

# LCFF Budget Overview for Parents

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

CDS Code: 15-63412-0000000

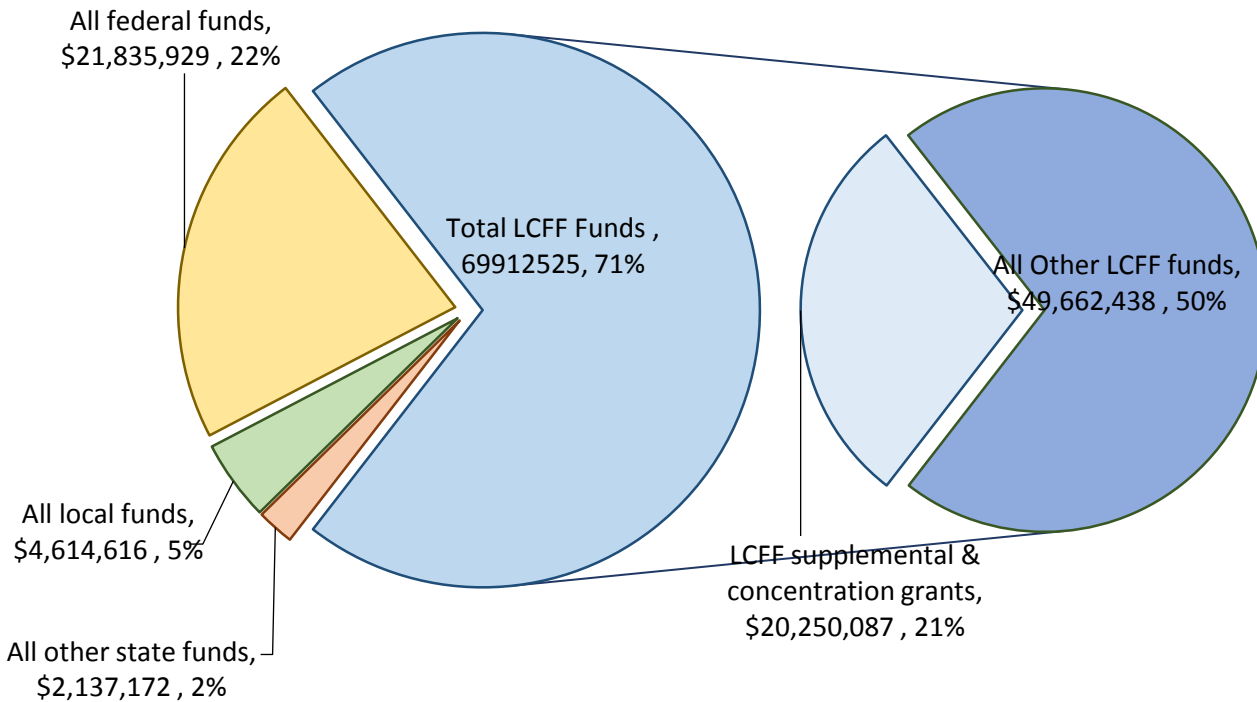
School Year: 2023-2024

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 2023-2024 School Year

### Projected Revenue by Fund Source

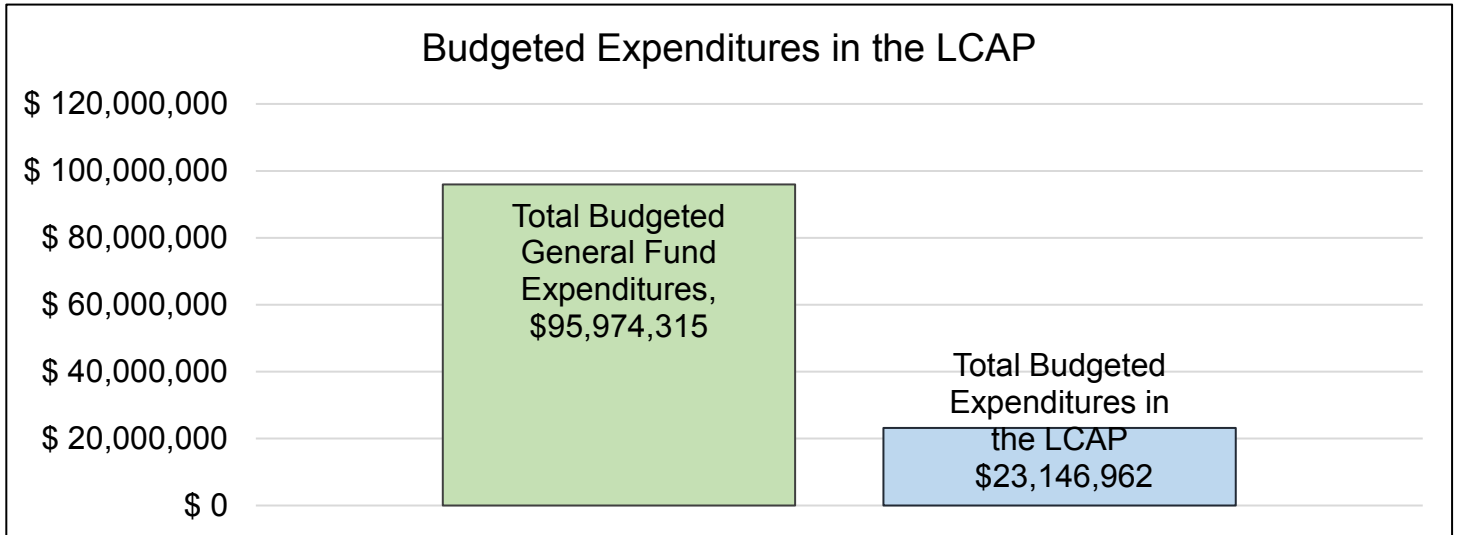


This chart shows the total general purpose revenue Delano Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delano Joint Union High School District is \$98,500,242.22, of which \$69,912,525.00 is Local Control Funding Formula (LCFF), \$2,137,172.43 is other state funds, \$4,614,616.00 is local funds, and \$21,835,928.79 is federal funds. Of the \$69,912,525.00 in LCFF Funds, \$20,250,087.00 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 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

# LCFF Budget Overview for Parents

The text description of the above chart is as follows: Delano Joint Union High School District plans to spend \$95,974,314.71 for the 2023-2024 school year. Of that amount, \$23,146,962.00 is tied to actions/services in the LCAP and \$72,827,352.71 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

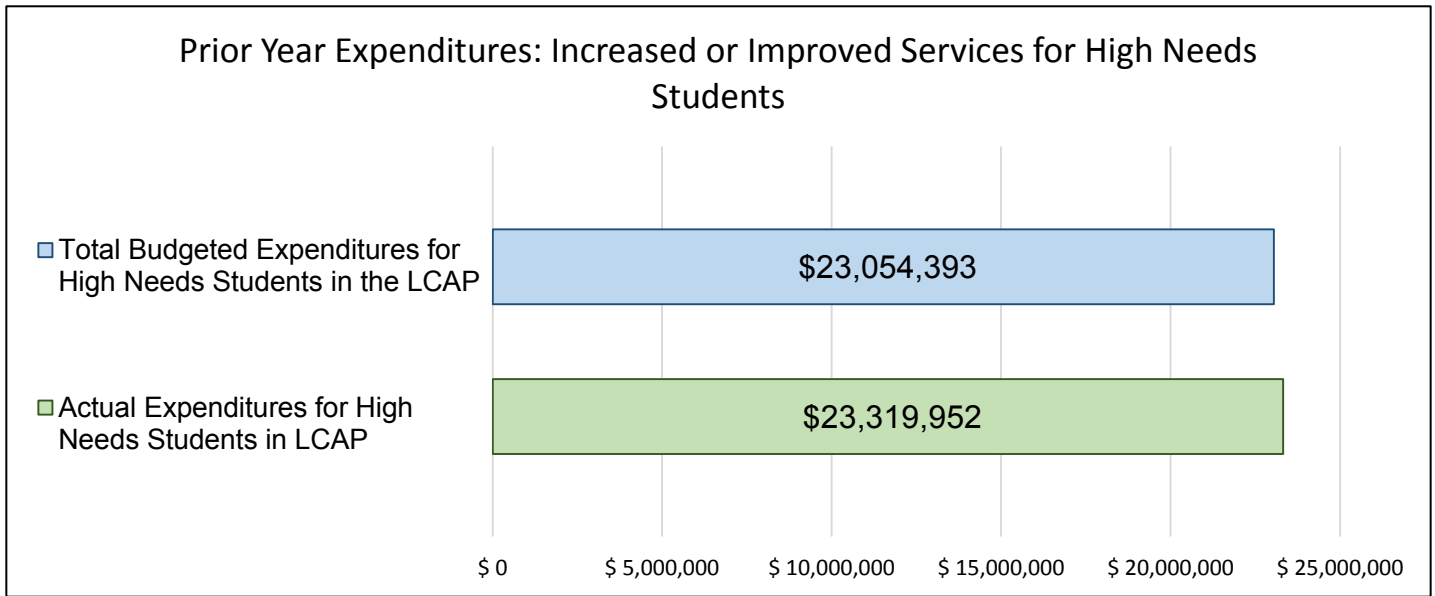
District expenditures not included in the LCAP are used to support the augmentation of a student's academic capacity while simultaneously providing and maintaining a safe and clean, learning environment. In returning to in-person instruction full-time and addressing the residual, adverse impact of COVID-19, 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 and a computer support technician at each comprehensive site are also budgeted. Auxillary 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 Speech Pathologists, Nurses, Psychologists, and Mental Health Therapists, home-to-school transportaion, 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, and facility improvements 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 2023-2024 School Year

In 2023-2024, Delano Joint Union High School District is projecting it will receive \$20,250,087.00 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 \$22,064,601.00 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 2022-2023



This chart compares what Delano Joint Union High School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2022-2023, Delano Joint Union High School District's LCAP budgeted \$23,054,393.00 for planned actions to increase or improve services for high needs students. Delano Joint Union High School District actually spent \$23,319,952.00 for actions to increase or improve services for high needs students in 2022-2023.

# Local Control and 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 [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Delano Joint Union High School District is a District of rich tradition, high expectations, and a century of outstanding achievement. Delano High School opened in 1911 with fourteen students and two teachers. Over 110 years later, our District serves more than 4100 students and employs over 400 dedicated employees. Cesar E. Chavez opened its doors in 2003 and Robert F. Kennedy, our newest school, 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 2022-2023 school year, Delano Joint Union High School District served approximately 4084 students in grades 9-12. Student subgroup enrollment is comprised of 8.6% receiving special education services, 24.4% qualifying for English Learner services, 4.8% qualifying for migrant education services, 0.4% foster youth, 1.0% homeless youth, and 89.2% socioeconomically disadvantaged. School enrollment by ethnicity included 89.4% Hispanic; 0.6% Asian; 0.1% American Indian or Alaska Native; 7.6% Filipino; 0.5% African American; 1.4% 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 educational partners 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 successes are evidenced in the continued academic achievements of our students as well as the increased and improved services for our English Learners, foster youth, and economically disadvantaged students in meeting the three goals set forth in LCAP. The DJUHSD is proud to note the forthcoming successes for the 2021-22 school year.

Our district's progress on Priority 1 reflects 94.7% of all teachers appropriately credentialed with 99.1% appropriately assigned for the subject and pupils they are teaching. The DJUHSD continues to maintain 100% pupils with access to their own copies of standards-aligned instructional materials for use at school and home. Teacher and staff surveys report 'Full Implementation' of state board adopted academic content and performance standards in all subjects (Priority 2). Parent surveys indicate 97.6% parents agree the school/district involves them in making decisions and 97.6% agree the school provides sufficient notices regarding parental involvement activities.

As noted, our greatest accomplishments are evidenced in continued pupil academic achievement. Our English learner and economically disadvantaged subgroups mean scale score on the 2022 SBAC English are above state levels with a mean scale score of 2478.7 and 2601.6, respectively. The 2022 SBAC mathematics reflects a mean scale score above state levels for the economically disadvantaged (2538.4) and students with disabilities (2402.2) subgroups as well as a noted increase of 77 points for our English learners over the prior year score. Furthermore, the English learner reclassification rate is projected to increase from 12.7% to 14.3% and the AP World Language passing rate increased to 76% for the socioeconomically disadvantaged subgroup.

The DJUHSD goal of promoting college and career readiness has been instrumental in improved UC a-g and CTE completers as well as college credit attainment for our unduplicated subgroups. UC a-g completion rates are above state levels for the all pupils (60.9%), economically disadvantaged (59.1%), English learner (41.7%), and homeless (50.0%) subgroups. Early Assessment Program college preparedness continues above state levels on CAASPP English 'Met Standard' for the all pupils (64.64%) and economically disadvantaged (63.41%) subgroups. Career technical education completion is well above state levels for all pupils and subgroups. One of the most recent marquee accomplishments was having Delano High School and Robert F. Kennedy High School being named two of nine 2022-23 California Exemplary Dual Enrollment Awardees. This recognition was in large part due to the increased four-year cohort College credit attainment of 84.2% for all pupils, 83.5% of economically disadvantaged students, 72.3% of English learners, and 53.1% of students with disabilities when

compared to state attainment of 13.6% for all pupils. In addition, our visual performing arts program continues to accomplish superior ratings and first place rankings in county and state competitions. The district has maintained the 'Standard Met' on the California Dashboard on access to a broad course of study, and 97% of parents and 93% students (November 2022 surveys) agreed that the district provides all students including foster youth, English learner and low-income students access to a broad course of study.

School climate is an important part of the overall success of our district. For the 2021-22, Dataquest chronic absentee rates and dropouts for all pupils continue to be below both county and statewide averages. The California Dashboard reflects a 'Very High' four-year cohort graduation rate for all pupils (95.1%), economically disadvantaged students (94.9%), English learners (89.9%), and homeless subgroup (80.0%). Suspension rates are in the 'Very Low' state status for all pupils (1.3%) and economically disadvantaged students (1.4%), English learners (2.1%), and homeless subgroup (6.3%). The DJUHSD intends on maintaining California Dashboard Standard Met status on Priority 6c (Parent, student, and teacher surveys on sense of safety and school connectedness) and Priority 1c (Facilities in good repair) by continuing to implement the actions outlined in the LCAP.

The DJUHSD plans to continue our tradition of success by maintaining current goals and actions outlined in the LCAP.

## 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 2022 CAASPP English, mathematics and science achievement. On SBAC English, the mean scale score reflects an achievement gap of -119.6 points for English learners and -156.8 points for students with disabilities when compared to the all pupil subgroup. SBAC mathematics reflects similar gaps of -108.1 and -142.2 for the English learner and students with disabilities subgroups, respectively. There is also a noted achievement gap for English learners (0.65%) and student with disabilities (0.94%) on the California Science test compared to all pupil subgroup (19.42%) attaining Met or Exceeded status. Performance on college preparedness pursuant the Early Assessment Programs (EAP) reflects gaps of 48% to 54% on the SBAC English for the English learner and students with disabilities subgroups when compared to all pupils. The performance gap on EAP mathematics for English learners and students with disabilities is 27% below all pupil achievement as well.

The DJUHSD has made considerable progress towards reducing the performance gap on college and career readiness for all subgroups but has identified areas of improvement as well. There is a noted UC a-g completion gap for English learners of 19.2%, students with disabilities 31.3%, and homeless pupils of 10.9% below the all pupils completion rate. College credit attainment reflects a similar gap for the English learners (11.9% gap) and students with disabilities (31.1% 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 2022 California Dashboard when compared to a 'Very High' status

for all pupils and ‘Medium’ status for English learners and homeless students. Chronic absentee rates for the English learner subgroup of 36.9% is 1.9% above the state average.

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, pupil services support staff, class size reduction in the core academics, field trips to supplement instruction, incentives, technology, professional development and parent training to address the academic achievement gap. The district will continue to retain effective teachers by maintaining Action 3 of Goal 1. This action was implemented on 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 6% in 2021-2022 to 1% in 2022-23.

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 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 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 will hire two additional Dual Enrollment – College & Career clerks to assist with the tracking and monitoring of completion data of foster youth, English learner and low-income students. 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.

Not Applicable



***Support for Identified Schools***

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

Not Applicable

***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Delano Joint Union High School District (DJUHSD) recognizes that systematic engagement with our educational partners is critical in the development of a transparent LCAP that meets the needs of foster youth, English learner and low-income students. Numerous meetings throughout the year provided valuable feedback that allowed the district to understand the viewpoints of the students, families and staff that we serve. The following groups were actively involved in the LCAP development process described below:

## PRINCIPALS AND ADMINISTRATORS:

LCAP educational partner meetings were held on 8/25/2022; 10/07/2022; 11/09/2022; 01/12/2023; 02/16/2023; 04/13/2023.

LCAP data, outcome, and performance analysis was conducted with district and site administration. Meetings were held in person for review of goals and actions. District, school site administrators, and the Director of Special Education were involved in the development of the 2023-2024 LCAP.

## SCHOOL SITE COUNCILS (SSC):

The LCAP data, outcome and performance analysis were reviewed by School Site Council at each school in May of 2023. The school site councils concurred with all goals and actions in the LCAP.

## SELPA CONSULTATION:

SELPA Consultation was held on May 4, 2023.

The district consulted with the SELPA to determine that specific actions for students with disabilities are included in the plan.

## TEACHERS:

LCAP educational partner meetings were held on 02/07/2023; 02/10/2023; 02/14/2023; 03/15/2023.

LCAP data, outcome, and performance analysis was conducted with teachers at each high school in the district. School site union representatives participated in these meetings as well. Teachers concurred with all goals and actions in the LCAP.

## OTHER STAFF:

Educational partner meetings were held with district staff that included counselors, psychologist, nurses and classified staff from each high school on 01/27/2023.

LCAP data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommendations for new actions.

## STUDENT ENGAGEMENT:

Student educational partner consultation was held via student surveys during November 2022 and in-person meetings at each high school on 3/27/2023; 03/28/2023; 03/30/2023; 05/25/2023.

Student educational partner meetings are solely comprised of English learners, foster youth, and socioeconomically disadvantaged students. LCAP data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. Students continue to note needed repairs in providing an environment that is conducive to learning and were appreciative of the facility upgrades that have taken place this past year. In particular, they noted improved learning as a result of the repaired air conditioning units; leaking roofs; the repaired ramps of the mobile classrooms at Valley High School; and the improved walkways at DHS. Students concurred with current goals and actions in the LCAP.

#### PARENT MEETINGS AND ADVISORIES:

LCAP educational partner meetings were held at the district level as well as at each school site on 05/09/2023; 05/18/2023; 05/30/23. LCAP parent educational partner consultation was held via parent surveys during November 2022. Parents were given the opportunity to make any recommendations for new actions. Parents reported being very pleased with the overall performance of our schools. District level parent advisories were held with our SEPAC (Special Education Parent Advisory Committee), District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) via in person meetings. All actions were reviewed and approved unanimously by our parent advisories. Parents were pleased with the outcomes of our schools and the actions outlined in the LCAP. The PAC and DELAC did not submit any comments during the LCAP consultation. The LCAP consultation was provided in English and Spanish.

#### TEACHER ASSOCIATION:

LCAP consultation with the Teachers Association was conducted on 06/02/2023. LCAP data, outcome, 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. CTA agreed with the proposed goals and actions for 2023-24 LCAP.

#### CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA):

LCAP consultation was conducted with CSEA on 06/01/2023. LCAP data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. CSEA agreed with the proposed goals and actions for 2023-24 LCAP.

#### NOTIFICATION TO MEMBERS OF THE PUBLIC JUNE 2023

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, 2023 to [kmoore@djuhsd.org](mailto:kmoore@djuhsd.org) or by mail at Kenneth Moore, 1720 Norwalk Street, Delano, California, 93215.

#### PUBLIC HEARING:

LCAP public forum was held on 06/13/2023. No public comments were provided.

Governing Board Approval on 06/20/2023.

### A summary of the feedback provided by specific educational partners.

Because of the various educational partner sessions, feedback and ideas for the development of the Local Control and Accountability Plan (LCAP) were gathered, sorted and organized to examine trends. Principals and administrators communicated the need to maintain two independent study teachers to reduce chronic absenteeism of English learners and economically disadvantaged pupils. Consultation with the SELPA reaffirmed actions for students with disabilities were targeted in improving the academic achievement and college and career readiness for this subgroup. Teacher and other staff educational partner meetings were conducted with all school sites. Teachers and other staff concurred with all the actions in the LCAP. Counselors suggested the need to bring back staff in the career center to assist with career research and various college related applications. Classified instructional staff indicated the need for upgraded technology internet 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 concurred with current actions in the LCAP. The comprehensive high school student groups requested better school PA systems for announcements. The student group at CCHS noted concrete around campus in needed of repair as well as broken tables in the cafeteria. District level parent advisories were held with our District English Learner Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC), and District Parent Advisory Committee (PAC). Parents concurred with all the current actions in the LCAP. Parents also suggested additional support in career centers to assist with financial aid applications as well as college registrations. LCAP consultation with the Teachers Association (CTA) and California School Employees association (CSEA) was conducted in person. Both unions were consulted on current actions and proposed changes to the LCAP. The Teachers Association and CSEA concurred with the actions outlined in the 2023-24 LCAP.

### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The educational partner consultations served as a basis in making the necessary refinements, modifications, or recommendations of new evidence-based strategies to improve or increase services for our English learners, foster youth, and economically disadvantaged students. Consultations with our administrative, parent, student, teacher, other staff, and the collective bargaining unit educational partner groups resulted in changes to actions in both Goal 2 and Goal 3.

The aspects of LCAP Goal 2 (broad course of study) that were influenced by the educational partners are focused on closing the CTE completion gap of English learners and improving services for foster youth and economically disadvantaged subgroups. The administrative, teacher and parent educational partners recommended the increase of Dual Enrollment - College & Career Clerk to three full-time for more effective monitoring of CTE and Dual Enrollment completion.

Feedback from educational partner consultations also influenced aspects of Goal 3 (educational environment). Student, staff, and administrator educational partners noted the need for facility repairs. The student group at CCHS and RFK noted essential repairs to outdoor concrete and broken tables resulting in fewer seating in the cafeteria. All three comprehensive sites highlighted broken PA systems that result in important school wide announcements not getting delivered.

Our parent groups and advisories were pleased with pupil outcomes and concurred with the current and updated actions in the LCAP. Based on the analysis of the data for state and local indicators, all other actions have demonstrated to be effective in accomplishing our

targets and desired student outcomes. These services are principally directed to improve services for foster youth, English learners, and low-income students.

# 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 economically disadvantaged students. English language arts assessment results on the 2022 SBAC ELA indicate an achievement gap on the 'Met Standard' for the English learner (18.67%) and students with disabilities (14.86%) subgroups when compared to the performance of all students (64%) and economically disadvantaged subgroup (63.41%). The district also identified the need to improve the all pupil and economically disadvantaged subgroups SBAC English to 65% 'Met Standard'.

Similarly, on the 2022 SBAC mathematics, the English learner (1%) and students with disabilities (2.7%) subgroups noted achievement gap in the 'Met Standard' when compared to the all pupil (25.61%) and the economically disadvantaged (24.19%) subgroups 'Met Standard.'

Performance on the CAST 2022 'Met Standard' is below the state level for all students (19.42%), economically disadvantaged pupils (18.38%), English learners (1%), and students with disabilities (1%) as well as the noted achievement gap for English learners and student with disabilities on the California Science test.

In addition, 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 economically disadvantaged subgroup (72%) at a 'Very High' performance level.

Dual enrollment has a similar gap for the English learners (65.9%), homeless youth (59.1%), and students with disabilities (44.1%) when compared to all pupils (78%) and the economically disadvantaged subgroup (77.2%) in attaining college credit.

Actions in this goal are focused on maintaining levels that meet or exceed statewide outcomes and closing the gap in each of the aforementioned areas (SBAC ELA, SBAC Math, CAST, ELPAC, CCI, and Dual Enrollment) for English Learners, Students with Disabilities, Foster Youth, and other impacted subgroups.

SBAC ELA: Maintain 64% college readiness for all students and improve English Learner and Students with Disabilities subgroup by 2%.

SBAC Math: Improve 2% college readiness for English Learners, Students with Disabilities, and Economically Disadvantaged students.

ELPAC: Improve English Learner Progress from ‘Medium’ status to ‘High’ and improve the reclassification rate by 5%.

CAST: Improve ‘Met Standard’ by 5% for English Learners, Students with Disabilities, and Economically Disadvantaged students.

CCI:

Economically Disadvantaged: Maintain the high UC a-g completion rates (57%) CTE completion rates (53%), and dual enrollment credit attainment and increase.

English Learners: Increase the UC a-g rate, CTE completion rate, and CCI indicator by 2%; maintain the dual enrollment credit attainment.

Students with Disabilities: Increase the UC a-g rate, CTE completion rate, and CCI indicator by 2%; increase the dual enrollment credit attainment by 5%.

This goal was also developed to continue to retain highly qualified teachers (93.2% for 2021-2022) for improved student outcomes; ensure every student has sufficient supplemental instructional materials to complete their classwork at home; 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; Continue to provide the support needed to meet or exceed performance outcomes and to ensure new teachers are provided the necessary mentoring for improved student learning.

## 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	2020 California Dashboard Reflection Tool Standard Met  CALPADS 0% total teacher misassignment.  93.5% teachers fully credentialed in the subject areas, and, for	2021 Teaching Assignment Monitoring Outcomes from Dataquest  DJUHSD Intern - 4.7% Ineffective - 17.5%  Kern County Intern - 3.7% Ineffective - 6.4%	2022 Teaching Assignment Monitoring Outcomes from Local Calculation  DJUHSD Intern - 5% Ineffective - 2.5%  2022-23 California Commission on		Maintain 100% appropriately assigned 93% fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the subject areas, and, for the pupils they are teaching.	the pupils they are teaching.	2021-2022 California Commission on Teacher Credentialing  94.1% teachers fully credentialed in the subject areas, and for the pupils they are teaching.	Teacher Credentialing from Local Calculation  95.0% teachers fully credentialed in the subject areas, and for the pupils they are teaching.		
Williams Quarterly Report Priority 1(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.	2021 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.	2022 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	As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator	As measured by the Self Reflection Tool on the Fall 2021 California Dashboard and teacher and school site	As measured by the Self Reflection Tool on the Fall 2022 California Dashboard and teacher and school site		Maintain full implementation



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards adopted by the state board.	<p>surveys</p> <p>'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:</p> <ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of School Leadership</li> </ul>	<p>administrator surveys</p> <p>'Full Implementation' in all subject areas for the following:</p> <ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of School Leadership</li> </ul>	<p>administrator surveys</p> <p>'Full Implementation' in all subject areas for the following:</p> <ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of School Leadership</li> </ul>		
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	<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</p>	<p>As measured by the Self Reflection Tool on the Fall 2021 California Dashboard and teacher and school site administrator surveys</p> <p>'Full Implementation' in all subject areas for the following:</p>	<p>As measured by the Self Reflection Tool on the Fall 2022 California Dashboard and teacher and school site administrator surveys</p> <p>'Full Implementation' in all subject areas for the following:</p>		Maintain full implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language proficiency.	<p>subject areas for the following:</p> <ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of School Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of School Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of School Leadership</li> </ul>		
<p>California School Dashboard &amp; 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>	<p>Dataquest &amp; 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>2019 California Dashboard Distance From Standard (DFS) 2021 SBAC 'Met Standard' and Mean Scale Score</p> <p>CAASPP English Language Arts Performance Level All students DFS +26.7 'Medium-Yellow' 57% Met Standard Mean scale score 2019 2608</p>	<p>2022 California Dashboard Distance From Standard (DFS) 2021 SBAC 'Met Standard' and Mean Scale Score</p> <p>CAASPP English Language Arts Performance Level All students DFS +25.1 'Medium-Yellow' 64.6% Met Standard Mean scale score 2021 2603 Mean scale score 2022 2607</p>		<p>Dataquest &amp; California Dashboard Distance From Standard (DFS)</p> <p>CAASPP English Language Arts All students +30 DFS - 63% Met Standard Socioeconomically Disadvantaged +25 DFS - 61% Met Standard English Learners - 40 DFS - 20% Met Standard Students with</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners DFS -53.1 'Very Low-Red' 8.2% Met Standard	Mean scale score 2021 2603 Socioeconomically Disadvantaged DFS +21.9 'Medium-Yellow' 55% Met Standard	Socioeconomically Disadvantaged DFS +19.5 'Medium' 63.4% Met Standard Mean scale score 2021 2595 Mean scale score 2022 2601		Disabilities - 80 DFS - 20% Met Standard
	Students with Disabilities DFS -94.1 'Very Low-Red' 16.1% Met Standard	Mean scale score 2019 2607 Mean scale score 2021 2595	English Learners DFS -53.1 'Very Low' 18.6% Met Standard		CAASPP Mathematics All students - 50 DFS - 34% Met Standard
	CAASPP Mathematics Performance Level All students DFS -58.9 'Medium-Yellow' 32.4% Met Standard	English Learners DFS -53.1 'Very Low-Red' 11% Met Standard Mean scale score 2019 2492 Mean scale score 2021 2476	Mean scale score 2021 2476 Mean scale score 2022 2450		Socioeconomically Disadvantaged - 59 DFS- 32% Met Standard
	Socioeconomically Disadvantaged DFS -65.1 'Low-Orange' 30.8% Met Standard	Students with Disabilities DFS -94.1 'Very Low-Red' 9% Met Standard Mean scale score 2019 2472 Mean scale score 2021 2461	Students with Disabilities DFS -114.2 'Very Low' 14.86% Met Standard Mean scale score 2021 2461 Mean scale score 2022 2450		English Learners - 120 DFS - 15% Met Standard
	English Learners DFS -135 'Very Low-Red' 2.4% Met Standard	Mean scale score 2019 2472 Mean scale score 2021 2461	CAASPP Mathematics Performance Level All students DFS -81.1 'Medium' 25.6% Met Standard		Students with Disabilities - 170 DFS - 10% Met Standard
	Students with Disabilities DFS -183 'Very Low-Red'	CAASPP Mathematics Performance Level			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% Met Standard	<p>All students DFS -58.9 'Medium-Yellow' 28% Met Standard Mean scale score 2019 2566 Mean scale score 2021 2567</p> <p>Socioeconomically Disadvantaged DFS -65.1 'Low-Orange' 26% Met Standard Mean scale score 2019 2561 Mean scale score 2021 2558</p> <p>English Learners DFS -135 'Very Low-Red' 3% Met Standard Mean scale score 2019 2458 Mean scale score 2021 2461</p> <p>Students with Disabilities DFS -183 'Very Low-Red' 5% Met Standard Mean scale score 2019 2417</p>	<p>Mean scale score 2021 2567 Mean scale score 2022 2544</p> <p>Socioeconomically Disadvantaged DFS -87 'Low' 24% Met Standard Mean scale score 2021 2558 Mean scale score 2022 2538</p> <p>English Learners DFS -135 'Very Low' 1% Met Standard Mean scale score 2021 2461 Mean scale score 2022 2436</p> <p>Students with Disabilities DFS -198 'Very Low' 1% Met Standard Mean scale score 2021 2447 Mean scale score 2022 2402</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Mean scale score 2021 2447			
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	CAASPP California Alternate Assessment Level 3 2019 English All pupils 20% Socioeconomically Disadvantaged 12.5% English Learners 0%  Mathematics All pupils 10% Socioeconomically Disadvantaged 0% English Learners 0%	CAASPP California Alternate Assessment Level 3 2021 English All pupils 14.3% Socioeconomically Disadvantaged 14.3% English Learners 0%  Mathematics All pupils 14.3% Socioeconomically Disadvantaged 14.3% English Learners 0%	CAASPP California Alternate Assessment Level 3 2022 English All pupils 62% Socioeconomically Disadvantaged 62% English Learners 0%  Mathematics All pupils 62% Socioeconomically Disadvantaged 62% English Learners 0%		CAASPP California Alternate Assessment Level 3 2019 English All pupils 40% Socioeconomically Disadvantaged Pupils 20% English Learners 20%  Mathematics All pupils 30% Socioeconomically Disadvantaged Pupils 20% English Learners 20%
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following:	California Science Test (CAST) Met Standard 2019  All students 19.73% Socioeconomically	California Science Test (CAST) Met Standard 2021  All students 21.6% Socioeconomically	California Science Test (CAST) Met Standard 2022  All students 19.42% Socioeconomically		California Science Test (CAST) Met Standard  All students 30.0% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	Disadvantaged pupils 18.57% English Learners 0% Students with Disabilities 2.67%	Disadvantaged pupils 21% English Learners 0% Students with Disabilities 0%	Disadvantaged pupils 18.38% English Learners 1% Students with Disabilities 1%		Disadvantaged pupils 25.0% English Learners 10.0% Students with Disabilities 5.0%
Priority 4 Pupil achievement as measured by all of the following: (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	Dataquest UC a-g completers 2020 cohort: All students 58.3% Socioeconomically Disadvantaged pupils 57.1% English Learners 29.1% Students with Disabilities 27.7% Homeless 33.3%	Dataquest UC a-g completers 2021 cohort: All students 54.4% Socioeconomically Disadvantaged pupils 52.6% English Learners 35.2% Students with Disabilities 14.5% Homeless 31.8%	Dataquest UC a-g completers 2022 cohort: All students 60.9% Socioeconomically Disadvantaged pupils 59.1% English Learners 41.7% Students with Disabilities 29.6% Homeless 50%		Dataquest UC a-g completers: All students 62% Socioeconomically 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	CALPADS CTE completers 2020 cohort: All students 50% Socioeconomically	CALPADS CTE completers 2021 cohort: All students 40% Socioeconomically	CALPADS CTE completers 2022 cohort: All students 31.4% Socioeconomically		CALPADS CTE cohort completers: All students 55% Socioeconomically Disadvantaged pupils 56%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	Disadvantaged pupils 53% English Learners 47.7% Students with Disabilities 49% Homeless 31%	Disadvantaged pupils 40% English Learners 32% Students with Disabilities 33.3% Homeless 27.3%	Disadvantaged pupils 30.4% English Learners 22.6% Students with Disabilities 16.7% Homeless 25.0%		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 successfully completed both types of courses described in subparagraphs (B) and (C).	CALPADS UC a-g and CTE completers 2020 cohort:  All students 31.% Socioeconomically Disadvantaged pupils 27.8% English Learners 16.3% Students with Disabilities 17.6% Homeless 12.5%	CALPADS UC a-g and CTE completers 2021 cohort:  All students 24.7% Socioeconomically Disadvantaged pupils 23.7% English Learners 13.6% Students with Disabilities 6.9% Homeless 13.6%	CALPADS UC a-g and CTE completers 2022 cohort:  All students 22.7% Socioeconomically Disadvantaged pupils 21.4% English Learners 11.0% Students with Disabilities 2.1% Homeless 15.0%		CALPADS CTE cohort completers:  All students 35.0% Socioeconomically 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	California Dashboard English Learner Progress Indicator 2019  'Medium' Status	Dataquest English Learner Progress 2021  'Low' Status	California Dashboard English Learner Progress Indicator 2022  'Medium' Status		California Dashboard English Learner Progress Indicator  'High' Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
toward English proficiency as measured by the English Language Proficiency Assessments for California.	49% making progress toward English language proficiency	37% making progress toward English language proficiency	52% making progress toward English language proficiency		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%	Dataquest Reclassification rate 2020-21 12.7%	Local Data Reclassification rate 2021-22 14.3%		Reclassification rate 18.0%
Priority 4 Pupil achievement as 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.	College Board AP Passing 2020: Percent passed: All Pupils 42.3% Socioeconomically Disadvantaged 57.7%	College Board AP Passing 2021: Percent passed: All Pupils 22% Socioeconomically Disadvantaged 38.2%	College Board AP Passing 2022: Percent passed: All Pupils 42% Socioeconomically Disadvantaged 47%		College Board AP Passing 2020: 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	Dataquest EAP College Preparedness: English Language Arts All students 61.6%	2021 Dataquest EAP College Preparedness: English Language Arts	2022 Dataquest EAP College Preparedness: English Language Arts		EAP College Preparedness: English Language Arts All students 62.0% Socioeconomically



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	<p>Socioeconomically Disadvantaged Pupils 59.8%</p> <p>English Learners 8.21%</p> <p>Students with Disabilities 16.13%</p> <p>Mathematics All students 32.39%</p> <p>Socioeconomically Disadvantaged Pupils 30.83%</p> <p>English Learners 2.42%</p> <p>Students with Disabilities 0.00%</p>	<p>All students 57.4%</p> <p>Socioeconomically Disadvantaged Pupils 54.8%</p> <p>English Learners 11%</p> <p>Students with Disabilities 8.5%</p> <p>Mathematics All students 28.5%</p> <p>Socioeconomically Disadvantaged Pupils 26%</p> <p>English Learners 3%</p> <p>Students with Disabilities 4.5%</p>	<p>All students 64%</p> <p>Socioeconomically Disadvantaged Pupils 63.41%</p> <p>English Learners 18.67%</p> <p>Students with Disabilities 14.86%</p> <p>Mathematics All students 25.61%</p> <p>Socioeconomically Disadvantaged Pupils 25.61%</p> <p>English Learners 1%</p> <p>Students with Disabilities 2.7%</p>		<p>Disadvantaged Pupils 61.0%</p> <p>English Learners 10.0%</p> <p>Students with Disabilities 17.0%</p> <p>Mathematics All students 35.0%</p> <p>Socioeconomically Disadvantaged Pupils 33.0%</p> <p>English Learners 8.5%</p> <p>Students with Disabilities 5.0%</p>
Dataquest 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	<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>California Dashboard College and Career Readiness Indicator 2021 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>California Dashboard College and Career Readiness Indicator 2022 status:</p> <p>No CCI reported for the 2022 School Year</p> <p>CALPADS Dual Enrollment Credit Attainment 2020-21: All students 45.01%</p> <p>Socioeconomically</p>		<p>California Dashboard College and Career Readiness Indicator status:</p> <p>All students 'Very High'</p> <p>Socioeconomically Disadvantaged Pupils 'Very High'</p> <p>English Learners 'High'</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities 35.5% 'Medium'</p> <p>Homeless 66.7% 'High'</p> <p>CALPADS Dual Enrollment Credit Attainment 2020: All students 48%</p> <p>Socioeconomically Disadvantaged Pupils 50%</p> <p>English Learners 23.4%</p> <p>Foster Youth 40%</p> <p>Students with Disabilities 17.5%</p>	<p>Students with Disabilities 35.5% 'Medium'</p> <p>Homeless 66.7% 'High'</p> <p>CALPADS Dual Enrollment Credit Attainment 2020-21: All students 35.1%</p> <p>Socioeconomically Disadvantaged Pupils 37%</p> <p>English Learners 18.1%</p> <p>Students with Disabilities 10.1%</p> <p>California Dashboard Four-Year Cohort College Credit All students 78%</p> <p>Socioeconomically Disadvantaged Pupils 77%</p> <p>English Learners 66%</p> <p>Students with Disabilities 44%</p> <p>Homeless 59%</p>	<p>Disadvantaged Pupils 43.73%</p> <p>English Learners 21.9%</p> <p>Students with Disabilities 16.84%</p> <p>California Dashboard Four-Year Cohort College Credit All students 84.2%</p> <p>Socioeconomically Disadvantaged Pupils 83.5%</p> <p>English Learners 72.3%</p> <p>Students with Disabilities 53.1%</p> <p>Homeless 45.0%</p>		<p>Students with Disabilities 35.5%</p> <p>'High'</p> <p>Homeless 66.7% 'High'</p> <p>CALPADS Dual Enrollment Credit Attainment 2020: All students 50%</p> <p>Socioeconomically Disadvantaged Pupils 52%</p> <p>English Learners 25%</p> <p>Foster Youth 42%</p> <p>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
1.1	High quality instruction	<p>The DJUHSD will ensure English learners, foster youth, and economically disadvantaged students are provided with high quality instruction by continuing to:</p> <p>a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA &amp; Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instruction to close the academic achievement gap among subgroups.</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/ARP funding only:</p> <p>1. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils have continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered because of COVID-19 school closures.</p>	\$402,900.00	Yes
1.2	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 and use of assessment data to improve student academic achievement. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, Literacy, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co- teaching.</p>	\$830,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of English learners and economically disadvantaged pupils.</p> <p>c) Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and economically 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>		
1.3	Teacher Retention	The district will continue to fund a portion of salary increase to retain teachers in order to provide English learners and economically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population.	\$784,222.00	Yes
1.4	Supplemental instructional materials	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 economic status (LCFF).	\$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	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 economically 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 economically 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 economically 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 economically 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 b, c, and d.</p> <p>g. Fund an additional bus driver for each comprehensive high school to transport students to other district schools for access to a broad course of study and to close the College and Career Indicator as well as the college credit gap for English learners and economically disadvantaged students.</p> <p>h. Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities.</p>	\$335,002.00	Yes
1.6	Reduced class size	The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners by:	\$3,426,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>a. Maintaining the additional two English and six 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 economically disadvantaged pupils.</p> <p>c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.</p>		
1.7	Support staff	<p>The district will continue to provide support staff to improve student outcomes by:</p> <p>a. Increasing EL Program Specialists to two full-time for more effective monitoring of English learner progress and implementation of 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> <p>c. Maintaining the district level Director of Instruction, Data, and Assessments for implementation of common instructional practices and assessments; use of 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 economically disadvantaged pupils.</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 economic status.</p>	\$1,250,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Academic Coaches	<p>The district will continue to provide academic coaches to improve teaching for English learners, foster youth and economically 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 economically disadvantaged students with disabilities.</p> <p>b. Providing 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 economically disadvantaged students.</p>	\$71,806.00	Yes
1.9	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> <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 economically disadvantaged students;</p> <p>c. Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for economically 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 economic status.</p>	\$949,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	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 economically disadvantaged pupils in attaining UC a-g college preparedness and improving student learning.	\$565,685.00	Yes
1.11	UC a-g preparedness and AP passing strategies	The district will continue to provide opportunities for the school sites to improve college readiness by: <ul style="list-style-type: none"> <li>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 students and subgroups.</li> <li>b. Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of economically disadvantaged pupils.</li> <li>c. Providing visitations to four-year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population.</li> <li>d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g preparedness for English learners and economically disadvantaged pupils.</li> </ul>	\$190,000.00	Yes
1.12	Technology	The district will continue to purchase updated technology and data management (Illuminate) system annual licenses. Updated technology is targeted to enhancing and improving the digital literacy of English learners and economically disadvantaged pupils. The data management systems will be used to analyze formative and summative assessments targeted at closing the academic achievement gap for these subgroups.	\$1,320,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
1.13	Student and staff recognition	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, homeless and foster youth, and economically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment attaining high academic performance of our economically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English learners, homeless and foster youth, and economically disadvantaged pupils.	\$105,000.00	Yes

## Goal Analysis [2022-23]

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.

Planned actions for Goal 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, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:

**ACTION 1.1 – HIGH QUALITY INSTRUCTION:** Seventeen Wednesday late starts were provided for teachers to analyze data and refine instruction to close the achievement gap of foster youth, English learners and low-income students. In addition, teachers were provided with extra duty time after school for refinement of curriculum and assessments based on data analysis.

**ACTION 1.2 – PROFESSIONAL DEVELOPMENT AND SUPPORT:** Two teacher duty days were held before the start of each semester for professional development geared towards analyzing data for improving instruction and student outcomes. The district continued to fund both the teacher induction program along with mentors to assist new teachers.

**ACTION 1.3 – TEACHER RETENTION:** A portion of salary increases to retain teachers continued to be funded for the purpose of providing consistent quality instruction.

**ACTION 1.4 – SUPPLEMENTAL INSTRUCTIONAL MATERIALS:** Student achievement was supported by maintaining contracts for supplemental standards aligned instructional materials, software and supplies.

**ACTION 1.5 – SUPPLEMENTAL INSTRUCTION AND INTERVENTIONS:** Interventions during the day as well as after school and Saturday tutorials to close the achievement gap took place throughout the year. The actions pertaining to portions of summer school along with field trips, incentives and transportation were all implemented as planned. The action to fund additional bus driver for each comprehensive high school to transport students for access to a broad course of study was not implemented. This was due in large part to student educational partners not expressing interest in leaving home school to attend another district school. Instead, the district provided additional sections at each school to accomplish the same goal.

**ACTION 1.6 – REDUCED CLASS SIZE:** This action provided for additional teachers to lower the average class size in core subjects, allowing foster, English learner and low-income students to have fewer barriers to accessing their teachers and instructional supports.

**ACTION 1.7 – SUPPORT STAFF:** All positions supported through this action were filled during the 2022-23 school year for the purpose of supporting staff to improve student outcomes.

**ACTION 1.8 – ACADEMIC COACHES:** Coaches supported teachers through modeling instructional strategies that engaged students in learning content standards and supported the instructional needs of foster youth, English learners, student with disabilities and low-income students.

**ACTION 1.9 – CLASSIFIED SUPPORT STAFF:** The support staff in this action including ELD Clerks, IT support, work-based learning/homeless/foster staff and instructional assistants were all maintained to provide targeted support for foster youth, English learners and low-income students.

**ACTION 1.10 – INCREASED UC A-G AND AP SECTIONS:** Additional sections of UC a-g and AP sections were offered to reduce the need for student travel between district campuses as well as allowed for smaller group interactions, enrichment and overall progress towards mastery.

**ACTION 1.11 – UC A-G PREPAREDNESS AND AP PASSING STRATEGIES:** Resources were spent this year to provide students opportunities to repeat a-g coursework online, cover the cost of AP exam fees, provide college visitation trips and hold parent workshops on college readiness and a-g requirements.

**ACTION 1.12 – TECHNOLOGY:** Purchasing updated technology and data management licenses continued to be a high priority throughout the 2022-23 school year. Laptop carts and updated desktop computers were provided to school site staff.

**ACTION 1.13 – STUDENT AND STAFF RECOGNITION:** Student and staff recognition events to celebrate student achievement on state indicators took place throughout the year at all school in the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

When examining the differences between budgeted expenses and the estimated actuals for Goal 1, the following actions did not expend funds as planned:

**ACTION 1.3 – TEACHER RETENTION:** An additional \$499,863 was added for this action due to increased teacher salary costs after collective bargaining agreement.

**ACTION 1.5 – SUPPLEMENTAL INSTRUCTION AND INTERVENTIONS:** No funds were expended on service “G” resulting in difference between budgeted and actual expenditures. These funds were shifted to support increased sections.

**ACTION 1.6 – REDUCED CLASS SIZE:** An additional 1,194,531 was added to cost for this action to add additional teacher assignments for class size reduction.

**ACTION 1.10 – INCREASED UC A-G AND AP SECTIONS:** An additional 231,689 was added to increase sections on campus and eliminate the need to transporting students between district schools.

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

An analysis of the data for Goal 1, yielded the following outcomes:

**ACTION 1.1 – HIGH QUALITY INSTRUCTION:**

- Maintained 2022 SBAC met standard English and mathematics (ELA 64%; Math 25.6%) and for economically disadvantaged pupils (ELA 63%; Math 24%);
- Increased CAA English and mathematics Level 3 from 14% to 62%;
- Maintained 2022 CAST ‘Met Standard’ for all students and socioeconomically disadvantaged students;
- Increased 2022 UC a-g rates well above state levels for English learners from 35.2% to 41.7% and economically disadvantaged students from 52.6% to 59.1%; Increased SED rates from 14.5% to 29.6%.
- Increased from a “low” status 37% of English learners making progress towards language proficiency to “medium” of 52%.
- Increased 2022 Reclassification rate from 12.7% to 14.3%.
- Attained 2020 College and Career Indicator at a ‘Very High’ status for economically disadvantaged pupils, ‘High’ status for homeless youth, and ‘Medium’ status for the English learner subgroup;
- Increased the AP passing rate for all students from 38% to 42%, and the economically disadvantaged rate from 38.7% to 47%;

- Improved the 2021-2022 four-year cohort college credit attainment to 84.2% for all students, 83.5% for economically disadvantaged students, 72.3% of English learners, and 53.1% of students with disabilities.

**ACTION 1.2 – PROFESSIONAL DEVELOPMENT AND SUPPORT, ACTION 1.3 – TEACHER RETENTION, ACTION 1.4 – SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

- These practices have been effective in maintaining implementation of content standards (CA Dashboard Standard Met) as well as attaining the noted achievements in Action 1.

**ACTION 1.5 – SUPPLEMENTAL INSTRUCTION AND INTERVENTIONS, ACTION 1.6 – REDUCED CLASS SIZE, ACTION 1.7 – SUPPORT STAFF, ACTION 1.8 – ACADEMIC COACHES:**

- Each of these actions have been principally directed and effective in attaining SBAC ‘Met Standard’ in ELA and Math, UC a-g and EL reclassification rates well above state and county levels, increasing dual enrollment credit attainment, and attaining the noted achievements in Action1.

**ACTION 1.10 – INCREASED UC A-G AND AP SECTIONS, ACTION 1.11 – UC A-G PREPAREDNESS AND AP PASSING STRATEGIES:**

- The additional UC a-g and AP sections in Action 10 have been effective in maintaining the increased UC a-g rates in every subgroup (5-15%) and AP passing rate as noted in Action 1

**ACTION 1.12 – TECHNOLOGY:**

- Student progress has been determined to be effective based on attaining SBAC met standard English and mathematics above county and state levels; UC a-g rates well above state levels for English learners and economically disadvantaged students; maintaining English learner reclassification rates above state levels; improving AP passing rates; and increasing dual enrollment credit attainment for all subgroups.

**ACTION 1.13 – STUDENT AND STAFF RECOGNITION:**

- This action has been effective in maintaining a culture that nurtures the improved student outcomes noted on the SBAC ELA and mathematics for economically disadvantaged pupils; UC a-g and CTE completion rates for English learners, foster youth, and economically disadvantaged pupils; English learner progress; AP passing for economically disadvantaged students; and college preparedness for English learners, homeless youth, and economically disadvantaged pupils as previously indicated.

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.

Amendments to the actions and or services for the 2023-2024 LCAP include:

ACTION 1.3 – TEACHER RETENTION: Increase to funding to account for salary increase that resulted from collective bargaining agreement.

ACTION 1.5 – SUPPLEMENTAL INSTRUCTION AND INTERVENTIONS: Item “G” from the 2022-23 LCAP was eliminated due to student educational partners not expressing a desire to travel between district campuses to attend broad course of study classes.

ACTION 1.6 – REDUCED CLASS SIZE: Additional class size reduction teacher in mathematics to improve A-G passing rates and assessment results.

No additional changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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 economically disadvantaged pupils.

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 economically disadvantaged pupils, homeless and foster youth, English learners, and economically disadvantaged students with disabilities. Our district has a noted gap on the number and percentage of students who complete the State Board of Education-approved College and Career Indicator (CCI) measures among the economically disadvantaged students with disabilities and English learners subgroups when compared to all pupils and the economically disadvantaged subgroups. The district intends on maintaining the 'Very High' California Dashboard CCI status for economically disadvantaged pupils and improving the English learner performance level.

There is an additional gap in the dual enrollment college credit cohort attainment among all pupils (84.2%) and economically disadvantaged pupils (83.5%) when compared to English learners (72.3%), homeless youth (45.0%) and economically disadvantaged students with disabilities (57%). Our district will continue to focus on the improved physical fitness outcomes of foster youth, English learner and low-income students through local calculation of physical fitness test results.

Additionally, the district’s goal is to continue maintaining or improving the CTE completion rate of economically disadvantaged pupils (30.4%), English learners (22.6%), and homeless youth (25.0%); 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 economically disadvantaged pupils (75.9%) and increase the number of English learner and economically disadvantaged 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,	Parent and Student Surveys, CALPADS,	Parent and Student Surveys, CALPADS,	Parent and Student Surveys, CALPADS,		Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>&amp; California School Dashboard Priority 7 The extent to which - (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.</p>	<p>&amp; California School Dashboard</p> <p>California Dashboard 'Standard Met'</p> <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</p>	<p>&amp; 2021 California School Dashboard</p> <p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree</p> <p>CALPADS Dual Enrollment Credit 2020-21: All students 35.1% Socioeconomically Disadvantaged Pupils 37% English learners 18.1% Students with Disabilities 10.1%</p> <p>CA Dashboard College and Career Indicator 2021: CCI was not reported on the 2021 dashboard.</p>	<p>&amp; 2021 California School Dashboard</p> <p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Fall 2022 Survey 93% Pupils agree 97% Parents agree</p> <p>CALPADS Dual Enrollment Credit 2021-22: All students 43.16% Socioeconomically Disadvantaged Pupils 41.87% English learners 15.02% Students with Disabilities 13.61%</p> <p>CA Dashboard College and Career Indicator 2022: CCI was not reported on the 2022 dashboard.</p>		<p>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 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
	Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status 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.	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: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5%	California Dashboard 'Standard Met'  Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree  CALPADS Dual Enrollment Credit 2020-21: All students 35.1% Socioeconomically Disadvantaged Pupils 37% English learners 18.1% Students with Disabilities 10.1%	California Dashboard 'Standard Met'  Access to a Broad Course of Study Fall 2022 Survey 93% Pupils agree 97% Parents agree  CALPADS Dual Enrollment Credit 2021-22: All students 43.16% Socioeconomically Disadvantaged Pupils 41.87% English learners 15.02% Students with Disabilities 13.61%		Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree  Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20%  College and Career Indicator



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status	CA Dashboard College Credit 2021 Cohort: All students 77.9% Socioeconomically Disadvantaged Pupils 77.2% English learners 65.9% Students with Disabilities 40.1% Homeless 59.1%  CA Dashboard College and Career Indicator 2021: CCI was not reported on the 2021 dashboard.	CA Dashboard College Credit 2022 Cohort: All students 84.2% Socioeconomically Disadvantaged Pupils 83.5% English learners 72.3% Students with Disabilities 53.1% Homeless 45.0%  CA Dashboard College and Career Indicator 2022: CCI was not reported on the 2022 dashboard.		All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners '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%	California Dashboard 'Standard Met'  Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree  Dual Enrollment Credit 2020-21: Students with Disabilities 10.1%	California Dashboard 'Standard Met'  Access to a Broad Course of Study Fall 2022 Survey 93% Pupils agree 97% Parents agree  Dual Enrollment Credit 2021-22: Students with Disabilities 13.61%		Standard Met - Access to Broad Course of Study 98% Pupils agree 98% Parents agree  College and Career Indicator: Students with Disabilities 'High' Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status	CA Dashboard College Credit 2021 Cohort: Students with Disabilities 40.1%  College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status	CA Dashboard College Credit 2021 Cohort: Students with Disabilities 53.1%  College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status		
CALPADS, College Board AP passing Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	College Board AP Passing World Language: All pupils 87% Socioeconomically Disadvantaged Pupils 87.6%  State Seal of Biliteracy 13.6%  CALPADS CTE completers 2020 cohort: All students 50% Socioeconomically Disadvantaged Pupils 53% English Learners 47.7%	2021 College Board AP Passing World Language: All pupils 70% Socioeconomically Disadvantaged Pupils 71.4%  State Seal of Biliteracy All pupils 15.8% Socioeconomically Disadvantaged Pupils 16.7% English Learners 20.8% Students with Disabilities 4.0% Homeless 13.6%	2022 College Board AP Passing World Language: All pupils 76% Socioeconomically Disadvantaged Pupils 75.9%  State Seal of Biliteracy All pupils 14.9% Socioeconomically Disadvantaged Pupils 15.1% English Learners 3.3% Students with Disabilities 1.0% Homeless 10%		World Language: AP Passing 88% Socioeconomically Disadvantaged 88.5% State Seal of Biliteracy 20%  Career Technical Education Completers All students 55% Socioeconomically Disadvantaged 55% English Learners 50% Students with Disabilities 50% Homeless 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 49% Homeless 31%	CALPADS CTE completers 2021 cohort: All students 40.10% Socioeconomically Disadvantaged Pupils 39.80% English Learners 31.80% Students with Disabilities 33.30% Homeless 27.30%	CALPADS CTE completers 2022 cohort: All students 31.4% Socioeconomically Disadvantaged Pupils 30.4% English Learners 22.6% Students with Disabilities 16.7% Homeless 25.0%		
Dataquest Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Dataquest Physical Fitness Test - Healthy Fitness Zone 2019  Aerobic Capacity All pupils 64.9% Socioeconomically Disadvantaged 63.4%  Body Composition All pupils 51.4% Socioeconomically Disadvantaged 50.3%  Abdominal Strength	LEA Calculation - Healthy Fitness Zones 2021  Aerobic Capacity Pacers 31.50  Body Composition All pupils 27.07  Abdominal Strength All pupils 10.24  Trunk Extension All pupils 8.70	LEA Calculation - Healthy Fitness Zones 2022  Aerobic Capacity Pacers 35.00  Body Composition All pupils 25.80  Abdominal Strength All pupils 9.67  Trunk Extension All pupils 9.22		Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 66% Socioeconomically Disadvantaged 65%  Body Composition All pupils 53% Socioeconomically Disadvantaged 52%  Abdominal Strength

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>Upper Body Strength All pupils 9.73</p> <p>Flexibility All pupils 9.69</p>	<p>Upper Body Strength All pupils 9.80</p> <p>Flexibility All pupils 9.94</p>		<p>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 subdivision (a) to (i) of section 51220.	PPAACC finals Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings	PPAACC finals 2022 Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings	PPAACC finals 2023 Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings		Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Choir: Superior ratings	Choir: Superior ratings	Choir: Superior ratings		Choir: Superior ratings

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 economically 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/ARP 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>	\$286,450.00	Yes
2.2	Professional development	<p>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 for English learners, homeless pupils, foster youth and economically disadvantaged students.</p>	\$70,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	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 economic status.	\$93,000.00	Yes
2.4	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 economically 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 Assistant two period block of each at the three comprehensive school sites.</p> <p>c. Maintain the additional CTE and dual enrollment sections.</p> <p>d. Additional teacher at DHS to start Home Ec. and Fashion Pathway.</p>	\$2,459,277.00	Yes
2.5	CTE and dual enrollment support staff	<p>The district will continue to provide CTE and dual enrollment support staff for improved or maintained 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and economically disadvantaged pupils.</p> <p>a. Maintain CTE Director for articulation of courses and coordination of dual enrollment and work-based learning activities.</p> <p>b. Hire three full time Dual Enrollment – College and Career Clerks to assist foster youth, English learners and low-income students in registering for dual enrollment courses.</p>	\$470,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	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 economic 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 economically 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 economically 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 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 economically disadvantaged pupils at Valley High School by continuing to provide course offerings in jazz band, nutrition, and a personal finance.</p>	\$454,405.00	Yes
2.7	Other EC 51220 outcomes	<p>The district will continue to provide opportunities to improve outcomes in other areas for English learners, foster and homeless youth, and pupils of low economic status.</p> <p>a. Maintain athletic trainers to provide and implement safe physical activity practices and improve outcomes in physical fitness for economically disadvantaged pupils.</p>	\$446,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Maintain reduced class size in physical education grade 9 to meet Physical Fitness Test outcomes for economically disadvantaged students.</p> <p>c. Continue to provide afterschool programs and intervention to improve student outcomes.</p>		
2.8	Supplemental Activities	The district will continue to provide instructional field trips and visitations to four-year universities, community colleges, and vocational institutions 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 economic status.	\$97,500.00	Yes
2.9	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.	\$800,000.00	Yes

## Goal Analysis [2022-23]

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.

Planned actions for Goal 2, 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, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:



**ACTION 2.1 – HIGH QUALITY INSTRUCTION:** Seventeen Wednesday late starts were provided for teachers to analyze data and refine instruction to close the achievement gap of foster youth, English learners and low-income students. In addition, teachers were provided with extra duty time after school for refinement of curriculum and assessments based on data analysis.

**ACTION 2.2 – PROFESSIONAL DEVELOPMENT:** Professional development opportunities were planned for teachers, counselors and administrators throughout the school year.

**ACTION 2.3 – SUPPLEMENTAL MATERIALS, EQUIPMENT AND SUPPLIES:** Student achievement was supported through purchase of supplemental standards aligned instructional materials and supplies.

**ACTION 2.4 – CTE AND DUAL ENROLLMENT:** Delano Joint Union High School District (DJUHSD) continued to provide a robust offering of Dual Enrollment (DE) and Career Technical Education (CTE) classes to ensure a comprehensive course of study.

**ACTION 2.5 – CTE AND DUAL ENROLLMENT STAFF:** The DJUHSD maintained the position of CTE Director and dual enrollment clerk as planned. The clerk position was left vacant for two months due to staff member leaving for another position within the district.

**ACTION 2.6 – ACCESS TO A BROAD COURSE OF STUDY:** DJUHSD continued to support a rigorous Visual and Performing Arts program by funding an additional music teacher at RFK and DHS along with music coaches at all three comprehensive high schools.

**ACTION 2.7 – OTHER EC 51220 OUTCOMES:** Athletic trainers were contracted to provide and implement safe physical activity practices along with improving physical fitness outcomes.

**ACTION 2.8 – SUPPLEMENTAL ACTIVITIES:** DJUHSD provided supplemental activities to foster youth, English learner and low-income students through the organizing of instructional field trips, college visitations, vocational school outings and funding competitions to enhance student learning and achievement outcomes.

**ACTION 2.9 – TECHNOLOGY:** Purchasing updated technology and data management licenses continued to be a high priority throughout the 2022-23 school year. Laptop carts and updated desktop computers were provided to school site staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

When examining the differences between budgeted expenses and the estimated actuals for Goal 2, the following actions did not expend funds as planned:

**ACTION 2.1 – HIGH QUALITY INSTRUCTION:** An additional \$30,884 was added for this action due to increased teacher salary costs after collective bargaining agreement.

**ACTION 2.2 – PROFESSIONAL DEVELOPMENT:** Estimated actual expenditures in professional development were less than planned expenditures due to comprehensive site administration delivering trainings in lieu of contracting for services.

**ACTION 2.3 – SUPPLEMENTAL MATERIALS, EQUIPMENT AND SUPPLIES:** The purchase of supplemental materials, equipment and supplies from other grant funding sources resulted in less spending than budgeted expenditures.

**ACTION 2.4 – CTE AND DUAL ENROLLMENT:** An additional \$153,776 was added to the cost of this action to provide dual enrollment sections at each comprehensive high school in the place of transporting students to different campuses.

**ACTION 2.5 – CTE AND DUAL ENROLLMENT STAFF:** Estimated actual expenditures was less than budgeted due to dual enrollment clerk position being vacant for part of the year.

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

An analysis of the data for Goal 2 yielded the following outcomes:

**ACTION 2.1 – HIGH QUALITY INSTRUCTION, ACTION 2.2 – PROFESSIONAL DEVELOPMENT, ACTION 2.3 – SUPPLEMENTAL MATERIALS, EQUIPMENT AND SUPPLIES, ACTION 2.8 – SUPPLEMENTAL ACTIVITIES, ACTION 2.9 – TECHNOLOGY:**  
These actions have been effective in maintaining State Seal of Biliteracy rates above the state average(15.9% compared to 12.3%); Graduates meeting UC/CSU requirements well above the state average for all students (60.9%), English learners (41.7%), students with disabilities (29.6%), homeless youth (14.3%), and economically disadvantaged pupils (59.1%); and attainment of college credit attainment in the combined graduation rate of 84.2% of all pupils, 72.3% of English learners, 45.0% homeless youth, 83.5% of economically disadvantaged pupil, and 53.1% of students with disabilities. These actions have also contributed to improved Physical Fitness Test results for low-income students along with maintaining 1st place and superior ratings in visual performing arts competitions.

**ACTION 2.4 – CTE AND DUAL ENROLLMENT, ACTION 2.5 – CTE AND DUAL ENROLLMENT STAFF:**  
These actions have been effective in closing CTE completion gap for English learners (22.6%), students with disabilities (16.7%), and economically disadvantaged pupils (30.4%) when compared to all pupils (31.4%). This resulted in 701 graduates completing at least two semesters of dual enrollment credit and significantly improved rates in 2022 for all pupils, economically disadvantaged students, English learners, homeless youth, and students with disabilities.

**ACTION 2.6 – ACCESS TO A BROAD COURSE OF STUDY, ACTION 2.7 – OTHER EC 51220 OUTCOMES:**

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, economically disadvantaged pupils and students with disabilities as well as the accomplishment of superior ratings and first place rankings for the visual performing arts.

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.

Amendments to the actions and or services for the 2023-2024 LCAP include:

**ACTION 2.4 – CTE AND DUAL ENROLLMENT:** An additional CTE teacher at DHS to offer Home Economics and Fashion pathway course offerings to improve CTE completion rates.

**ACTION 2.5 – CTE AND DUAL ENROLLMENT STAFF:** Item “B” was changed from “Maintain the dual enrollment clerk” to “Hire three full time Dual Enrollment – College and Career Clerks to assist foster youth, English learners and low-income students in registering for dual enrollment courses”.

**ACTION 2.7 – OTHER EC 51220 OUTCOMES:** Additional department tutorial and credit recovery after school programs will be offered to students to support A-G completion and graduation rates.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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 damaged concrete caused by tree roots effective safe path of travel for students at Cesar E. Chavez High School and Robert F. Kennedy High School; the damaged cafeteria tables at Cesar E. Chavez High School; and the outdoor benches and tables at Robert F. Kennedy High School.

The DJUHSD has also identified the need to improve pupil attendance; reduce chronic absenteeism of English learners, economically 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 foster youth, English learners and low-income students.

The district, however, noted an increase in the suspension rates in 2022 for the Foster youth and English learner subgroups. Parent and student surveys administered in fall of 2022 indicate that student sense of safety and school connectedness improved from the previous year. 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 economically 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	California Dashboard (no new dashboard indicator for 2021) Facilities Inspection Tool "Good Repair"	California Dashboard 'Standard Met' Facilities Inspection Tool (FIT) "Good Repair"		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
	<p>Deficiencies And Extreme Deficiencies) 1</p> <p>Facilities Inspection Tool "Good Repair"</p>				
<p>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</p>	<p>California Dashboard Self Reflection Tool &amp; Parent Survey Standard Met</p> <p>Full Implementation and Sustainability</p> <p>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</p>	<p>2021 California Dashboard Self Reflection Tool &amp; Parent Survey Standard Met</p> <p>Full Implementation and Sustainability</p> <p>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 November 2021 to 798 parents. The results of these surveys indicate that</p>	<p>2022 California Dashboard Self Reflection Tool &amp; Parent Survey Standard Met</p> <p>Full Implementation and Sustainability</p> <p>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 November 2022 to 1096 parents. The results of these surveys indicate that</p>		<p>Standard Met Full Implementation and Sustainability</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school/district seeks input from parents in making decisions for the school and district.	97.4% of parents agree the school/district seeks input from parents in making decisions for the school and district.	96.8% of parents agree the school/district seeks input from parents in making decisions for the school and district.		
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.	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability  Parent Surveys October 2020 95.4% parents agree the school promotes family engagement activities	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability  Parent Surveys November 2021 93.5% parents agree the school promotes family engagement activities	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability  Parent Surveys November 2022 98% parents agree the school promotes family engagement activities		Standard Met Full Implementation and Sustainability
California School Dashboard Priority 3(C) Parental involvement and family engagement, including how the school district will	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to		Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>promote parental participation in programs for individuals with exceptional needs.</p>	<p>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,</p>	<p>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 educational partner 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 voice and text messaging, social media, the school marquee, mailings,</p>	<p>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 educational partner 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 voice and text messaging, social media, the school marquee, mailings,</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and posting events on our websites. California Dashboard Self Reflection Tool &amp; Parent Survey Standard Met 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>and posting events on our websites. California Dashboard Self Reflection Tool &amp; Parent Survey Standard Met 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>and posting events on our websites. California Dashboard Self Reflection Tool &amp; Parent Survey Standard Met 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>Aeries Student Data System Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance</p>	<p>Aeries School year 2019-20 Attendance rate 95.9%</p>	<p>Aeries School year 2020-21 Attendance rate 97.3%</p>	<p>Aeries School year 2022-23 Attendance rate 93.0%</p>		<p>Attendance rate 96.7%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% Homeless 16.4%	Dataquest 2020-21 Chronic Absenteeism All students 9.9% Socioeconomically Disadvantaged pupils 10.4% English learners 16.5% Students with Disabilities 17.4%	Dataquest 2021-22 Chronic Absenteeism All students 29.0% Socioeconomically Disadvantaged pupils 30.1% English learners 36.9% Students with Disabilities 42.1%		Dataquest All students 11% Socioeconomically Disadvantaged pupils 10.5% English learners 12% Students with Disabilities 15% Foster Youth 0% Homeless 12%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (C) Middle school dropout rates	Not applicable	Not applicable	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	Dataquest 2021 Cohort Dropouts All students 2.7% English learners 4.4% Socioeconomically	Dataquest 2022 Cohort Dropouts All students 2.7% English learners 5.8% Socioeconomically		All students 2.0% Socioeconomically Disadvantaged pupils 2.5% English learners 4.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged pupils 2.7% Students with disabilities 8.3% Homeless 5.6%	Disadvantaged pupils 2.8% Students with disabilities 7.4% Homeless 4.2%	Disadvantaged pupils 2.8% Students with disabilities 6.6% Homeless 11.2%		Students with disabilities 5.0% Homeless 4.0%
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	Dataquest 2021 Cohort Graduation Rate All students 94.5% 'High' Status Socioeconomically Disadvantaged pupils 94.3% 'High' Status English learners 90.4% 'High Status' Students with disabilities 80.9% 'Medium' Status Homeless 91.7% 'High' Status	Dataquest 2022 Cohort Graduation Rate All students 95.0% 'Very High' Status Socioeconomically Disadvantaged pupils 94.9% 'High' Status English learners 89.7% 'Medium' Status Students with disabilities 77.2% 'Low' Status Homeless 77.8% '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	Dataquest 2020 Suspension Rate All students 1.3% 'Low Status' Socioeconomically	Dataquest 2021 Suspension Rate All students 0%'Very Low Status' Socioeconomically	Dataquest 2022 Suspension Rate All students 1.3%'Very Low Status'		All students 1.2% 'Low Status' Socioeconomically Disadvantaged pupils 1.2% 'Low Status'

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(A) Pupil suspension rates	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'	Disadvantaged pupils 0% 'Very Low Status' English learners 0% 'Very Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 0% 'Very Low Status' Homeless 0% 'Very Low Status'	Socioeconomically Disadvantaged pupils 1.4% 'Very Low Status' English learners 2.1% 'Low status' Foster Youth 4.8% 'Medium' Students with disabilities 2.0% 'Low Status' Homeless 6.3% 'High'		English learners 1.5% 'Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 1.5% 'Low Status' Homeless 3.0% 'Medium 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%	Dataquest 2021 Expulsion rate All students 0.05% Socioeconomically Disadvantaged pupils 0% English learners 0.0%	Dataquest 2022 Expulsion rate All students 0.1% Socioeconomically Disadvantaged pupils 0.2% English learners 0.1%		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,	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	Standard Met A local climate survey was administered in November of 2021 to students, parents, and teachers.  The results of this survey indicate that 91.5% of students;	Standard Met A local climate survey was administered in November of 2022 to students, parents, and teachers.  The results of this survey indicate that 89% of students; 95%		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
parents, and teacher on the sense of safety and school connectedness	<p>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.</p> <p>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.</p>	93.4% of parents; and 89% of teachers have a sense of school safety. This survey also reflects that 74% of students; 98% of parents; and 98.3% of the teachers feel connected to their school.	of parents; and 93% of teachers have a sense of school safety. This survey also reflects that 89% of students; 95% of parents; and 93% of the teachers feel connected to their school.		

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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 as well as improve student sense of safety for English learners, foster and homeless youth, and economically disadvantaged pupils.	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Supplementary materials	The district will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment to improve chronic absenteeism and graduation rates for the unduplicated pupil population.	\$257,200.00	Yes
3.3	Alternative educational settings	The district will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and economically disadvantaged pupils. a. Maintain the district Opportunity Program teacher as an alternative educational setting. b. Maintain three academic intervention teachers – one for each comprehensive school site to provide behavioral improvement instruction.	\$596,593.00	Yes
3.4	Additional academic support and options	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 economic status. a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and economically disadvantaged youth. b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population. 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.	\$723,935.00	Yes
3.5	Interventions	The district will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling.	\$97,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 economically disadvantaged pupils.		
3.6	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 economic status.</p> <p>a. Fund salary for three school psychologists, one marriage and family therapist and three nurses to provide health and social-emotional education for improved student academic achievement.</p> <p>b. Fund salary for four intervention counselors to provide behavior and social-emotional education for improved student academic achievement.</p> <p>c. Fund salary for three assistant principals of student affairs to facilitate school based social emotional programs for improved student school connectedness.</p>	\$2,332,257.00	Yes
3.7	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 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 economically disadvantaged pupils.</p>	\$1,150,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Maintain contract with Delano Police Department for three resource officers to 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; and critical social-emotional evaluations. The resource officers will also 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 economically 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> <p>d. Hire two 0.5 FTE attendance clerks for RFK and CCHS for increased parent contact to improve attendance rates of English learners and economically disadvantaged students.</p> <p>e. Hire three additional support staff to increase implementation of positive behavior intervention strategies to reduce suspension rates and improve attendance of English learners and economically disadvantaged pupils.</p>		
3.8	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 2022 survey indicate that 95% 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 and homeless youth, and economically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.</p>	\$722,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	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, economically disadvantaged pupils and homeless and foster youth.</p>	\$95,000.00	Yes
3.10	Facilities in good repair	<p>The district will continue to improve facilities to promote student engagement and school connectedness.</p> <p>a. New concrete to create outdoor spaces at CCHS and RFK to promote student participation in daily school activities.  b. Purchase outdoor benches around center quad at RFK to improve participation and connectedness among foster youth, English learners and low-income students.  c. Purchase tables for new outdoor spaces at CCHS for students to engage in activities provided by mental health team and study body.  d. Install new PA system at all school sites to improve communication of schoolwide events.  e. Maintain four and a half custodians to improve a learning environment conducive to learning.</p>	\$1,029,313.00	Yes
3.11	Parental involvement	<p>The district will continue to promote parental involvement to improve learning outcomes of English learners, foster and homeless youth and pupils of low economic status.</p> <p>a. Continue to conduct Parent Awareness workshops.  b. Continue to provide resources for parent outreach and assistance.</p>	\$326,878.00	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.		
3.12	Parent, student, and staff decision making	The district will continue to conduct district educational partner meetings for data analysis, outcome analysis and performance analysis.	\$22,500.00	Yes
3.13	Transportation	Provide additional bus and bus routes for home-to-school transportation at each comprehensive school site to expand services to students within the designated walking distance with the intent of increasing access to reliable transportation that will lead to increased attendance and supporting school connectedness of unduplicated students.  a. Fund three additional bus drivers	\$231,610.00	Yes

## Goal Analysis [2022-23]

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.

Planned actions for Goal 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, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:

**ACTION 3.1 – PROFESSIONAL DEVELOPMENT ON BEHAVIOR AND SOCIAL EMOTIONAL EDUCATION:** Professional development opportunities geared specifically on behavior and social-emotional education were planned for teachers, counselors and administrators throughout the school year.

**ACTION 3.2 – SUPPLEMENTARY MATERIALS:** Student behavior was supported through purchase of supplemental standards aligned instructional, social-emotional and behavioral intervention materials and supplies focusing specifically on improving absenteeism and graduation rates for foster youth, English learners and low-income students.

**ACTION 3.3 – ALTERNATIVE EDUCATIONAL SETTING:** DJUSHD maintained the opportunity program as an alternative educational setting. All three comprehensive high schools provided academic intervention teachers to provide other means of correction throughout the school year.

**ACTION 3.4 – ADDITIONAL ACADEMIC SUPPORT AND OPTIONS:** DJUHSD implemented all planned actions which included maintaining additional sessions of independent study, credit recovery as well as the extended teacher duty in order to provide additional opportunities for student and parent support.

**ACTION 3.5 – INTERVENTIONS:** All comprehensive high schools provided after school and Saturday intervention opportunities to increase academic achievement by offering additional instructional support for students with chronic absenteeism, behavioral concerns, social-emotional needs and at risk of not graduating.

**ACTION 3.6 – SUPPORT SERVICES: SOCIAL EMOTIONAL EDUCATION:** All positions outlined in this action were filled which included funding three psychologists, three nurses, four intervention counselors, three assistant principals and three intern psychologists in an effort to address barriers that impede learning and improve graduation, suspension and absenteeism rates.

**ACTION 3.7 – PUPIL ENGAGEMENT AND SCHOOL CLIMATE SUPPORT STAFF:** A contract with the City of Delano for School Resource Officers (SROs) was entered into for the 2022-23 school year to provide support and increased safety for all district campuses. Unfortunately, staffing limitations allowed for the placement of only one shared officer and not the three SROs initially planned. The district maintained the positions of discipline liaison and additional campus security and attendance clerks. In addition, a school social worker was hired to increase implementation of positive behavior intervention strategies and focus specifically on reducing absenteeism, dropouts and improve graduation rates.

**ACTION 3.8 – TECHNOLOGY AND INFORMATION:** DJUHSD continued to enhance communications with parents and families using Parent Square and maintaining the district website.

**ACTION 3.9 – SCHOOL CONNECTEDNESS:** DJUHSD continued to provide activities and schoolwide events for staff, students and families to foster an educational environment where all educational partners enjoy coming to campus.

**ACTION 3.10 – FACILITIES IN GOOD REPAIR:** Campus facility project reflected in this action were performed during the 2022-23 school year. These included repairing asphalt, roofs, benches and tennis courts. In addition, the four and a half custodians were maintained to support a clean and safe learning environment.

**ACTION 3.11 – PARENTAL INVOLVEMENT:** Parent workshops and resources continued to be provided in an effort to increase parental involvement in the district. The modified classified work calendar was also maintained to improve services to educational partners.

**ACTION 3.12 – PARENT, STUDENT AND STAFF DECISION MAKING:** All campuses in the district held educational partner meetings throughout the year to share outcome data along with gather feedback on current progress towards goals.

**ACTION 3.13 – TRANSPORTATION:** Home-to-school transportation was implemented for foster, English learner and low-income students that lived beyond the district established service area in order to increase daily attendance.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

When examining the differences between budgeted expenses and the estimated actuals for Goal 3, the following actions did not expend funds as planned:

**ACTION 3.2 – SUPPLEMENTARY MATERIALS:** The purchase of supplemental materials from other grant funding sources resulted in less spending than budgeted expenditures.

**ACTION 3.3 – ALTERNATIVE EDUCATIONAL SETTING:** The teachers that filled the academic intervention and Opportunity program positions was less than budgeted expenditures.

**ACTION 3.4 – ADDITIONAL ACADEMIC SUPPORT AND OPTIONS:** The need for fewer credit recovery sections than planned resulted in material difference for this action.

**ACTION 3.5 – INTERVENTIONS:** The need for fewer Saturday school sessions resulted in difference between budgeted expenditures and estimated actuals.

**ACTION 3.7 – PUPIL ENGAGEMENT AND SCHOOL CLIMATE SUPPORT STAFF:** The district was only able to hire one SRO and not the three officers initially planned.

**ACTION 3.10 – FACILITIES IN GOOD REPAIR:** Cost for facility projects was less than anticipated. As such there was a cost savings for this action that was transferred to cover other actions in the LCAP.

**ACTION 3.13 – TRANSPORTATION:** Only two of the planned three additional bus driver positions were able to be filled for the 2022-23 school year.

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

An analysis of the data for Goal 3 yielded the following outcomes:

**ACTION 3.1 – PROFESSIONAL DEVELOPMENT ON BEHAVIOR AND SOCIAL EMOTIONAL EDUCATION, ACTION 3.2 – SUPPLEMENTARY MATERIALS, ACTION 3.3 – ALTERNATIVE EDUCATIONAL SETTING:**

These actions have been effective in reducing the number of suspensions 'Very Low' for economically disadvantaged students (1.4%), 'Low' for Students with Disabilities (2.0%) and English learners (2.1%), and 'Medium' for foster youth (4.8%) as well as maintaining dropout rates below state average for all subgroups. These actions have also attributed to chronic absenteeism rates below state averages, improved school connectedness and pupil sense of safety, and a 'Medium' to 'High' graduation status for economically disadvantaged pupils (94.9%) and English learners (89.9%).

**ACTION 3.4 – ADDITIONAL ACADEMIC SUPPORT AND OPTIONS, ACTION 3.5 – INTERVENTIONS, ACTION 3.6 – SUPPORT SERVICES: SOCIAL EMOTIONAL EDUCATION, ACTION 3.7 – PUPIL ENGAGEMENT AND SCHOOL CLIMATE SUPPORT STAFF:**

These actions have demonstrated to be effective in maintaining chronic absenteeism rates below state level; maintaining 'Medium' to 'High' graduation rate on the California Dashboard for English learners and socioeconomically disadvantaged; increased student sense of safety to 93.0% based on student and parent surveys; reduced suspension rates of 'Low' to 'Very Low' status on the CA Dashboard for English learners and economically disadvantaged pupils; maintaining dropout rates (Dataquest) below county and state levels. These services were instrumental, as well, in the increased parent and student sense of safety of 94.0%.

**ACTION 3.8 – TECHNOLOGY AND INFORMATION, ACTION 3.9 – SCHOOL CONNECTEDNESS, ACTION 3.10 – FACILITIES IN GOOD REPAIR, ACTION 3.11 – PARENTAL INVOLVEMENT, ACTION 3.12 – PARENT, STUDENT AND STAFF DECISION MAKING, ACTION 3.13 – TRANSPORTATION:**

These actions were effective in the previously noted data reflecting 'Medium' to 'High' graduation status for English learners and economically disadvantaged pupils; dropout rates well below the state averages for all students, economically disadvantaged pupils, English learners, students with disabilities, and homeless youth; parent engagement (98.0% parents agree); reduced suspension rates for foster youth, English learners and low-income students; and chronic absenteeism rates below the state averages.

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.

Amendments to the actions and or services for the 2023-2024 LCAP include:

**ACTION 3.10 – FACILITIES IN GOOD REPAIR:** The following services have been added and will begin in the 2023-24 school year:

- a. New concrete to create outdoor spaces at CCHS and RFK to promote student participation in daily school activities.
- b. Purchase outdoor benches around center quad at RFK to improve participation and connectedness among foster youth, English learners and low-income students.
- c. Purchase tables for new outdoor spaces at CCHS for students to engage in activities provided by mental health team and study body.
- d. Install new PA system at all school sites to improve communication of schoolwide events.
- e. Maintain four and a half custodians to improve a learning environment conducive to learning.

**ACTION 3.13 – TRANSPORTATION:** Action “A. Fund three additional buses” from the 2022-23 LCAP was removed for the 2023-24 LCAP.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$20,250,087	\$2,633,229

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.80%	3.40%	\$1,547,694.54	45.21%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 and homeless youth, English learners, students with disabilities, and economically disadvantaged pupils were considered first in developing this goal. Educational partners 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, economically 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, homeless students, foster youth, and economically 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, homeless pupils, English learners, and low-income students as outlined in our state priority metrics.

## Academic Gaps and Achievements

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

- The 2022 California Dashboard continues at 'Standard Met' of teachers appropriately assigned and fully credentialed. For 2022-2023, teacher assignment local calculation data reflects 0.5% total teacher misassignment with an increase to 95% teachers fully credentialed.
- 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. This percentage was reduced to 2% for the 2022-2023 school year.

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

- 2022 California Dashboard & Williams Act Report reflects 'Standard Met' with 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 2022 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

- 2022 SBAC ELA -English language arts assessment results indicate English learner subgroup is in the 'very low-red' performance level with -49.9 Distance From Standard (DFS) compared to a 'medium-yellow' performance level for all students and economically disadvantaged pupils with a +25.1 and +19.3 DFS, respectively. The district has also identified the need to improve the

economically disadvantaged subgroup SBAC English from a 'Medium-yellow' status to a 'High- green' status on the California Dashboard.

- 2022 SBAC Mathematics - The English learner subgroup is in the 'very low-red' performance level with a -156 DFS and the economically disadvantaged subgroup (-87 DFS) in the 'Low-orange' performance compared to all students in the 'medium-yellow' (-81 DFS) performance level.
- 2022 CAASPP California Alternate Assessment (CAA) in English/Math- There is no achievement gap in any of the subgroups compared to the All Pupils.
- CAST 2022 - Performance on the CAST is 19.42% which is below the state level for all students (28%). There is a noted achievement gap for English learners (1%) 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

- The actions in this goal have been effective in the noted improvement of the 2021-2022 UC a-g achievement gaps for the English learner subgroup of 12.6% over the baseline year to 41.7%. The economically disadvantaged pupils 59.1% is now commensurate with the all pupils 60.1%.

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 31.4% of all pupils, 30.4% of economically disadvantaged students.
- There is a noted CTE completion gap with the English learners 22%, students with disabilities 16.7%, and, the homeless youth subgroup (25%) 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 (11%), students with disabilities (2.1%), and homeless youth (15%) completing both UC a-g and CTE when compared to all pupils (22%) and economically disadvantaged students (21.4%).

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 actions in this goal have been effective in increasing the English Learner Progress from 37% 'Low Status' to 52% 'Medium Status'.

#### 4(F) The English learner reclassification rate

- The English learner reclassification rate increased from 12.7% to 14% and continues to be above the state average. The district goal is to achieve 18% reclassification rate for the 23-24 school year.

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

- The actions of this goal have been effective in increasing the passing rates from 38% to 42% All Pupils, and from 38.2% to 47% for the economically disadvantaged students. The goal of the district is to continue to strive to obtain 45% of All Pupils and 59% of economically disadvantaged.

#### 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 a noted improvement on 2021-2022 English EAP College Preparedness for All Pupils (from 57.4% to 64%), English learners (from 11% to 18.67%), Economically Disadvantaged students (from 54.8-63.41%), and Students with Disabilities (from 8.5% to 14.86%).
- There is a noted gap with the English Learners and Students with Disabilities compared to the All students and socio-economically disadvantaged students.
- The 2021-2022 mathematics EAP College Preparedness has a noted gap for English learners (1%) and students with disabilities subgroup (2.7%) when compared to All Pupils 25.61% and Socioeconomically Disadvantaged pupils 24.19%.
- Actions in this goal were effective in a significant improvement of College credit attainment for English learners (72.3%), economically disadvantaged students (83.5%), students with disabilities (53.1%), and homeless subgroup (45%) over the baseline year.

#### 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

- Minimal or no exposure to academic language and English language development 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 or no opportunities in the community to participate in post-secondary opportunities outside of the high school setting
- Needed resources for transportation to participate in post-secondary vocational skills training or college/university courses provided outside of school or school of residence
- Lack of access to technology and connectivity
- Lack of resources for extra academic and social-emotional supports

Action 1 commits the district to ensuring all students are provided with a high-quality, standards aligned curriculum and instruction. 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 economically 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:

- Maintained 2022 SBAC met standard English and mathematics (ELA 64%; Math 25.6%) and for economically disadvantaged pupils (ELA 63%; Math 24%);
- Increased CAA English and mathematics Level 3 from 14% to 62%;
- Maintained 2022 CAST 'Met Standard' for all students and socioeconomically disadvantaged students;
- Increased 2022 UC a-g rates well above state levels for English learners from 35.2% to 41.7% and economically disadvantaged students from 52.6% to 59.1%; Increased SED rates from 14.5% to 29.6%.
- Increased from a "low" status 37% of English learners making progress towards language proficiency to "medium" of 52%.
- Increased 2022 Reclassification rate from 12.7% to 14.3%.
- Attained 2020 College and Career Indicator at a 'Very High' status for economically disadvantaged pupils, 'High' status for homeless youth, and 'Medium' status for the English learner subgroup;
- Increased the AP passing rate for all students from 38% to 42%, and the economically disadvantaged rate from 38.7% to 47%;
- Improved the 2021-2022 four-year cohort college credit attainment to 84.2% for all students, 83.5% for economically disadvantaged students, 72.3% of English learners, and 53.1% of students with disabilities.

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.

- These practices have been effective in maintaining implementation of content standards (CA Dashboard Standard Met) as well as attaining the noted achievements in Action 1.

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 economically disadvantaged students. The professional development activities include, but are limited to:

- Explicit Direct Instruction to check for understanding and re-teaching; UDL and DOK to promote critical thinking skills; Specially Designed Academic Instruction in English; ELD; Professional Learning Communities (PLC), Building Thinking (Mathematics) Classrooms, and Literacy Strategies (Close Reading, Writing, Annotation) in every classroom.

Mentors assist 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 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. Since the 2020-2021 Pandemic year, this action has been effective in maintaining teachers during a state-wide teacher shortage.

Actions 5, 6, 7, 8, and 9: Each of these actions have been principally directed and effective in attaining SBAC 'Met Standard' in ELA and Math, UC a-g and EL reclassification rates well above state and county levels, increasing dual enrollment credit attainment, and attaining the noted achievements in Action 1.

- Action 5: Reading, writing and math intervention during the day; Academic Tutorials and Summer School ELD and multiple opportunities to make up core classes; Saturday and academic boot camps;
- Action 6: Class size reduction;
- Action 7,8, 9: EL Specialists, Learning Directors, ELD Clerks, IT support staff, instructional assistants, Academic coaches.

Actions 10 and 11: The additional UC a-g and AP sections in Action 10 have been effective in maintaining the increased UC a-g rates in every subgroup (5-15%) and AP passing rate as noted in Action 1. 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 management system annual licenses (IXL, Ellevation, Newsela) to monitor student progress has been determined to be effective based on attaining SBAC met standard English and mathematics above county and state levels; UC a-g rates well above state levels for English learners and economically disadvantaged students; maintaining English learner reclassification rates above state levels; improving AP passing rates; and increasing dual enrollment credit attainment for all subgroups.

Action 13 which fosters celebrating and recognizing student success has 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 economically 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 economically disadvantaged pupils; UC a-g and CTE completion rates for English learners, foster youth, and economically disadvantaged pupils; English learner progress; AP passing for economically disadvantaged students; and college preparedness for English learners, homeless youth, and economically disadvantaged pupils as previously indicated.

## Goal 2

The DJUHSD continues to provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, career technical education and dual enrollment for all students, including foster youth, English learner, low-income, homeless, and students with disabilities.

As noted previously, the needs of foster youth, English learners, and low-income students were considered first in developing all the actions in Goal 2. Educational partners conducted data analysis to determine needs, evaluate current actions for effectiveness and recommended necessary modifications or additions. Available data was disaggregated by significant subgroups for all students, including foster youth, English learner, low-income, homeless, and students with disabilities. Actions were developed based on the extent to which all subgroups 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 economically 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 November 2022 reflect that 93% of pupils and 97% of parents agree the district provides access to a broad course of study. Our district has a noted gap in student group attainment of completing at least one Career Technical Education Pathway and a-g requirements for English learners (11.0%) when compared to all students (31.4%) and socio-economic disadvantaged (30.4%). The district intends on achieving the 'Very High' California Dashboard CCI status for socio-economic disadvantaged pupils and improving the English learner performance level the next time the dashboard is released for College and Career Readiness Indicator (CCI). The actions in Goal 2 were effective in increasing the percentage of English learner students completing college credit courses from 65.9% in 2021 to 72.3% in 2022. The percentage of English learner students that completed two semester college credit courses also increased from 46.8% in 2021 to 51.8% in 2022.

### Priority 8 Pupil Outcomes in Other Subject Areas

Our district will continue to focus on the improved physical fitness outcomes of the socio-economic disadvantaged subgroup. In the absence of state reported Physical Fitness Test data since 2019, the district has monitored and seen improvement or maintained in the areas of pacers, trunk extension, upper body strength and flexibility of all pupils. The actions in this goal have been effective in improving the college credit course attainment of socio-economic disadvantaged pupils from 65.9% in 2021 to 72.3% in 2022; Performing in the top 25% in Visual Performing Arts, Mock Trial, and Academic Decathlon; and improving the AP World Language passing rate for the economically disadvantaged pupils (75.9%). In 2023 both Robert F. Kennedy and Delano High school receiving recognition as two of the nine schools in the state to be awarded California Exemplary Dual Enrollment Schools. This was the first year of the award which encourages California schools to strengthen and expand their dual enrollment offerings with an emphasis on the inclusion of students of color, socioeconomically disadvantaged students, and students who are the first in the family to attend college. Both schools will hold the title for two years.

### Additional Conditions and Circumstances

The Delano Joint Union High School District attendance area encompasses 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 foster youth, English learner, low-income students. Consideration was given to conditions and circumstances that affect student's ability to attain improved outcomes for this goal. These factors include:

- Shared housing due to economic hardship that result poor learning environment outside of school
- Inability to participate in afterschool academic supports because of the need to care for younger siblings while parents are working
- Limited opportunities in the community to participate in post-secondary vocational skills training
- Needed resources for transportation to participate in post-secondary vocational skills training or concurrent enrollment in college/university outside of school
- Lack of 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 has provided 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, State Seal of Biliteracy attainment and improved physical fitness outcomes for foster youth, English learner and low-income students. This action provides instructional staff Professional Learning Community (PLC) time to conduct data analysis and determine student needs by answering the four 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 collaborate with peers in the refinement and modification of curriculum, instruction, and assessments. Teachers will be provided extra duty time to complete the refinement and modification of curriculum and assessments outside the designated PLC time as needed. 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. 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 economically 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 economically disadvantaged pupils. The supplemental activities (2:8) 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 economically disadvantaged pupils. Action 9 focuses on preparing students for college and career in addressing the technology component of 21st century skills necessary to succeed in life beyond high school.

This action has have been effective in maintaining State Seal of Biliteracy rates above the state average(15.9% compared to 12.3%); Graduates meeting UC/CSU requirements well above the state average for all students (60.9%), English learners (41.7%), students with disabilities (29.6%), homeless youth (14.3%), and economically disadvantaged pupils (59.1%); and attainment of college credit attainment in the combined graduation rate of 84.2% of all pupils, 72.3% of English learners, 45.0% homeless youth, 83.5% of economically disadvantaged pupil, and 53.1% of students with disabilities. These actions have also contributed to improved Physical Fitness Test results for low-income students along with maintaining 1st place and superior ratings in visual performing arts competitions.

The strategies in Actions 4 and 5 are focused on preparing students to be college and career ready. Our district communities (Delano, Earlimart, Richgrove, Allensworth, Pond) do not have training facilities or opportunities for our English learners and economically disadvantaged pupils outside of the school setting. In addition, most of our English learners and economically 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 economically disadvantaged pupils to be college and career ready.

These actions have been effective in closing CTE completion gap for English learners (22.6%), students with disabilities (16.7%), and economically disadvantaged pupils (30.4%) when compared to all pupils (31.4%). This resulted in 701 graduates completing at least two semesters of dual enrollment credit and significantly improved rates in 2022 for all pupils, economically disadvantaged students, English learners, homeless youth, and students with disabilities.

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. 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 economically disadvantaged pupils in preparing our students to be college or career ready. 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 economically disadvantaged pupils. Class size reduction sections are directed towards achieving this same outcome.

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, economically disadvantaged pupils and students with disabilities as well as the accomplishment of superior ratings and first place rankings for the visual performing arts.

### Goal 3

The DJUHSD continues to 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 economically disadvantaged pupils were considered first in developing all the actions in Goal 3. Educational partners 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, economically disadvantaged students, English learners, foster and homeless youth, and students with disabilities. The following needs, conditions, and circumstances were assessed for English learners, foster youth, and economically disadvantaged pupils for the 2021-2024 LCAP. While these actions are LEA-wide and all students will benefit from them, 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 1c School Facilities Are Maintained in Good Repair (Action 10)

The DJUHSD developed this goal to ensure we provide a clean and safe learning environment where students look forward to coming to school. This includes ensuring all foster, English learner, and economically disadvantaged pupils are provided instruction in facilities that are conducive to learning. In addition, the DJUHSD continues to look for ways to improve facilities to improve school culture and climate. Educational partner meetings highlighted the need to create additional outdoor spaces with benches and tables for students to gather and participate in various daily activities provided by district mental health team and student government. The need for improved PA system was also highlighted to promote engagement events on campus. The facility upgrades in this action will lead to students looking forward to coming to school every day and reduce chronic absenteeism.

#### Priority 3 Parental Involvement and Family Engagement (Action 11)

##### California Dashboard Self Reflection Tool:

- Standard Met - Full Implementation and Sustainability

##### Parent Surveys Fall 2022

- 96.8% of parents agree the school/district seeks input from parents in making decisions for the school and district.
- 98.0% parents agree the school promotes family engagement activities

#### Priority 5 Pupil Engagement (Action 7)

There is a noted gap in the 2021-22 California Dataquest chronic absenteeism rate for English learners (36.9%) when compared to all pupils (29.0%) and economically disadvantaged students (30.1%). The actions of this goal we're effective in reducing the economically

disadvantaged absentee rate below the state average for this subgroup. These actions also attributed to achieving a dropout rate for our English learners of 5.8% and economically disadvantaged pupils of 2.7% below county and statewide averages. The actions in this goal have been effective in improving to 'Very High' graduation rate status on the California Dashboard for all students (95.1%), English learners (89.9%), and economically disadvantaged pupils (94.9%).

#### Priority 6 School Climate (Action 7 and Action 9)

The 2021-2022 suspension rates for all pupils and economically disadvantaged students is at 'Very Low' status on California Dataquest for both subgroups (1.3% and 1.4% respectively) compared to suspension rates of 'Low' status for English learners (2.1%), 'Medium' for Foster youth (4.8%) and 'High' for homeless youth (6.3%). The 2021-22 expulsion rate gap that existed for English learners notably and all pupils was closed to 0.1% for both groups. Student surveys administered fall of 2022 indicate an increase in sense of school safety (Priority 6) to 94%. Teacher sense of safety increased from 89% the prior year to 93% this year. Sense of school connectedness (Priority 6) continues at high levels with 93% of teachers indicated they feel connected to school. Pupil sense of school connectedness increased from 74% the prior year to 88% this year as school activities resumed following school closure.

#### 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 economically disadvantaged pupils. Consideration was given to conditions and circumstances that affect student's ability to attain improved outcomes for this goal. These factors include:

- Shared housing due to economic hardship that result poor learning environment outside of school
- Inability to participate in afterschool academic supports because of the need to care for younger siblings while parents are working
- Limited opportunities in the community to participate in post-secondary vocational skills training
- Needed resources for transportation to participate in post-secondary vocational skills training or concurrent enrollment in college/university outside of school
- Lack of access to technology and connectivity

Strategies in Action 1, 2, and 3 include evidence-based behavior intervention and social emotional education professional development, alternative educational settings, and supplementary instructional materials. 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 program teachers are 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 foster youth, English learners and economically 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; 'Marijuana Education Initiative' and 'Project Towards No Drug Abuse' in addressing substance abuse.

These actions have been effective in reducing the number of suspensions 'Very Low' for economically disadvantaged students (1.4%), 'Low' for Students with Disabilities (2.0%) and English learners (2.1%), and 'Medium' for foster youth (4.8%) as well as maintaining dropout rates below state average for all subgroups. These actions have also attributed to chronic absenteeism rates below state averages, improved school connectedness and pupil sense of safety, and a 'Medium' to 'High' graduation status for economically disadvantaged pupils (94.9%) and English learners (89.9%).

The strategies in Actions 4, 5, and 6 have been evaluated by all educational partners and deemed essential in improving student outcomes. These strategies include additional sections of independent study; afterschool and Saturday credit recovery and intervention classes; extended teacher duty day for availability to assist students after school; and assistant principals, marriage and family therapist, school psychologists, intervention counselors, and nurses for the provision of health and social-emotional services for foster youth, English learners and economically disadvantaged pupils. Overall, these services have demonstrated to be effective in maintaining chronic absenteeism rates below state level; maintaining 'Medium' to 'High' graduation rate on the California Dashboard for English learners and socioeconomically disadvantaged; increased student sense of safety to 93.0% based on student and parent surveys; reduced suspension rates of 'Low' to 'Very Low' status on the CA Dashboard for English learners and economically disadvantaged pupils; maintaining dropout rates (Dataquest) below county and state levels. These services were instrumental, as well, in the increased parent and student sense of safety of 94.0%.

Action 7 provides for maintaining the Discipline Liaisons, contract with Delano Police Department for two resource officers, increasing attendance staff, and maintaining 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 economically disadvantaged pupils. The additional security staff implements positive behavior support strategies and assists in afterschool programs that address specific behaviors to reducing chronic absenteeism, suspension and expulsion rates. Security staff assist in strategies to reduce chronic absenteeism of foster youth, English learners and low-income students.

This action has been proven to be effective based in keeping chronic absentee rate below county and state levels; dropout rates below state levels for all English learners and economically disadvantaged pupils; attaining 'High' graduation rates for economically disadvantaged students; maintaining suspension rates 'Very Low' on California Dashboard status for economically disadvantaged pupils and English learner and 'Low' status for English learners; and maintaining sense of school connectedness at 99.0%. The district has added two 0.5 FTE attendance staff for increased parental contact to reduce chronic absenteeism of English learners and economically disadvantaged students.

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 parent conferences, virtual meetings, electronic universal access and specific tier 2 (behavioral) interventions conveyed to the parent and provide guidance for the teachers. 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 and all students will benefit from this, we believe that this will close the chronic absenteeism gap that exists with English Learners by five percent in one year and continue to improve on the suspension and dropout of English learners and economically disadvantaged pupils by one percent in yearly increments.

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, the additional security staff and the increased attendance staff in comparison to student populations as it relates to chronic absenteeism, dropout rates, and suspension rates.

Actions 8, 9, 11, 12 and 13 were effective in the previously noted data reflecting 'Medium' to 'High' graduation status for English learners and economically disadvantaged pupils; dropout rates well below the state averages for all students, economically disadvantaged pupils, English learners, students with disabilities, and homeless youth; parent engagement (98.0% parents agree); reduced suspension rates for foster youth, English learners and low-income students; and chronic absenteeism rates below the state averages. 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 educational partner 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 maintaining the English learner chronic absentee rate below county and state averages. In further assessing the needs, conditions, and circumstances of English learners, our district has learned that the chronic absentee rate for English learners is 7.9% higher than the rate of all pupils attending school. Student educational partner groups comprised solely of English learners foster youth, and economically disadvantaged pupils indicated during educational partner meetings that the repaired facilities and increased custodial staff to maintain facilities clean have provided them with a better learning environment. In particular, student educational partners noted improved learning because of the repaired air conditioning unit that was making a clanking noise in the English building; the leaking roof directly over student computers in the business classrooms; the repaired ramps of the mobile classrooms at Valley High School; the improved walkways at DHS; and cleaner facilities.

Our District's ability to prioritize these repairs and provide for cleaner facilities as planned actions within our LCAP has afforded our English learners and economically disadvantaged students with the benefit of focusing their attention during class time on the daily instructional lessons and not the structural/operational condition around them. Moreover, attention focused on our school grounds provides our foster youth, English learners and economically disadvantaged students with a place to study outside of the classroom. Many of our English

learners and economically 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 eagerness 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 foster youth, English learners and economically disadvantaged students. This action has addressed impediments to an optimal learning environment by allowing us to implement the following repairs and the cleanliness of school facilities 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; cleaner student facilities; 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 and student facilities that hinder 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.

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 Educational partner engagement to improve outcomes for foster youth, English learners, and economically disadvantaged pupils. School wide field trips and other educational activities will be utilized to supplement instruction and improve learning for these identified student groups. The district will continue to purchase school wide 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, the actions below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

The DJUHSD continues to show growth and improvement on the state academic indicator, CCI, UC a-g and CTE completion, and English learner progress for English learners, foster youth and economically 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 economically 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.

The age of our school facilities and grounds demand annual maintenance to ensure both are conducive to student learning. Students survey data highlights that the cleanliness of school facilities and grounds needs improvement. Thus, we will continue to allocated funds districtwide to ensure our facilities are clean and in good repair. 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 increasing the dual enrollment clerk to three full time at each comprehensive high school to provide college registration assistance for English learners, foster youth and economically 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 (Goal 3, Action 2). Unduplicated pupils who are working through mental health concerns 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 and increase attendance support staff to reduce chronic absenteeism of English learners, homeless youth, and economically disadvantaged pupils. Additionally, we will fund the school site assistant principals, registered nurses, intervention counselors, marriage and family therapist, psychologists, social worker and discipline liaisons to provide support services to improve school conditions for student learning. The district and our educational partners have concluded this was the best use of allocated funds.

Educational partners have expressed the need to continue the additional transportation routes implemented during the 2022-2023 school year to meet the needs of unduplicated students who live within walking distance of their school site. These additional bus routes have provided unduplicated students with reliable transportation who might not otherwise have the means to get to school on time to access their education and interventions. The negative effects of students missing school have a direct correlation to attendance and drop out rates for the district. The most recent data provided by Dataquest on these indicators verify that unduplicated student data is higher than district wide.

English Learners (36.9%) and Socioeconomically disadvantaged pupils (30.1%) have higher absentee rates than All Students (29.0%). Cohort Dropout data verifies that English Learners (5.8%) and Socioeconomically disadvantaged pupils (2.7%) have a higher dropout rate than all students (2.6%). The new bus routes will be supporting an overwhelming majority of unduplicated students. The 2023-2024 school year route for CCHS will consist of 49 out of 56 (88.0%) English learners, socioeconomically disadvantaged, foster and homeless youth. The rates for RFK and DHS are 44 out of 53 (83.0%) and 52 out of 59 (88%) respectively.

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Educational partner meetings held in Spring of 2023 provided valuable input on needed staff on school campuses who will provide direct services to students.

All school in the Delano Joint Union High School District (DJUHSD) are above the 55% unduplicated pupil percentage therefore, there are no comparison schools.

The criteria used to determine which schools receive additional staff was based on the two highest schools with unduplicated students (Robert F. Kennedy – 92.61%, Delano High School 93.26%).

DJUHSD used additional grant funding at Robert F. Kennedy and Delano high school by hiring the following:

- Maintain four full time and one-half time custodians to ensure school campuses are clean for students to look forward to coming to school. The 2022 student surveys continue to indicated the need to have clean facilities to improve student learning. This action is targeted on increasing learning and improve attendance of economically disadvantaged students and English learners (Goal 3, Action 10).
- Maintain additional 0.5 FTE attendance clerk at Robert F. Kennedy for increased parent contact to improve attendance of English learners and economically disadvantaged pupils (Goal 3, Action 7).
- Hire two additional CTE/Dual Enrollment clerks to assist foster youth, English learners and low-income students in registering for dual enrollment and CTE courses as well as completing applications for college (Goal 2, Action 5).

DJUHSD used additional grant funding at all three comprehensive sites by hiring the following:

- Maintain additional technology staff to meet the increased demand for pupil use of technology. The additional technology staff will provide students with technological support focused on increasing student digital literacy and improved academic achievement of English learners and economically disadvantaged pupils (Goal 1, Action 9).
- Maintain two independent study teachers to meet student needs, improve attendance, and reduce chronic absenteeism of English learners and economically disadvantaged students (Goal 3, Action 4).

- Maintain the nine additional instructional assistants to provide supplemental instruction and support to improve student learning and close the achievement gap of English learners and economically disadvantaged students (Goal 1, Action 9).
- Maintain district Social Worker to increase implementation of positive behavior intervention strategies with the intended outcome of reducing suspension rates and improving attendance of English learners and economically disadvantaged pupils (Goal 3, Action 7).
- Maintain additional 0.5 FTE attendance clerk at Cesar E. Chavez for increased parent contact to improve attendance of English learners and economically disadvantaged pupils (Goal 3, Action 7).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:15
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:23

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$22,064,601.00	\$248,808.00		\$833,553.00	\$23,146,962.00	\$17,076,155.00	\$6,070,807.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	High quality instruction	English Learners Foster Youth Low Income	\$402,900.00				\$402,900.00
1	1.2	Professional development and support	English Learners Foster Youth Low Income	\$656,641.00	\$173,808.00			\$830,449.00
1	1.3	Teacher Retention	English Learners Foster Youth Low Income	\$784,222.00				\$784,222.00
1	1.4	Supplemental instructional materials	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
1	1.5	Supplemental instruction and interventions	English Learners Foster Youth Low Income	\$335,002.00				\$335,002.00
1	1.6	Reduced class size	English Learners Foster Youth Low Income	\$3,426,613.00				\$3,426,613.00
1	1.7	Support staff	English Learners Foster Youth Low Income	\$416,565.00			\$833,553.00	\$1,250,118.00
1	1.8	Academic Coaches	English Learners Foster Youth Low Income	\$71,806.00				\$71,806.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Classified Support Staff	English Learners Foster Youth Low Income	\$949,186.00				\$949,186.00
1	1.10	Increased UC a-g and AP sections	English Learners Foster Youth Low Income	\$565,685.00				\$565,685.00
1	1.11	UC a-g preparedness and AP passing strategies	English Learners Foster Youth Low Income	\$115,000.00	\$75,000.00			\$190,000.00
1	1.12	Technology	English Learners Foster Youth Low Income	\$1,320,000.00				\$1,320,000.00
1	1.13	Student and staff recognition	English Learners Foster Youth Low Income	\$105,000.00				\$105,000.00
2	2.1	High quality instruction	English Learners Foster Youth Low Income	\$286,450.00				\$286,450.00
2	2.2	Professional development	English Learners Foster Youth Low Income	\$70,005.00				\$70,005.00
2	2.3	Supplemental materials, equipment, and supplies	English Learners Foster Youth Low Income	\$93,000.00				\$93,000.00
2	2.4	CTE and dual enrollment	English Learners Foster Youth Low Income	\$2,459,277.00				\$2,459,277.00
2	2.5	CTE and dual enrollment support staff	English Learners Foster Youth Low Income	\$470,175.00				\$470,175.00
2	2.6	Access to a broad course of study	English Learners Foster Youth Low Income	\$454,405.00				\$454,405.00
2	2.7	Other EC 51220 outcomes	English Learners Foster Youth Low Income	\$446,325.00				\$446,325.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Supplemental Activities	English Learners Foster Youth Low Income	\$97,500.00				\$97,500.00
2	2.9	Technology	English Learners Foster Youth Low Income	\$800,000.00				\$800,000.00
3	3.1	Professional development on behavior and social-emotional education	English Learners Foster Youth Low Income	\$28,000.00				\$28,000.00
3	3.2	Supplementary materials	English Learners Foster Youth Low Income	\$257,200.00				\$257,200.00
3	3.3	Alternative educational settings	English Learners Foster Youth Low Income	\$596,593.00				\$596,593.00
3	3.4	Additional academic support and options	English Learners Foster Youth Low Income	\$723,935.00				\$723,935.00
3	3.5	Interventions	English Learners Foster Youth Low Income	\$97,500.00				\$97,500.00
3	3.6	Support Services: Social Emotional Education	English Learners Foster Youth Low Income	\$2,332,257.00				\$2,332,257.00
3	3.7	Pupil engagement and school climate support staff	English Learners Foster Youth Low Income	\$1,150,478.00				\$1,150,478.00
3	3.8	Technology and information	English Learners Foster Youth Low Income	\$722,580.00				\$722,580.00
3	3.9	School connectedness	English Learners Foster Youth Low Income	\$95,000.00				\$95,000.00
3	3.10	Facilities in good repair	English Learners Foster Youth Low Income	\$1,029,313.00				\$1,029,313.00
3	3.11	Parental involvement	English Learners Foster Youth Low Income	\$326,878.00				\$326,878.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.12	Parent, student, and staff decision making	English Learners Foster Youth Low Income	\$22,500.00				\$22,500.00
3	3.13	Transportation	English Learners Foster Youth Low Income	\$231,610.00				\$231,610.00

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$48,440,549	\$20,250,087	41.80%	3.40%	45.21%	\$22,064,601.00	0.00%	45.55 %	<b>Total:</b>	\$22,064,601.00
								<b>LEA-wide Total:</b>	\$22,064,601.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	High quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$402,900.00	
1	1.2	Professional development and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$656,641.00	
1	1.3	Teacher Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$784,222.00	
1	1.4	Supplemental instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.5	Supplemental instruction and interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$335,002.00	
1	1.6	Reduced class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,426,613.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$416,565.00	
1	1.8	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,806.00	
1	1.9	Classified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$949,186.00	
1	1.10	Increased UC a-g and AP sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$565,685.00	
1	1.11	UC a-g preparedness and AP passing strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
1	1.12	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,320,000.00	
1	1.13	Student and staff recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,000.00	
2	2.1	High quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$286,450.00	
2	2.2	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,005.00	
2	2.3	Supplemental materials, equipment, and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,000.00	
2	2.4	CTE and dual enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,459,277.00	
2	2.5	CTE and dual enrollment support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$470,175.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Access to a broad course of study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$454,405.00	
2	2.7	Other EC 51220 outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$446,325.00	
2	2.8	Supplemental Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,500.00	
2	2.9	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800,000.00	
3	3.1	Professional development on behavior and social-emotional education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	
3	3.2	Supplementary materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$257,200.00	
3	3.3	Alternative educational settings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$596,593.00	
3	3.4	Additional academic support and options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$723,935.00	
3	3.5	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,500.00	
3	3.6	Support Services: Social Emotional Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,332,257.00	
3	3.7	Pupil engagement and school climate support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,150,478.00	
3	3.8	Technology and information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$722,580.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	School connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	
3	3.10	Facilities in good repair	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,029,313.00	
3	3.11	Parental involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$326,878.00	
3	3.12	Parent, student, and staff decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,500.00	
3	3.13	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,610.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$30,104,048.00	\$29,905,953.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High quality instruction	Yes	\$708,165.00	\$769,932
1	1.2	Professional development and support	Yes	\$1,187,194.00	\$1,277,291
1	1.3	Teacher Retention	Yes	\$480,133.00	\$979,996
1	1.4	Supplemental instructional materials	Yes	\$673,500.00	\$596,437
1	1.5	Supplemental instruction and interventions	Yes	\$960,582.00	\$753,130
1	1.6	Reduced class size	Yes	\$2,871,284.00	\$3,634,257
1	1.7	Support staff	Yes	\$1,209,767.00	\$1,172,853
1	1.8	Academic Coaches	Yes	\$309,047.00	\$310,902
1	1.9	Classified Support Staff	Yes	\$2,226,132.00	\$2,130,674
1	1.10	Increased UC a-g and AP sections	Yes	\$793,505.00	\$1,025,194

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	UC a-g preparedness and AP passing strategies	Yes	\$249,267.00	\$176,536
1	1.12	Technology	Yes	\$2,590,893.00	\$2,646,485
1	1.13	Student and staff recognition	Yes	\$90,000.00	\$112,811
2	2.1	High quality instruction	Yes	\$187,400.00	\$218,284
2	2.2	Professional development	Yes	\$52,950.00	\$26,865
2	2.3	Supplemental materials, equipment, and supplies	Yes	\$150,000.00	\$95,142
2	2.4	CTE and dual enrollment	Yes	\$1,692,511.00	\$1,846,287
2	2.5	CTE and dual enrollment support staff	Yes	\$321,934.00	\$267,809
2	2.6	Access to a broad course of study	Yes	\$595,311.00	\$587,394
2	2.7	Other EC 51220 outcomes	Yes	\$387,000.00	\$338,848
2	2.8	Supplemental Activities	Yes	\$86,000.00	\$74,937
2	2.9	Technology	Yes	\$753,086.00	\$808,678



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Professional development on behavior and social-emotional education	Yes	\$128,000.00	\$104,397
3	3.2	Supplementary materials	Yes	\$820,000.00	\$649,665
3	3.3	Alternative educational settings	Yes	\$711,110.00	\$582,408
3	3.4	Additional academic support and options	Yes	\$1,781,900.00	\$1,674,222
3	3.5	Interventions	Yes	\$163,000.00	\$111,993
3	3.6	Support Services: Social Emotional Education	Yes	\$2,774,126.00	\$2,963,032
3	3.7	Pupil engagement and school climate support staff	Yes	\$1,558,737.00	\$862,005
3	3.8	Technology and information	Yes	\$674,000.00	\$729,592
3	3.9	School connectedness	Yes	\$94,000.00	\$95,927
3	3.10	Facilities in good repair	Yes	\$1,627,093.00	\$1,142,465
3	3.11	Parental involvement	Yes	\$333,197.00	\$393,452
3	3.12	Parent, student, and staff decision making	Yes	\$20,000.00	\$26,198
3	3.13	Transportation	Yes	\$843,224.00	\$719,855



**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$19,032,381	\$23,054,393.00	\$23,319,952.00	(\$265,559.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High quality instruction	Yes	\$427,424.00	\$489,191		
1	1.2	Professional development and support	Yes	\$634,218.00	\$724,315		
1	1.3	Teacher Retention	Yes	\$480,133.00	\$784,222		
1	1.4	Supplemental instructional materials	Yes	\$213,500.00	\$136,437		
1	1.5	Supplemental instruction and interventions	Yes	\$659,631.00	\$452,179		
1	1.6	Reduced class size	Yes	\$2,197,726.00	\$3,392,257		
1	1.7	Support staff	Yes	\$442,145.00	\$407,353		
1	1.8	Academic Coaches	Yes	\$68,439.00	\$70,294		
1	1.9	Classified Support Staff	Yes	\$928,892.00	\$833,434		
1	1.10	Increased UC a-g and AP sections	Yes	\$793,505.00	\$1,025,194		
1	1.11	UC a-g preparedness and AP passing strategies	Yes	\$237,000.00	\$164,269		
1	1.12	Technology	Yes	\$1,800,000.00	\$1,855,592		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Student and staff recognition	Yes	\$90,000.00	\$112,811		
2	2.1	High quality instruction	Yes	\$187,400.00	\$218,284		
2	2.2	Professional development	Yes	\$48,850.00	\$22,765		
2	2.3	Supplemental materials, equipment, and supplies	Yes	\$150,000.00	\$95,142		
2	2.4	CTE and dual enrollment	Yes	\$1,692,511.00	\$1,846,287		
2	2.5	CTE and dual enrollment support staff	Yes	\$321,934.00	\$267,809		
2	2.6	Access to a broad course of study	Yes	\$595,311.00	\$587,394		
2	2.7	Other EC 51220 outcomes	Yes	\$387,000.00	\$338,848		
2	2.8	Supplemental Activities	Yes	\$80,000.00	\$68,937		
2	2.9	Technology	Yes	\$753,086.00	\$808,678		
3	3.1	Professional development on behavior and social-emotional education	Yes	\$105,000.00	\$81,397		
3	3.2	Supplementary materials	Yes	\$325,000.00	\$252,526		
3	3.3	Alternative educational settings	Yes	\$711,110.00	\$582,408		
3	3.4	Additional academic support and options	Yes	\$1,307,977.00	\$1,200,299		
3	3.5	Interventions	Yes	\$133,000.00	\$111,993		
3	3.6	Support Services: Social Emotional Education	Yes	\$2,143,350.00	\$2,332,256		
3	3.7	Pupil engagement and school climate support staff	Yes	\$1,558,737.00	\$959,892		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	Technology and information	Yes	\$674,000.00	\$729,592		
3	3.9	School connectedness	Yes	\$94,000.00	\$95,927		
3	3.10	Facilities in good repair	Yes	\$1,627,093.00	\$1,142,465		
3	3.11	Parental involvement	Yes	\$323,197.00	\$383,452		
3	3.12	Parent, student, and staff decision making	Yes	\$20,000.00	\$26,198		
3	3.13	Transportation	Yes	\$843,224.00	\$719,855		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$45,481,415	\$19,032,381	12.83%	54.68%	\$23,319,952.00	0.00%	51.27%	\$1,547,694.54	3.40%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table



As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022