

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delano Joint Union High School District

CDS Code: 15-63412-0000000

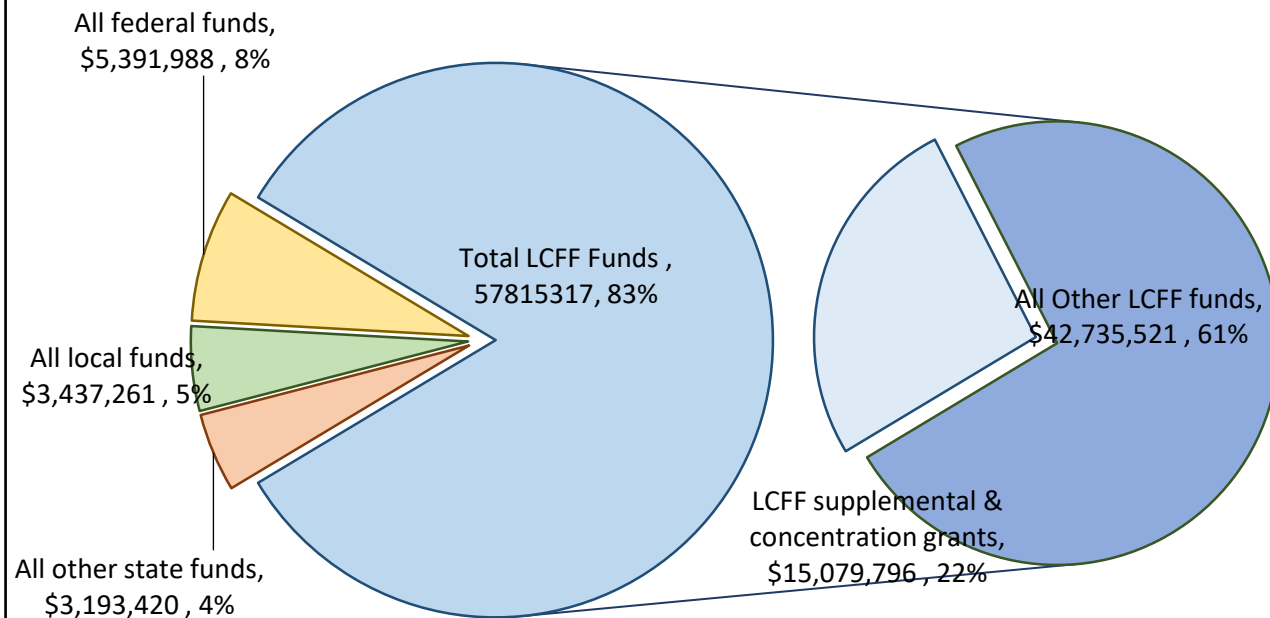
School Year: 2021 – 22

LEA contact information: Adrian Maduena, amaduena@djuhsd.org, (661) 720-4104

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

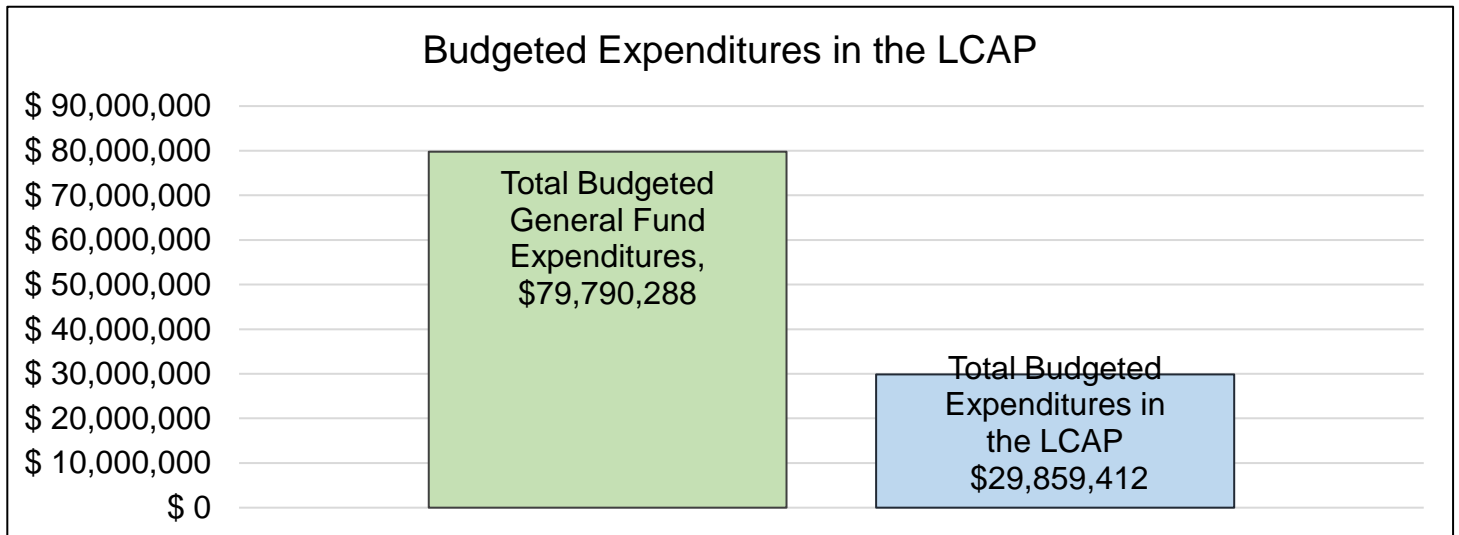


This chart shows the total general purpose revenue Delano Joint Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Delano Joint Union High School District is \$69,837,986.10, of which \$57,815,317.00 is Local Control Funding Formula (LCFF), \$3,193,420.05 is other state funds, \$3,437,261.05 is local funds, and \$5,391,988.00 is federal funds. Of the \$57,815,317.00 in LCFF Funds, \$15,079,796.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Delano Joint Union High School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Delano Joint Union High School District plans to spend \$79,790,288.09 for the 2021 – 22 school year. Of that amount, \$29,859,412.00 is tied to actions/services in the LCAP and \$49,930,876.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

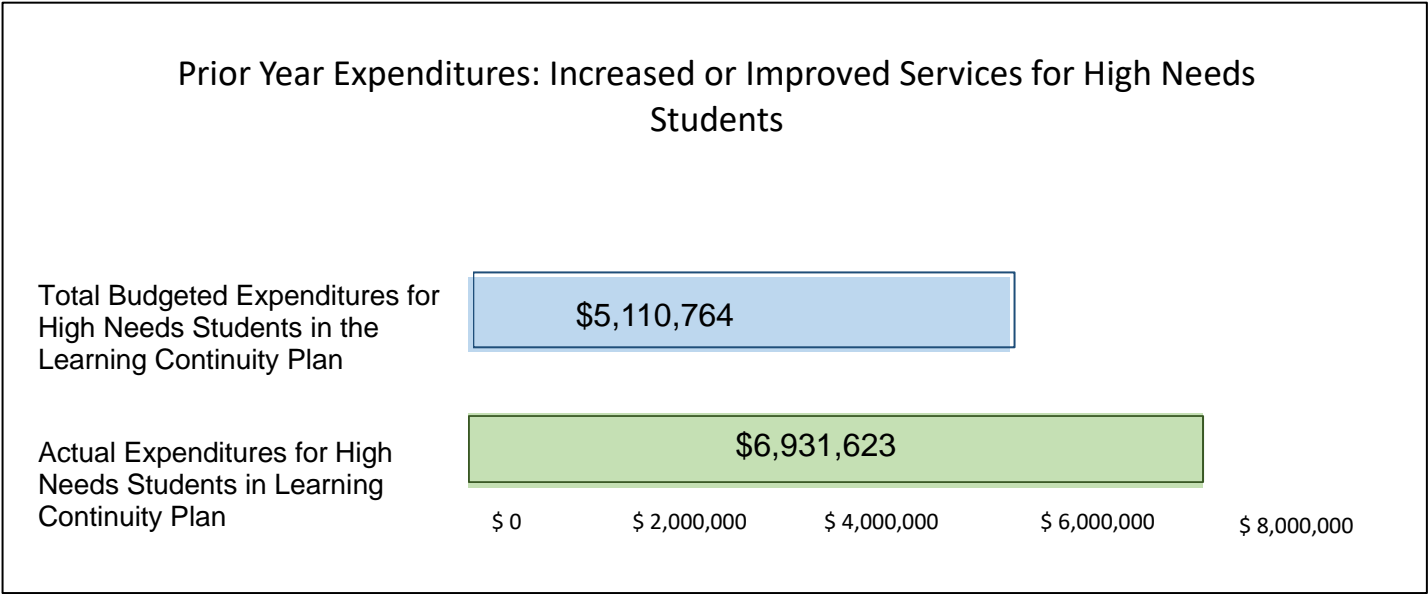
District expenditures not included in the LCAP are used to support the augmentation of a student's academic capacity while simultaneously providing and maintaining a safe and clean, learning environment. In light of the COVID Pandemic, expenditures prescribed for said purpose are more critical than ever. These expenditures are used for regular, special, and career technical education and instruction. Budgeted expenditures are also used for instructional administration and support services used to develop curriculum and hone the professional acumen of instructional staff. At the site level, school administration expenses for Principal salaries and admin. support staff are budgeted in order to optimize the ebb and flow of operations and to support the channel of communication between parents, the community and district staff. Instructional media and technology expenses such as providing librarians at each comprehensive site are also budgeted. Auxiliary support services such as Counseling, ASB, and Athletics are also budgeted in order to promote college and career readiness and a positive school culture. We also budget expenses for a Speech Pathologist, Nurses, Psychologists, and other Health Services, home-to-school transportation, district office services such as business services, payroll, human resources, and District Superintendents. Finally, included in the budget are security and safety expenses along with maintenance and operations expenses that are critical in ensuring that students learn in a positive, clean and in good repair, classroom setting.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021 – 22, Delano Joint Union High School District is projecting it will receive \$15,079,796.00 based on the enrollment of foster youth, English learner, and low-income students. Delano Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delano Joint Union High School District plans to spend \$29,859,412.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Delano Joint Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Delano Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Delano Joint Union High School District's Learning Continuity Plan budgeted \$5,110,764.00 for planned actions to increase or improve services for high needs students. Delano Joint Union High School District actually spent \$6,931,623.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Delano Joint Union High School District	Jason Garcia Superintendent	jgarcia@djuhsd.org 661-720-4100

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide a high quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. 19-20 100% teachers fully credentialed and appropriately assigned Baseline California School Dashboard Fall 2017 Met All teachers (100%) are appropriately assigned relative to their credential.	California Dashboard 2020 - Standard Met 100% teachers appropriately assigned; and 93.5% teachers fully credentialed in the subject area they are teaching
Metric/Indicator Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	California Dashboard - Standard Met 0% students without access to their own copies of standards-aligned instructional materials for use at school and at home.

Expected	Actual
<p>19-20</p> <p>100% of students will have standards-aligned materials</p> <p>Baseline 100% of students will have standards-aligned materials</p>	
<p>Metric/Indicator Priority 1(c): Basic Services-School facilities are maintained in good repair.</p> <p>19-20</p> <p>DHS 97% in “Good Repair”; CCHS 99% in “Good Repair”; RFK 100% in “Good Repair”</p> <p>Baseline Based on the 2017 Facility Inspection Tool: DHS 93.06% in “Good Repair” CCHS 96.67% in “Good Repair” RFK 99.48% in “Good Repair”</p>	<p>California Dashboard - Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 1</p>
<p>Metric/Indicator Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.</p> <p>19-20</p>	<p>California Dashboard - Standard Met Professional Development</p> <ul style="list-style-type: none"> • Full Implementation in English Language arts, Mathematics, History, and Science • Full Implementation and Sustainability in English language development <p>Instructional Materials</p>

Expected	Actual
<p>100% implementation of state board adopted academic and performance standards.</p> <p>Baseline 95% implementation of state board adopted academic and performance standards.</p>	<ul style="list-style-type: none"> • Full Implementation and Sustainability in English language arts and English language development • Full Implementation in mathematics, science, and history <p>Policy and Program Support</p> <ul style="list-style-type: none"> • Full Implementation and Sustainability in English language arts and English language development • Full Implementation in mathematics, science, and history <p>Implementation of Standards</p> <ul style="list-style-type: none"> • Full Implementation and Sustainability in Health and Visual Performing Arts • Full Implementation in Career technical Education, Physical Education, and World Language <p>Engage of School Leadership</p> <ul style="list-style-type: none"> • Full Implementation in identifying professional learning needs of teachers and providing support for teachers on the standards they have not mastered
<p>Metric/Indicator Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>19-20 a. Professional Development for teaching recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' b. Instructional materials aligned to recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' c. Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards</p>	<p>California Dashboard - Standard Met Professional Development</p> <ul style="list-style-type: none"> • Full Implementation in English Language arts, Mathematics, History, and Science • Full Implementation and Sustainability in English language development <p>Instructional Materials</p> <ul style="list-style-type: none"> • Full Implementation and Sustainability in English language arts and English language development • Full Implementation in mathematics, science, and history <p>Policy and Program Support</p> <ul style="list-style-type: none"> • Full Implementation and Sustainability in English language arts and English language development • Full Implementation in mathematics, science, and history

Expected	Actual
<p>and/or curriculum frameworks for ELD is at '5 Full Implementation and Sustainability.'</p> <p>Baseline a. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction. b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.</p>	
<p>Metric/Indicator Priority 4(a) Pupil Achievement Statewide assessments as measured by statewide assessments</p> <p>19-20 To Attain standard met: CAASPP English:</p> <p>All Students 67% ELs 40% SWD 16%</p> <p>CAASPP Mathematics: All Students 37% ELs 12% SWD 5%</p> <p>CAA ELA 54% Mathematics 17%</p>	<p>2019 CAASPP English Language Arts Distance from Standard All students +26.7 (61.6% Met Standard): 'Medium status- Yellow' Socioeconomically Disadvantaged +21.9 (60% Met Standard): 'Medium status- Yellow' English Learners -53.1 (8.2% Met Standard): 'Very Low Status - Red' Students with Disabilities -94.1 (16% Met Standard): 'Very Low Status - Red'</p> <p>2019 CAASPP Mathematics Distance from Standard All students -58.9 (32.4% Met Standard): 'Medium status- Yellow' Socioeconomically Disadvantaged -65.1 (31% Met Standard): 'Low status - Orange' English Learners -135 (2.4% Met Standard): 'Very Low Status - Red' Students with Disabilities -183 (0% Met Standard): 'Very Low Status - Red'</p>

Expected	Actual
<p>Baseline Standard met: CAASPP English: All Students 66% ELs 37% SWD 4%</p> <p>CAASPP Mathematics: ELs 10% SWD 2%</p> <p>CAPA SWD 82%</p>	<p>Hispanic -68.8 (29.3% Met Standard): 'Low - Orange'</p> <p>2019 California Alternate Assessment (CAA) Level 3 (CAA) English All pupils 20% Socioeconomically Disadvantaged 12.5% English Learners 0%</p> <p>(CAA) Mathematics 10% Socioeconomically 0% Disadvantaged English Learners 0%</p> <p>2019 California Science Test (CAST) Met Standard All students 19.73% Socioeconomically disadvantaged 18.57% English Learners 0% Students with Disabilities 2.67%</p>
<p>Metric/Indicator Priority 4(b): Pupil Achievement - The Academic Performance Index.</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>N/A</p>
<p>Metric/Indicator Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy UC and CSU entrance requirements, or career technical education sequences or programs of study that align with state board approved career technical educational standards and frameworks.</p>	<p>2020 Dataquest UC a-g completers: All students 58.3% Socioeconomically disadvantaged 57.1% English Learners 29.1% Students with Disabilities 27.7% Homeless 33.3%</p>

Expected	Actual
<p>19-20 Dataquest UC a-g completion All Students 52% ELs 28% SWDs 15%</p> <p>CALPADS CTE completer All Students 38% ELs 30% SWDs 36%</p> <p>Baseline UC a-g completion All Students 39.3%</p> <p>CTE completers All Students 28.4% SWDs 32%</p>	<p>2020 CALPADS CTE Completers: All students 50.3% Socioeconomically disadvantaged 53% English Learners 47.7% Students with Disabilities 48.6% Homeless 31%</p>
<p>Metric/Indicator Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC.</p> <p>19-20 Attain ELPAC Level 3 or 4: All students 62%</p> <p>Baseline English Learner Progress: Status High - 79% Increase: 2.8%</p>	<p>2019 Dataquest ELPAC 49% pupils made progress 'Medium' status Level 3 14.53% Level 4 37.2%</p> <p>Students with Disabilities Level 4 6.21% Level 3 13.66%</p>

Expected	Actual
<p>Metric/Indicator Priority 4(e): Pupil Achievement - The English learner reclassification rate.</p> <p>19-20 Attain reclassification rate on Dataquest All Students 21%</p> <p>Baseline Reclassification All Students 25.4%</p>	<p>Dataquest Reclassification Rate 17%</p>
<p>Metric/Indicator Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and</p> <p>19-20 To attain- AP exams passed: Grades 11-12 24%</p> <p>Baseline AP Exams Passed 33.2% Decline -0.9%</p>	<p>2020 College Board AP Passing:</p> <p>Percent passed: All pupils 42.3% Socioeconomically disadvantaged pupils 57.7%</p>
<p>Metric/Indicator Priority 4(g): Pupil Achievement - The percentage of pupils who participate in, and demonstrate college preparedness pursuant</p>	<p>2019 CAASPP EAP College Preparedness: English Language Arts All students 61.6%</p>

Expected	Actual
to, the Early Assessment Program, or any subsequent assessment of college preparedness.	Socioeconomically disadvantaged pupils 59.8% English Learners 8.21% Students with Disabilities 16.13%
19-20 CAASPP English: All Students 66% EL 26% IEP 15%	Mathematics All students 32.39% Socioeconomically disadvantaged pupils 30.83% English Learners 2.42% Students with Disabilities 0.00%
CAASPP Mathematics: All Students 37% EL 5.8% IEP 2%	California Dashboard College and Career Readiness Indicator 2020 status: All students 72.5% 'Very High' Socioeconomically Disadvantaged Pupils 72% 'Very High' English Learners 52.5% 'Medium' Students with Disabilities 35.5% 'Medium' Homeless 66.7% 'High'
ACT (Dataquest) Scores above 21 49%	
SAT (Dataquest) Met ELA Benchmark 61% Met Math Benchmark 38%	
Baseline 2016 Indicator Results:	
CAASPP English: All Students 66%	CALPADS Dual Enrollment Credit Attainment 2020: All students 48% Socioeconomically Disadvantaged Pupils 50% English Learners 23.4% Foster Youth 40% Students with Disabilities 20%
CAASPP Mathematics: All Students 32%	
ACT Scores above 21 34.4%	

Expected	Actual
Decline -8.43 SAT Scores above 1500 31% Increase +7.56	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Ensure all students are provided with high quality instruction:</p> <p>a. Continue utilizing time during the day on Wednesdays for teachers to improve teacher quality; analyze data (SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments); and refine and modify instructional strategies.</p> <p>b. Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.</p> <p>c. Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.</p> <p>This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$669,969</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$145,305</p> <p>Action 1b 1000-1999: Certificated Personnel Salaries Title I \$8,425</p> <p>Action 1b 3000-3999: Employee Benefits Title I \$1,575</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$801,891</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$208,401</p> <p>Action 1b 1000-1999: Certificated Personnel Salaries Title I \$1,595</p> <p>Action 1b 3000-3999: Employee Benefits Title I \$297</p>
<p>Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low-socioeconomic status.</p> <p>a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, PLC, NCTM Best Practices, Thinking Maps and Co-teaching.</p> <p>b) Continue to fund mentors for new teachers and Teacher Induction support services.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$251,747</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$47,073</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$185,882</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$34,202</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$14,555</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c) Maintain increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$112,400</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Title I \$105,364</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Title II \$116,588</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Title III \$10,049</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$37,772</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Title I \$195,769</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Title II \$99,475</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Title III \$12,980</p>
Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status.	<p>4000-4999: Books And Supplies Supplemental and Concentration \$70,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>4000-4999: Books And Supplies Title I \$154,500</p> <p>4000-4999: Books And Supplies Title III \$2,820</p> <p>4000-4999: Books And Supplies Migrant \$52,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$13,850</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies Title I \$16,793</p> <p>4000-4999: Books And Supplies Title III \$0</p> <p>4000-4999: Books And Supplies Title III \$0</p>
Maintain the increased UC a-g and AP sections as well as the additional foreign language teacher to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements.	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$414,983</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$117,088</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$388,570</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$134,471</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action is principally directed to increase UC a-g completion and AP passing rates for English learners, foster youth and socio-economically disadvantaged students.		
<p>Provide support staff to improve student outcomes:</p> <p>a. Maintain ELD coordinators, school site Learning Directors, a Director of Instruction and a portion of the assistant superintendents of Curriculum/ELD to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.</p> <p>b. Maintain ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio-economic status.</p> <p>c. Fund three periods of a resource teacher in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities.</p> <p>This action is principally directed to improve the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$374,285</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$290,816</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$300,881</p> <p>Action a 1000-1999: Certificated Personnel Salaries Title I, Title II \$599,883</p> <p>Action b 2000-2999: Classified Personnel Salaries Title I \$289,528</p> <p>3000-3999: Employee Benefits Title I \$334,744</p> <p>2000-2999: Classified Personnel Salaries Title III \$62,938</p> <p>3000-3999: Employee Benefits Title III \$34,354</p> <p>Action a 1000-1999: Certificated Personnel Salaries Migrant \$200,739</p> <p>Action b 2000-2999: Classified Personnel Salaries Migrant \$124,048</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$218,066</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$331,370</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$289,797</p> <p>Action a 1000-1999: Certificated Personnel Salaries Title I, Title II \$653,915</p> <p>Action b 2000-2999: Classified Personnel Salaries Title I \$373,452</p> <p>3000-3999: Employee Benefits Title I, Title II \$412,386</p> <p>2000-2999: Classified Personnel Salaries Title III \$75,006</p> <p>3000-3999: Employee Benefits Title III \$36,771</p> <p>Action a - Salaries & Benefits 1000-1999: Certificated Personnel Salaries Migrant \$204,365</p> <p>Action b - Salaries & Benefits 2000-2999: Classified Personnel Salaries Migrant \$310,495</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to maintain:</p> <ul style="list-style-type: none"> a. Reading, writing and mathematics intervention during the day. b. Academic tutorials for intervention, AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects. c. Summer school to provide ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes. d. The additional two English and three mathematics (hired 2014-2015) teachers and fund an additional math teacher at CCHS for reduced class size. e. Reduced class size for students not attaining standard. f. Instructional field trips to supplement learning. g. Incentives for students completing intervention program. h. Transportation and the additional bus driver for summer school and the tutorials. i. Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English learners and students on an active IEP. <p>These actions are principally directly to improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,190,968</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$109,187</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$482,351</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$233,798</p> <p>Actions a, b, c, e 1000-1999: Certificated Personnel Salaries Title I \$40,439</p> <p>Actions a, b, c, e 3000-3999: Employee Benefits Title I \$7,561</p> <p>Action f 5000-5999: Services And Other Operating Expenditures Title I \$5,000</p> <p>Action c 1000-1999: Certificated Personnel Salaries Title IV \$15,164</p> <p>Action c 3000-3999: Employee Benefits Title IV \$2,836</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,116,736</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$92,627</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$512,282</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,712</p> <p>Actions a, b, c, e 1000-1999: Certificated Personnel Salaries Title I, Title II \$247,844</p> <p>Actions a, b, c, e 3000-3999: Employee Benefits Title I, Title II \$51,244</p> <p>Action f 5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>Action c 1000-1999: Certificated Personnel Salaries Title IV \$0</p> <p>Action c 3000-3999: Employee Benefits Title IV \$0</p>
<p>Continue to provide opportunities to improve college readiness by:</p> <ul style="list-style-type: none"> a. Funding UC a-g online program to make up coursework. b. Allocating resources for AP exam and dual enrollment fees. 	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,637</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>c. Providing visitations to four year universities, community colleges and post-secondary institutions.</p> <p>d. Conducting parent trainings/workshops on readiness for college and career.</p> <p>These services and activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$2,363</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$80,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$93,000</p> <p>Action d 1000-1999: Certificated Personnel Salaries Title I \$8,425</p> <p>Action d 3000-3999: Employee Benefits Title I \$1,575</p> <p>Action d 1000-1999: Certificated Personnel Salaries Migrant \$12,637</p> <p>Action d 3000-3999: Employee Benefits Migrant \$2,363</p> <p>Action d 4000-4999: Books And Supplies Migrant \$15,000</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Migrant \$50,000</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$60,698</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$56,025</p> <p>Action d 1000-1999: Certificated Personnel Salaries Title IV \$2,424</p> <p>Action d 3000-3999: Employee Benefits Title IV \$436</p> <p>Action d 1000-1999: Certificated Personnel Salaries Migrant \$0</p> <p>Action d 3000-3999: Employee Benefits Migrant \$0</p> <p>Action d 4000-4999: Books And Supplies Migrant \$0</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Migrant \$0</p>
<p>Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals. For this year, there is a need to convert a couple of rooms at CCHS as an intervention lab. This entails purchasing some desktop computers and tables to convert the room to a computer lab.</p> <p>This action is principally directed to reduce the academic achievement gap and improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$250,000</p> <p>Data management system (Illuminate) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Data management system (Illuminate) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,584</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Title I \$210,000 4000-4999: Books And Supplies Title II \$10,000 4000-4999: Books And Supplies Migrant \$2,000	4000-4999: Books And Supplies Title I \$583,846 4000-4999: Books And Supplies Title II \$0 4000-4999: Books And Supplies Migrant \$0 5000-5999: Services And Other Operating Expenditures Title IV \$177,574
<p>Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators.</p> <p>Recognition of students and staff is principally directed to recognizing the attainment of State standards and state metrics of English Learners, foster youth and pupils of low socio-economic status.</p>	4000-4999: Books And Supplies Supplemental and Concentration \$30,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,000 4000-4999: Books And Supplies Title I \$3,000	4000-4999: Books And Supplies Supplemental and Concentration \$20,177 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0 4000-4999: Books And Supplies Title I \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The COVID-19 pandemic affected the ability to fully implement the planned professional development activities; provide the necessary tutorials in a timely manner; purchase classroom technology for instruction; and conduct instructional and college field trips. Accordingly, the budgeted funds were then used to increase teacher collaboration time; student and parent engagement outreach; increase interventions during the day to improve student learning; and increase class size reduction sections to offer more effective instruction and improve learning for English learners, foster and homeless youth, students with disabilities, and socioeconomically disadvantaged youth.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite the challenges presented during the COVID-19 pandemic, the DJUHSD was successful in retaining fully credentialed teachers (93.5%); providing teacher time for collaboration, refinement of curriculum, monitoring of student progress, and student/parent engagement; providing professional development activities to support distance learning and improve student achievement; and maintaining the dual enrollment and increased UC a-g courses to increase college readiness. Our district continued to provide reading, writing, and mathematics interventions during the school day as well as afterschool and Saturday virtual tutorials. In addition, the district implemented increased class size reduction for improved instruction during distance learning; maintained the UC a-g credit recovery opportunities and AP participation; and recognized staff and students for attaining 'high' to 'very high' graduation and College and Career Indicator (CCI) status on the California Dashboard for the 2020 graduation cohort. These actions were principally directed and effective in attaining 100% teachers appropriately assigned; 93.5% teachers fully credentialed in the subject area they are teaching; 'Full Implementation' or 'Full Implementation and Sustainability' in all subject areas; all students with access to their own copies of instructional materials; and socioeconomically disadvantaged subgroup SBAC English (60%) and mathematics (31%) met standard above state averages. University of California a-g completion rates are also noted above the state level with 58.3% of all pupils, 57.1% socioeconomically disadvantaged students, 29.10% English learners, 27.7% students with disabilities, and 37.5% homeless meeting UC a-g college readiness. These percentages represent a significant increase over the baseline year of at least 15% for all pupils and subgroups. The English Learner Proficiency Assessment for California (ELPAC) is at a 'medium' level (within state levels) for pupils making progress on the ELPAC and reclassification rates of 17% are above the state rate. The AP passing rate of 57.7% for socioeconomically disadvantaged students has a consistent 27% increase over the baseline year as well. The DJUHSD has made significant progress in closing the CTE completion gap among all pupils, socioeconomically disadvantaged pupils, English learners, and student with disabilities with a 50%, 53%, 48%, and 49% completion rate, respectively. English learner progress on the English Learner Proficiency Assessment is noted a 'Medium' status and reclassification rates of English learners attaining English proficiency of 17% is above the state average. Moreover, the district has been successful in attaining 61.6% and 32.4% college readiness (exceeding state average) on the EAP in English and mathematics, respectively, for all pupils and a 59.8% (EAP English) and 31% (EAP mathematics) of socioeconomically disadvantaged pupils attaining EAP college readiness. The College and Career Readiness Indicator remains well above the state average for socioeconomically disadvantaged pupils (72%), English learners (52.5%), students with disabilities (35.5%), and the homeless subgroup (66.7%). One of the most recent marquee accomplishments is in dual enrollment course completion with 48% of all students, 50% of socioeconomically disadvantaged pupils, 23.4% of English learners, and 17.5% of students with disabilities earning college credit in 2019-2020, and World Language AP passing rate of 87.6% for the socioeconomically disadvantaged subgroup.

As previously noted, the COVID-19 pandemic presented challenges in continuing to provide the best, high-quality education for English learners, foster and homeless youth, students with disabilities, and socioeconomically disadvantaged students. Accordingly, the DJUHSD implemented measures to ensure student participation in daily instruction. These measures included daily parent contact regarding pupil's academic progress and attendance; Saturday and before and after school tutorials and credit recovery sessions; one-on-one paraprofessional tutorial assistance for foster and homeless youth and small group tutorial for English learners; provision of technology and internet service for all students; differentiation of instruction; and supplemental instructional materials to improve student learning. Additional challenges are reflected in an academic achievement gap in the English learner and students with disabilities subgroups as it relates to the 2019 SBAC English and Mathematics achievement. Both the English learner and special

education subgroups are at the Red performance level on the SBAC English and mathematics 2019 California Dashboard. An additional gap has been identified as well on the CAASPP California Alternate Assessment (CAA) in English among English learners (0%) and socioeconomically disadvantaged pupils (12.5%) when compared to all pupils (20%) in attaining a Level 3. The same gap is identified on the mathematics CAASPP California Alternate Assessment (CAA) with 10% of all pupils attaining a Level three in comparison to the English learner and socioeconomically disadvantaged subgroups with a 0% in both subgroups attaining a Level 3. There is also a noted achievement gap for English learners and student with disabilities on the California Science test with 0% and 2.67% attaining standard, respectively. Additional achievement gaps for these two subgroups are noted on the UC a-g completion rate (30% gap) and the College and Career Indicator (20%-30% gap) as well. The College and Career Indicator (CCI) gap for English learners and students with disabilities is at a 'Medium' performance level on the 2020 California Dashboard when compared to all students at a 'Very High' performance level. Dual enrollment has a similar gap for the English learners (25% gap) and students with disabilities (30% gap) when compared to all pupils in attaining college credit. To address these gaps, the DJUHSD will continue to implement the current actions in this goal and increase the class size reduction sections for integrated ELD. The Director of instruction has been added duties for implementation of common instructional practices and common; use of data from those assessments to gauge student learning and refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and socioeconomically disadvantaged pupils.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable. 19-20 Attain 100% of pupils have access to a broad course of study. CALPADS Dual Enrollment Passing: 2019 1800 Students CALPADS CTE Completers All Students 19% ELs 11% SWDs 17% Dashboard College and Career Indicator (CCI)-Prepared: 2018 56.5% ELs 34% SWDS 19.5%	California Dashboard 2020 Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree CALPADS Dual Enrollment Credit 2019-2020: All students 48% Socioeconomically disadvantaged pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5% 2020 California Dashboard College and Career Indicator 'Prepared' status: All students 72.5% 'Very High' status Socioeconomically disadvantaged pupils 72% 'Very High' status English learners 52.5% 'Medium' status Students with Disabilities 35.5% 'Medium' status Homeless 66.7% 'High' status

Expected	Actual
<p>Baseline 98.5% of pupils have access to a broad course of study.</p> <p>Metric/Indicator Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.</p> <p>19-20 Attain 100% of unduplicated pupils have access to a broad course of study.</p> <p>Dashboard College and Career Indicator (CCI)-Prepared: Socioeconomically Disadvantaged 56% ELs 34%</p> <p>Baseline 98.5% of unduplicated pupils have access to a broad course of study.</p>	<p>California Dashboard Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree</p> <p>Dual Enrollment Credit 2019-2020: All students 48% Socioeconomically disadvantaged pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5%</p> <p>2020 California Dashboard College and Career Indicator 'Prepared' status: All students 72.5% 'Very High' status Socioeconomically disadvantaged pupils 72% 'Very High' status English learners 52.5% 'Medium' status Students with Disabilities 35.5% 'Medium' status Homeless 66.7% 'High' status</p>
<p>Metric/Indicator Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.</p> <p>19-20 Attain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.</p> <p>Dashboard College and Career Indicator (CCI): SWDs 21%</p>	<p>California Dashboard Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree</p> <p>Dual Enrollment Credit 2019-2020: Students with Disabilities 17.5%</p> <p>2020 California Dashboard College and Career Indicator 'Prepared' status: Students with Disabilities 35.5% 'Medium' status</p>

Expected	Actual
Baseline 81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	
Metric/Indicator Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220 19-20 CALPADS: English AP Passing 65 Dual Enrollment Passing 100 Students UC a-g Completion 75% of students enrolled in UC a-g Mathematics AP Passing 105 UC a-g Completion 71% of students enrolled in UC a-g Science AP Passing 25 UC a-g Completion 88% of students enrolled in UC a-g Social Science AP Passing 35 Dual Enrollment Passing 170 Students UC a-g Completion 87.4% of students enrolled in UC a-g Foreign Language AP Passing 225 Dual Enrollment Passing 331 students UC a-g Completion 84.7% of students enrolled in UC a-g Biliteracy Seal: 170 students Fitness Zone Passing Aerobic Capacity 2019 62% Body Composition 2019 51%	2020 College Board World Language AP Passing: AP Passing 87.3% Socioeconomically Disadvantaged 87.6% State Seal of Biliteracy 13.6% Dataquest Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 64.9% SED 63.4% Body Composition All pupils 51.4% SED 50.3% Abdominal Strength All Pupils 88.7% SED 88.7% Trunk Extension All pupils 91.2% SED 91% Upper Body Strength All Pupils 63.6% SED 62.8% Flexibility All Pupils 79.3% SED 79.2% PPAAC Data: Visual Performing Arts County and State competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings 2020 CALPADS Career Technical Education Completers All Students 50% Socioeconomically disadvantaged pupils 53%

Expected	Actual
<p>Abdominal Strength 2019 87.6%</p> <p>Trunk Extension 2019 93%</p> <p>Upper Body Strength 2019 61.2%</p> <p>Flexibility 2019 76%</p> <p>Visual Performing Arts: The Band, percussion, colorguard, winterguard, and choir continue to rank as champions, 1st place, 2nd place and superior rating in their division. The Mock Trial teams continue to perform in the top 15.</p> <p>Baseline Attain: English AP Passing 70 Gain +15 UC a-g 65%</p> <p>Mathematics AP Passing 85 Gain -7 UC a-g 50.8%</p> <p>Science AP Passing 33 Gain +6 UC a-g 72%</p> <p>Social Science AP Passing 46 Gain -12 UC a-g 79.3%</p> <p>Foreign Language AP Passing 217 Gain +44 UC a-g 74%</p> <p>Physical Fitness Test Passing Fitness Zone All pupils Gain</p>	<p>English Learners 48%</p> <p>Students with Disabilities 49%</p> <p>Homeless 31%</p>

Expected	Actual
<p>Abdominal Strength 89.5% 1.7%</p> <p>Aerobic Capacity 66.9% 5.8%</p> <p>Body Composition 52.7% -1.7%</p> <p>Flexibility 76.1% -0.6%</p> <p>Trunk Extension 95.2% 4.5%</p> <p>Upper Body Strength 68% 6.3%</p> <p>Visual Performing Arts: Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 65% CTE Completers 28.4%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction.</p> <p>a. Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.</p> <p>b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis.</p> <p>This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 166,303</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$28,823</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$233467</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$60701</p>
<p>Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 22,241</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$544</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$4,159</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$ 3,500</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$ 13,500</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$13,000</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$141</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$0</p>
<p>Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population.</p> <p>The supplementary materials and equipment are principally directed to improve physical fitness, Visual Performing Arts education, Career Technical Education completion, and access to a board course of study for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$160,000</p> <p>4000-4999: Books And Supplies Title IV \$9,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$4,948</p> <p>4000-4999: Books And Supplies Title IV \$0</p>
<p>Offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English learners and students with disabilities.</p> <p>a. Maintain Career Technical Education teachers: Home Ec. and Industrial Technology teachers at CCHS, Business Education teacher at RFK; and Ag teacher at DHS.</p> <p>b. Maintain CTE Director for articulation, dual enrollment and work-based learning.</p> <p>c. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 1,076,257</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$ 29,847</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$373,025</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,182,938</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,958</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$491,671</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>c. Maintain additional CTE and dual enrollment courses.</p> <p>d. Maintain CTE Courses: Auto Body, Nurse Assistant, Medical Assistant, Clinical Medical Assisting, and Security Law.</p> <p>e. Maintain two Health pathway teachers and one welding teacher.</p> <p>These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.</p>	<p>Supplemental and Concentration \$648,000</p>	<p>Supplemental and Concentration \$0</p>
<p>Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for English learners, foster youth, pupils of low socioeconomic status, and students on an active IEP.</p> <p>a. Maintain SH teacher and two SH Special Ed. aides for reduced class size.</p> <p>b. Maintain the additional hour for the SH program staff to increase access to a broad course of study for students with severe cognitive disabilities.</p> <p>c. Maintain three four-hour instructional aides to increase course access to SWD: Two SH aides at CCHS and one RSP aide for the PAVE program.</p> <p>d. Maintain athletic trainers to improve outcomes in safe physical activity practices and improve outcomes in physical fitness.</p> <p>e. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes.</p> <p>f. Continue to provide afterschool intervention to improve student outcomes.</p> <p>g. Continue to fund the choir teacher at RFK, the jazz band section at VHS, and a band teacher at DHS to provide pupils access to a broad course of study.</p> <p>These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$466,703</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$156,053</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$286,242</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$210,000</p> <p>Not Applicable Not Applicable NA</p> <p>Not Applicable Not Applicable NA</p> <p>Not Applicable Not Applicable NA</p> <p>Not Applicable Not Applicable NA</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$272,814</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$170,010</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$177,073</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$285,625</p> <p>Not Applicable Not Applicable NA</p> <p>Not Applicable Not Applicable NA</p> <p>Not Applicable Not Applicable NA</p> <p>Not Applicable Not Applicable NA</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide visitations to four year universities, community colleges, and/or vocational institutions.</p> <p>These supplemental educational activities are principally directed to improve learning for English learners, foster youth, and pupils of low socio-economic status.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$15,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$0</p>
<p>Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.</p> <p>The purchase of technology is principally directed to improve technological literacy for pupils of low socio-economic status, English learners, and foster youth.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$80,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$162</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The school closures as a result of the pandemic hindered our ability to provide Career Technical Education (CTE) teachers with updated hands on training; purchase equipment and technology necessary for job skills development; and offer supplemental afterschool instruction and programs. Nonetheless, the budgeted funds were used to increase teacher collaboration time for refinement of instruction and student learning; outreach services for student and parent engagement; maintain the dual enrollment and additional CTE course offerings; preserve the class size reduction and increased instructional time for student with significant disabilities; and provide instructional support via band consultants and athletic trainers in the areas of band and physical education.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite the challenges presented during school closures, the DJUHSD was successful in providing increased teacher duty time for collaboration, refinement of curriculum, monitoring of student progress, and student/parent engagement; Increased career technical education opportunities; maintaining the dual enrollment and articulated course offerings; maintained the class size reduction for improved learning for students with significant disabilities; provide students the additional instructional support for band and physical education. The ability to continue implementing these services resulted in increased College and Career Indicator for all students,

English learners, and students with disabilities. These actions also resulted in increased dual enrollment credit for all students, English learners, and students with disabilities for the 2020 graduate cohort.

The implementation of these actions contributed to improved outcomes for English learners, foster youth, and socioeconomically disadvantaged youth. The College and Career Readiness Indicator remains well above the state average socioeconomically disadvantaged pupils (72%), English learners (52.5%), students with disabilities (35.5%), and the homeless subgroup (66.7%). One of the most recent marquee accomplishments is in dual enrollment course completion with 50% of socioeconomically disadvantaged pupils, 23.4% of English learners, 40% of foster youth, and 17.5% of students with disabilities earning college credit in 2019-2020, and World Language AP passing rate of 87.6% for the socioeconomically disadvantaged subgroup. There is a noted increase in CTE completion rate of socioeconomically disadvantaged pupils (53%), English learners (48%), and homeless youth (31%) as well. Our socioeconomically disadvantaged pupils accomplished superior ratings and first place rankings in county and state competitions in the visual performing arts as well. Additionally, the 2019 Physical Fitness Test results for the socioeconomically disadvantaged improved in 5 of the 6 fitness zones over the baseline.

The COVID-19 school closures presented challenges in the ability to provide hands-on professional development for improved career technical education and to fully implement in-person after school programs for the visual performing arts and to meet the physical fitness outcomes. Our district has a noted gap on the College and Career Indicator (CCI) among students with disabilities and English learners at a 'Medium' Performance Level when compared to all pupils and the socioeconomically disadvantaged subgroup who are attaining a 'Very High' Performance Level. There is an additional gap in the dual enrollment credit attainment among all pupils (48%), socioeconomically disadvantaged pupils (50%), and foster youth (40%) when compared to English learners (23.4%) and students with disabilities (17.5%).

The district will continue to refine, monitor, and implement the current actions of goal 2 with an increased emphasis on closing the gap of the CCI and dual enrollment credit attainment for the English learner subgroup.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. 19-20 100% teachers fully credentialed and appropriately assigned Baseline 97.1% teachers are fully credentialed and three teachers not appropriately assigned.	California Dashboard Standard Met 100% teachers are appropriately assigned 93.5% teachers are fully credentialed in the subject area and for the pupils they are teaching
Metric/Indicator Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials. 19-20 100% of students will have standards-aligned materials Baseline 100% of students will have standards-aligned materials	California Dashboard - Standard Met 0% students without access to their own copies of standards-aligned instructional materials for use at school and at home.
Metric/Indicator Priority 1(c): Basic Services-School facilities are maintained in good repair.	California Dashboard - Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

Expected	Actual
<p>19-20 DHS 97% in “Good Repair” CCHS 99% in “Good Repair” RFK 100% in “Good Repair”</p> <p>Baseline Based on the 2017 Facility Inspection Tool: DHS 93.06% in “Good Repair” CCHS 96.67% in “Good Repair” RFK 99.48% in “Good Repair”</p>	<p>1</p>
<p>Metric/Indicator Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;</p> <p>19-20 Dashboard: Standard Met Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.</p> <p>Baseline District Parent advisory participation increased by 31.7%. DJUHSD provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site Council, Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).</p>	<p>California Dashboard Trusting and respectful relationships 5-Full Implementation and Sustainability</p> <p>Building Partnerships for Student Outcomes 5-Full Implementation and Sustainability</p> <p>Seek Input for Decision Making 5-Full Implementation and Sustainability</p> <p>Parent Surveys October 2020 96% of parents agree the school/district seeks input from parents in making decisions for the school/district</p>
<p>Metric/Indicator</p>	<p>California Dashboard - Standard Met</p>

Expected	Actual
<p>Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils</p> <p>19-20 Dashboard: Standard Met Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.</p> <p>Baseline Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.</p>	<p>5-Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.</p>
<p>Metric/Indicator Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.</p> <p>19-20 Dashboard: Standard Met Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.</p> <p>Baseline The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school</p>	<p>California Dashboard - Standard Met 5-Full Implementation and Sustainability The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve families in Parent University trainings and site and district stakeholder meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard messaging, social media, the school marquee, mailings, and posting events on our websites. All staff is trained in Solution Tree's Professional Learning Communities to provide professional learning and</p>

Expected	Actual
district and school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.	support to teachers and principals to improve the school's capacity to partner with families.
Metric/Indicator Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: School attendance rates 19-20 Attain 96.8% Baseline 96%	Aeries Database School year 2019-20 Attendance rate 95..9%
Metric/Indicator Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates 19-20 Reduce Chronic absenteeism to 11% Baseline 2015-16 Civil Rights Data Collection on Chronic Absenteeism: DJUHSD 13.7%	Dataquest 2018-2019 School year All students 11.5% Socioeconomically Disadvantaged 12% English learners 14.0% Students with Disabilities 19.1% Foster Youth 0% Homeless 16.4%
Metric/Indicator Priority 5(c): Pupil Engagement as measured by all of the following, as applicable: Middle school dropout rates – N/A	Not Applicable

Expected	Actual
<p>19-20 N/A</p> <p>Baseline N/A</p>	
<p>Metric/Indicator Priority 5(d): Pupil Engagement as measured by all of the following, as applicable:</p> <p>High school dropout rates; and</p> <p>19-20 All students 0.28% English learners 0.8% SWDs 0.5%</p> <p>Baseline 0.8%</p>	<p>Dataquest 2019-2020 School year All students 2.5% Socioeconomically disadvantaged pupils 2.7% English learners 4.6% Students with disabilities 8.3% Homeless 5.6%</p>
<p>Metric/Indicator Priority 5: Pupil Engagement as measured by all of the following, as applicable:</p> <p>High school graduation rates</p> <p>19-20 Dataquest 2019 All students 95.5% English learner 92% SWD 84%</p> <p>Baseline Graduation Rates:</p>	<p>Dataquest All students 95.8% 'Very High' status Socioeconomically disadvantaged pupils 95.7% 'Very High' status English learners 92% 'High' status Foster Youth 100% 'Very High' status Students with disabilities 77.4% 'Low' status Homeless 89% 'Medium' status</p>

Expected	Actual
All students 97.7% English learner 97.1% SWD 83.6%	
<p>Metric/Indicator Priority 6(a): School Climate as measured by all of the following, as applicable:</p> <p>Pupil suspension rates</p> <p>19-20 Dataquest All students 1.8% English Learner 2% SWD 2.9%</p> <p>Baseline All students 3.5% English Learner 6.7% SWD 7.9%</p>	<p>Dataquest 2019-2020 School year All students 1.3% 'Low' status Socioeconomically disadvantaged pupils 1.3% 'Low' status English learners 1.7% 'Medium' status Foster Youth 0% 'Very Low' status Students with disabilities 2.0% 'Medium' status Homeless 8.3% 'High' status</p>
<p>Metric/Indicator Priority 6: School Climate as measured by all of the following, as applicable:</p> <p>Pupil expulsion rates</p> <p>19-20 All students 0.4% English Learner 0.3% SWDs 0.0%</p>	<p>Dataquest 2019-2020 School year All students 0.25% Socioeconomically Disadvantaged 0.26% English learners 0.59%</p>

Expected	Actual
Baseline Total number of expulsions: 10	
Metric/Indicator Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. 19-20 100% Sense of Safety 100% connectedness to school Baseline Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.	California Dashboard - Standard Met A local climate survey was administered in October 2020 to students and parents via e-mail, text, Zoom, Microsoft Teams and phone calls 862 parents, and 139 teachers. The results of this survey indicate that: 90.4% of parents and students feel safe at school 99.6% of students and parents feel connected to school The California Healthy Kids Survey was administered in the fall 2019 to 1880 ninth and eleventh grade students. Based on this survey, 90% of the students surveyed feel safe at school. This survey also indicated 12% pupil suicide ideation in the last 12 months.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide high-quality professional development on evidence-based intervention strategies. This action is principally directed to reduce suspensions and expulsions and improve student sense of safety for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.	4000-4999: Books And Supplies Supplemental and Concentration \$10,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000	4000-4999: Books And Supplies Supplemental and Concentration \$0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,292

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Migrant \$2,000 5000-5999: Services And Other Operating Expenditures Title IV \$28,000	5000-5999: Services And Other Operating Expenditures Migrant \$0 5000-5999: Services And Other Operating Expenditures Title IV \$1,875
<p>Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Recent stakeholder input and student surveys indicated the need for additional safety measures (training, reinforced gates, doors, locks, etc.).</p> <p>All supplementary materials are principally directed on improving student sense of safety and increasing graduation rates for the unduplicated pupil population.</p>	4000-4999: Books And Supplies Supplemental and Concentration \$110,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000 4000-4999: Books And Supplies Title I \$3,000 4000-4999: Books And Supplies Title IV \$12,389	4000-4999: Books And Supplies Supplemental and Concentration \$3,991 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0 4000-4999: Books And Supplies Title I \$0 4000-4999: Books And Supplies Title IV \$4,388
<p>Continue to provide alternative educational settings and services to reduce suspensions and expulsions.</p> <p>a. Maintain the two district Opportunity Program teachers</p> <p>b. Maintain three academic intervention teachers – one for each comprehensive school site</p> <p>This action is principally directed on improving outcomes for the unduplicated student population</p>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$419,706 3000-3999: Employee Benefits Supplemental and Concentration \$154,344	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$362,599 3000-3999: Employee Benefits Supplemental and Concentration \$136,889
<p>Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status.</p> <p>a. Maintain additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism.</p> <p>b. Maintain the additional credit recovery sections.</p>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,348,030 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$336,401	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,214,763 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$321,788

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school.</p> <p>d. Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses</p> <p>e. Maintain contract with Delano Police Department for three resource officers.</p> <p>f. Maintain funding for an intervention counselor for each comprehensive high school to reduce suspensions and expulsions.</p> <p>g. Fund an additional security staff at each comprehensive school site to increase student and teacher sense of safety.</p> <p>This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and socioeconomically disadvantaged pupils.</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$634,980</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$43,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$230,000</p> <p>Action b 1000-1999: Certificated Personnel Salaries Title I \$30,329</p> <p>Action b 3000-3999: Employee Benefits Title I \$5,671</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$632,195</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$8,788</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>3000-3999: Employee Benefits Title I 0</p>
<p>Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs. This action is principally directed to improve graduation rates for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$59,211</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$11,072</p> <p>1000-1999: Certificated Personnel Salaries Title I \$149,906</p> <p>3000-3999: Employee Benefits Title I \$28,031</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$851</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$153</p> <p>1000-1999: Certificated Personnel Salaries Title I \$31,613</p> <p>3000-3999: Employee Benefits Title I \$5,468</p>
<p>Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement. This action is principally directed on improving the digital literacy of English learners, foster youth, and socioeconomically disadvantaged pupils.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$61,347</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$20,681</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$47,113</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$18,329</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>4000-4999: Books And Supplies Supplemental and Concentration \$105,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$20,455</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$24,315</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$0</p>
<p>Continue to maintain facilities in good repair.</p> <p>a. Maintain additional traveling custodian to help keep school facilities clean. The 2014 student surveys indicated the need to have clean restrooms to improve services for our unduplicated student population.</p> <p>b. Repair CCHS west student parking lot. This repair will improve school conditions for English learners, foster youth, and socioeconomically disadvantaged pupils. The student parking lot has severe cracks posing a hazard to the unduplicated pupil population.</p> <p>c. Repair DHS damaged classroom doors in LA, L, BE HM and science buildings. These doors do not close properly. This repair increases student sense of safety for the unduplicated pupil population.</p> <p>d. Repair lifted roof of the 600 wing at CCHS. This repair is principally directed to improving the educational environment for the unduplicated student population. The damaged roof causes severe leaks in six classrooms. These leaks are directly over student computers and desks.</p> <p>e. Repair chiller at DHS. This repair will improve student learning for the unduplicated student population by ensuring temperatures in classrooms are within acceptable ranges.</p> <p>These repairs will provide for increased student sense of safety; maintain interior temperatures in classrooms within normally acceptable ranges; and improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,582</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$23,572</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$980,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$600,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$41,989</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$29,282</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$55,496</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action is principally directed on providing English learners, foster youth and socioeconomically disadvantaged pupils with a quality learning environment and classrooms.		
<p>Continue to foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities and increase student sense of school connectedness.</p> <p>a. Implement Link Crew program to improve school connectedness for all students including English learners, students with disabilities, homeless, and foster youth subgroups.</p> <p>This action is principally directed to improve school connectedness for the unduplicated pupil population.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$11,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$24,237</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$0</p>
<p>Promote additional parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status by:</p> <p>a. Continuing to conduct Parent Awareness workshops.</p> <p>b. Continuing to provide district for parent outreach and assistance.</p> <p>c. Maintaining modified classified staff work calendar to improve services for students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,849</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$164,452</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$50,018</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p> <p>Action a 4000-4999: Books And Supplies Migrant \$4,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$148,265</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$38,549</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies Migrant \$0</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$12,732</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
This action is principally directed on improving outcomes of the State's Eight Priorities for the unduplicated pupil population.	4000-4999: Books And Supplies Migrant \$1,000	4000-4999: Books And Supplies Migrant \$0
	Not Applicable Not Applicable NA	Not Applicable Not Applicable NA

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The DJUHSD has earmarked the funds for actions that were postponed as a result of the COVID-19 pandemic to increase student, teacher, family and staff services for the upcoming school year. These funds will be used to complete the much needed approved repairs to student facilities; provide equipment, supplies and training for increased student sense of safety; increase support for health and social-emotional education; and increase credit recovery and tutorial sessions to address achievement gaps that resulted from distance learning and improve graduation rates for English learners and students with disabilities.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The DJUHSD's goal is to continue providing a high-quality educational environment for all our students and staff during these challenging times. Regardless of the challenges presented during the COVID-19 school closures, our district was successful in implementing increased or improved services for our students. These services included the provision of alternative educational settings; increased independent study opportunities; small group academic intervention for targeted students; additional credit recovery for students to make up coursework and graduate with their cohort; maintaining the support staff to conduct student and parent outreach for pupils not participating in daily instruction; and virtual social-emotional education support and services for our English learners, foster and homeless youth, students with disabilities, and socioeconomically disadvantaged students. The implementation of these actions have attributed to improved pupil outcomes.

The district has been successful in maintaining chronic absentee rates below state level for socioeconomically disadvantaged students (11.8%); maintaining 'High' to 'Very High' graduation status on the California Dashboard for English learners, foster youth, and socioeconomically disadvantaged pupils; increased student sense of safety to 95% based on student and parent surveys; increased sense of school connectedness (priority 6) with 99.6% of parents and students and 98.6% of teachers feel connected to school; increased parent involvement in making decisions for the school/district to a 99% based on the October 2020 parent survey; California Dashboard 'Full Implementation' with regards to promotion of parental involvement ; reduced suspension rates of 'Low' to 'Medium'

status on the CA Dashboard for socioeconomically disadvantaged students, English learners, and foster youth; maintaining low dropout rates (Dataquest) for socioeconomically disadvantaged pupils (2.7%), English learners (4.6%), and students with disabilities (8.3%); and reduced bullying and suicide ideation by 3% (California Healthy Kids Survey).

Our district, however, encountered some challenges this year in providing increased services for our unduplicated pupil population. These challenges included providing staff with additional intervention and mental health professional development; modification or additions to schools for increased student and teacher sense of safety; postponement of much needed repairs to student facilities; and integrating additional technology into the classrooms. The DJUHSD has also identified areas improvement that include the need to improve chronic absenteeism of English learners (14%), socioeconomically disadvantaged pupils (12%), students with disabilities (19.1%), and homeless youth (16.4%); improve the dropout rate of English learners and homeless youth; and improve the graduation rate gap for our students with disabilities (77.4%). California Healthy Kids Survey also indicates a significant percentage (12%) of students with serious ideation of suicide within the last 12 months. Accordingly, the DJUHSD will continue to implement the strategies and actions outlined in this goal in ensuring teacher and student sense of safety and for the provision of social emotional education for English learners, foster youth, and socioeconomically disadvantaged youth.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Modification to facilities in preparation for in-person instruction that include installation of plexiglass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 foot social distancing; and installation of additional handwashing and hand sanitation stations.	\$183,778	\$429,210	No
In preparation for in-person instruction, purchase additional outdoor seating with covering for protection from the rain for the meal service in compliance with CDC guidelines and the social distancing requirements.	\$400,000	\$0	No
In preparation for in-person instruction, purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease.	\$675,967	\$265,346	No
In preparation for in-person instruction, purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use.	\$164,189	\$100,808	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between planned actions and budgeted expenditures resulted in the use of funds to meet more the critical needs that included preparation of facilities for in-person instruction; technology and connectivity for distance learning instruction and pupil engagement; and reduced class size for more effective instruction and to increase student learning. The DJUHSD expended funds to prepare for in-person instruction that included purchasing hands free hand-washing stations and drinking fountains; installing

plexiglass in classrooms and student areas; modification of classrooms to maximize student participation with 6 feet social distancing; purchase masks, face shields, sprayers, foggers, gloves, and hand sanitizing needs.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Delano Joint Union High School District initiated the plan for re-opening of in-person instruction during the summer of 2020. On October 13, 2020, Kern County moved from a Purple tier status to a Red tier status allowing a phased reopening for schools. Accordingly, the DJUHSD governing board approved the phased reopening to commence on November 09, 2020. By mid-November, the county reverted back to the Purple Tier prompting the return to distance learning instruction for all our students after the Thanksgiving break. On Tuesday, February 23, 2021, the Delano Joint Union High School District Board of Trustees approved the revision to our School Reopening Plan under the California Department of Public Health Cohorting Guidance for hybrid instruction phased reopening. Phase 1 of the School Reopening Plan began as scheduled on March 8, 2021 for students in Special Day Classes. The second phase opened on March 22, 2021 for RSP/Foster/Homeless students. The in-person return phase 3 for English learners and the prioritized pupil groups began on April 19, 2021 with phase 4 for grade 12 and highest at-risk pupils on April 26, 2021. The DJUHSD had a total student participation for phase 1 of approximately 15 students; phase 2 of 205 pupils; phase 3 of 648 students; and phase 4 with a total of 1089 students attending in-person instruction. These students communicated to their teachers and principals that they were happy to be back. RSP pupils indicated they found in-person more suitable for their learning and success. Grades improved for students who attended in-person instruction. The hybrid model for the phased in-person instruction was offered until the end of the 2020-2021 school year. The DJUHSD implemented all CDC re-opening guidelines.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra duty time for teachers to upload all DJUHSD curriculum onto Canvas to ensure pupils receive equivalent quality curriculum and instruction through distance learning.	\$135,893	\$296,107	Yes
Provide extra duty time for teachers to refine, modify, or adjust curriculum and instructions based on the monitoring of assessment data and identified student learning needs to improve learning of English learners, pupil who are performing below grade level, students with exceptional needs, foster youth.	\$85,568	\$0	Yes
Reduce class size in core academic content courses (general level) to mitigate learning loss for English learners and pupils not performing at grade level.	\$822,062	\$1,447,494	Yes
Allocate resources for supplemental online instructional materials and no share instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support.	\$374,883	\$124,798	Yes
Provide virtual summer school, after school, and Saturday tutorials and credit recovery sessions to mitigate learning loss and improve graduation status of English learners, pupils with exceptional needs, students who are performing below grade level, foster youth and pupils experiencing homelessness.	\$133,050	\$57,004	Yes
Offer professional development opportunities for all instructional staff to provide technological support and support the distance learning program. Professional development for classroom instruction will focus on evidence-based instructional strategies to improve learning for English learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing	\$214,531	\$2,265	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
homelessness. Social and emotional professional development opportunities will be offered to all staff.			
Provide the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students).	\$3,252,447	\$3,927,936	Yes
Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement (Microsoft Teams, Canvas, Zoom, Nepris, etc.).	\$35,924	\$64,193	Yes
Upgrade the technology infrastructure to support uninterrupted distance learning instruction.	\$1,406,582	\$982,720	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The substantive differences between planned actions and budgeted expenditures related to the distance learning program reflect the increased need for social distancing class reduction in preparation for in-person instruction and to provide more effective instruction for improved pupil outcomes; uploading of curriculum onto the Canvas distance platform; and purchase the necessary technology for pupils to participate in the distance learning instruction.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

The DJUHSD continued to provide content aligned to grade level standards at a level of quality and intellectual challenge equivalent to in-person instruction. Teachers uploaded all DJUHSD curriculum onto the Canvas online platform that included all academic core content classes, AP courses, designated and integrated ELD, transition program, Career Technical Education, dual enrollment, music, world language, physical education, and art. All instructional lessons were modified by the general education teacher and case manager for students with disabilities in accordance with the pupil's Individualized Education Program (IEP). The instructional staff was provided ongoing training throughout the school year in Canvas and Microsoft Teams to ensure delivery of high-quality instruction

The district continued to provide academic and other supports to address the needs of pupils who are not performing at grade level that included English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. These support services included virtual summer school during 2020; designated ELD and academic content class size reduction; instructional assistant academic support in core academic subjects; virtual after school and Saturday tutorials and credit recovery sessions to improve student learning and improve graduation status for all pupils; mental health support services; and support staff to contact pupils or parents and assist in engagement of learning.

Special education services were delivered pursuant to the pupil's individualized education program (IEP) with the necessary modifications and accommodations to ensure implementation of the IEP in the distance learning environment. Students with disabilities were enrolled and given equitable access for participation in courses such as Career Technical Education, dual enrollment, visual performing arts, and UC a-g courses. The special education teachers and RSP instructional assistants were assigned to co-teach and provide support in the general education subject areas of English and mathematics. For pupils with significant cognitive disabilities, synchronous instruction was provided via Zoom and Microsoft teams. Special education teachers of students in Special Day Class (SDC) used Unique Learning System (ULS), a standards-based program specifically designed for students with special needs to access the general education curriculum.

All English learners were provided designated and integrated ELD as part of the standard instructional program. Assessment of English language proficiency and reclassification procedures during COVID-19 continued to be implemented.

Access to devices and connectivity

The Delano Joint Union High School District secured adequate supply of hotspots and devices (one-to-one) for all pupils to participate in the educational program and complete assigned work. Laptops were distributed before the start of the school year and continued to be distributed on an ongoing basis throughout the year as necessary. The district made arrangements to deliver hotspots and devices to students who are not otherwise able to make it during the distribution times or locations. The DJUHSD scheduled and provided Canvas training for all students on first day of school. Ongoing technological support was provided to parents and students via the IT Help Desk, Canvas Hotline, and campus Technology Task Force at their respective school sites.

Pupil Participation and progress

Pupils participation was monitored on a daily basis. During the daily scheduled collaboration time, teachers and support staff were available to meet with parents via phone conference, Zoom, and Microsoft Teams in meeting the needs of pupils and provide the necessary supports and accommodations. Translation service in Spanish and Tagalog were available for parent meetings. During this structured time, paraprofessionals provided one-on-one virtual academic instructional support for pupils who were not performing at grade level, English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. The paraprofessionals contacted parents of students who had not engaged instruction and provided pupils with the necessary support for

participation. Students who continued to not participate in the learning were referred to support staff for the implementation of the district's tiered re-engagement strategies. The school site staff regularly communicated with parents regarding pupil's academic progress via phone call, AERIES Parent Portal, or Blackboard Connect messaging system.

The Delano Joint High School District administered formative and summative assessments to monitor student progress and gauge instruction. Formative assessments were conducted daily through quizzes, assignments, and Explicit Direct Instruction (EDI) strategies. The Canvas poll tool provided immediate feedback to teachers of student responses simultaneously during the lesson. Instructional staff utilized ULS as an assessment and data collection tool to further measure the instructional needs of students with disabilities. Teachers utilized the daily scheduled collaboration time to review student assessment data and refine curriculum and instruction to meet the needs of all students.

Teachers in all departments designed learning experiences through platforms such as Canvas and Microsoft TEAMS that allowed for direct instruction to students in a live setting. During these sessions, teachers interacted with students and assessed their learning through evidence-based strategies such as randomly calling on students, open-ended constructed responses, and video recorded answers. Certificated teaching staff measured students' progress through graded assignments as evaluated with methods such as openers and warm-ups, homework/independent practice, chapter tests and quizzes, discussions, discussion forums, checking for understanding (calling on students to respond verbally), participation/notes, mid-terms, and final examinations. Teachers utilized 'breakout rooms' on Microsoft TEAMS to meet with small groups of students and provide differentiated instruction and assess student mastery of standards.

Distance Learning Professional Development

The Delano Joint Union High School District provided professional development opportunities on evidence-based instructional strategies to support the distance learning program and improve student learning. The scheduled professional development activities conducted throughout the year included Canvas and Microsoft Teams training for effective delivery of distance learning instruction; Expository Reading and Writing Curriculum (ERWC) virtual workshops for delivery of instruction and curriculum through Canvas; Literacy workshops to learn and practice effective instructional strategies for teaching reading and writing; Explicit Direct Instruction (EDI) virtual strategies; Designated and Integrated ELD distance learning instructional strategies training; Literacy workshops; Reading comprehension & Text Access; Thinking Maps; use and integration of technology in distance learning instruction; and academic coach trainings on best practices. The special day class teachers were also provided professional development in August of 2020 on Unique Learning, News-2-You, Symbolstix and other instructional lessons and strategies for the purpose of providing continued high-quality distance learning instruction.

Comprehensive training in the use of the Canvas Learning Management System and Microsoft Teams (Office 365) application was provided to develop and enhance teachers' instructional skills on a virtual platform. A series Microsoft Office 365 professional development sessions were offered in July and August 2020. These sessions provided teachers the opportunity to learn One Note for displaying notes, drawings, screen clippings, and audio commentaries for the purpose of improving learning; Sway for combining text

and media to create lessons; Forms for creating surveys and quizzes; and how to collaborate with staff and communicate with students during instruction.

Specific professional development opportunities were facilitated prior to the start of school for special education teachers and the Career Technical Education sectors staff. These trainings included MyITLab for the dual enrollment business classes; Clinical Skills Lab and Virtual Clinical Excursions resources training for the nursing class; CONNECT ACCESS CODE for virtual skills and lesson plans; Simitics to facilitate lab experiences via simulation for the medical assisting program; S/P2 workplace safety training for the agriculture and construction; and Nepris workshop for CTE and special education teachers on virtual work-based learning experiences with industry professionals across the nation. In addition, the special education staff was provided professional development on tools such as instructional videos, online access to educational programs, virtual live sessions, parent consultation, and additional resources which will be on Microsoft Teams, Zoom, and Canvas.

Staff Roles and Responsibilities

The effects felt by COVID-19 have created impacts unlike any we have experienced before. COVID-19 has changed the way we provide services to ensure the health and safety of students and staff; the delivery of instruction; social and emotional education during COVID-19; essential services for pupils such as meals and technology; monitoring of student progress; and strategies in engaging parents as partners in providing the best education possible. These changes are reflected in the district's new roles and responsibilities.

The roles and responsibilities of the district's instructional staff has changed as a result of the impacts of COVID-19. Teachers are responsible for modifying all instructional lessons into a virtual platform to ensure continued content aligned grade level standards instruction at a level of quality and intellectual challenge substantially equivalent to in-person instruction. Teachers are additionally responsible for providing synchronous and asynchronous instruction utilizing Canvas and Microsoft Teams virtual instructional platforms or other distance learning programs specific to their content area.

The roles and responsibilities of the district's paraprofessionals has been modified to support individual students. The paraprofessionals are responsible for providing one-on-one or small group virtual academic instructional support for pupils who are not performing at grade level, English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. An added role for the district's paraprofessionals included added duties for the provision to contact parents regarding pupil's academic progress and attendance on a daily basis.

Of utmost importance is social and emotional education during the pandemic. The mental health support staff embraced the role of providing uninterrupted social and emotional services via telephone and Microsoft Teams. Our mental health support staff modified the social and emotional educational curriculum for access as virtual lessons; conducted regular check-ins by phone and tele-counseling; and conducted virtual substance abuse program.

The DJUHSD continued in its committed to ensuring all students were provided meals during school closures; sufficient instructional materials for class instruction; and access to a device and connectivity to participate fully in the educational program. Cafeteria staff was responsible for on-site and off-site meal delivery; cleaning and disinfecting surfaces frequently touched by students during meal service; and ensuring all meal items were individually plated meals with proportioned and prewrapped produce. Bus drivers, child care aides, and warehouse staff assisted in the delivery of meals. Security staff delivered books to students in outlying areas or who are unable to pick them up at school. Bus drivers also assisted the technology department in the distribution of devices and hotspots.

The DJUHSD integrated into the instructional staff day a structured time of approximately two hours for parent engagement, teacher collaboration, and monitoring of pupil progress. Teachers utilized this time to contact or meet with parents to address the needs of students and provide pupils with additional academic support. Paraprofessionals and office support staff contacted parents throughout the day regarding pupil's academic progress and attendance. They also contact students who did not engage in the previous instructional period to remind them to login into their classes.

Support for Pupils with Unique Needs

The Delano Joint Union High School District is committed to providing the necessary supports in improving student learning. Instructional, technological and social and emotional supports are critical in addressing the learning needs of English learners, pupils with exceptional needs, pupils in foster care and pupils who are experiencing homelessness. The DJUHSD implemented the necessary services and actions to address the learning needs of our students.

Our district integrated and implemented the necessary supports to assist students in attaining the best learning possible. Paraprofessionals were assigned to provide one-on-one virtual academic instructional support for pupils who were not performing at grade level, English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. Support staff and paraprofessionals contacted parents daily of students who had not logged in or engaged in instruction. They also provided pupils with technical assistance with logging into Canvas, uploading assignments, and assistance in Microsoft direct messaging to prompt questions during instruction. Teachers of pupils with exceptional needs were assigned co-teaching with the general education English and mathematics teachers. Pupils used Microsoft Teams direct messaging to prompt questions during instruction or request instructional assistance from the special education teacher or paraprofessional. Special education teachers also maintained frequent contact with students and families via phone, email and Microsoft teams. IEP goals are reviewed with families every two weeks to determine if any changes to the method or delivery of instruction is needed. In addition, Special Education teachers monitored student attendance, grades and stayed in frequent contact with their student's general education teacher.

Supplemental instructional software was utilized to improve and supplement student learning. District staff used the Smart Learning Suite to integrate visual mathematical representations into the instructional lessons for the purpose of improving student learning and understanding. Go Formative, IXL, Learn by Doing, SAVVAS Learning, and NewsELA supplemental curriculum provided online learning to improve student literacy, exercise critical listening skills, and supplement learning in reading, writing, and mathematics. The supplemental curriculum was used to mitigate learning loss of English learners, pupils not performing at grade level, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness.

The homeless and foster youth outreach staff communicated with students on a weekly basis to identify the need for school supplies, instructional support, or social and emotional learning. Foster and homeless youth continued to have available the continuum of services that included immediate enrollment in school no matter the documentation; defray the costs of transportation to school of origin; and provision of mentoring and tutoring services. Foster and homeless youth transferring between schools after completing their second year of high school were informed and considered for the state graduation requirements pursuant EC section 51225.1. The district ensured foster youth was awarded any partial credits for classes they were passing when they left their previous school even if they did not complete the entire class.

The Delano Joint Union High School District secured sufficient supply of devices for all pupils to participate in the educational program as well as ensuring all pupils have access to connectivity. In addition, the district provided continual technological support for all pupils. For students new to Canvas, an introductory course was placed in their respective Canvas Dashboard to familiarize them with the platform and archived for repetitive viewing. Students have access to the IT Help Desk, Canvas Hotline, and campus Technology Task Force at their respective school sites to assist them with any technology, software, or program questions and issues.

The DJUHSD mental health support staff continued to provide high-quality learning and support during this pandemic. The support for mental health education was provided via telephone conferencing and Microsoft Teams sessions conducted by the intervention counselor, school psychologist, or Medical Family Therapist (MFT). Students were enrolled in a social-emotional course, Mental Health Lounge via Canvas, in addition to their regular course offerings in Canvas. The support services on the Mental Health Lounge are available in English and Spanish. The class was developed in partnership with district psychologists, intervention counselors, and marriage and family therapist. The class is a virtual resource room where students are connected to various links to learn ways to manage stress, anxiety, trauma and learn self-care strategies. Students are able to directly contact any of the support services professionals through the course to discuss concerns they are experiencing as a result of the effects of COVID-19.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.	\$15,000	\$15,447	Yes
Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfect and disinfecting and cleaning any area used by any sick person.	\$40,000	\$0	No
Provide resources to establish extra bus routes to ensure pupil safety and social distancing when in-person instruction is authorized to increase learning for English learners, foster youth, and socioeconomically disadvantaged pupils.	\$120,000	\$0	No
Conduct parental Involvement communications for reengagement and academic progress and support as well as parent trainings to support distance learning for English learners, foster youth, and socioeconomically disadvantaged pupils.	\$20,000	\$13,659	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The return to in-person instruction phase 4 was implemented on April 26, 2021 with a total of approximately 1089 students. Thus, additional bus routes or overtime to sanitize classrooms were not needed at this time. These funds were used to implement reduced class sizes for effective instruction and the necessary technology for students to participate in distance learning instruction.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Delano Joint Union High School District was successful in implementing needed actions and strategies to assess and address pupil academic achievement. Some of these actions included offering supplemental instruction; ensured availability of sufficient and

adequate technology for teachers to provide instruction; and maintaining adequate supply of devices and connectivity for all pupils to participate in the educational program. The DJUHSD support staff provided student support services and conducted daily parent outreach for improved academic engagement. Teachers utilized collaboration time to evaluate formative and summative assessment data and refine and modify instructional strategies to improve student learning. Certificated staff continued to provide grade level standards content aligned curriculum of equivalent quality and intellectual challenge substantially equivalent to in-person instruction. Academic coaches, including a special education academic coach, monitored student data and assisted teachers in refining instructional strategies to improve learning for English learners, students with special needs, and pupils not performing at grade level. In addition, the district continued to provide instructional staff with technological and instructional strategies professional development to improve student learning and support the distance learning program. The DJUHSD also provided the necessary school supplies for pupils of families experiencing the financial hardship of the COVID-19 pandemic.

Interventions and supplemental instruction was provided to improve student learning for English learners, pupils not performing at grade level, and pupils with exceptional needs. Reading, writing, and mathematics interventions were offered during the school day to meet the needs of students and families. Class size reduction was implemented in designated and integrated ELD and English 9, mathematics grade 9, and the general level core academic content courses. The DJUHSD allocated resources for online supplemental instructional materials; summer school; credit recovery sessions; and academic tutorials (afterschool and Saturdays) were offered to supplement instruction and improve student achievement.

Access to technology was essential in ensuring students received the highest quality instruction possible in the distance learning and hybrid instructional setting. Accordingly, the district provided all pupils with the necessary technological device, connectivity and technology infrastructure for improved service during instruction and student learning.

The district continued to offer support services for students. Instructional support staff such as instructional assistants, EL coordinators, and site administrators monitored pupil progress and engagement and designated the needed supports to improve student learning. The school sites communicated with parents on a daily basis to inform parents of academic progress and pupil engagement via phone call, e-mail, text, or mail. The communication will be provided in English, Spanish, and, if needed, in Tagalog. School staff will conduct parent trainings on how to support their student during distance learning. Our mental health staff continued to conduct health and social and emotional support services for our pupils via phone and Microsoft Teams sessions.

The DJUHSD encountered some challenges in ensuring all pupils participated in instruction. These challenges included disruptions in the home environment and pupil disengagement in instruction via 'Ghosting.' Ghosting was termed for students who logged on but did not respond when prompted by the teacher with questions or required responses. As with most districts, the DJUHSD also experienced slightly increased absenteeism and failure rates. Parent conferences presented a challenge as well for parents who were uncomfortable in using technology. Despite these challenges, the DJUHSD made a significant effort to improve pupil engagement by conducting home visitations and offering alternative educational settings and supplemental instruction and support.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The DJUHSD was successful in implementing strategies and support services during the pandemic. Mental health support staff and teachers continued to provide high-quality learning and support during this pandemic. The mental health and social emotional well-being of pupils is monitored regularly. The district's psychologist, Marriage and Family Therapist (MFT) and intervention counselors conducted regular check-ins and tele-counseling with pupils. Support staff and counselors provided student outreach strategies for reengagement in learning, monitoring of academic progress, and to identify and refer any mental health or social and emotional concern. Administrators and supervisors were trained during the summer to conduct daily employee wellness checks and monitor and support mental health and social and emotional well-being of all staff during the COVID-19 pandemic.

Mental health education for students is provided via telephone conferencing, Canvas class synchronous instruction, and Microsoft Teams sessions. The DJUHSD delivered social and emotional education into the health and physical education curriculum. Curriculum learning modules in these two courses included Understanding and Managing Emotions; Ways to Manage Stress; Suicide Prevention; Interpersonal Communication Skills; Anger Management; Healthy and Unhealthy Relationships; Decision Making; and Conflict Resolution. Telephone conferencing and Microsoft Teams sessions were facilitated by the intervention counselors, school psychologists, or Marriage Family Therapist (MFT) to provide group and individual counseling; conflict resolution; anger management; bullying resolution strategies; drug & alcohol awareness; social-emotional development (SED) training for referred students and victims of bullying; family and relationship issues; sexual orientation issues; monitoring of social-emotional progress; and coping with emotional issues due to COVID19. High profile cases such as major grief and loss issues, suicide prevention, coping with symptoms of depression, anxiety, trauma, serious LGBTQ issues, and family and relationship issues are addressed by our MFT and school psychologist. In addition, the district's mental health support staff continued to virtually:

- Assess students for risk, provide counseling and make referrals to outside services as needed
- Respond to crisis calls to screen and assess for student imminent risk.
- Provide self-harm/suicidal ideation Crisis support
- Facilitate 504 initial and follow-up meetings
- Offer virtual substance abuse program

Professional development opportunities for parents, students, and staff were provided to address trauma and other impacts of COVID-19 via Zoom and Microsoft Teams sessions. The district facilitated a virtual Suicide Prevention AB 2246 and Human Trafficking for all staff during the first week of school. Parent and student Suicide Prevention training was conducted virtually in English and Spanish at least twice during the 2020-2021 school year. The district conducted professional development on trauma and other impacts of COVID-19 for parents, students and staff. The school sites developed a weekly newsletter for students on mental health, general health, academic guidance, and school culture.

Additionally, the DJUHSD provided resources in English and Spanish to assist parents and students during this pandemic. The available resources are posted on the district webpage in English and Spanish and include:

- The Peers' Guide to Behavioral Health Apps
- A Parent's Guide to Head Lice
- The ABCs of Health Coverage for All Kids
- How to Support Your Teen During Corona Virus
- The Families First Corona Response Act (FFCRA) (For staff)
- Kern County Service Providers Directory
- Community and School Mental Health Provider Information
- Anti-bullying: Things to Look For & How to Help Your Child

The district mental health support staff indicated it has been a trying year in providing mental health support services to our students and parents. These challenges included students not answering messages, calls, e-mails, or chats for provision of services; poor internet connection; student consult privacy and confidentiality issues at home; inability to assess via visual cues resulting from students turning off cameras; and the biggest challenge was screening for risk. Several staff would have to contact the DPD for assistance. Despite these challenges, our mental health staff delivered mental health information to students using virtual platforms (i.e. Microsoft Teams, Canvas, website, email, newsletter, social media). Some students found chat on Microsoft Teams to be beneficial since it was like texting a friend for help or advice.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The DJUHSD is committed to engaging all students in a high-quality education in partnership with our parents/guardians. First and foremost, the district ensured that contact information for all students was updated at the start of the school year. The updated contact information was used for student and parent/guardian outreach as a strategy for reengaging pupils in instruction and informing parents of their pupil's academic progress.

As part of the reengagement strategies, school support staff contacted students who did not engage in the previous instructional period to remind them to login into their classes. Support staff contacted parents via phone, text message, home visitations, or e-mail to inform them that their student is unresponsive and must login into instruction. The DJUHSD teachers were also available before the start of the first instructional period for parent and student engagement. In addition, the DJUHSD contacted parents on a daily basis through the Blackboard Connect messaging system (phone message or text) to notify parents of student non-engagement or non-attendance.

The discipline liaisons at each school site made contact via phone calls, e-mails, text messages, and emergency contacts for students who habitually continued to be unresponsive in engaging or attending instruction. If discipline liaisons identified a health services need, they referred the student for the necessary follow-up with our health or mental services staff. Technology and connection issues

were addressed immediately. The DJUHSD has sufficient devices and hotspots to ensure continuity of learning. The discipline liaisons, resource officers and security staff followed CDC guidelines if home visitations were deemed necessary to engage students in instruction.

The DJUHSD mental health support staff will continued to provide high-quality learning and support during this pandemic. The support for mental health education was provided via telephone conferencing and Microsoft Teams sessions conducted by the intervention counselor, school psychologist, or Medical Family Therapist (MFT). The intervention counselor provided services that included group and individual counseling; conflict resolution; anger management; bullying others; drug & alcohol awareness; social-emotional development (SED) for victims of bullying; family or relationship issues; sexual orientation issues; monitoring of social-emotional progress; and coping with emotional issues due to COVID19. High profile cases are addressed by our school psychologists and MFT and include, but not limited to, major grief and loss issues; suicide prevention; depression, anxiety, trauma, and serious LGBTQ issues.

As DJUHSD returned to the phased reopening, students who exhibited continual non-engagement or nonattendance were placed in full-time in-person instruction at the comprehensive high school or the continuation high school. Students who were transitioned to full-time in-person instruction as a result of non-engagement were required to participate in supplemental instruction with the academic intervention teacher. The DJUHSD utilized Advantage Press Positive Behavior and Instructional Resources curriculum as a means of correcting behavior. Some of the instructional units in this curriculum include Skipping Class, Learning from Mistakes, Truancy, and Decisions and Consequences.

Distance learning presented a challenge in getting information to parents. Some parent contact information was incorrect, and students were not on campus to ask them for the correct contact information. The district continued efforts in reaching parents by utilizing emergency contacts, contacting previous neighbors, or speaking to relatives.

All parent outreach, written or verbal communication, is conducted in English or Spanish districtwide.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Delano Joint Union High School District established protocols for providing meals to be served in non-congregate settings at all school sites in a manner that protected the safety of both students and school personnel. School meal distribution for the Delano Joint Union High School District started on the first day, March 18, 2020, of the COVID-19 school closure and continued through the 2020-2021 school year. All food service staff was trained by the district's registered nurses on social distancing protocols and use of personal protective equipment (PPE). PPE was provided to all staff assisting in the meal distribution. Meals were available for parent or student pickup through drive up or walk up meal lines. Each of the meal bags include breakfast, lunch and supper for the school

week. Parents were notified in English and Spanish of meal distribution days, times and locations through letter mailings and the Blackboard automated phone messaging system.

Commencing the 2020-2021 school year, the DJUHSD was approved for the Community Eligibility Provision (CEP) which qualified all pupils in the DJUHSD to receive meals at no cost to the pupil or parent.

Meals for in-person instruction were served as a pre-packaged meal. Eating areas were spaced to meet the 6-foot physical distancing requirement in outdoor seating, our school gyms, and classrooms as needed.

The nutrition department noted no identified challenges in providing school nutrition during the 2020-2021 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Provide school nutrition staff with personal protective equipment needed to improve student sense of safety and reduce the spread on infection during meal distribution to students.	\$20,000	\$13,591	No
School Nutrition	Allocate resources for transportation to deliver meals to students residing in outlying areas. Ninety-one percent of pupils living in outlying areas are English learners, foster youth, or socioeconomically disadvantaged and lack the necessary resources for transportation to pick up meals at the school sites.	\$10,000	\$0	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Allocate resources to deliver hotspots, devices, and instructional materials to students residing in outlying areas who are not otherwise able to make it during distribution times or location.	\$10,000	\$0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are no substantive differences in these actions. School nutrition and delivery of technology and instructional materials were provided with no needed additional costs. These funds were used to provide class size reduction for improved instruction and to purchase technology for pupils to participate in the distance learning program.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The Delano Joint Union High School District monitored and assessed student progress during the school closures. The priority for our district was student engagement, pupil academic progress, and the social-emotional well-being of our students and staff. There was a noted increase in pupil failure rates for students with disabilities and the English learner subgroups. Thus, the district will implement

the necessary strategies in the LCAP to improve student achievement. The implementation of distance learning programs and phased in-person instruction has guided us in areas of needed focus for the upcoming school year. The district goal is to increase and improve services for English learners, students with disabilities, foster and homeless youth, and socioeconomically disadvantaged pupils. Our district will maintain the 2020-2021 actions in the LCAP and will propose to increase class size reduction sections; expand on the after school tutorials and credit recovery sections; augment social-emotional education support and services; provide administrative support in addressing pupil attendance, learning engagement, safety, and coordination of social-emotional education services; and increase paraprofessional instructional support to improve student learning for English learners, students with disabilities, and pupils not performing at grade level.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The DJUHSD will continue to assess and address pupil learning loss. Our district will conduct formative and summative assessments as a gauge to measure pupil learning and progress. Formative assessments are conducted daily through quizzes, assignments, and Explicit Direct Instruction (EDI) strategies to check for understanding (CFU). EDI strategies provide immediate feedback to teachers of student responses simultaneously during the lesson. Teachers may then re-teach (EDI strategy) if necessary. Quizzes and other formative assessments are immediately graded in Canvas allowing teachers to refine, modify or adjust the next day's instruction. The data from these assessments is analyzed by each cohort for purpose of improving student learning.

All English, ELD, and mathematics teachers administer formative assessments to gauge standards of mastery and identify learning loss. Teachers have included time and space in their pacing to address any gaps and reteach any standards that the class majority needs before moving onto content for the current year. Throughout the year, teachers will spiral the content in order to continue to go back and reteach and re-expose students to challenging content. In addition, instructional aides are strategically employed to support our most vulnerable students and provide academic and technological support as needed.

Teachers of pupils with exceptional needs conduct daily formative assessments to measure pupil learning. These daily assessments include short quizzes, comprehension checks, written statements and discussions. Special Day Class and Transition program teachers use manipulatives such as Yes/No, A/B, and number icon cards to help with formative assessment in measuring pupil learning. Instructional staff also utilize Unique Learning System (ULS) as an assessment and data collection tool to further measure the instructional needs of students with disabilities.

Pupil learning loss will continue to be addressed in the LCAP. The DJUHSD is committed in providing a high quality education to improve student learning and academic performance for all pupils and subgroups in all core academic content areas. Accordingly, the DJUHSD has outlined actions in LCAP Goal 1 to address pupil learning loss. These actions include:

- o Utilizing late start Wednesdays for teachers to improve teacher quality, analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments), and refine and modify instructional strategies;
- o Providing teachers extra duty time to continue PLC and refinement of instruction, curriculum, and assessments;
- o Retaining highly qualified teachers to ensure consistent quality instruction for pupils;

- o Providing high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals to improve the academic achievement of English learners, foster youth, students with special needs, and students of low- socioeconomic status;
- o Purchasing supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status;
- o Providing support staff to improve student outcomes;
- o Providing reading, writing and mathematics intervention during the day, afterschool and Saturday tutorials, and summer school;
- o Funding class size reduction for students not performing at grade level; and
- o Providing updated technology, instructional platforms, and data management (Illuminate/Aeries Analytics) system to enhance and improve student digital literacy and close the achievement gap for English learners and students with disabilities.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were few areas of noted substantive differences. These include increased funding for modifications of facilities of \$245,432; no needed expenditures on social distancing outdoor seating (\$400,000); decreased expenditure of PPE of \$410,621 for scheduled phased reopening date Spring 2021; increased staff cost to provide social distancing class size reduction of \$625,432; increased technology costs for pupils to participate in distance learning instruction of \$251, 627; and decreased cost for social distancing transportation and classroom sanitizing of \$160,000 as a result of COVID-19 reopening guidelines.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes during the 2020-2021 COVID-19 school closures has prompted the need for improved student engagement in the learning environment. The DJUHSD monitored student progress on an ongoing basis throughout the 2020-2021 school year. While our district has noted an approximate an increase in average daily attendance of approximately 3%, there is an approximate 10% increase in failure rates. In analyzing and reflecting on student outcomes of the 2019-2020 LCAP, the DJUHSD has a noted achievement gap in the 'Met Standard' among the English learner (8.2%) and students with disabilities (16%) subgroups in the CAASPP English when compared to all students (61.6%) and the socioeconomically disadvantaged pupils (60%). A similar gap is reflected on the 'Met Standard' SBAC mathematics English learner (2.4%) and students with disabilities (0%) subgroups compared to all students (32.4%) and the socioeconomically disadvantaged pupils (31%). Student academic progress will be further analyzed as the results for the California Science Test (CAST) and the SBAC English, mathematics, and CAA are released. This analysis and reflection has been instrumental in developing and refining the 21-22 through 23-24 LCAP.

The DJUHSD plans on maintaining the actions of the 2019-20 LCAP and the Pupil Learning Loss strategies of the Learning Continuity and Attendance Plan. In addition, our district will hire additional paraprofessionals to provide supplemental instruction and support for English learners and student with exceptional needs; hire three additional teachers for class size reduction; increase the number of class size reduction sections for improved instruction and student learning; hire three intern psychologists for additional social-emotional education services; increase credit recovery and tutorial sessions; and hire a Director of Student Services to improve student attendance for in-person instruction, increase student engagement and coordinate services for the prevention of bullying, suicide, trauma, and violence.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	17,396,537.00	14,083,347.00
Migrant	341,739.00	514,860.00
Supplemental and Concentration	14,704,249.00	10,570,604.00
Title I	1,387,073.00	1,221,565.00
Title I, Title II	599,883.00	1,365,389.00
Title II	126,588.00	99,475.00
Title III	110,161.00	124,757.00
Title IV	126,844.00	186,697.00
	0.00	436.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	17,396,537.00	14,083,347.00
1000-1999: Certificated Personnel Salaries	7,617,183.00	7,167,990.00
2000-2999: Classified Personnel Salaries	1,470,804.00	1,895,960.00
3000-3999: Employee Benefits	3,100,687.00	3,270,738.00
4000-4999: Books And Supplies	2,447,709.00	811,929.00
5000-5999: Services And Other Operating Expenditures	2,760,154.00	936,730.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	17,396,537.00	14,083,347.00
1000-1999: Certificated Personnel Salaries	Migrant	213,376.00	204,365.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	6,551,236.00	6,026,234.00
1000-1999: Certificated Personnel Salaries	Title I	237,524.00	33,208.00
1000-1999: Certificated Personnel Salaries	Title I, Title II	599,883.00	901,759.00
1000-1999: Certificated Personnel Salaries	Title IV	15,164.00	2,424.00
2000-2999: Classified Personnel Salaries	Migrant	0.00	310,495.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,118,338.00	1,137,007.00
2000-2999: Classified Personnel Salaries	Title I	289,528.00	373,452.00
2000-2999: Classified Personnel Salaries	Title III	62,938.00	75,006.00
3000-3999: Employee Benefits	Migrant	2,363.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	2,681,977.00	2,764,136.00
3000-3999: Employee Benefits	Title I	379,157.00	5,765.00
3000-3999: Employee Benefits	Title I, Title II	0.00	463,630.00
3000-3999: Employee Benefits	Title III	34,354.00	36,771.00
3000-3999: Employee Benefits	Title IV	2,836.00	436.00
4000-4999: Books And Supplies	Migrant	74,000.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,969,000.00	206,902.00
4000-4999: Books And Supplies	Title I	370,500.00	600,639.00
4000-4999: Books And Supplies	Title II	10,000.00	0.00
4000-4999: Books And Supplies	Title III	2,820.00	0.00
4000-4999: Books And Supplies	Title IV	21,389.00	4,388.00
5000-5999: Services And Other Operating Expenditures	Migrant	52,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	2,383,698.00	436,325.00
5000-5999: Services And Other Operating Expenditures	Title I	110,364.00	208,501.00
5000-5999: Services And Other Operating Expenditures	Title II	116,588.00	99,475.00
5000-5999: Services And Other Operating Expenditures	Title III	10,049.00	12,980.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Title IV	87,455.00	179,449.00
		87,455.00	179,449.00
		87,455.00	177,574.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	7,763,358.00	8,005,335.00
Goal 2	3,806,653.00	2,911,052.00
Goal 3	5,826,526.00	3,166,960.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,423,934.00	\$795,364.00
Distance Learning Program	\$6,460,940.00	\$6,902,517.00
Pupil Learning Loss	\$195,000.00	\$29,106.00
Additional Actions and Plan Requirements	\$40,000.00	\$13,591.00
All Expenditures in Learning Continuity and Attendance Plan	\$8,119,874.00	\$7,740,578.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,423,934.00	\$795,364.00
Distance Learning Program		
Pupil Learning Loss	\$160,000.00	
Additional Actions and Plan Requirements	\$20,000.00	\$13,591.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,603,934.00	\$808,955.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$6,460,940.00	\$6,902,517.00
Pupil Learning Loss	\$35,000.00	\$29,106.00
Additional Actions and Plan Requirements	\$20,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$6,515,940.00	\$6,931,623.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delano Joint Union High School District	Jason Garcia Superintendent	jgarcia@djuhsd.org 661-720-4100

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Delano Joint Union High School District is a District of rich tradition, high expectations, and a century of outstanding achievement. Delano High School began in 1911 with fourteen students and two teachers. Over 110 years later, our District serves more than 4200 students and employs over 400 dedicated employees. Cesar E. Chavez opened its doors in 2003 and Robert F. Kennedy, our newest school, began in 2008. In addition, we have an alternative site, Valley High School, and an adult education agency which serves over 1200 students from Delano and the outlying area.

During the 2020-21 school year, Delano Joint Union High School District served approximately 4222 students in grades 9-12. Student subgroup enrollment is comprised of 8.9% receiving special education services, 26.2% qualifying for English Learner services, 4.1% qualifying for migrant education services, 0.3% foster youth, 0.1% homeless youth, and 91.5% socioeconomically disadvantaged. School enrollment by ethnicity included 87.85% Hispanic; 0.8% Asian; 0.1% American Indian or Alaska Native; 9.0% Filipino; 0.4% African American; 1.5% white; and 0.3% two or more races. The DJUHSD community includes feeder districts in the communities of Delano, Earlimart, Richgrove, Allensworth, Columbine, and Pond. The poverty level in these communities ranges from 30% in the city of Delano to just over 53% in the outlying communities. The largest industry of local employment is agriculture.

Our district is committed in preparing all students to be college and career ready with a rigorous, high quality, standards-based academic program aligned to the needs of all learners in a safe and nurturing environment. The Delano Joint Union High School District mission is to develop citizens which learn actively, think critically, live responsibly and respectfully, and who will make positive contributions to their community. As a result, the Delano Joint Union High School District has adopted the following goals:

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

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

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

M - Model: To effectively model our mission and vision, every team member will exemplify character, loyalty, commitment, leadership and excellence.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Delano Joint Union High School District's greatest progress is evidenced in the academic achievements of our schools as well as improvements in services for our English Learners, foster youth, and low-income students. All LCAP funds were principally directed towards our unduplicated count of 91.3% of our total student population.

As noted, our greatest accomplishments are evidenced in pupil academic achievement. Our district continues to perform above state averages on the SBAC English and mathematics with 62% and 32.4% of all students meeting standard, respectively. The socioeconomically disadvantaged subgroup performance SBAC English (60%) and mathematics (31%) is also above the state average. Performance on the California Alternate Assessment (CAA) continues above state averages, as well, with 20% attaining Level 3 (highest level) on the English and 10% on the mathematics for all pupils. University of California a-g completion rates are also noted above the state level with 58.3% of all pupils, 57.1% socioeconomically disadvantaged students, 29.10% English learners, 27.7% students with disabilities, and 37.5% homeless meeting UC a-g college readiness. These percentages represent a significant increase over the baseline year of at least 15% for all pupils and subgroups. The English Learner Proficiency Assessment for California (ELPAC) is at a 'medium' level (within state levels) for pupils making progress on the ELPAC and reclassification rates of 17% are above the state rate. The AP passing rate of 42.3% for all pupils and 57.7% for socioeconomically disadvantaged students has a similarly noted success representing a consistent 27% increase over the baseline year as well. The DJUHSD has made significant progress in closing the CTE completion gap among all pupils, socioeconomically disadvantaged pupils, English learners, and student with disabilities with a 50%, 53%, 48%, and 49% completion rate, respectively. English learner progress on the English Learner Proficiency Assessment is noted a 'Medium' status and reclassification rates of English learners attaining English proficiency of 17% is above the state average. Moreover, the district has been successful in attaining 61.6% and 32.4% college readiness (exceeding state average) on the EAP in English and mathematics, respectively, for all pupils and a 59.8% (EAP English) and 31% (EAP mathematics) of socioeconomically disadvantaged pupils attaining EAP college readiness. The district has maintained the 'Standard Met' on the California Dashboard and 98% of parents and students (October 2020 surveys) agreed that the district provides all students and students with disabilities access to a broad course of study for the unduplicated pupils and students with disabilities subgroup.

The DJUHSD continues to maintain progress in the other state priorities as well. Our district's progress on Priority 1 is evidenced in an increase to 93.5% of all teachers appropriately credentialed and assigned as well as maintaining all students with access to their own copies of instructional materials. The DJUHSD has continued to maintain 'Full Implementation' and 'Full Implementation and Sustainability' of the state academic standards in all subject areas. The College and Career Readiness Indicator remains well above the state average for all students (72.5%), socioeconomically disadvantaged pupils (72%), English learners (52.5%), students with disabilities (35.5%), and the

homeless subgroup (66.7%). One of the most recent marquee accomplishments is in dual enrollment course completion with 48% of all students, 50% of socioeconomically disadvantaged pupils, 23.4% of English learners, 40% foster youth, and 17.5% of students with disabilities earning college credit in 2019-2020, and World Language AP passing rate of 87.6% for the socioeconomically disadvantaged subgroup. Our socioeconomically disadvantaged pupils accomplished superior ratings and first place rankings in county and state competitions in the visual performing arts.

School climate is an important part of the overall success of our district. The district has been successful in maintaining chronic absentee rates below state level for all pupils (11.5%) and socioeconomically disadvantaged students (11.8%); maintaining 'High' to 'Very High' graduation status on the California Dashboard for English learners, foster youth, and socioeconomically disadvantaged pupils; increased student sense of safety to 95% based on student and parent surveys; increased sense of school connectedness (priority 6) with 99.6% of parents and students and 98.6% of teachers feel connected to school; increased parent involvement in making decisions for the school/district to a 99% based on the October 2020 parent survey; California Dashboard 'Full Implementation' with regards to promotion of parental involvement ; reduced suspension rates of 'Low' to 'Medium' status on the CA Dashboard for all pupils, socioeconomically disadvantaged students, English learners, and foster youth; maintaining low dropout rates (Dataquest) for all pupils (2.5%), socioeconomically disadvantaged pupils (2.7%), English learners (4.6%), and students with disabilities (8.3%); and reduced bullying and suicide ideation by 3% (California Healthy Kids Survey).

The DJUHSD intends on maintaining California Dashboard Met status on Priorities 1 (Basic Services), 2 (Implementation of academic standards), 3 (Parental Involvement), and 6c (Parent, student, and teacher surveys on sense of safety and school connectedness) by continuing to implement the actions outlined in the LCAP. The DJUHSD plans to continue our tradition of success by maintaining current actions. Additional actions for the 2021-2022 school year have been added to attain the goals outlined in the current plan.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The DJUHSD has noted an academic achievement gap in the English learner and students with disabilities subgroups as it relates to the 2019 SBAC English and Mathematics achievement. Both the English learner and special education subgroups are at the Red performance level on the SBAC English and mathematics 2019 California Dashboard. An additional gap has been identified as well on the CAASPP California Alternate Assessment (CAA) in English among English learners (0%) and socioeconomically disadvantaged pupils (12.5%) when compared to all pupils (20%) in attaining a Level 3. The same gap is identified on the mathematics CAASPP California Alternate Assessment (CAA) with 10% of all pupils attaining a Level three in comparison to the English learner and socioeconomically disadvantaged subgroups with a 0% in both subgroups attaining a Level 3. There is also a noted achievement gap for English learners and student with disabilities on the California Science test with 0% and 2.67% attaining standard, respectively. Additional achievement gaps for these two subgroups are noted on the UC a-g completion rate (30% gap) and the College and Career Indicator (20%-30% gap) as well. The College and Career Indicator (CCI) gap for English learners and students with disabilities is at a 'Medium' performance level on the 2020 California Dashboard when compared to all students at a 'Very High' performance level. Dual enrollment has a similar gap for the English learners (25% gap) and students with disabilities (30% gap) when compared to all pupils in attaining college credit. The graduation status for students

with disabilities is at a 'Low' performance level on the 2020 California Dashboard when compared to a 'Very High' status for all students. Chronic absentee rates for the English learner subgroup or 12% is 2% above the state average.

The DJUHSD plans on taking the necessary steps to address these areas. To close the noted achievement gap on the CAST and SBAC and CAA English and mathematics, the district will continue to provide high-quality instruction outlined in Action 1; provide evidence based professional development and support for teachers, administrators, and paraprofessionals to refine instruction and improve student learning; provide supplemental instructional materials for increased learning; monitor student progress and the CAA English and mathematics, the district will continue to for English learners and These steps include provide the additional dual enrollment, credit recovery, UC a-g, and CTE opportunities to improve outcomes for all students and subgroups. Our district is committed to refining these areas and has included in the actions the need for continued tutorials, provision of supplementary instructional materials, interventions, support staff, class size reduction in the core academics, field trips to supplement instruction, incentives, technology, professional development, parent training to address the academic achievement gap, and social-emotional education and support. The district will continue to retain effective teachers by maintaining Action 3 of Goal 1. This action was implemented in the 2016-2017 LCAP to retain academic content teachers and principally directed to maintain high quality instruction and improved learning for English learners, foster youth, and socioeconomically disadvantaged pupils. This action has gradually reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 6% for the 2020-2021 school year. Teachers leaving our district affected quality instruction and hindered student learning. High-quality instruction takes about 3 to 4 years to develop.

The Delano Joint Union High School District's goal is to continue attaining high achievement (as noted in our baseline data) and to continue providing the best school climate for all our students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Delano Joint Union High School District (DJUHSD) will continue to focus this year's LCAP on targeted, evidence-based professional development; the evaluation and refinement of curriculum and instruction; the continued provision of supplementary instructional materials; increased access to a broad course of study for all students including students with severe cognitive disabilities; providing supplemental instruction and intervention to improve student learning; class size reduction sections for improved student outcomes; repairs of student-use facilities; maintaining the increased UC a-g and dual enrollment opportunities for the unduplicated pupil population; close the CTE and College and Career Indicator (CCI) completion gap for English learners and students with disabilities; and provide a high-quality education and safe school environment for all our students. Additionally, the DJUHSD intends to hire three class size reduction teachers in the areas of English and social science to improve academic achievement for English learners and students with disabilities. The district also proposes to fund a Director of Student Services to track student attendance, improve student engagement, and coordinate services for the prevention of bullying, suicide, trauma, and violence. The social and emotional health of our students is of the highest priority, and, as such, the DJUHSD has included in this year's plan the hiring of intern psychologists to assist in the prevention of suicide, bullying, and trauma. In concluding, the District will maintain current actions for continued improved student outcomes.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Valley High School is the only school identified for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Delano Joint Union High School District provides the needed support to improve student academic achievement and behavioral outcomes. The Valley High School Principal conducted a school-base needs assessment with stakeholder groups by evaluating the SBAC English and mathematics data, reviewing current practices, and making recommendations for added strategies. Stakeholders identified areas of needed improvement in reading, writing, and Algebra 1 for English learner subgroup and made recommendations for implementation of additional strategies. Accordingly, VHS implemented strategies to include evidence-based professional development (Close Reading, Vocabulary and Writing, Thinking Maps, and EDI) to improve teaching and student learning; a mathematics and English coach for improved instruction; class size reduction in Algebra 1 and HS English grades 9-11 to provide effective instruction; afterschool tutorials for additional academic support; and parent trainings on how to support their student during distance learning.

Valley High School also receives supplemental funding for students to attain academic and behavioral achievement and graduate from high school. These are the additional funding sources and services provided to improve student outcomes:

Comprehensive Support and Improvement (CSI) resources are targeted to improving student academic achievement in English and mathematics. The DJUHSD utilizes CSI funds to analyze and review formative and summative student data and identify students to be targeted for academic intervention; identify and implement instructional strategies and intervention activities targeted to improve student academic achievement gap; monitor instruction and provide support (coaching and professional develop) as needed; monitor pupil progress, analyze outcomes and determine the success of targeted strategies and activities; integrate supplemental instructional materials/software and supplies targeted to improve student learning; and provide social and emotional education to improve student academic learning.

Title I, Part A Basic, funding provides for an instructional assistant to provide one-on-one instructional support for students not attaining the academic standards. Title I funding also provides for academic tutorials, after school credit recovery sections, interventions, class size reduction, supplemental instructional materials, and technology to improve student digital literacy

Title III English Learner Students resources provide for an instructional assistant to provide English learners individualized academic support in attaining English proficiency.

Title IV Student Support provides resources for students to participate in college programs not offered at our school sites; provides professional development for the counselor on federal financial aid and college workshops. Title IV also provides for student activities and

high-quality training for school personnel that is related to suicide prevention, bullying, drug abuse prevention, human trafficking, school-based violence prevention strategies, and effective and trauma-informed practices in classroom management.

LCFF Supplemental and Concentration funding provides for:

- Supplemental instructional materials, tutorials, instructional field trips, college and vocational field trips; parent trainings; student incentives and recognition for attaining state indicators.
- An instructional assistant to assist student learning to pass the core academic courses required for graduation.
- CTE courses for learning job skills and career readiness
- Credit recovery sections during the school day to meet graduation requirements
- Social and emotional education offered through a registered nurse, intervention counselor and psychologist.
- Discipline education is offered by the discipline liaison and intervention teacher.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The DJUHSD monitors student progress and evaluates effective teaching and implementation of instructional strategies outlined in the plan during the bi-weekly teacher Professional Learning Community (PLC) time. In addition, the plan to support student and school improvement is evaluated (data analysis, outcome analysis, performance analysis) at least twice annually by teachers, site administration, other staff, parents, and students. The following process summarizes the continual monitoring of student progress:

1. Monitoring of Students to ensure progress towards meeting of planned outcomes.
 - Pre-evaluation assessment either through Interim Summative Assessments or local formative and summative assessments to identify student academic needs.
 - Monthly (end of grading cycle) evaluation of academic progress to identify additional possible interventions or refine strategies to improve student learning and academic achievement.
 - Analysis of practice test and local formative assessment data for identification of progress and academic needs requiring further interventions.
 - Participation in after school and/or Saturday Boot-Camp tutorials that provide academic interventions for targeted students.
2. Monitoring of intervention activities and instructional strategies to ensure fidelity to planned outcomes.
 - Academic Coaching and Peer Instructional Rounds: The Math and ELA Coach will periodically make formal and informal observations to ensure fidelity of instructional strategies and provide on-site professional development assistance where needed via the peer-coaching model.
 - Administrative Monitoring and Lead Learner Protocol: Administrative staff will periodically make formal and informal observations using a monitoring tool protocol to ensure fidelity to instructional strategies and provide on-site professional development assistance where needed via the Lead-Learner Model.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The DJUHSD district conducted stakeholder meetings throughout the year with parent advisories, school and district administrators, teachers, students, and other staff members for input on developing the goals and actions for the Local Control Accountability Plan (LCAP) by means of phone conferences and Zoom and Microsoft teams sessions. The district also consulted with Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP. The LCAP stakeholder engagement serves as the basis for all LCAP actions in improving the areas of the state eight priorities. These active sessions provide the opportunity for teachers, staff, students, school site councils, and parents to review data for our district and make recommendations on improving student services and learning. The Superintendent/designee also reviewed the Single School Plan for Student Achievement prior to approval to ensure that the LCAP goals are addressing the needs at the site-level. Any changes that resulted from stakeholder input are summarized in the feedback prompt of this section. An LCAP public hearing was held on June 8, 2021 for review of the proposed actions and for comment from the public. A timeline of these meetings is outlined below.

Principals and Administrators:

LCAP stakeholder meetings were held on 8/2020; 03/18/2021, 05/06/2021; 05/10/2021.

LCAP data analysis, outcome analysis and performance analysis were conducted. Meetings were conducted via Microsoft Teams and e-mail communications for review of data, actions, and recommendations. District, school site administrators, and the Director of special education were involved in the development of the plan.

School Site Council Consultations

The LCAP data, outcome and performance analysis were reviewed by the School Site Council at each in October of 2020. The school site councils concurred with all actions in the LCAP.

SELPA Consultation

SELPA Consultation was held on April 8, 2021.

The district consulted with the SELPA to determine that specific actions for individuals with exceptional needs are included in the plan.

Teachers:

LCAP stakeholder meetings were held on 3/25/2021; 4/08/2021; 4/20/2021; 4/22/2021.

LCAP data analysis, outcome analysis, and performance analysis was conducted with certificated staff at each high school via Microsoft Teams. Teacher stakeholders meetings were held with each comprehensive school site. All teachers were invited to attend. The site union representatives participated in these meetings as well. Teachers concurred with all the actions in the LCAP.

Other Staff:

Stakeholder meetings were held via Microsoft Teams with district staff that included counselors, psychologist, nurses and classified staff from each high school on 3/25/2021; 4/08/2021; 4/20/2021; 4/22/2021.

LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The site CSEA union representatives were present at each of these meetings.

Student Groups:

Student stakeholder meetings were held via Microsoft Teams with each high school on 3/20/2021; 05/06/2021; 05/07/2021; 05/10/2021. Student stakeholder groups are solely comprised of English learners, foster youth, and socioeconomically disadvantaged students. LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. Students noted needed repairs in providing an environment that is conducive to learning and were appreciative of the educational facilities that have been repaired in providing them with a learning environment that is conducive to learning. In particular, they noted improved learning as a result of the repaired air conditioning unit that was making a clanking noise in the English building; the leaking roof that caused leaks directly over student computers in the business building; the repaired ramps of the mobile classrooms at Valley High School; and the improved walkways at DHS. Students concurred with current actions in the LCAP.

Parent Meetings and Advisories:

LCAP stakeholder meetings were held at the district level as well as at each school site on 09/2020; 4/22/2021; 5/27/2021; 6/8/2021. LCAP parent meetings were held at each school site in August and September of this school year. These meetings were held via phone meetings and Zoom sessions. Data and outcomes were reviewed and parents were given the opportunity to make any recommendations for new actions. Parents are very pleased with the overall performance of our schools. District level parent advisories were held with our DELAC and Parent Advisory Committee (PAC) via phone conference and e-mail correspondence. All actions were reviewed and approved unanimously by our parent advisories. Parents noted areas of needed repair. The PAC and DELAC did not submit any comments during the LCAP consultation. The LCAP and consultation was provided in English and Spanish.

Teachers Association:

LCAP consultation with the Teachers Association was conducted via e-mail communication on 5/21/2021. Teacher Association representatives also participated in the LCAP stakeholder meetings on 3/25/2021; 4/08/2021; 4/20/2021; 4/22/2021. LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The teachers' union was consulted on present actions and proposed changes as well as additional new actions added to the LCAP.

California School Employees Association:

LCAP consultation was conducted with CSEA on 5/19/2021 via e-mail communication.

LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. CSEA agreed with the proposed actions for 2021-22.

Notification to Members of the Public June 2021

Members of the public were notified of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update of the local control and accountability plan. The public was informed to submit written comments by June 16, 2021 to aramos@djuhsd.org or by mail at Adelaida Ramos, 1720 Norwalk Street, Delano, California, 93215.

Public hearing:
LCAP public forum was held on 6/8/2021.

Governing Board Approval on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback is instrumental in evaluating the effectiveness of current actions and recommending any new actions that may be deemed essential in meeting the goals outlined in the LCAP. Principals and administrators communicated the need for class size reduction teachers at Cesar E. Chavez High School and Robert F. Kennedy High School in the areas of English and social studies. The administrative stakeholder group also expressed the need for a district administrator to improve student attendance, implement practices to reduce suspensions, and coordinate social-emotional education services. In evaluating the California Healthy Kids Survey, administrators and students noted the need for intern psychologists to increase social-emotional education opportunities for the unduplicated student population. Administration recommended removing the transportation for access to courses at other schools. This practice resulted in loss of instructional time for our English learners, students with disabilities, and socio-economically disadvantaged students. Consultation with the SELPA reaffirmed actions for students with exceptional needs were targeted in improving the academic achievement and college and career readiness for this subgroup. Teacher and other staff stakeholder meetings were held with all school sites. Teachers and other staff concurred with all the actions in the LCAP. Classified staff indicated the need for an additional technology staff due to increased technology for student learning. Students and school site administrators noted areas of needed repair in continuing to provide our students with an educational environment that is conducive to learning. Students also communicated they were thankful that the air conditioning in the English building at CCHS was fixed allowing them to better concentrate on the learning without the clanking noise. Students concurred with current actions in the LCAP and also requested an online program option for independent study. The parent and parent advisory stakeholder meetings were held via phone meetings and Zoom sessions. Parents are very pleased with the overall performance of our schools. District level parent advisories were held with our DELAC, the Special Education Parent Advisory, and Parent Advisory Committee (PAC). Parents noted areas of needed repair in continuing to provide students with an educational environment that is conducive to learning. All actions were reviewed and approved unanimously by our parent advisories. LCAP consultation with the Teachers Association and California School Employees association (CSEA) was conducted via e-mail communication. Both unions were consulted on present actions and proposed changes as well as additional new actions added to the LCAP. The Teachers Association and CSEA concurred with the actions outlined for the 2021-2022 LCAP.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

These consultations served as a basis to refine, modify or create new actions. As a result of the consultation with our administrative, parent, student, teacher, other staff, and the collective bargaining unit stakeholder groups, we included some additional actions in this year's LCAP. The new proposed actions included an additional social studies and English teacher at CCHS to reduce class size and an English class size reduction teacher at RFK to improve student learning. Our district will also add a Director of Student Services to improve attendance, reduce suspensions, and coordinate social-emotional services. In addition, we have proposed in the LCAP and Federal Addendum the addition of three intern psychologists to increase social-emotional education services for our students. Based on the evaluation of data of state and

local indicators, all other actions have demonstrated to be effective in accomplishing our targets and student outcomes. These services are principally directed to improve services for English learners, foster and homeless youth, students with disabilities, and socioeconomically disadvantaged pupils.

Goals and Actions

Goal

Goal #	Description
1	Provide a high quality education to improve student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

An explanation of why the LEA has developed this goal.

The DJUHSD developed this goal for continued progress in closing the achievement gap of English learners and socioeconomically disadvantaged students. English language arts assessment results on the SBAC indicate an achievement gap for the English learner and students with disabilities subgroups when compared to the performance of all students and socioeconomically disadvantaged subgroup. The English learner and students with disabilities subgroups are in the 'very low-red' performance level compared to a 'medium-yellow' performance level for all students and socioeconomically disadvantaged pupils. The district has also identified the need to improve the socioeconomically disadvantaged subgroup SBAC English from a 'Medium-yellow' status to a 'High-green' status on the California Dashboard. Similarly in SBAC mathematics, the English learner and students with disabilities subgroups are in the 'red' (very low) performance level and the socioeconomically disadvantaged subgroup in the 'Low-orange' performance compared to all students in the 'yellow' (medium) performance level. An additional gap has been identified as well on the CAASPP California Alternate Assessment (CAA) in English among English learners (0%) and socioeconomically disadvantaged pupils (12.5%) when compared to all pupils (20%) in attaining a Level 3. The same gap is identified on the mathematics CAASPP California Alternate Assessment (CAA) with 10% of all pupils attaining a Level 3 in comparison to the English learner (0%) and socioeconomically disadvantaged (0%) subgroups attaining a Level 3. Performance on the CAST 2019 is below the state level for all students (20%), socioeconomically disadvantaged pupils (18.6%), English learners (0%), and students with disabilities (2.7%) as well as the noted achievement gap for English learners and student with disabilities on the California Science test. Additional achievement gaps for these two subgroups (English learner and students with disabilities) are noted on the UC a-g completion rate (30% gap) and the College and Career Indicator (20%-30% gap) as well. The actions in this goal have also been effective in maintaining or improving the socioeconomically disadvantaged subgroup UC a-g rates (57.1%), AP passing (57.7%), and EAP college readiness (59.8%) at levels that exceed statewide outcomes. Our district intends on improving the English learner progress on the ELPAC from a 'Medium' status to a 'High' status on Dataquest and improve the reclassification by at least 5%. Actions in this goal are also focused on closing the English EAP college preparedness gap for English learners (8%) and students with disabilities (16%) as compared to all students (61.6%) as well as improving the EAP preparedness of socioeconomically disadvantaged pupils (60%). Our focus also includes improving the mathematics EAP preparedness for the socioeconomically disadvantaged subgroup, English learners, and students with disabilities with 30.8%, 2%, and 0% attaining EAP preparedness, respectively.

The College and Career Indicator (CCI) gap for English learners (52.5%) and students with disabilities (35.5%) is at a 'Medium' performance level on the 2020 California Dashboard when compared to all students (72.5%) and the socioeconomically disadvantaged subgroup (72%) at a 'Very High' performance level. Dual enrollment has a similar gap for the English learners (23%) and students with disabilities (30% gap) when compared to all pupils (48%), foster youth (40%) and the socioeconomically disadvantaged subgroup (50%) in attaining college credit.

This goal was also developed to continue to retain highly qualified teachers (93.5% for 2020-2021) for improved student outcomes; ensure every student has sufficient instructional materials to complete their classwork at home; continue to maintain full implementation of academic content and performance standards in all subject areas including English learner access to the common core state standards and ELD standards; maintain the high UC a-g completion rates (57%) for socioeconomically disadvantaged pupils and CTE completion rates (53%); maintain the 'Very High' status on the College and Career Indicator for the socioeconomically disadvantaged subgroup; maintain the increased AP passing rate for the socioeconomically disadvantaged at or above the current 57.7%; improve or maintain EAP College Preparedness in English (59.8%) and mathematics (30.83%) for the socioeconomically disadvantaged subgroup; and improve or maintain the dual enrollment credit attainment for English learners, students with disabilities, foster youth, and socioeconomically disadvantaged pupils. The teacher retention action was implemented in the 2016-2017 LCAP to retain academic content teachers and principally directed to maintain high quality instruction and improved learning for English learners, foster youth, and socioeconomically disadvantaged pupils. This action has gradually reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 6% for the 2020-2021 school year. Teachers leaving our district affected quality instruction and hindered student learning. High-quality instruction takes about 3 to 4 years to develop.

Our district intends on continuing to provide the support needed to meet or exceed the performance outcomes and to ensure new teachers are provided the necessary mentoring for improved student learning. This goal was developed to maintain socioeconomically disadvantaged pupils performing at or above state levels and the all pupils subgroups in all areas of priority 4 and to improve the outcomes for the English learner, foster youth, and students with disabilities subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 1(a) The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas,	2020 California Dashboard Reflection Tool Standard Met CALPADS 0% total teacher misassignment. 93.5% teachers fully credentialed in the subject areas, and, for the pupils they are teaching.				Maintain 100% appropriately assigned 93% fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and, for the pupils they are teaching.					
Williams Quarterly Report Priority1(b) Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	2020 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.				California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.
California School Dashboard Priority 2(a) Implementation of the academic content and performance standards adopted by the state board.	As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys 'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:				Maintain full implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Professional Development Instructional materials Policy and Program Support Implementation of Standards Engagement of School Leadership 				
California School Dashboard Priority 2(b) How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	<p>As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys</p> <p>'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:</p> <ul style="list-style-type: none"> Professional Development Instructional materials Policy and Program Support 				Maintain full implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Implementati on of Standards • Engagement of School Leadership 				
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	<p>Dataquest & California Dashboard 2019 Distance From Standard (DFS)</p> <p>CAASPP English Language Arts Performance Level All students DFS +26.7 'Medium-Yellow' 61.6% Met Standard</p> <p>Socioeconomically Disadvantaged DFS +21.9 'Medium-Yellow' 59.8% Met Standard</p> <p>English Learners DFS -53.1 'Very Low-Red' 8.2% Met Standard</p> <p>Students with Disabilities DFS -94.1 'Very Low-Red' 16.1% Met Standard</p>				<p>Dataquest & California Dashboard Distance From Standard (DFS)</p> <p>CAASPP English Language Arts All students +30 DFS - 63% Met Standard</p> <p>Socioeconomically Disadvantaged +25 DFS - 61% Met Standard</p> <p>English Learners - 40 DFS - 20% Met Standard</p> <p>Students with Disabilities - 80 DFS - 20% Met Standard</p> <p>CAASPP Mathematics All students - 50 DFS - 34% Met Standard</p> <p>Socioeconomically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CAASPP Mathematics Performance Level All students DFS -58.9 'Medium-Yellow' 32.4% Met Standard</p> <p>Socioeconomically Disadvantaged DFS -65.1 'Low-Orange' 30.8% Met Standard</p> <p>English Learners DFS -135 'Very Low-Red' 2.4% Met Standard</p> <p>Students with Disabilities DFS -183 'Very Low-Red' 0% Met Standard</p>				<p>Disadvantaged - 59 DFS- 32% Met Standard</p> <p>English Learners - 120 DFS - 15% Met Standard</p> <p>Students with Disabilities - 170 DFS - 10% Met Standard</p>
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant	<p>CAASPP California Alternate Assessment Level 3 2019 English All pupils 20%</p> <p>Socioeconomically Disadvantaged 12.5%</p>				<p>CAASPP California Alternate Assessment Level 3 2019 English All pupils 40%</p> <p>Socioeconomically Disadvantaged Pupils 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	<p>English Learners 0%</p> <p>Mathematics All pupils 10%</p> <p>Socioeconomically Disadvantaged 0%</p> <p>English Learners 0%</p>				<p>English Learners 20%</p> <p>Mathematics All pupils 30%</p> <p>Socioeconomically Disadvantaged Pupils 20%</p> <p>English Learners 20%</p>
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	<p>California Science Test (CAST) Met Standard 2019</p> <p>All students 19.73%</p> <p>Socioeconomically Disadvantaged pupils 18.57%</p> <p>English Learners 0%</p> <p>Students with Disabilities 2.67%</p>				<p>California Science Test (CAST) Met Standard</p> <p>All students 30.0%</p> <p>Socioeconomically Disadvantaged pupils 25.0%</p> <p>English Learners 10.0%</p> <p>Students with Disabilities 5.0%</p>
Priority 4 Pupil achievement as measured by all of the following: (B) The percentage of pupils who have	<p>Dataquest UC a-g completers 2020 cohort:</p> <p>All students 58.3%</p>				<p>Dataquest UC a-g completers:</p> <p>All students 62%</p> <p>Socioeconomically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successfully completed courses that satisfy the requirements for entrance to the University of California and California state University	Socioeconomically Disadvantaged pupils 57.1% English Learners 29.1% Students with Disabilities 27.7% Homeless 33.3%				Disadvantaged pupils 60% English Learners 35% Students with Disabilities 30% Homeless 35%
Priority 4 Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.	CALPADS CTE completers 2020 cohort: All students 50% Socioeconomically Disadvantaged pupils 53% English Learners 47.7% Students with Disabilities 49% Homeless 31%				CALPADS CTE cohort completers: All students 55% Socioeconomically Disadvantaged pupils 56% English Learners 50% Students with Disabilities 60% Homeless 40%
Priority 4 Pupil achievement as measured by all of the following: (D) The percentage of pupils who have	CALPADS UC a-g and CTE completers 2020 cohort: All students 31.0%				CALPADS CTE cohort completers: All students 35.0% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successfully completed both types of courses described in subparagraphs (B) and (C).	Socioeconomically Disadvantaged pupils 27.8% English Learners 16.3% Students with Disabilities 17.6% Homeless 12.5%				Disadvantaged pupils 30.0% English Learners 19.0% Students with Disabilities 20% Homeless 20%
Priority 4 Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	California Dashboard English Learner Progress Indicator 2019 'Medium' Status 49% making progress toward English language proficiency				California Dashboard English Learner Progress Indicator 'High' Status 60% progress toward English language proficiency
Priority 4 Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Dataquest Reclassification rate 2021 15.2%				Reclassification rate 18.0%
Priority 4 Pupil achievement as	College Board AP Passing 2020:				College Board AP Passing 2020:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	Percent passed: All Pupils 42.3% Socioeconomically Disadvantaged 57.7%				Percent passed: 45.0% Socioeconomically Disadvantaged Pupils 59%
Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Dataquest EAP College Preparedness: English Language Arts All students 61.6% Socioeconomically Disadvantaged Pupils 59.8% English Learners 8.21% Students with Disabilities 16.13% Mathematics All students 32.39% Socioeconomically Disadvantaged Pupils 30.83% English Learners 2.42% Students with Disabilities 0.00%				EAP College Preparedness: English Language Arts All students 62.0% Socioeconomically Disadvantaged Pupils 61.0% English Learners 10.0% Students with Disabilities 17.0% Mathematics All students 35.0% Socioeconomically Disadvantaged Pupils 33.0% English Learners 8.5% Students with Disabilities 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Dataquest Priority 4 Pupil achievement as measured by all of the following:</p> <p>(H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness</p>	<p>California Dashboard College and Career Readiness Indicator 2020 status:</p> <p>All students 72.5% 'Very High'</p> <p>Socioeconomically Disadvantaged Pupils 72% 'Very High'</p> <p>English Learners 52.5% 'Medium'</p> <p>Students with Disabilities 35.5% 'Medium'</p> <p>Homeless 66.7% 'High'</p> <p>CALPADS Dual Enrollment Credit Attainment 2020: All students 48% Socioeconomically Disadvantaged Pupils 50% English Learners 23.4% Foster Youth 40% Students with Disabilities 17.5%</p>				<p>California Dashboard College and Career Readiness Indicator status:</p> <p>All students 'Very High' Socioeconomically Disadvantaged Pupils 'Very High' English Learners 'High' Students with Disabilities 35.5% 'High' Homeless 66.7% 'High'</p> <p>CALPADS Dual Enrollment Credit Attainment 2020: All students 50% Socioeconomically Disadvantaged Pupils 52% English Learners 25% Foster Youth 42% Students with Disabilities 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	High quality instruction	<p>Ensure all students are provided with high quality instruction the district will continue to:</p> <p>a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instructional strategies.</p> <p>b. Provide teachers extra duty time for PLC and refinement of instruction, curriculum, and assessments based on data analysis focused on closing the achievement gap.</p> <p>COVID-19 CRRSA funding only:</p> <p>1. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures.</p>	\$671,311.00	Yes
2	Professional development and support	<p>The district will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals.</p> <p>a) Maintain professional development that will improve instruction to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co- teaching.</p> <p>b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and</p>	\$899,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>summative data to gauge student learning and improve the academic achievement of English learners and socioeconomically disadvantaged pupils.</p> <p>c) Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and socioeconomically disadvantaged pupils. The induction program provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and Differentiating Instruction targeted on improving student academic achievement.</p> <p>d) Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, Close Reading, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.</p>		
3	Teacher Retention	The district will continue to fund a portion of salary increase to retain teachers in order to provide English learners and socioeconomically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population.	\$429,201.00	Yes
4	Supplemental instructional materials	<p>The district will continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve language acquisition for English learners and instruction and learning for foster youth and pupils of low socio-economic status (LCFF).</p> <p>COVID-19 CRRSA funding only:</p> <p>1. Allocate resources for supplemental online instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics;</p>	\$599,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Reading Horizons; and Mental Health Lounge for social and emotional education and support.</p> <p>2. Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.</p> <p>3. Provide no share instructional materials and supplies during COVID-19 pandemic.</p>		
5	Supplemental instruction and interventions	<p>The district will continue to maintain supplemental instruction and interventions for teachers to provide:</p> <p>a. Reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and socioeconomically disadvantaged pupils.</p> <p>b. Academic tutorials; afterschool intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and socioeconomically disadvantaged pupils..</p> <p>c. Summer school ELD, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and socioeconomically disadvantaged pupils.</p> <p>d. Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and socioeconomically disadvantaged pupils in English, science, and mathematics,</p> <p>e. Incentives for students completing intervention program noted in sub-actions a, b, or c.</p> <p>f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions a, b, c, and d.</p>	\$1,799,669.00	Yes

Action #	Title	Description	Total Funds	Contributing
		g. Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities.		
6	Reduced class size	<p>The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners.</p> <p>a. Maintaining the additional two English and five mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction.</p> <p>b. Maintaining class size reduction teacher and the two instructional assistants to close the academic achievement gap on the CAA English and mathematics of English learners and socioeconomically disadvantaged pupils.</p> <p>c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.</p> <p>COVID-19 CRRSA funds:</p> <p>1. Fund an additional English and social studies teacher at CCHS and additional English teacher at RFK to reduce class size and close the learning gap as a result of the COVID-19 school closures.</p> <p>2. Provide class size reduction in other subjects areas for COVID-19 social distancing guidance.</p>	\$3,950,082.00	Yes
7	Support staff	<p>The district will continue to provide support staff to improve student outcomes by:</p> <p>a. Maintaining the two periods of an ELD coordinators at each site to monitor English learner progress and implement necessary interventions;</p> <p>b. Maintaining school site Learning Directors to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction;</p>	\$922,406.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>c. Maintaining the district level Director of Instruction, Data and Assessments for implementation of common instructional practices and common assessments; use data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and socioeconomically disadvantaged pupils; and</p> <p>d. Maintaining a portion of the Assistant Superintendent of Educational Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low socio-economic status.</p>		
8	Academic Coaches	<p>The district will continue to provide academic coaches to improve teaching for English learners, foster youth and socioeconomically disadvantaged students by:</p> <p>a. Maintaining the three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for socioeconomically disadvantaged students with disabilities.</p> <p>b. For CSI, provide one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and socioeconomically disadvantaged students.</p>	\$257,975.00	Yes
9	Classified Support Staff	<p>The district will continue to provide support staff for improved student outcomes by:</p> <p>a.. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions;</p>	\$1,956,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Maintaining IT support staff to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and socioeconomically disadvantaged students;</p> <p>c. Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for socioeconomically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and</p> <p>d. Maintaining instructional assistants to provide instructional support and small group instruction for English Learners, foster youth and pupils of low socio- economic status.</p>		
10	Increased UC a-g and AP sections	The district will continue to fund the increased UC a-g and AP individual section costs as well as the additional foreign language teacher to improve student outcomes. The increased sections allow the school sites to offer more college readiness opportunities for our foster youth, English learners, and socioeconomically disadvantaged pupils in attaining UC a-g college preparedness and improving student learning.	\$579,095.00	Yes
11	UC a-g preparedness and AP passing strategies	<p>The district will continue to provide opportunities for the school sites to improve college readiness by:</p> <p>a. Funding UC a-g online program for pupils to make up coursework and maintain UC a-g completion rates above the state level for all student and subgroups.</p> <p>b. Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of socioeconomically disadvantaged pupils.</p>	\$203,178.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>c. Providing visitations to four year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population.</p> <p>d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g readiness for English learners and socioeconomically disadvantaged pupils.</p>		
12	Technology	<p>The district will continue to purchase updated technology and data management (Illuminate/Aeries Analytics) system annual licenses. Updated technology is targeted to enhancing and improving the digital literacy of English learners and socioeconomically disadvantaged pupils. The data management systems will be used to analyze formative and summative assessments and close the academic achievement gap for these subgroups.</p> <p>COVID-19 CRRSA funds only:</p> <ol style="list-style-type: none"> 1. Purchase the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students). 2. Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement. 3. Upgrade the technology infrastructure to support uninterrupted instruction and provide English learners and socioeconomically disadvantaged pupils learning opportunities beyond the school day. 	\$3,940,155.00	Yes
13	Student and staff recognition	<p>The district and school sites will continue to foster a culture that nurtures and recognizes student success by providing student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for English learners, foster youth and socioeconomically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success</p>	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		has been essential in the attainment attaining high academic performance of our socioeconomically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English learners, foster youth, and socioeconomically disadvantaged pupils.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, and career technical education for all students, including English learners, foster youth, and students with disabilities.

An explanation of why the LEA has developed this goal.

The DJUHSD has identified the need to maintain access to a broad course of study for socioeconomically disadvantaged pupils, homeless and foster youth, English learners, and students with disabilities. Our district has a noted gap on the College and Career Indicator (CCI) among students with disabilities and English learners at a 'Medium' Performance Level when compared to all pupils and the socioeconomically disadvantaged subgroup who are attaining a 'Very High' Performance Level. The district intends on maintaining the 'Very High' California Dashboard CCI status for socioeconomically disadvantaged pupils and improving the English learner performance level. There is an additional gap in the dual enrollment credit attainment among all pupils (48%), socioeconomically disadvantaged pupils (50%), and foster youth (40%) when compared to English learners (23.4%) and students with disabilities (17.5%). Our district will continue to focus on the improved physical fitness outcomes of the socioeconomically disadvantaged subgroup. The 2019 Physical Fitness Test results for the socioeconomically disadvantaged improved in 5 of the 6 fitness zones over the baseline. Additionally, the district's goal is to continue maintaining or improving the CTE completion rate of socioeconomically disadvantaged pupils (53%), English learners (48%), and homeless youth (31%); performing in the top 25% in Visual Performing Arts, Mock Trial, and Academic Decathlon as well as improve the AP World Language passing rate for the socioeconomically disadvantaged pupils (87.6%) and increase the number of Biliteracy Seal eligible pupils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (a) Pupils have access to and are enrolled in a broad course of study	Parent and Student Surveys, CALPADS, & California School Dashboard California Dashboard Standard Met				Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including courses described under sections 51220 (a)-(i), as applicable.	<p>Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree</p> <p>CALPADS Dual Enrollment Credit 2019-20: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5%</p> <p>CA Dashboard College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status</p>				<p>All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20%</p> <p>College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status				
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	<p>Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree</p> <p>Dual Enrollment Credit 2019-20: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5%</p> <p>College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status</p>				<p>Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree</p> <p>Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20%</p> <p>College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status				Students with Disabilities 'High' Status Homeless 'High' Status
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	California Dashboard Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree Dual Enrollment Credit 2019-20: Students with Disabilities 17.5% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status				Standard Met - Access to Broad Course of Study 98% Pupils agree 98% Parents agree College and Career Indicator: Students with Disabilities 'High' Status
CALPADS, College Board AP passing Priority 8: Pupil outcomes in subject areas described in	College Board AP Passing World Language: All pupils 87% Socioeconomically				World Language: AP Passing 88% Socioeconomically Disadvantaged 88.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subdivision (a) to (i) of section 51220.	<p>Disadvantaged Pupils 87.6%</p> <p>State Seal of Biliteracy 13.6%</p> <p>CALPADS CTE completers 2020 cohort: All students 50% Socioeconomically Disadvantaged Pupils 53% English Learners 47.7% Students with Disabilities 49% Homeless 31%</p>				<p>State Seal of Biliteracy 20%</p> <p>Career Technical Education Completers All students 55% Socioeconomically Disadvantaged 55% English Learners 50% Students with Disabilities 50% Homeless 35%</p>
Dataquest Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	<p>Dataquest Physical Fitness Test - Healthy Fitness Zone 2019</p> <p>Aerobic Capacity All pupils 64.9% Socioeconomically Disadvantaged 63.4%</p> <p>Body Composition All pupils 51.4% Socioeconomically</p>				<p>Physical Fitness Test - Healthy Fitness Zone 2019</p> <p>Aerobic Capacity All pupils 66% Socioeconomically Disadvantaged 65%</p> <p>Body Composition All pupils 53% Socioeconomically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Disadvantaged 50.3%</p> <p>Abdominal Strength All pupils 88.7% Socioeconomically Disadvantaged 88.7%</p> <p>Trunk Extension All pupils 91.2% Socioeconomically Disadvantaged 91%</p> <p>Upper Body Strength All pupils 63.6% Socioeconomically Disadvantaged 62.8%</p> <p>Flexibility All pupils 79.3% Socioeconomically Disadvantaged 79.2%</p>				<p>Disadvantaged 52%</p> <p>Abdominal Strength All pupils 89% Socioeconomically Disadvantaged 89%</p> <p>Trunk Extension All pupils 91.2% Socioeconomically Disadvantaged 91%</p> <p>Upper Body Strength All pupils 65% Socioeconomically Disadvantaged 64%</p> <p>Flexibility All pupils 80% Socioeconomically Disadvantaged 80%</p>
PPAACC finals Priority 8: Pupil outcomes in subject areas described in	PPAACC finals Visual Performing Arts County and State Competitions				Visual Performing Arts County and State Competitions Band: 1st place rankings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subdivision (a) to (i) of section 51220.	Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings				Percussion: 1st place rankings Choir: Superior ratings

Actions

Action #	Title	Description	Total Funds	Contributing
1	High quality instruction	<p>The district will continue to ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction by:</p> <p>a. Utilizing time during the late start Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the college and career indicator and improve physical fitness outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.</p> <p>b. Providing teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis for improved outcomes for the unduplicated pupils.</p> <p>COVID-19 CRRSA funding only:</p> <p>c. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures.</p>	\$172,967.00	Yes
2	Professional development	The district will continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs and improve student outcomes to improve learning outcomes for	\$52,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners, foster youth and socio-economically disadvantaged students.		
3	Supplemental materials, equipment, and supplies	The district will continue to purchase supplementary materials, equipment and supplies for the school sites to maintain or improve the College and Career Readiness indicator, attainment of dual enrollment credit, and access to a board course of study for English learners, foster and homeless youth, and pupils of low socio- economic status.	\$150,000.00	Yes
4	CTE and dual enrollment	<p>The district will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and socioeconomically disadvantaged pupils.</p> <p>a. Maintain Career Technical Education teachers: Home Ec., Health Pathway, and Industrial Technology teachers at CCHS; Business Education and welding teacher at RFK; and Health Science and Ag teacher at DHS.</p> <p>b. Maintain dual enrollment CTE Courses: Nursing Assistant and Clinical Medical Assisat two period block of each at the three comprehensive school sites.</p> <p>c. Maintain the additional CTE and dual enrollment sections.</p>	\$1,383,712.00	Yes
5	CTE and dual enrollment support staff	<p>The district will continue to provide CTE and dual enrollment support staff for improved or 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and socioeconomically disadvantaged pupils.</p> <p>a. Maintain CTE Director for articulation of courses and coordination of dual enrollment nd work-based learning activities.</p> <p>b. Maintain the dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.</p>	\$321,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Access to a broad course of study	<p>The district will continue to provide the increased opportunities in access to a broad course of study for English learners, foster youth, and pupils of low socioeconomic status.</p> <p>a. Maintain the additional hour for program staff to provide additional instruction and maintain or improve the College and Career Readiness Indicator for English learners and socioeconomically disadvantaged students with disabilities.</p> <p>b. Maintain the three four-hour instructional aides - Two aides at CCHS and one aide for the PAVE program to provide individual or small group instruction for English learners and socioeconomically disadvantaged students with disabilities to attend a broad course of study and improve CCI outcomes.</p> <p>c. Continue to fund the increased music teacher at RFK and DHS at all three comprehensive high schools for pupil access to a broad course of study.</p> <p>d. Continue to fund the music coaches at all three comprehensive high schools to maximize student performance and improved College and Career Readiness.</p> <p>e. Maintain access to a broad course of study for English learners and socioeconomically disadvantaged pupils at Valley High School by continuing to provide course offerings in jazz band, nutrition, and a personal finance.</p>	\$595,311.00	Yes
7	Other EC 51220 outcomes	<p>The district will continue to provide opportunities to improve outcomes in other areas for English learners, foster youth, and pupils of low socioeconomic status.</p> <p>a. Maintain athletic trainers to provide and implement safe physical activity practices and improve outcomes in physical fitness for socioeconomically disadvantaged pupils.</p>	\$387,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Maintain reduced class size in physical education grade 9 to meet Physical Fitness Test outcomes for socioeconomically disadvantaged students. c. Continue to provide afterschool programs and intervention to improve student outcomes.		
8	Supplemental Activities	The district will continue to provide instructional field trips and visitations to four year universities, community colleges, and vocational institutions for students to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes. These supplemental educational activities are principally directed in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low socio-economic status.	\$33,400.00	Yes
9	Technology	The district will continue to purchase technology for students and instructional staff to enhance and improve the unduplicated pupil performance (College and Career Indicator, Career Technical Education, and Physical Fitness results) in meeting 21st Century Learning Skills.	\$950,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day.

An explanation of why the LEA has developed this goal.

The DJUHSD developed this goal to ensure we provide the most optimal learning environment for our students. There are three noted instances where DJUHSD facilities are in need of significant repair. These areas include the asphalt between the girls' gym, science and world language buildings at Delano High School; the DHS north gym damaged roof causing leaks directly on classroom instruction areas; and the tennis courts at RFK and CCHS are severely cracked posing a hazard to the unduplicated pupil count during physical education. The DJUHSD has also identified the need to improve pupil attendance; reduce chronic absenteeism of English learners, socioeconomically disadvantaged pupils, students with disabilities, and homeless youth; improve the dropout rate of English learners and homeless youth; and improve the graduation rate gap for our students with disabilities. Our district identified the need to maintain the strategies that were effective in reducing the suspension rates for the unduplicated pupils. The district, however, noted an increase in the expulsion rates in 2020 for all students and the English learner subgroup. Parent and student surveys administered in fall of 2020 indicate that student sense of safety and school connectedness improved from the previous year. California Healthy Kids Survey also indicates a significant percentage (12%) of students with serious ideation of suicide within the last 12 months. Accordingly, the DJUHSD will continue to implement the strategies and actions outlined in this goal in ensuring teacher and student sense of safety and for the provision of social emotional education for English learners, foster youth, and socioeconomically disadvantaged youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 1 (c) School facilities are maintained in good repair.	California Dashboard Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 1				Maintain Standard Met on the California Dashboard Attain 'Exemplary' status on the Facility Inspection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Facilities Inspection Tool "Good Repair"				
California School Dashboard Priority 3(A) Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability The Delano Joint Union High School District's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in October 2020 to 583 parents. The results of these surveys indicate that 96% of parents agree the school/district seeks input from parents in making decisions for the school and district.				Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.	<p>California Dashboard Self Reflection Tool & Parent Survey</p> <p>Standard Met</p> <p>Full Implementation and Sustainability</p> <p>Parent Surveys</p> <p>October 2020</p> <p>95.4% parents agree the school promotes family engagement activities</p>				Standard Met Full Implementation and Sustainability
California School Dashboard Priority 3(C) Parental involvement and family engagement, including how the school district will promote parental participation in programs for individuals with exceptional needs.	<p>The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in</p>				Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve families in Parent University trainings and site and district stakeholder meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard messaging, social media, the school marquee, mailings, and posting events on our websites. California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent Advisory, the Special Education Parent Advisory Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.				
Aeries Student Data System Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	Aeries School year 2019-20 Attendance rate 95.9%				Attendance rate 96.7%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	Dataquest 2018-19 Chronic Absenteeism All students 11.5% Socioeconomically Disadvantaged pupils 12% English learners 14.0% Students with Disabilities 19.1% Foster Youth 0%				Dataquest All students 11% Socioeconomically Disadvantaged pupils 10.5% English learners 12% Students with Disabilities 15% Foster Youth 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless 16.4% CALPADS 2020-2021 All students 8.4% Socioeconomically Disadvantaged pupils 9% English learners 13.8%				Homeless 12% CALPADS All students 8% Socioeconomically Disadvantaged pupils 8.5% English learners 11%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (C) Middle school dropout rates	Not applicable				Not applicable
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	Dataquest 2020 Cohort Dropouts All students 2.5% English learners 4.6% Socioeconomically Disadvantaged pupils 2.7% Students with disabilities 8.3% Homeless 5.6%				All students 2.0% Socioeconomically Disadvantaged pupils 2.5% English learners 4.0% Students with disabilities 5.0% Homeless 4.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dataquest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	Dataquest 2020 Cohort Graduation Rate All students 95.8% 'Very High' Status Socioeconomically Disadvantaged pupils 95.7% 'Very High' Status English learners 92% 'High Status' Foster Youth 100% 'Very High' Status Students with disabilities 77.4% 'Low' Status Homeless 89% 'Medium' Status				All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'Very High' Status Foster Youth 'Very High' Status Students with disabilities 'Medium' Status Homeless 'High' Status
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (A) Pupil suspension rates	Dataquest 2020 Suspension Rate All students 1.3% 'Low Status' Socioeconomically Disadvantaged pupils 1.3% 'Low Status' English learners 1.7% 'Medium status' Foster Youth 0% 'Very Low Status' Students with disabilities 2.0% 'Medium Status'				All students 1.2% 'Low Status' Socioeconomically Disadvantaged pupils 1.2% 'Low Status' English learners 1.5% 'Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 1.5% 'Low Status' Homeless 3.0% 'Medium Status'

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless 8.3% 'High Status'				
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (B) Expulsion rates	Dataquest 2020 All students 0.25% Socioeconomically Disadvantaged pupils 0.26% English learners 0.59%				Maintain below 1% for all students and subgroups
California School Dashboard - Local Climate Survey Priority 6 School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	Standard Met A local climate survey was administered in October of 2020 to students, parents, and teachers. The results of this survey indicate that 90.4% of students and parents and 94.2% of teachers have a sense of school safety. This survey also reflects that 99.6% of students and parents and 98.6% of the teachers feel connected to their school. The California Healthy Kids Survey was				Standard Met 94% Student, parent and teacher sense of school safety. 99% Student, parent and teacher sense of school connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	administered in the fall 2019 to 1880 ninth and eleventh grade students. Based on this survey, 90% of the students surveyed feel safe at school.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development on behavior and social-emotional education	The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence- based behavior intervention and social-emotional education strategies and practices to reduce suspensions, expulsions and chronic absenteeism improve student sense of safety for English learners, foster youth, and socioeconomically disadvantaged pupils.	\$83,500.00	Yes
2	Supplementary materials	<p>The district will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment to improve chronic absenteeism, increasing graduation rates for the unduplicated pupil population.</p> <p>COVID-19 CRRSA funds:</p> <p>a. Purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease.</p> <p>b. Purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use.</p>	\$819,902.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Alternative educational settings	<p>The district will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and socioeconomically disadvantaged pupils.</p> <p>a. Maintain the district Opportunity Program teacher as an alternative educational setting.</p> <p>b. Maintain three academic intervention teachers – one for each comprehensive school site to provide behavioral improvement instruction.</p>	\$531,630.00	Yes
4	Additional academic support and options	<p>The district will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status.</p> <p>a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and socioeconomically disadvantaged youth..</p> <p>b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.</p> <p>c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities and improve graduation rates of English learners..</p>	\$664,672.00	Yes
5	Interventions	<p>The district will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs and improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.</p>	\$376,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Support Services: Social Emotional Education	<p>The district will continue to provide the additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low socio-economic status.</p> <p>a. Maintain funding for portion of salary for school psychologists and nurses to provide health and social-emotional education for improved student academic achievement.</p> <p>b. Maintain funding for three intervention counselors, one for each comprehensive high school, to provide behavior and social-emotional education for improved student academic achievement.</p> <p>c. Hire three intern psychologists to provide services for the prevention of suicide, trauma, bullying, and violence and improve student learning.</p> <p>COVID-19 CRRSA funds:</p> <p>1. Fund a Director of Student Services to track student attendance, improve student engagement, and coordinate mental health support services for students affected by trauma and violence and prevention of suicide, bullying, and harassment.</p>	\$1,458,280.00	Yes
7	Pupil engagement and school climate support staff	<p>The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; and improve graduation rates of English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.</p> <p>a. Maintain Discipline Liaisons at each school to provide positive behavior intervention strategies and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and socioeconomically disadvantaged pupils.</p> <p>b. Maintain contract with Delano Police Department for two resource officers to conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless</p>	\$856,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; critical social-emotional evaluations; and serve as part of a team to develop and implement behavior plans in partnership with the parents and students.</p> <p>c. Maintain the additional security staff at each comprehensive school site for continued reduced suspension rates of English learners and socioeconomically disadvantaged youth by implementing positive behavior support strategies and assisting in afterschool programs that address specific behaviors in reducing suspensions and expulsions. The security staff will also assist in strategies to reduce chronic absenteeism of English learners and homeless youth.</p>		
8	Technology and information	<p>The district will continue to purchase technology and fund maintenance of district web page to maintain the increased parental and community engagement. Results from the fall 2020 survey indicate that 96% of parents agreed the school/district provides sufficient notices and opportunities for parent and family engagement.</p> <p>This action is principally directed to improving the digital literacy and involving the parents of English learners, foster youth, and socioeconomically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.</p>	\$539,500.00	Yes
9	School connectedness	<p>The district will continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and conducting schoolwide events for staff, pupils, and parents and families.</p> <p>This action is principally directed on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, socioeconomically disadvantaged pupils and homeless and foster youth.</p>	\$54,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Facilities in good repair	<p>The district will continue to maintain facilities in good repair.</p> <p>a. Repair asphalt between girls' gym and science and world language buildings at Delano High School. The student walkway has severe cracks posing a hazard to the unduplicated pupil count.</p> <p>b. Repair leaking roof at DHS north gym. This repair is principally directed to improving the educational environment for the unduplicated student population. The damaged roof causes leaks directly on classroom instruction and participation areas.</p> <p>c. Repair tennis courts and RFK and CCHS. The courts have severe cracks posing a hazard to the unduplicated pupil count during physical education.</p> <p>These repairs will improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.</p> <p>COVID-19 CRRSA funds:</p> <p>a. Modification to facilities in preparation for in-person instruction that include installation of plexi-glass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 foot social distancing; and installation of additional handwashing and hand sanitation stations.</p> <p>b. Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfect and disinfecting and cleaning any area used by any sick.</p>	\$3,828,000.00	Yes
11	Parental involvement	<p>The district will continue to promote parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status.</p> <p>a. Continue to conduct Parent Awareness workshops.</p> <p>b. Continue to provide resources for parent outreach and assistance.</p>	\$323,707.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Maintain modified classified staff work calendar to improve services for students. The classified workdays now correlate with the scheduled school days so that staff is available to meet with parents and students.		
12	Parent, student, and staff decision making	The district will continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	\$12,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.31%	\$15,079,796

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1

The Delano Joint Union High School District (DJUHSD) will provide a high quality education to improve student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

The needs of foster youth, English learners, students with disabilities, and socioeconomically disadvantaged pupils were considered first and foremost in developing this goal. Stakeholders conducted data analysis to determine needs, assessed current actions for effectiveness and recommended any modifications or additions. All available data was disaggregated by significant subgroups which included all pupils, socioeconomically disadvantaged students, English learners, foster and homeless youth, and students with disabilities. Actions were developed based on the identified gaps and increased academic achievement on state assessments, UC a-g and CTE completers, English learner progress, AP passing, and EAP readiness for these subgroups in addition to maintaining the 'Standard Met' on the California Dashboard implementation of academic content standards, sufficient standards-aligned instructional materials, and teachers appropriately credentialed and assigned. The following needs, conditions, and circumstances were assessed for English learners, foster youth, and socioeconomically disadvantaged pupils for the 2021-2024 LCAP:

Academic Gaps and Achievements

Priority 1a Teachers appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching

2020 California Dashboard Reflection Tool: Standard Met
CALPADS

0% total teacher misassignment
93.5% teachers fully credentialed

Priority 1b Every pupil has sufficient access to the standards-aligned instructional materials

2020 California Dashboard & Williams Act Report

Standard Met - 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home

Priority 2 Implementation of the academic content and performance standards adopted by the state board

As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys
'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:

- Professional Development
- Instructional materials
- Policy and Program Support?
- Implementation of Standards
- Engagement of School Leadership

Priority 4 Pupil achievement as measured by all of the following:

4(A) Statewide assessments

SBAC ELA -English language arts assessment results on the SBAC indicate English learner subgroup is in the 'very low-red' performance level with -53.1 Distance From Standard (DFS) compared to a 'medium-yellow' performance level for all students and socioeconomically disadvantaged pupils with a +26.7 and +21.9 DFS, respectively. The district has also identified the need to improve the socioeconomically disadvantaged subgroup SBAC English from a 'Medium-yellow' status to a 'High-green' status on the California Dashboard.

SBAC mathematics - The English learner subgroup is in the 'very low-red' performance level with a -135 DFS and the socioeconomically disadvantaged subgroup (-65.1 DFS) in the 'Low-orange' performance compared to all students in the 'medium-yellow' (-58.9 DFS) performance level. An additional gap has been identified as well on t

CAASPP California Alternate Assessment (CAA) in English among - There is a noted achievement gap for English learner subgroup (0%) and socioeconomically disadvantaged pupils (12.5%) when compared to all pupils (20%) in attaining a Level 3.

CAASPP California Alternate Assessment (CAA) mathematics - A similar gap is noted with 10% of all pupils attaining a Level 3 in comparison to the English learner (0%) and socioeconomically disadvantaged (0%) subgroups attaining a Level 3.

CAST 2019 - Performance on the CAST is below the state level for all students (20%), socioeconomically disadvantaged pupils (18.6%),

and English learners (0%) as well as the noted achievement gap for English learners when compared to all pupils.

4(B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California state University

Achievement gaps for the English learner subgroup is noted on the UC a-g completion rate (29% gap) compared to all students (58.3%) and socioeconomically disadvantaged pupils (57.1%).

The DJUHSD has maintained or improved the socioeconomically disadvantaged subgroup UC a-g rates (57.1%), AP passing (57.7%), and EAP college readiness (59.8%) at levels that exceed statewide outcomes.

4(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for Career Technical Education (CTE)

The actions in this goal have been effective in closing the CTE completion gap with 50% of all pupils, 53% of socioeconomically disadvantaged student, 48% English learners, and 49% students with disabilities. There is a noted CTE completion gap with the homeless youth subgroup (31%) completing a CTE pathway.

4(D) The percentage of pupils who have successfully completed both types of courses described in (B) and (C)

There is a noted achievement gap in English learners (16.3%), students with disabilities (17.6%), and homeless youth (12.5%) completing both UC a-g and CTE when compared to all pupils (31%) and socioeconomically disadvantaged students (28%).

4(E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California

The California Dashboard English Learner Progress is at a 'Medium' status with 49% making progress towards English language proficiency.

4(F) The English learner reclassification rate

The English learner reclassification rate of 15.2% is well above the state average of 8.6%.

4(G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher

The DJUHSD has improved AP passing for all pupils (42.3%) and socioeconomically disadvantaged students (57.7%) by at least 12% over the previous year.

4(H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness

There is an additional achievement gap on the English EAP college preparedness for English learners (8%) as compared to all students (61.6%) and socioeconomically disadvantaged pupils (60%).

The mathematics EAP college preparedness has a similar gap for English learners (2%) when compared to all pupils (32.4%) and socioeconomically disadvantaged students (31%).

The California Dashboard College Readiness Indicator (CCI) has a noted gap, as well, for English learners (52.5%) and students with disabilities (35.5%) when compared to all pupils (72.5 %) and socioeconomically disadvantaged students (72%).

Dual enrollment credit attainment has a similar gap for the English learners (23%) when compared to all pupils (48%), foster youth (40%) and the socioeconomically disadvantaged subgroup (50%).

Additional Conditions and Circumstances

The Delano Joint Union High School District is situated in the small community of Delano and serves students in the City of Delano, Earlimart, and very rural communities of Richgrove, Pond, Allensworth, and Alpaugh encompassing an attendance area of over 400 square miles. While the goal of the district is to continue providing Multi-Tiered Systems of support (Academic Instruction, Behavior Instruction, Social-Emotional Instruction), we must consider conditions and circumstances our students face. These factors include:

- Shared housing due to economic hardship that result inappropriate learning settings outside of school
- Inability to participate in afterschool academic supports as a result of the need to care for younger siblings while parents are still at work
- Access to technology and connectivity
- Exposure to academic language and English language development outside of school
- Lack of resources for extra academic and social-emotional supports

This goal was developed to continue to retain highly qualified teachers (93.5% for 2020-2021) for improved student outcomes; ensure every student has sufficient instructional materials to complete their classwork at home; continue to maintain full implementation of academic content and performance standards in all subject areas including English learner access to the common core state standards and ELD standards; maintain the high UC a-g completion rates (57%) for socioeconomically disadvantaged pupils and CTE completion rates (53%); maintain the 'Very High' status on the College and Career Indicator for the socioeconomically disadvantaged subgroup; maintain the increased AP passing rate for the socioeconomically disadvantaged at or above the current 57.7%; improve or maintain EAP College Preparedness in English (59.8%) and mathematics (30.83%) for the socioeconomically disadvantaged subgroup; and improve or maintain the dual enrollment credit attainment for English learners, students with disabilities, foster youth, and socioeconomically disadvantaged pupils. Our district intends on continuing to provide the support needed to meet or exceed the performance outcomes and to ensure new teachers are provided the necessary mentoring for improved student learning. This goal was also developed to maintain socioeconomically disadvantaged pupils performing at or above state levels in all areas of priority 4 and to improve the outcomes for the English learners and foster youth.

Action 1 which commits the district to ensuring all students are provided with a high-quality, standards aligned curriculum and instruction is being continued from the 2017-2020 LCAP. This action provides for continued use of late start Wednesdays and extra duty time for core academic content teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the statewide

assessment, UC a-g and CTE completion, English learner progress and reclassification, AP passing, and college preparedness outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils. This action is intended to provide instructional staff Professional Learning Community (PLC) time to conduct data analysis and determine student needs by answering the 4 critical questions required of each PLC: What do we want students to learn? How do we know they learned it? What will we do if they did not learn it? What will we do if they did learn it? During this time, teachers will have the opportunity to collaborate and refine and modify curriculum, instruction, and assessments. Teachers will be provided extra duty time to complete the refinement and modification of curriculum and assessments. This action has been principally directed and effective in attaining SBAC met standard English and mathematics above county(ELA 38%; math 23.5%) and state levels (ELA 47%; math 21%) for socioeconomically disadvantaged pupils (ELA 60%; math (31%); UC a-g rates well above state levels (EL 22.6%; SED 41.6%) for English learners (29%) and socioeconomically disadvantaged students (57%); closing the CTE completion gap for English learners and socioeconomically disadvantaged pupils; maintaining English learner reclassification rates (17%) above state levels (13.8%); and improving socioeconomically disadvantaged pupil AP passing rates (57.7%) above the all pupil subgroup (42.3%) passing rate.

Actions 2, 3, and 4 encompass providing support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals; retention of high-qualified teachers; and providing supplementary instructional materials to improve student academic achievement are being continued from the 2017-2020 LCAP. These practices have been effective in maintaining implementation of content standards (CA Dashboard Standard Met); a noted increase (0.6%) in retaining fully credentialed teachers to 93.5%; SBAC English and mathematics above state averages for all pupils (61.6% Met standard in English and 32.4% in mathematics), socioeconomically disadvantaged pupils (61% Met standard in English and 31% in mathematics), and the students with disabilities subgroup (16% Met standard in English); CAA English and mathematics Level 3 above the state average; maintaining UC a-g completion above state averages for all students (58%), socioeconomically disadvantaged pupils (57.1%), English learners (29.1%), and students with disabilities (27.7%); closing the CTE completion gap for English learners (48%), socioeconomically disadvantaged pupils (53%), and students with disabilities (48.6%); English learner progress in attaining English proficiency (49%); AP passing for socioeconomically disadvantaged pupils of 57.7%; dual enrollment credit attainment for the socioeconomically disadvantaged pupils (50%), English learners (23.4%), foster youth (40%), and students with disabilities (18%);and attaining 59.8% and 31% college readiness (exceeding state average) on the EAP for our socioeconomically disadvantaged pupils in English and mathematics, respectively. Evidence-based professional development is provided on an ongoing basis throughout the year to provide consistent quality instruction and improve learning for English learners and socioeconomically disadvantaged students. The professional development activities include, but are limited to, Explicit Direct Instruction to check for understanding and re-teaching; AVID and DOK to promote critical thinking skills; Specially Designed Academic Instruction in English; ELD; and Universal Design for Learning strategies. Mentors assists new teachers in implementing and refining these strategies. The district provides two professional development days prior to the start of each semester to implement the professional development based on the needs assessment and needed areas of growth. The teacher retention action was implemented in the 2016-2017 LCAP to retain academic content teachers and principally directed to maintain high quality instruction and improved learning for English learners, foster youth, and socioeconomically disadvantaged pupils. This action has gradually reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 6% for the 2020-2021 school year. Teachers leaving our district affected quality instruction and hindered academic progress for English learners and socioeconomically disadvantaged students. High-quality instruction takes about 3 to 4 years to develop. This action has been effective in attaining the noted academic achievements.

Actions 5, 6, 7, 8, and 9: The support staff provided for in Action 7 and 9; academic coaches in Action 8; supplemental instruction and interventions provided for in Action 5; and class size reduction sections in Action 6 are being continued from the 2017-2020 LCAP. These actions have been effective in closing the achievement gap noted in the results of UC a-g completion, dual enrollment credit attainment, and the College and Career Readiness Indicator for English learners, homeless and foster youth, students with disabilities, and socioeconomically disadvantaged pupils. These actions have also been principally directed and effective in attaining SBAC met standard English and mathematics above county (ELA 38%; math 23.5%) and state levels (ELA 47%; math 21%) for socioeconomically disadvantaged pupils (ELA 60%; math 31%); UC a-g rates well above state levels (EL 22.6%; SED 41.6%) for English learners (29%) and socioeconomically disadvantaged students (57%); closing the CTE completion gap for English learners and socioeconomically disadvantaged pupils; maintaining English learner reclassification rates (17%) above state levels (13.8%); improving socioeconomically disadvantaged pupil AP passing rates (57.7%) above the all pupil subgroup (42.3%) passing rate; and increasing dual enrollment credit attainment for foster youth to 40%, English learners to 23.4%, and socioeconomically disadvantaged students to 50% which is above the all pupil rate.

Actions 10 and 11: The additional UC a-g and AP sections in Action 10 are being continued from the 2017-2020 LCAP. This action has been effective in maintaining the increased UC a-g rates (15-20%) and AP passing (10-15%) over the 2016 results for all English and English learners. This success is also attributed to the funding of the UC a-g online program to make up coursework; resources for AP exams and dual enrollments fees; university field trips; and parent trainings on college readiness in Action 11.

Action 12 which provides for technology to improve digital literacy (i.e. how to use computer applications, research documents, access instructional materials, English learner use of translation application) and data analysis programs to monitor student progress is being continued from the 2017-2020 LCAP. This action has been determined to be effective based on attaining SBAC met standard English and mathematics above county (ELA 38%; math 23.5%) and state levels (ELA 47%; math 21%) for socioeconomically disadvantaged pupils (ELA 60%; math 31%); UC a-g rates well above state levels (EL 22.6%; SED 41.6%) for English learners (29%) and socioeconomically disadvantaged students (57%); closing the CTE completion gap for English learners and socioeconomically disadvantaged pupils; maintaining English learner reclassification rates (17%) above state levels (13.8%); improving socioeconomically disadvantaged pupil AP passing rates (57.7%) above the all pupil subgroup (42.3%) passing rate; and increasing dual enrollment credit attainment for foster youth to 40%, English learners to 23.4%, and socioeconomically disadvantaged students to 50% which is above the all pupil rate.

Action 13 which fosters celebrating and recognizing student success will be continued from the 2017-2020 LCAP. The actions in this goal have contributed to an increased number of students attaining academic improvement as reflected in the SBAC scores and College and Career Indicator for our English learners and socioeconomically disadvantaged students. For some of these students, this is the first time they achieve this well-deserved recognition. While this action is being provided districtwide, we believe this action has been effective in maintaining a culture that nurtures the improved student outcomes noted on the SBAC ELA and mathematics for socioeconomically disadvantaged pupils; UC a-g and CTE completion rates for English learners, foster youth, and socioeconomically disadvantaged pupils; English learner progress; AP passing for socioeconomically disadvantaged students; and college preparedness as previously indicated.

The DJUHSD will monitor the effectiveness of these actions for the unduplicated pupil population through the use of local formative and summative assessments; state metrics; administrative classroom walkthroughs; and student, staff, and parent surveys.

Goal 2

The DJUHSD will provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, and career technical education for all students, including English learners, foster youth, and students with disabilities. As noted in Goal 1, the needs of foster youth, English learners, and socioeconomically disadvantaged pupils were considered first and foremost in developing all the actions in Goal 2. Stakeholders conducted data analysis to determine needs, assessed current actions for effectiveness and recommended necessary modifications or additions. All available data was disaggregated by significant subgroups which included all pupils, socioeconomically disadvantaged students, English learners, foster and homeless youth, and students with disabilities. Actions were developed based on the extent to which all pupils as well as unduplicated pupils and pupils with exceptional needs are provided access to and are enrolled in a broad course of study. This goal also includes actions to monitor student progress and improve services in other areas of study that include outcomes in world language, physical fitness, visual performing arts, and dual enrollment and articulated courses. The following needs, conditions, and circumstances were assessed for English learners, foster youth, and socioeconomically disadvantaged pupils for the 2021-2024 LCAP. While these actions are LEA wide and all students will benefit from this, we believe that this will close the achievement gap that exists with foster youth, English learners, and low-income students as outlined in our state priority metrics.

Performance Gaps and Achievements

Priority 7 Access to a Broad Course of Study

The DJUHSD attained 'Standard Met' on the California Dashboard in providing students access to a broad course of study. Parent and student surveys conducted in October 2020 reflect that 98% of pupils and 97% of parents agree the district provides access to a broad course of study. Our district has a noted gap on the College and Career Indicator (CCI) for English learners at a 'Medium' Performance Level when compared to all pupils and the socioeconomically disadvantaged subgroup who are attaining a 'Very High' Performance Level. The district intends on maintaining the 'Very High' California Dashboard CCI status for socioeconomically disadvantaged pupils and improving the English learner performance level. There is an additional gap in the dual enrollment credit attainment among all pupils (48%), socioeconomically disadvantaged pupils (50%), and foster youth (40%) when compared to English learners (23.4%) and students with disabilities (17.5%).

Priority 8 Pupil Outcomes in Other Subject Areas

Our district will continue to focus on the improved physical fitness outcomes of the socioeconomically disadvantaged subgroup. The 2019 Physical Fitness Test results for the socioeconomically disadvantaged improved in 5 of the 6 fitness zones over the baseline. Additionally, the district's goal is to continue maintaining or improving the CTE completion rate of socioeconomically disadvantaged pupils (53%), English learners (48%), and homeless youth (31%); performing in the top 25% in Visual Performing Arts, Mock Trial, and Academic Decathlon as well as maintaining the AP World Language passing rate for the socioeconomically disadvantaged pupils (87.6%) and increase the number of Biliteracy Seal eligible pupils.

Additional Conditions and Circumstances

The Delano Joint Union High School District attendance area encompasses an attendance area of over 400 square miles serving the small communities of Delano and Earlimart, and rural communities of Richgrove, Pond, Pixley, Allensworth, and Alpaugh. Similar to Goal 1, this goal is intended as part of the Multi-Tiered Systems of support (Academic Instruction, Behavior Instruction, Social-Emotional Instruction) to be provided to English learners and socioeconomically disadvantaged pupils. However, we must consider conditions and circumstances that affect our students' ability to attain improved outcomes for this goal. These factors include:

- Shared housing due to economic hardship that result inappropriate learning settings outside of school
- Inability to participate in afterschool academic supports as a result of the need to care for younger siblings while parents are still at work
- Limited opportunities in the community to participate in post-secondary vocational skills training outside of the high school setting
- Needed resources for transportation to participate in post-secondary vocational skills training or college/university outside of school
- Access to technology and connectivity

Action 1 which commits the district in ensuring all students are provided with a high-quality, standards aligned curriculum and instruction is being continued from the 2017-2020 LCAP. This action provides for continued use of late start Wednesdays and extra duty time for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the college and career indicator and improve physical fitness outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.

This action is intended to provide instructional staff Professional Learning Community (PLC) time to conduct data analysis and determine student needs by answering the 4 critical questions required of each PLC: What do we want students to learn? How do we know they learned it? What will we do if they did not learn it? What will we do if they did learn it? During this time, teachers will have the opportunity to collaborate and refine and modify curriculum, instruction, and assessments. Teachers will be provided extra duty time to complete the refinement and modification of curriculum and assessments.

This action has have been effective in maintaining State Seal of Bi-literacy rates (14%) above the state average; College and Career Indicator (CCI) well above the state average for all students (72.5%), English learners (52.5%), students with disabilities (35.5%), homeless youth (66.7%), and socioeconomically disadvantaged pupils (72%); and attainment of dual enrollment credit attainment for 48% of all pupils, 23.4% of English learners, 40% of foster youth, 50% of socioeconomically disadvantaged pupil, and 17.5% of students with disabilities. These actions have also contributed to improved Physical Fitness Test results for socioeconomically disadvantaged pupils of up to 6% in 5 of the 6 fitness areas over the 2017 LCAP baseline as well as maintaining 1st place and superior ratings in visual performing arts competitions.

Actions 2, 3, 8, and 9 encompass high-quality professional development for the purpose of integrating rigorous academics into these programs; provision of supplementary instructional materials, equipment, and supplies; vocational field trips, and technology to augment student learning and will be continued from the 2017-2020 LCAP. The professional development in Action 2 and supplementary materials and equipment in Action 3 focus on improving the academic achievement gap for English learners and socioeconomically disadvantaged pupils by integrating English and mathematics content standards and implementing Depth of Knowledge Level 3 and 4 strategies in CTE, physical education, visual performing arts, world languages, health, and other elective courses. Action 2 is also focused on improving health

and physical fitness thus reducing chronic absenteeism (noted in goal 3 data) of English learners and socioeconomically disadvantaged pupils. The supplemental activities (Action 8) are focused on improving CCI, reducing chronic absenteeism (noted in goal 3 data), and exposing students to life beyond high school thus promoting improved CCI and dual enrollment credit attainment for English learners, foster youth, and socioeconomically disadvantaged pupils. Action 9 is intended to prepare students for college and career in addressing the technology component of 21st century skills necessary to succeed in life beyond high school. These actions have been effective in maintaining State Seal of Bi-literacy rates (14%) above the state average; College and Career Indicator (CCI) well above the state average for all students (72.5%), English learners (52.5%), students with disabilities (35.5%), homeless youth (66.7%), and socioeconomically disadvantaged pupils (72%); and attainment of dual enrollment credit attainment for 48% of all pupils, 23.4% of English learners, 40% of foster youth, 50% of socioeconomically disadvantaged pupil, and 17.5% of students with disabilities. These actions have also contributed to improved Physical Fitness Test results for socioeconomically disadvantaged pupils of up to 6% in 5 of the 6 fitness areas and maintaining 1st place and superior ratings in visual performing arts competitions.

Actions 4 and 5: The strategies in Actions 4 and 5 provide increased CTE and dual enrollment opportunities and will be continued from the 2017-2020 LCAP. In alignment with the DJUHSD vision, these two actions are focused on preparing students to be college career ready. Our school district communities (Delano, Earlimart, Richgrove, Allensworth, Pond) do not have training facilities or opportunities for our English learners and socioeconomically disadvantaged pupils outside of the school setting. In addition, most of our English learners and socioeconomically disadvantaged pupils do not have the transportation to attend post-secondary education or training elsewhere. Thus, our district will continue to provide increased CTE and dual enrollment opportunities in preparing English learners, foster youth, and socioeconomically disadvantaged pupils to be college and career ready. These actions have been effective in closing CTE completion gap for English learners (48%), students with disabilities (49%), and socioeconomically disadvantaged pupils (53%) when compared to all pupils (50%). These strategies have also been effective in an increased dual enrollment credit attainment of 42.4% over 2017-2018 school year. This resulted in 2046 pupils receiving dual enrollment credit in 2019-2020 which includes 48% of all pupils, 50% of socioeconomically disadvantaged pupils, 23.4% English learners, 40% foster youth, and 17.5% students with disabilities earning college credit. These two actions have also been effective in the increased CCI to 72.5% for all students, 52.5% for English learners, 35.5% for students with disabilities, 72% for socioeconomically disadvantaged pupils and 66.7% for the homeless youth subgroup.

Actions 6 and 7 encompass services that increase access to a broad course of study for the unduplicated pupils and strategies targeted on improving outcomes in other courses of study that include physical fitness results, world languages, CTE, and visual performing arts results. These two actions will be continued from the 2017-2020 LCAP. The increased access to a broad course of study includes additional dual enrollment and CTE opportunities and strategies to increase access for English learners and socioeconomically disadvantaged pupils in preparing our students to be college or career ready as noted in the increased or improved services for actions 3 and 4. Athletic trainers in Action 7 are on campus during the school day and afterschool programs to teach safe physical activity practices with the intended outcome of healthier students and reduced chronic absenteeism (data noted in Goal 3 of this section) for English learners and socioeconomically disadvantaged pupils. Class size reduction is intended to achieve this same outcome as well as improving physical fitness test results for English learners and socioeconomically disadvantaged pupils. These actions have been effective in improving outcomes on the CCI, CTE completion rate, Physical Fitness Test results, dual enrollment credit attainment, and chronic absenteeism for English learners, foster and homeless youth, socioeconomically disadvantaged pupils and students with disabilities as well as the accomplishment of superior ratings and first place rankings for the visual performing arts. Action 6b has been principally directed and effective in increasing the California Dashboard College and Career Readiness Indicator for socioeconomically disadvantaged pupils with disabilities from 17.6% in 2019 to 35%

in 2020.

The DJUHSD will continue to monitor the effectiveness of these actions for English learners, foster youth, and socioeconomically disadvantaged youth through the use of the California Dashboard College and Career Readiness Indicator; CTE progress and completion rates; Physical Fitness Test Outcomes; CALPADS dual enrollment credit attainment; World Language AP passing rate; and parent, student, and staff surveys.

Goal 3

The DJUHSD will provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day.

As noted in Goal 1 and 2, the needs of foster and homeless youth, English learners, students with disabilities, and socioeconomically disadvantaged pupils were considered first and foremost in developing all the actions in Goal 3. Stakeholders conducted data analysis to determine needs, assessed current actions for effectiveness and recommended any modifications or additions to the plan. All available data was disaggregated by significant subgroups which included all pupils, socioeconomically disadvantaged students, English learners, foster and homeless youth, and students with disabilities.

Performance Gaps and Achievements

Priority 1c School Facilities Are Maintained in Good Repair (Action 10)

The DJUHSD developed this goal to ensure we provide the most optimal learning environment where students look forward to coming to school. This includes ensuring all pupils, English learners, and socioeconomically disadvantaged pupils are provided instruction in facilities that are conducive to learning. There are three noted instances where DJUHSD facilities are in need of significant repair. These areas include the asphalt between the girls' gym, science and world language buildings at Delano High School; the DHS north gym damaged roof causing leaks directly on classroom instruction areas; and the tennis courts at RFK and CCHS are severely cracked posing a hazard to the unduplicated pupil count during physical education.

Priority 3 Parental Involvement and Family Engagement (Action 11)

California Dashboard Self Reflection Tool:

- Standard Met - Full Implementation and Sustainability

Parent Surveys October 2020

- 96% of parents agree the school/district seeks input from parents in making decisions for the school and district.
- 95.4% parents agree the school promotes family engagement activities

Priority 5 Pupil Engagement (Action 7)

There is a noted gap in the 2018-19 California Dataquest chronic absenteeism rate for English learners (14%) when compared to all pupils (11.5%) and socioeconomically disadvantaged students (11.8%). The English learner chronic absentee rate is 2% above the state average for this subgroup. The CALPADS 2020-21 chronic absentee rate indicates an improvement for all pupils to 8.4% and socioeconomically disadvantaged students of 8.9% with the gap still noted for English learners at 13.8%. The dropout rate for the English learner subgroup (4.6%) is notably higher than all pupils (2.5%) and the socioeconomically disadvantaged students (2.7%). The district has attained 'High' and 'Very High' graduation status on the California Dashboard for English learners (92%) and socioeconomically disadvantaged pupils (95.7%), respectively, and a 'Low' graduation status for students with disabilities (77.4%).

Priority 6 School Climate (Action 7 and Action 9)

The 2019-2020 suspension rates for all pupils and socioeconomically students are at 'Low -1.3%' status on California Dataquest for both subgroups compared to suspension rates of 'Medium - 1.7%' status for English learners and 'High - 8.3%' for homeless youth. The expulsion rate for English learners (0.59%) is notably higher than all pupils (0.25%) as well. Sense of school safety (Priority 6) increased 95% based on student and parent surveys administered in October 2020. Sense of school connectedness (Priority 6) increased as well with 99.6% of parents and students and 98.6% of teachers indicated they feel connected to school. Although the California Healthy Kids Survey indicates a 3% decrease in suicide ideation, there is still a significant percentage (12%) of students with serious ideation of suicide within the last 12 months. This data is of deep concern and highest priority for our district.

Additional Conditions and Circumstances:

As noted in Goal 1 and 2, the DJUHSD attendance area encompasses an attendance area of over 400 square miles serving very small communities and students in remote and rural areas. This goal is intended to address all three components of the Multi-Tiered Systems of support (Academic Instruction, Behavior Instruction, Social-Emotional Instruction) for English learners, foster and homeless youth, and socioeconomically disadvantaged pupils. The following factors must be considered in our ability to provide our students the services needed to attain improved outcomes for this goal:

- Shared housing due to economic hardship that result inappropriate learning settings outside of school
- Inability to participate in afterschool academic supports as a result of the need to care for younger siblings while parents are still at work
- Lack of resources and ability to participate social-emotional support services outside of the high school setting
- Lack of resources for food and shelter
- Trauma as a result of the COVID-19 pandemic
- Behavior instruction and support outside of school
- Access to technology and connectivity

Actions 1, 2, and 3: Strategies in Action 1, 2, and 3 that include evidence-based behavior intervention and social emotional education professional development, alternative educational settings, and supplementary instructional materials will be continued from the 2017-2020 LCAP. High-quality professional development for school personnel are afforded in suicide prevention; effective and trauma-informed practices; crisis management and conflict resolution; school-based violence based prevention strategies; drug abuse prevention; and

bullying and harassment. The DJUHSD intervention and opportunity teachers will be provided behavioral instructional curriculum to include Advantage Press Positive Behavior and Instructional Resources curriculum as a means of correcting behavior to reduce suspension and expulsion rate of English learners and socioeconomically disadvantaged students. This particular curriculum includes instructional units such as Skipping Class, Substance Abuse, Learning from Mistakes, Truancy, Disruption, Disrespectful Behavior, and Improving Interactions. Each of these units provides an explanation of consequences and suggests ways of setting goals and refocusing behavior. Social-emotional educational curriculum will continue to be provided for improved outcomes of this goal. Current social-emotional instructional curriculum includes 'Why Try' for building resilience and better choices; 'My Journey Grief' for grief support; and 'Marijuana Education Initiative' and 'Project Towards No Drug Abuse' in addressing substance abuse.

These actions have been effective in reducing the number of suspensions to 1.3% (Low Status) for socioeconomically disadvantaged students, 1.7% for English learners, 0% for foster youth, and 2% for students with disabilities as well as maintaining dropout rates below state for English learners and socioeconomically disadvantaged pupils. These actions have also attributed to improved chronic absenteeism for socioeconomically disadvantaged pupils (12%) and foster youth (0%); improved school connectedness and pupil sense of safety; and a 'High' to 'Very High' graduation status for socioeconomically disadvantaged pupils (95.7%), English learners (92%), and foster youth (100%).

Actions 4, 5, and 6: The strategies in Actions 4, 5, and 6 have been evaluated by all stakeholders and deemed essential in improving student outcomes. Accordingly, these actions will be continued from the 2017-2020 LCAP. These strategies include additional sessions of independent study; afterschool and Saturday credit recovery and intervention classes; extended teacher duty day for availability to assist students after school; and school psychologists, intervention counselors, and nurses for the provision of health and social-emotional services for English learners and socioeconomically disadvantaged pupils. Overall, these services have demonstrated to be effective in maintaining chronic absenteeism rates below state level; maintaining 'High' to 'Very High' graduation status on the California Dashboard for English learners, foster youth, and socioeconomically disadvantaged pupils; increased student sense of safety to 90.4% based on student and parent surveys; reduced suspension rates of 'Low' to 'Medium' status on the CA Dashboard for all pupils, English learners, and foster youth; maintaining dropout rates (Dataquest) below county and state levels for socioeconomically disadvantaged pupils (2.7%), English learners (4.6%), and students with disabilities (8.3%); and reduced bullying and suicide ideation by 3% (California Healthy Kids Survey). These services were instrumental, as well, in the increased parent and student sense of safety of 90.4%.

Action 7 provides for maintaining the Discipline Liaisons, contract with Delano Police Department for two resource officers, and one additional security staff for each comprehensive school site. The resource officers conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; critical social-emotional evaluations; and serve as part of a team to develop and implement behavior plans in partnership with the parents and students. The Discipline Liaisons works as a team with the resource officer to implement positive behavioral intervention supports and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and socioeconomically disadvantaged pupils. The additional security staff implements positive behavior support strategies and assists in afterschool programs that address specific behaviors to reducing chronic absenteeism and suspension and expulsion rates. Security staff assist in strategies to reduce chronic absenteeism of English learners and homeless youth. This action is being continued from the 2017-2020 LCAP and has been proven to be effective based in reducing chronic absenteeism by 7% for all pupils and socioeconomically disadvantaged students and 7.6% for English learners over the

2017 LCAP baseline year; dropout rates below state levels for all English learners and socioeconomically disadvantaged pupils; attaining 'Very High' graduation rates for socioeconomically disadvantaged students and 'High' graduation rates for English learners; reduced suspension rates to 'Low' to 'Very Low' California Dashboard status for socioeconomically disadvantaged pupils and foster youth and 'Medium' status for English learners; and increased sense of school connectedness to a 99.6%.

The district will develop and implement a crisis intervention plan in conjunction and collaboration with law enforcement agencies as well as a Positive Behavioral Interventions and Supports (PBIS) support plan for all students to ensure a consistent and appropriate response to student behavioral incidents at school. In conjunction with the MTSS team, resource officers and discipline liaisons will implement intervention strategies such as PBIS and MTSS. These programs will include attendance promotion and suspension reduction programs that will extend beyond the school settings and communication strategies will extend to more specified methods of accessibility to school. These communications will include virtual meetings, electronic universal access and specific tier 2 (behavioral) interventions conveyed to the parent and provide guidance for the teacher. This action will maintain a sustained method for identifying students' needs and communicating these with parents. It will also enhance the ability of staff to make connections for students based on data. By providing this action, it will be effective in meeting the goal of our district by increasing student attendance and reducing suspension and dropout rates. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the attendance gap that exists with English Learners by 4% in one year and continue to improve on the suspension and dropout of English learners and socioeconomically disadvantaged pupils by one percent in a year timeline as well.

This action will be measured by assessing a correlation between students provided intervention from the MTSS team actions involving the School Resource officer, Discipline Liaison, and the additional security staff in comparison to student populations as it relates to chronic absenteeism, dropout rates, and suspension rates.

Actions 8, 9, 11, and 12 actions will be continued from the 2017-2020 LCAP. These actions were effective in the previously noted data reflecting 'High' to 'Very High' graduation status for English learners and socioeconomically disadvantaged pupils; dropout rates well below the state averages for all students, socioeconomically disadvantaged pupils, English learners, students with disabilities, and homeless youth; parent engagement (96% parents agree); reduced suspension rates for the unduplicated pupils; and chronic absenteeism rates below the state averages as well. The strategies in these actions include support staff for the implementation of positive behavior interventions, reduced class size, technology, parent outreach and involvement, school connectedness activities, and stakeholder meetings for the development of this plan.

Action 10 has been effective in providing our students with an educational environment that is conducive to learning and improving student outcomes as addressed in the data presented in this section. This action has been effective in improving the English learner California Dataquest chronic absentee rate and California Dashboard College and Career Indicator for English learners and socioeconomically disadvantaged pupils. The chronic absenteeism rate for English learners improved from 21.4% in 2016-17 to 14% in 2018-19. A similar improvement was noted as well for our socioeconomically disadvantaged student subgroup. In further assessing the needs, conditions, and circumstances of English learners, our district has learned that the chronic absentee rate for English learners is 3% higher than the rate of all pupils attending school and approximately 2% above the state chronic absentee rate for English learners. The College and Career Indicator increased for English learners to a 58.1% and for socioeconomically disadvantaged pupils to 75.7%. This rate is considerably higher when compared to the state outcome of 16.8% for English learners and 35.8% for the socioeconomically disadvantaged subgroup.

Student stakeholder groups which are comprised solely of English learners, foster youth, and socioeconomically disadvantaged pupils indicated during stakeholder meetings that the repaired facilities have provided them with a better learning environment. In particular, student stakeholders noted improved learning as a result of the repaired air conditioning unit that was making a clanking noise in the English building; the leaking roof that caused leaks directly over student computers in the business classrooms; the repaired ramps of the mobile classrooms at Valley High School; and the improved walkways at DHS.

Our District's ability to prioritize these types of repairs as planned actions within our LCAP has afforded our English learners and socioeconomically disadvantaged students with the benefit of focusing their classroom time and attention to the daily instructional lessons and not the structural/operational condition of the classroom setting.

Moreover, attention focused on our school grounds provides our English learners and socioeconomically disadvantaged students with a place to study outside of the classroom. Many of our English learners and socioeconomically disadvantaged students live in multi-family homes. As a result, the continuity of learning that is enriched through District LCAP actions is often times disrupted when the student transitions to home. As is reflected in the student surveys, this same student group has expressed that they look forward to coming to school with pride and an alacrity for learning knowing that they are able to attend a school that addresses their concerns.

In order to continue addressing this condition, we will provide an educational environment that maximizes the learning potential for our English learners and socioeconomically disadvantaged students. This action has addressed impediments to an optimal learning environment by allowing us to implement the following repairs that improved the learning conditions for our students: repaired leaks over student desks and computers; repaired severely cracked surfaces that posed a hazard to student walkways; repairs of outdoor fixtures; and upgraded fixtures to provide adequate lighting to student areas. This action will be provided on an LEA-wide basis and the district's intended outcome is that all pupils with less than a 100% attendance rate will benefit. However, because of the high chronic absentee rate for English learners and damaged student facilities that impede providing an educational environment conducive to learning, the district expects an improved chronic absenteeism rate for English learners as compared to all pupils and the state chronic absentee rate for the English learner subgroup. The district also expects on maintaining the English learner and socioeconomically disadvantaged pupil College and Career Indicator above the state levels.

The DJUHSD will continue to monitor the effectiveness of these actions for foster youth, English learners, and socioeconomically disadvantaged youth through the use of the Facility Inspection Tool; California Dashboard College and Career Indicator; Dataquest chronic absenteeism; dropout rates; graduation rates; suspension and expulsion rates; parent, student, and staff surveys; and input from stakeholders during the consultation sessions.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The DJUHSD will continue to expend the funds LEA wide to provide interventions, increased UC a-g and CTE opportunities, support staff and services, evidence-based professional development, reduced class size, academic coaches, technology, work-based learning experiences, a safe school environment, and stakeholder engagement to improve outcomes for English learners, students with disabilities, foster and homeless youth, and socioeconomically disadvantaged pupils. Schoolwide field trips and other educational activities will be utilized to supplement instruction and Improve learning for the unduplicated pupil count. The district will continue to purchase schoolwide supplementary materials and equipment as well as foster and celebrate student success. We will also ensure all students, districtwide, are

provided with standards aligned instructional materials as well as technology needed to promote learning. In addition to the actions and services being provided LEA-wide or Schoolwide, the actions below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

The DJUHSD has demonstrated success on the academic indicator, CCI, UC a-g and CTE completion, and English learner progress for English learners, foster youth and socioeconomically disadvantaged pupils. Our district will continue to provide teachers, districtwide, with additional time to review data, collaborate with their cohort group, and modify and refine curriculum, assessments, and instruction to improve instruction and learning for the unduplicated pupil population. The DJUHSD will continue to provide districtwide mentors for new teachers and teachers eligible for the Induction Program in order to maintain high quality instruction and improve student learning. To improve services and not hinder student learning of our unduplicated student population, the DJUHSD will continue to maintain the districtwide increased competitive teacher salaries to retain appropriately qualified teachers. In addition, the DJUHSD will continue to fund the increased UC a-g and AP sections; the additional CTE and dual enrollment courses and staff; and afterschool tutorials and interventions for improved foster youth, English learner, and socioeconomically disadvantaged pupil outcomes. Goal 1 Action 6 Class Size Reduction and Action 7 Support Staff are principally directed in improving the academic achievement of English learners in English, mathematics, and science.

Many of our student facilities and grounds are damaged and are in need of repair. Thus, we have allocated funds districtwide to ensure our facilities are in good repair. Transportation for college and career readiness supplementary instruction and interventions will be provided district-wide to ensure student attainment of outcomes. The District will continue to provide dual enrollment course offerings and access to broad course of study for students at all DJUHSD schools. This also includes sustaining the music teacher at RFK and DHS and the dual enrollment clerk to provide college registration assistance for English learners, foster youth and socioeconomically disadvantaged students. The unduplicated pupil count will continue to be provided with the added districtwide career pathway courses in agriculture, home economics, industrial arts, health pathway, welding, and business. The districtwide CTE director will continue to coordinate and articulate academic and career courses for dual enrollment credit.

Our district is committed to providing all of our students with a safe and supportive learning environment. The DJUHSD has identified the need to improve pupil attendance; reduce chronic absenteeism for all students and the English Learner and Students with Disabilities subgroup; and improve the graduation rate of students with disabilities and English learners. To keep students in school and improve graduation rates, we will continue to fund the academic intervention teachers at each comprehensive school site; one opportunity program teachers for the district; provide afterschool and Saturday tutorials and credit recovery sessions; and maintain the increased independent study sessions. The district will continue providing Low Income, English learners, and foster youth with social emotional curriculum in order to support growth in this area (action 12). Unduplicated pupils who have experienced trauma related to the COVID-19 pandemic are able to access online curriculum to support personal growth in a variety of areas. The district will maintain the extended teacher duty day and the adjusted classified work calendar for staff to be available for students and parents. Parent trainings and workshops on college and career readiness, prevention of suicide, and identification of bullying and reporting will be conducted throughout the year at each school site. Our parents have been instrumental in the decision making process and will be informed of school activities and the opportunity to participate in the decision-making process of the school and district. The DJUHSD is committed to ensuring student sense of safety and has allocated districtwide resources to provide students with a more secure environment. The district will continue to fund the three additional security officers for each comprehensive school to improve student sense of safety. Additionally, we will continue to maintain the school site

registered nurses, intervention counselors, medical family therapist, psychologists, and discipline liaisons to provide support services to improve school conditions for student learning. The district concluded this was the best use of funds.

The DJHSD has principally directed all actions and services to improving student outcomes for our unduplicated pupil population.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$15,117,961.00	\$5,588,652.00		\$9,152,799.00	\$29,859,412.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$17,420,682.00	\$12,438,730.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	High quality instruction	\$390,570.00	\$280,741.00			\$671,311.00
1	2	English Learners Foster Youth Low Income	Professional development and support	\$451,707.00	\$280,741.00		\$166,556.00	\$899,004.00
1	3	English Learners Foster Youth Low Income	Teacher Retention	\$429,201.00				\$429,201.00
1	4	English Learners Foster Youth Low Income	Supplemental instructional materials	\$213,500.00	\$100,000.00		\$286,111.00	\$599,611.00
1	5	English Learners Foster Youth Low Income	Supplemental instruction and interventions	\$530,239.00	\$717,519.00		\$551,911.00	\$1,799,669.00
1	6	English Learners	Reduced class size	\$1,658,507.00	\$798,845.00		\$1,492,730.00	\$3,950,082.00
1	7	English Learners Foster Youth Low Income	Support staff	\$245,425.00			\$676,981.00	\$922,406.00
1	8	English Learners Foster Youth Low Income	Academic Coaches	\$63,961.00			\$194,014.00	\$257,975.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Classified Support Staff	\$574,251.00	\$685,198.00		\$697,061.00	\$1,956,510.00
1	10	English Learners Foster Youth Low Income	Increased UC a-g and AP sections	\$579,095.00				\$579,095.00
1	11	English Learners Foster Youth Low Income	UC a-g preparedness and AP passing strategies	\$198,000.00			\$5,178.00	\$203,178.00
1	12	English Learners Foster Youth Low Income	Technology	\$1,400,000.00	\$1,432,066.00		\$1,108,089.00	\$3,940,155.00
1	13	English Learners Foster Youth Low Income	Student and staff recognition	\$55,000.00				\$55,000.00
2	1	English Learners Foster Youth Low Income	High quality instruction	\$172,967.00				\$172,967.00
2	2	English Learners Foster Youth Low Income	Professional development	\$48,850.00			\$4,100.00	\$52,950.00
2	3	English Learners Foster Youth Low Income	Supplemental materials, equipment, and supplies	\$150,000.00				\$150,000.00
2	4	English Learners Foster Youth Low Income	CTE and dual enrollment	\$1,383,712.00				\$1,383,712.00
2	5	English Learners Foster Youth Low Income	CTE and dual enrollment support staff	\$321,934.00				\$321,934.00
2	6	English Learners Foster Youth Low Income	Access to a broad course of study	\$595,311.00				\$595,311.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Other EC 51220 outcomes	\$387,000.00				\$387,000.00
2	8	English Learners Foster Youth Low Income	Supplemental Activities	\$30,000.00			\$3,400.00	\$33,400.00
2	9	English Learners Foster Youth Low Income	Technology	\$450,000.00			\$500,000.00	\$950,000.00
3	1	English Learners Foster Youth Low Income	Professional development on behavior and social-emotional education	\$39,500.00	\$38,000.00		\$6,000.00	\$83,500.00
3	2	English Learners Foster Youth Low Income	Supplementary materials	\$175,000.00	\$275,303.00		\$369,599.00	\$819,902.00
3	3	English Learners Foster Youth Low Income	Alternative educational settings	\$531,630.00				\$531,630.00
3	4	English Learners Foster Youth Low Income	Additional academic support and options	\$624,672.00			\$40,000.00	\$664,672.00
3	5	English Learners Foster Youth Low Income	Interventions	\$63,000.00	\$180,000.00		\$133,809.00	\$376,809.00
3	6	English Learners Foster Youth Low Income	Support Services: Social Emotional Education	\$1,136,222.00	\$120,000.00		\$202,058.00	\$1,458,280.00
3	7	English Learners Foster Youth Low Income	Pupil engagement and school climate support staff	\$856,941.00				\$856,941.00
3	8	English Learners Foster Youth Low Income	Technology and information	\$503,000.00	\$30,000.00		\$6,500.00	\$539,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	English Learners Foster Youth Low Income	School connectedness	\$54,000.00				\$54,000.00
3	10	English Learners Foster Youth Low Income	Facilities in good repair	\$555,547.00	\$582,670.00		\$2,689,783.00	\$3,828,000.00
3	11	English Learners Foster Youth Low Income	Parental involvement	\$237,219.00	\$67,569.00		\$18,919.00	\$323,707.00
3	12	English Learners Foster Youth Low Income	Parent, student, and staff decision making	\$12,000.00				\$12,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$15,117,961.00	\$29,859,412.00
LEA-wide Total:	\$15,117,961.00	\$29,859,412.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	High quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$390,570.00	\$671,311.00
1	2	Professional development and support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$451,707.00	\$899,004.00
1	3	Teacher Retention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$429,201.00	\$429,201.00
1	4	Supplemental instructional materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$213,500.00	\$599,611.00
1	5	Supplemental instruction and interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$530,239.00	\$1,799,669.00
1	6	Reduced class size	LEA-wide	English Learners	All Schools	\$1,658,507.00	\$3,950,082.00
1	7	Support staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$245,425.00	\$922,406.00
1	8	Academic Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,961.00	\$257,975.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Classified Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$574,251.00	\$1,956,510.00
1	10	Increased UC a-g and AP sections	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$579,095.00	\$579,095.00
1	11	UC a-g preparedness and AP passing strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,000.00	\$203,178.00
1	12	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,400,000.00	\$3,940,155.00
1	13	Student and staff recognition	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00
2	1	High quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,967.00	\$172,967.00
2	2	Professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,850.00	\$52,950.00
2	3	Supplemental materials, equipment, and supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
2	4	CTE and dual enrollment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,383,712.00	\$1,383,712.00
2	5	CTE and dual enrollment support staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$321,934.00	\$321,934.00
2	6	Access to a broad course of study	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$595,311.00	\$595,311.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Other EC 51220 outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$387,000.00	\$387,000.00
2	8	Supplemental Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$33,400.00
2	9	Technology	LEA-wide	English Learners Foster Youth Low Income		\$450,000.00	\$950,000.00
3	1	Professional development on behavior and social-emotional education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,500.00	\$83,500.00
3	2	Supplementary materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	\$819,902.00
3	3	Alternative educational settings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$531,630.00	\$531,630.00
3	4	Additional academic support and options	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$624,672.00	\$664,672.00
3	5	Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,000.00	\$376,809.00
3	6	Support Services: Social Emotional Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,136,222.00	\$1,458,280.00
3	7	Pupil engagement and school climate support staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$856,941.00	\$856,941.00
3	8	Technology and information	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$503,000.00	\$539,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	9	School connectedness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,000.00	\$54,000.00
3	10	Facilities in good repair	LEA-wide	English Learners Foster Youth Low Income		\$555,547.00	\$3,828,000.00
3	11	Parental involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$237,219.00	\$323,707.00
3	12	Parent, student, and staff decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$12,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.