7
Filipino	16
Hispanic or Latino	80.5
Native Hawaiian or Pacific Islander	0.2
White	1.8
Two or More Races	0.3
Socioeconomically Disadvantaged	87.6
English Learners	29.7
Students with Disabilities	5.6
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Delano High School	13-14	14-15	15-16
With Full Credential	61	68	61
Without Full Credential	3	2	10
Teaching Outside Subject Area of Competence	0	0	0
Delano Joint Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	31
Teaching Outside Subject Area of Competence	♦	♦	

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.3	4.7
Districtwide		
All Schools	92.9	7.1
High-Poverty Schools	92.9	7.1
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All textbooks used in the core curriculum throughout Delano Joint Union High School District are aligned to the California Content Standards and 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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt, Rinehart & Winston: Literature and Language Arts Courses 3-6 Prentice Hall Reader, 2004 Perrine's Literature: Structure, Sound, and Sense, 2009 EDGE Reading, Writing & Language B and C, Cengage, 2014 Buckle Down Publishing: Buckle Down California Secondary English Language Arts Workbook Great Source; All Write Great Source; Write Ahead English in Action 1-4</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>McDougal Littell: California Math Concepts and Skills Course 1 & 2 McDougal; Algebra I Concepts and Skills Glencoe: Algebra II, California Edition Glencoe; Geometry Glencoe; Advanced Mathematical Concepts, Pre-Calculus with ADDications Houghton Mifflin: Topics in Contemporary Mathematics AGS: Math for the World of Work Pacemaker, Algebra I, Globe Fearon, 2001 Calculus Concepts and Calculators, Venture, 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Holt, Rinehart & Winston; Holt Earth Science, 2007 Holt, Rinehart & Winston; Holt Biology, 2008 Holt, Rinehart & Winston; Holt Modern Biology, 2007 Holt, Rinehart & Winston; Holt Modern Chemistry, 2006 Holt, Rinehart & Winston; Holt Physics, 2007 Glencoe; Science Level Blue (Integrated Science)</p> <p>Fundamentals of Physics, Wiley, 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Prentice Hall: Economics: Principles in Action Foundations of Economics, Pearson, 2011 Glencoe McGraw-Hill: United States Government: Democracy in Action, 2000 McDougal Littell: The Americans: California Edition, 2006 Modern World History: Patters of Interaction, McDougal Littell, 2006 American Government, Houghton Mifflin, 2008 America's History, Bedford/St. Martin's, 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Glencoe McGraw Hill: Buen Viaje! 1, 2, 3 Holt, Rinehart & Winston; Nuevas Vistas Curso de Intruduccion y Curso Uno McDougal Littell; Discovering French I, II, III, IV Pearson; Abriendo Paso: Lectura Pearson; Abriendo Paso: Gramatica</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Glencoe; Glencoe Health Fundamentals of Anatomy & Physiology, Martini, 6th edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Art Past Art Present, Pearson/Prentice Hall, 2009 Music! Its Role and Importance in Our Lives, Glencoe Publishing Company, 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	<p> Air Track (2) ,Rigid arm pendulum devices(2) Air table (1), 2 Digital timers,Inertia lab devices (5 different ones),Projectile motion devices (5) Ticker tape linear acceleration devices (10), Ticker tape with angular acceleration (3), Oscilloscope (4) Digital Multi meter (20), Stroboscope tachometer (16), Air tracks (2), Air table (2) Digital timers (2), Inertia lab devices(5), Pulley systems (5)Projectile devices (5)Linear/angular acceleration, (15)Pendulum devices (5)Sink and running water (1 in each room) Burettes (30), Condensers (25) Gas Jar (2), Barometer (29) Sink and running water (1 in each room) Microscopes (45), Slides (200) Micro-viewers and slides (100), Incubator (2) Electrophoresis set (6), Sink and running water (1 in each room) Triple beam balance (25), Electronic balances (8) Hot plates (10), Spectrophotometer (2) Water still (1), Thermal OEC (3) Ph meter (4),Geiger counter (2) Sink and running water (12), Graduated cylinder (150) Erlenmeyer flasks (1500), Beakers (2000) Dishwasher (1), Refrigerator (3 in S-3 and S-8) Thermometer (98), Gas collection tubes (30) Pipettes (50), Bunsen burners (26) 60 Angle funnel (50), Round bottom flasks (75), Centrifuge (1) Incubator (1) , Autoclave (1) Condensers (16), Electrophoresis apparatus (6) Spectrophotometer (2), Blood pressure set (60) Skeletons, Standard (4), Bones (5 boxes) DTL system (8), Barometer (8) Heart Rate monitor (8), Pressure senator (8) Biology Gas pressure sensor (16), Thermolyne (2) Software timing toys (8), Chip (1) Respiration monitor bell (7), Venire Photo gate (6) Motion sensor (1), Power amplifier (1) Venire Software bar tape (8), Venire Software (2) Fisher Scientific (2), Radiation Meter (1) Thermometer (6), Clinical Thermometers (7) AC adaptor (1), Home Blood Pressure Kit (1) Spectroscope(1), Volcano model (1), Plate Tectonic model (1) Drone (1) 3-D Printer (1) </p> <p> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 </p>

School Facility Conditions and Planned Improvements (Most Recent Year)

We recently updated the boys' and girls' restrooms in both the L and science buildings. Renovations to the landscape of the football bowl and surrounding facilities were currently made. Additionally, the fencing around the science and math/home economics building was recently repaired.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 15, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 15, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library Roof is being repaired through LCAP funding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	62	60	44
Math	29	28	33

* Percentages are not calculated 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	59	65	53	61	66	56	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	24.30	25.70	26.70

* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	56
All Student at the School	53
Male	56
Female	51
Black or African American	--
Asian	--
Filipino	69
Hispanic or Latino	48
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	16
Students with Disabilities	54
Students Receiving Migrant Education Services	42
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	378	374	98.9	11	26	42	21
Male	11		179	47.4	13	26	40	20
Female	11		195	51.6	8	26	44	21
Asian	11		2	0.5	--	--	--	--
Filipino	11		73	19.3	7	19	41	32
Hispanic or Latino	11		291	77.0	12	29	42	17
White	11		8	2.1	--	--	--	--
Socioeconomically Disadvantaged	11		320	84.7	12	28	40	19
English Learners	11		70	18.5	30	44	26	0
Students with Disabilities	11		15	4.0	53	27	13	0
Students Receiving Migrant Education Services	11		12	3.2	25	17	50	8
Foster Youth	11		--	--	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	378	373	98.7	45	25	21	7
Male	11		179	47.4	47	26	22	5
Female	11		194	51.3	43	25	21	9
Asian	11		2	0.5	--	--	--	--
Filipino	11		73	19.3	30	22	29	18
Hispanic or Latino	11		290	76.7	49	27	20	4
White	11		8	2.1	--	--	--	--
Socioeconomically Disadvantaged	11		319	84.4	47	26	20	6
English Learners	11		70	18.5	84	13	1	0
Students with Disabilities	11		15	4.0	80	13	0	0
Students Receiving Migrant Education Services	11		12	3.2	67	17	17	0
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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 sharing in the decision-making process. There are a variety of volunteer opportunities on the Delano High School campus: Chaperone activities, Library, Career Center, and individual classrooms. There are also several advisory groups in which parents and community members may participate: AVID Parent Group, School Site Council, English Learner Advisory Council, District English Learner Advisory Council, Booster Clubs, and WASC. This year we also launched the AERIES Parent Portal where parents can monitor their child's grades and see any missing assignments.

Each of these advisory groups 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, AVID Awards Night, 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, plays, and talent shows.

School News: All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats: ConnectEd (mass communication telephone system), District newsletters/Superintendent message at www.djuhsd.org, Letters and flyers, Parent Information Packet distributed in the fall, the school website, and the marquee (located on a corner of the campus on a busy thoroughfare in town).

Parents seeking more information about becoming an active member in the school community may contact the principal's secretary at (661) 720-4121.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

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, security officers, the psychologist, and both student affairs specialists. 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 is also on campus frequently and is shared with Robert F. Kennedy High School. All parents and visitors are required to check in at the main office upon arrival, obtain and wear a visitor's badge during their visit, and then return to the main office upon departure. 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 to 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 local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, 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.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	3.87	4.98	3.51
Expulsions Rate	0.16	0.06	0.28
District	2012-13	2013-14	2014-15
Suspensions Rate	5.38	5.04	4.20
Expulsions Rate	0.26	0.32	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Average Class Size and Class Size Distribution (Secondary)

Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	31	30	28	10	6	22	26	37	28	41	32	29
Math	33	30	31	1	8	4	18	24	22	30	23	26
Science	33	32	29	5	1	8	9	16	17	26	21	14
SS	35	33	31	1	2	5	9	15	20	26	23	17

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.25
Resource Specialist	
Other	1
Average Number of Students per Staff Member	
Academic Counselor	412.5

* 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.

Professional Development provided for Teachers

All curriculum and instructional improvement activities at Delano Joint Union High School District are aligned to the California State Content Standards and Frameworks and the National Common Core 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 standardized tests, Formative Assessment of Core Standards (FACS, a local measure), and CAHSEE, WASC teacher surveys, District and school plans, and collaboration of teachers and site administration.

For the 2013-14 school year, teacher training concentrations were devoted to strengthening alignment of core subjects to essential state standards and common core standards as well providing Explicit Direct Instruction training for teachers in all subject areas. Staff development days were provided during the 2013-14 and 2014-2015 school year devoted to the following areas: Common Core State Standards and Development and Refinement of Curriculum and Assessments for the Common Core.

Department and grade level teams meet weekly to align the curriculum to state and common core standards, analyze student performance data,

evaluate and develop 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 resource teachers, 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. During the 2012-13 school year, professional development efforts concentrated on Common Core State Standards and AVID.

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 districtwide 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 Teacher Orientation Program. 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 Beginning Teacher Support and Assessment program offers comprehensive support and training for new teachers with a preliminary credential. After successful completion of the two-year BTSA training, 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 workshops offered by the district, professional organizations, or the 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 year we have additionally hired a district math and science consultant who specializes in EL Academic and Content Vocabulary Acquisition. Several teachers attended the staff development training. The consultant then followed up with on site observations, which will be followed up by 2 days of training in each discipline--science and math, which will be followed up by classroom visits over the remaining 4 months of the school year.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,342	\$44,363
Mid-Range Teacher Salary	\$60,442	\$71,768
Highest Teacher Salary	\$87,898	\$92,368
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$123,136	\$133,673
Superintendent Salary	\$155,769	\$210,998
Percent of District Budget		
Teacher Salaries	30%	36%
Administrative Salaries	7%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43	27	30	35	38	27
All Students at the School	47	24	29	37	34	30
Male	51	27	23	35	33	32
Female	44	22	34	38	34	27
Filipino	38	20	42	23	23	53
Hispanic or Latino	50	25	25	39	36	25
Socioeconomically Disadvantaged	49	23	27	38	35	27
English Learners	87	10	3	71	24	5
Students with Disabilities	94	6		88	12	
Students Receiving Migrant Education Services	69	12	19	54	19	27

* Percentages are not calculated 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Delano High School	2012-13	2013-14	2014-15
English-Language Arts	51	60	53
Mathematics	64	73	63
Delano Joint Union High School District	2012-13	2013-14	2014-15
English-Language Arts	60	60	57
Mathematics	69	70	65
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated 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.

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

Delano High School	2011-12	2012-13	2013-14
Dropout Rate	2.90	3.90	4.10
Graduation Rate	91.15	95.03	94.99
Delano Joint Union High School District	2011-12	2012-13	2013-14
Dropout Rate	3.60	4.20	3.00
Graduation Rate	90.82	92.86	93.54
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1285
% of pupils completing a CTE program and earning a high school diploma	20.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	98.21	96.26	84.6
Black or African American	100	80	76
American Indian or Alaska Native		100	78.07
Asian	100	100	92.62
Filipino	98.04	99.15	96.49
Hispanic or Latino	98.17	95.64	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	100	104.35	89.93
Two or More Races		100	82.8
Socioeconomically Disadvantaged	90.91	64.29	61.28
English Learners	86.75	55.14	50.76
Students with Disabilities	96.38	94.25	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	91.77
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	37.88

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	2	♦
Science	2	♦
Social Science	5	♦
All courses	17	.5

* Where there are student course enrollments.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

Career Technical Education Programs

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. Students are required to pass one career-related course (Computer Literacy) to fulfill a portion of their graduation requirements. Some career education courses fulfill A-G university entrance requirements. Several pathways are currently being revised for articulation with the local community college. Currently, we have digital photography, veterinary science, computer literacy, construction, medical terminology/anatomy, intro to psychology, Spanish I CP, Spanish Speakers 2P, Spanish Speakers III CP, Spanish Speakers 3P, H, and 4 AP, and intro to woodworking that are all articulated with Bakersfield College. In other pathways, we are looking to add industry accepted certification while simultaneously adding other pathways to fulfill student career interests and needs. A variety of career exploration resources and interest surveys are available in the career center as well as a component of coursework in some classes. Military representatives and college representatives visit the campus throughout the year to lead presentations highlighting the unique qualities of their institutions.

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. Cesar E. Chavez High School sponsors the FHA-HERO (Future Homemakers of America) club for students interested in developing and refining skills to prepare for their roles as family members, workers, and citizens.

Delano High School offers a Health Careers Academy which partners with local business, community agencies, state agencies, educational institutions, and health organizations to offer "real life" experiences through job shadowing and internship programs. Students graduating from the Health Careers Academy will have developed the skills necessary to communicate effectively within a professional setting, utilize today's most current technology, and develop problem solving skills. For more information about the career academies, please contact Principal Rene Ayon.

Regional Occupational Programs (ROP) are offered off campus through the North Kern Vocational Training Center (NKVTC). ROP courses are designed to prepare high school students (16 years and older) for entry-level employment, upgrade current job skills, or obtain more advanced levels of education. For more information about regional occupational programs, students may contact the high school's career center or contact the North Kern Vocational Training Center at (661) 725-4180 or through www.nkvtc.org.