

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

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

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

# Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

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

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

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

Expected	Actual
<p>and/or curriculum frameworks for ELD is at '5 Full Implementation and Sustainability.'</p> <p><b>Baseline</b>  a. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction.  b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.</p>	
<p><b>Metric/Indicator</b>  Priority 4(a) Pupil Achievement Statewide assessments as measured by statewide assessments</p> <p><b>19-20</b>  To Attain standard met:  CAASPP English:</p> <p>All Students 67%  ELs 40%  SWD 16%</p> <p>CAASPP Mathematics:  All Students 37%  ELs 12%  SWD 5%</p> <p>CAA  ELA 54%  Mathematics 17%</p>	<p>2019 CAASPP English Language Arts  All students 26.7 points above standard  English Learners 53.1 points below standard  Students with Disabilities 94.1 points below standard</p> <p>2019 CAASPP Mathematics  All students 58.9 points below standard  English Learners 135 points below standard  Students with Disabilities 183 points below standard  Hispanic 68.8 points below standard  Socioeconomically disadvantaged 65.1 points below standard</p> <p>2019 California Alternate Assessment Level 3  English 20%  Mathematics 10%</p> <p>2019 California Science Test (CAST) Met Standard  All students 19.73%  English Learners 0%  Students with Disabilities 2.67%</p>

Expected	Actual
<p><b>Baseline</b>  Standard met:  CAASPP English:  All Students 66%  ELs 37%  SWD 4%</p> <p>CAASPP Mathematics:  All Students 32%  ELs 10%  SWD 2%</p> <p>CAPA  SWD 82%</p>	
<p><b>Metric/Indicator</b>  Priority 4(b): Pupil Achievement - The Academic Performance Index.</p> <p><b>19-20</b>  N/A</p> <p><b>Baseline</b>  N/A</p>	<p>N/A</p>
<p><b>Metric/Indicator</b>  Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy UC and CSU entrance requirements, or career technical education sequences or programs of study that align with state board approved career technical educational standards and frameworks.</p> <p><b>19-20</b>  Dataquest UC a-g completion  All Students 52%  ELs 28%  SWDs 15%</p>	<p>2020 Dataquest UC a-g completers:  All students 58.3%  English Learners 29.1%  Students with Disabilities 27.7%</p> <p>2020 CALPADS CTE Completers:  All students 50.3%  English Learners 47.7%  Students with Disabilities 48.6%</p>

Expected	Actual
<p>CALPADS CTE completer All Students 38% ELs 30% SWDs 36%</p> <p><b>Baseline</b> UC a-g completion All Students 39.3%</p> <p>CTE completers All Students 28.4% SWDs 32%</p>	
<p><b>Metric/Indicator</b> Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC.</p> <p><b>19-20</b> Attain ELPAC Level 3 or 4: All students 62%</p> <p><b>Baseline</b> English Learner Progress: Status High - 79% Increase: 2.8%</p>	<p>2019 Dataquest ELPAC 49% pupils made progress 'Medium' status</p> <p>Students with Disabilities Level 4 6.21% Level 3 13.66%</p>
<p><b>Metric/Indicator</b> Priority 4(e): Pupil Achievement - The English learner reclassification rate.</p>	<p>Dataquest Reclassification Rate 17%</p>

Expected	Actual
<p><b>19-20</b> Attain reclassification rate on Dataquest All Students 21%</p> <p><b>Baseline</b> Reclassification All Students 25.4%</p>	
<p><b>Metric/Indicator</b> Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and</p> <p><b>19-20</b> To attain- AP exams passed: Grades 11-12 24%</p> <p><b>Baseline</b> AP Exams Passed 33.2% Decline -0.9%</p>	<p>2020 College Board AP Passing: Number tested: 1068 Number passed: 452 Percent passed: 42.3%</p>
<p><b>Metric/Indicator</b> Priority 4(g): Pupil Achievement - The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p>	<p>2019 CAASPP EAP College Preparedness: English Language Arts All students 61.6% English Learners 8.21% Students with Disabilities 16.13%</p> <p>Mathematics All students 32.39%</p>



Expected	Actual
<p><b>19-20</b>  CAASPP English:  All Students 66%  EL 26%  IEP 15%</p> <p>CAASPP Mathematics:  All Students 37%  EL 5.8%  IEP 2%</p> <p>ACT (Dataquest)  Scores above 21 49%</p> <p>SAT (Dataquest)  Met ELA Benchmark 61%  Met Math Benchmark 38%</p> <p><b>Baseline</b>  2016 Indicator Results:</p> <p>CAASPP English:  All Students 66%</p> <p>CAASPP Mathematics:  All Students 32%</p> <p>ACT  Scores above 21 34.4%  Decline -8.43</p> <p>SAT  Scores above 1500 31%  Increase +7.56</p>	<p>English Learners 2.42%  Students with Disabilities 0.00%</p>

Expected	Actual
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**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Ensure all students are provided with high quality instruction:</p> <p>a. Continue utilizing time during the day on Wednesdays for teachers to improve teacher quality; analyze data (SBAC ELA &amp; Mathematics, CAA, CAST, ELPAC, AP, and local assessments); and refine and modify instructional strategies.</p> <p>b. Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.</p> <p>c. Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.</p> <p>This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$669,969</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$145,305</p> <p>Action 1b 1000-1999: Certificated Personnel Salaries Title I \$8,425</p> <p>Action 1b 3000-3999: Employee Benefits Title I \$1,575</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$801,891</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$208,401</p> <p>Action 1b 1000-1999: Certificated Personnel Salaries Title I \$1,595</p> <p>Action 1b 3000-3999: Employee Benefits Title I \$297</p>
<p>Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low-socioeconomic status.</p> <p>a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, PLC, NCTM Best Practices, Thinking Maps and Co-teaching.</p> <p>b) Continue to fund mentors for new teachers and Teacher Induction support services.</p> <p>c) Maintain increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$251,747</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$47,073</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$112,400</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$174,670</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$45,414</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$14,555</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$37,772</p>

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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide support staff to improve student outcomes:</p> <p>a. Maintain ELD coordinators, school site Learning Directors, a Director of Instruction and a portion of the assistant superintendents of Curriculum/ELD to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.</p> <p>b. Maintain ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio-economic status.</p> <p>c. Fund three periods of a resource teacher in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities.</p> <p>This action is principally directed to improve the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$374,285</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$290,816</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$300,881</p> <p>Action a 1000-1999: Certificated Personnel Salaries Title I, Title II \$599,883</p> <p>Action b 2000-2999: Classified Personnel Salaries Title I \$289,528</p> <p>3000-3999: Employee Benefits Title I \$334,744</p> <p>2000-2999: Classified Personnel Salaries Title III \$62,938</p> <p>3000-3999: Employee Benefits Title III \$34,354</p> <p>Action a 1000-1999: Certificated Personnel Salaries Migrant \$200,739</p> <p>Action b 2000-2999: Classified Personnel Salaries Migrant \$124,048</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$218,066</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$331,370</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$289,797</p> <p>Action a 1000-1999: Certificated Personnel Salaries Title I, Title II \$653,915</p> <p>Action b 2000-2999: Classified Personnel Salaries Title I \$373,452</p> <p>3000-3999: Employee Benefits Title I, Title II \$412,386</p> <p>2000-2999: Classified Personnel Salaries Title III \$75,006</p> <p>3000-3999: Employee Benefits Title III \$36,771</p> <p>Action a - Salaries &amp; Benefits 1000-1999: Certificated Personnel Salaries Migrant \$204,365</p> <p>Action b - Salaries &amp; Benefits 2000-2999: Classified Personnel Salaries Migrant \$310,495</p>
<p>Continue to maintain:</p> <p>a. Reading, writing and mathematics intervention during the day.</p> <p>b. Academic tutorials for intervention, AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,190,968</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$109,187</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,116,736</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$92,627</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>c. Summer school to provide ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes.</p> <p>d. The additional two English and three mathematics (hired 2014-2015) teachers and fund an additional math teacher at CCHS for reduced class size.</p> <p>e. Reduced class size for students not attaining standard.</p> <p>f. Instructional field trips to supplement learning.</p> <p>g. Incentives for students completing intervention program.</p> <p>h. Transportation and the additional bus driver for summer school and the tutorials.</p> <p>i. Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English learners and students on an active IEP.</p> <p>These actions are principally directly to improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$482,351</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$233,798</p> <p>Actions a, b, c, e 1000-1999: Certificated Personnel Salaries Title I \$40,439</p> <p>Actions a, b, c, e 3000-3999: Employee Benefits Title I \$7,561</p> <p>Action f 5000-5999: Services And Other Operating Expenditures Title I \$5,000</p> <p>Action c 1000-1999: Certificated Personnel Salaries Title IV \$15,164</p> <p>Action c 3000-3999: Employee Benefits Title IV \$2,836</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$550,852</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,712</p> <p>Actions a, b, c, e 1000-1999: Certificated Personnel Salaries Title I, Title II \$247,844</p> <p>Actions a, b, c, e 3000-3999: Employee Benefits Title I, Title II \$51,244</p> <p>Action f 5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>Action c 1000-1999: Certificated Personnel Salaries Title IV \$0</p> <p>Action c 3000-3999: Employee Benefits Title IV \$0</p>
<p>Continue to provide opportunities to improve college readiness by:</p> <p>a. Funding UC a-g online program to make up coursework.</p> <p>b. Allocating resources for AP exam and dual enrollment fees.</p> <p>c. Providing visitations to four year universities, community colleges and post-secondary institutions.</p> <p>d. Conducting parent trainings/workshops on readiness for college and career.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,637</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$2,363</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$80,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$60,698</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>These services and activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$93,000</p> <p>Action d 1000-1999: Certificated Personnel Salaries Title I \$8,425</p> <p>Action d 3000-3999: Employee Benefits Title I \$1,575</p> <p>Action d 1000-1999: Certificated Personnel Salaries Migrant \$12,637</p> <p>Action d 3000-3999: Employee Benefits Migrant \$2,363</p> <p>Action d 4000-4999: Books And Supplies Migrant \$15,000</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Migrant \$50,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$56,025</p> <p>Action d 1000-1999: Certificated Personnel Salaries Title IV \$2,424</p> <p>Action d 3000-3999: Employee Benefits Title IV \$436</p> <p>Action d 1000-1999: Certificated Personnel Salaries Migrant \$0</p> <p>Action d 3000-3999: Employee Benefits Migrant \$0</p> <p>Action d 4000-4999: Books And Supplies Migrant \$0</p> <p>Action a 5000-5999: Services And Other Operating Expenditures Migrant \$0</p>
<p>Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals. For this year, there is a need to convert a couple of rooms at CCHS as an intervention lab. This entails purchasing some desktop computers and tables to convert the room to a computer lab.</p> <p>This action is principally directed to reduce the academic achievement gap and improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$250,000</p> <p>Data management system (Illuminate) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,000</p> <p>4000-4999: Books And Supplies Title I \$210,000</p> <p>4000-4999: Books And Supplies Title II \$10,000</p> <p>4000-4999: Books And Supplies Migrant \$2,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Data management system (Illuminate) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,584</p> <p>4000-4999: Books And Supplies Title I \$583,846</p> <p>4000-4999: Books And Supplies Title II \$0</p> <p>4000-4999: Books And Supplies Migrant \$0</p>

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

## Goal Analysis

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

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

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

Despite the challenges presented during the COVID-19 pandemic, the DJUHSD was successful in retaining fully credentialed teachers; providing teacher time for collaboration, refinement of curriculum, monitoring of student progress, and student/parent engagement; providing professional development activities to support distance learning and improve student achievement; and maintaining the dual enrollment and increased UC a-g courses to increase college readiness. Our district continued to provide reading, writing, and mathematics interventions during the school day as well as afterschool and Saturday virtual tutorials. In addition, the district implemented increased class size reduction for improved instruction during distance learning; maintained the UC a-g credit recovery opportunities and AP participation; and recognized staff and students for attaining 'high' to 'very high' graduation and College and Career Indicator (CCI) status on the California Dashboard for the 2020 graduation cohort.

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



## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual						
<p><b>Metric/Indicator</b>            Priority 7(a): Course Access            Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.</p> <p><b>19-20</b>            Attain 100% of pupils have access to a broad course of study.</p> <p>CALPADS Dual Enrollment Passing:            2019 1800 Students</p> <p>CALPADS CTE Completers</p> <table border="0"> <tr> <td>All Students</td> <td>19%</td> </tr> <tr> <td>ELs</td> <td>11%</td> </tr> <tr> <td>SWDs</td> <td>17%</td> </tr> </table> <p>Dashboard College and Career Indicator (CCI)-Prepared:            2018 56.5%            ELs 34%            SWDS 19.5%</p>	All Students	19%	ELs	11%	SWDs	17%	<p>California Dashboard Standard Met            Access to a Broad Course of Study Fall 2020 Survey            98% Pupils agree            97% Parents agree</p> <p>Dual Enrollment Credit 2019-2020:            All students 48%            English learners 23.4%            Students with Disabilities 17.5%</p> <p>2020 California Dashboard College and Career Indicator 'Prepared' status:            All students 72.5%            English learners 52.5%            Students with Disabilities 35.5%            Homeless 66.7%</p>
All Students	19%						
ELs	11%						
SWDs	17%						

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

Expected	Actual
<p>81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.</p>	
<p><b>Metric/Indicator</b>  Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220</p> <p><b>19-20</b>  CALPADS:  English  AP Passing 65    Dual Enrollment Passing 100 Students  UC a-g Completion 75% of students enrolled in UC a-g</p> <p>Mathematics  AP Passing 105  UC a-g Completion 71% of students enrolled in UC a-g</p> <p>Science  AP Passing 25  UC a-g Completion 88% of students enrolled in UC a-g</p> <p>Social Science  AP Passing 35    Dual Enrollment Passing 170 Students  UC a-g Completion 87.4% of students enrolled in UC a-g</p> <p>Foreign Language  AP Passing 225    Dual Enrollment Passing 331 students  UC a-g Completion 84.7% of students enrolled in UC a-g  Biliteracy Seal: 170 students</p> <p>Fitness Zone            Passing  Aerobic Capacity    2019    62%  Body Composition    2019    51%  Abdominal Strength    2019    87.6%  Trunk Extension    2019    93%  Upper Body Strength    2019    61.2%</p>	<p>2020 College Board World Language AP Passing:  AP Passing 87.3%  State Seal of Biliteracy 13.6%</p> <p>Dataquest Physical Fitness Test - Healthy Fitness Zone 2019  Aerobic Capacity 64.9%  Body Composition 51.4%  Abdominal Strength 88.7%  Trunk Extension 91.2%  Upper Body Strength 63.6%  Flexibility 79.3%</p> <p>PPAAC Data:  Visual Performing Arts  DHS Band: 1st  DHS Percussion: 3rd  DHS Choir: Superior rating</p> <p>CCHS Band: Sweepstakes Champions  CCHS Percussion: 1st Place Gold Medalist Champions  CCHS Choir: Excellent rating</p> <p>RFK Band: 1st  RFK Percussion: 1st  RFK Concert Choir: Unanimous Superior</p> <p>2020 CALPADS Career Technical Education Completers  All Students 50%  English Learners 48%  Students with Disabilities 49%</p>

Expected	Actual
<p>Flexibility                    2019    76%</p> <p>Visual Performing Arts: The Band, percussion, colorguard, winterguard, and choir continue to rank as champions, 1st place, 2nd place and superior rating in their division. The Mock Trial teams continue to perform in the top 15.</p> <p><b>Baseline</b> Attain: English AP Passing 70    Gain +15 UC a-g 65%</p> <p>Mathematics AP Passing 85    Gain -7 UC a-g 50.8%</p> <p>Science AP Passing 33    Gain +6 UC a-g 72%</p> <p>Social Science AP Passing 46    Gain -12 UC a-g 79.3%</p> <p>Foreign Language AP Passing 217    Gain +44 UC a-g 74%</p> <p>Physical Fitness Test Fitness Zone            Passing    Gain Abdominal Strength    89.5%    1.7% Aerobic Capacity        66.9%    5.8% Body Composition        52.7%    -1.7%</p>	

Expected	Actual
Flexibility 76.1% -0.6% Trunk Extension 95.2% 4.5% Upper Body Strength 68% 6.3%  Visual Performing Arts: Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 65% CTE Completers 28.4%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction. a. Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum. b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis.  This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 166,303  3000-3999: Employee Benefits Supplemental and Concentration \$28,823	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$233467  3000-3999: Employee Benefits Supplemental and Concentration \$60701
Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 22,241  3000-3999: Employee Benefits Supplemental and Concentration \$4,159	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$544  3000-3999: Employee Benefits Supplemental and Concentration \$141

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$ 3,500</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$ 13,500</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$13,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$0</p>
<p>Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population.</p> <p>The supplementary materials and equipment are principally directed to improve physical fitness, Visual Performing Arts education, Career Technical Education completion, and access to a board course of study for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$160,000</p> <p>4000-4999: Books And Supplies Title IV \$9,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$4,948</p> <p>4000-4999: Books And Supplies Title IV \$0</p>
<p>Offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English learners and students with disabilities.</p> <p>a. Maintain Career Technical Education teachers: Home Ec. and Industrial Technology teachers at CCHS, Business Education teacher at RFK; and Ag teacher at DHS.</p> <p>b. Maintain CTE Director for articulation, dual enrollment and work-based learning.</p> <p>c. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.</p> <p>c. Maintain additional CTE and dual enrollment courses.</p> <p>d. Maintain CTE Courses: Auto Body, Nurse Assistant, Medical Assistant, Clinical Medical Assisting, and Security Law.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 1,076,257</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$ 29,847</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$373,025</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$648,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,182,938</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,958</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$361,975</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

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

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

## Goal Analysis

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

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

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

Despite the challenges presented during school closures, the DJUHSD was successful in providing increased teacher duty time for collaboration, refinement of curriculum, monitoring of student progress, and student/parent engagement; Increased career technical education opportunities; maintaining the dual enrollment and articulated course offerings; maintained the class size reduction for improved learning for students with significant disabilities; provide students the additional instructional support for band and physical education. The ability to continue implementing these services resulted in increased College and Career Indicator for all students, English learners, and students with disabilities. These actions also resulted in increased dual enrollment credit for all students, English learners, and students with disabilities for the 2020 graduate cohort.



The COVID-19 school closures presented challenges in the ability to provide hands-on professional development for improved career technical education and to fully implement in-person after school programs for the visual performing arts and to meet the physical fitness outcomes.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

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

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

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

Expected	Actual
<p>district and school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.</p>	<p>support to teachers and principals to improve the school's capacity to partner with families.</p>
<p><b>Metric/Indicator</b> Priority 5(a): Pupil Engagement as measured by all of the following, as applicable:</p> <p>School attendance rates</p> <p><b>19-20</b> Attain 96.8%</p> <p><b>Baseline</b> 96%</p>	<p>Aeries Database School year 2019-20 Attendance rate 95..9%</p>
<p><b>Metric/Indicator</b> Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates</p> <p><b>19-20</b> Reduce Chronic absenteeism to 11%</p> <p><b>Baseline</b> 2015-16 Civil Rights Data Collection on Chronic Absenteeism: DJUHSD 13.7%</p>	<p>Dataquest 2019-2020 School year All students 11.5% English learners 14.0% Students with Disabilities 19.1% Homeless 16.4%</p>
<p><b>Metric/Indicator</b> Priority 5(c): Pupil Engagement as measured by all of the following, as applicable: Middle school dropout rates – N/A</p>	<p>Not Applicable</p>

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

Expected	Actual
<p>All students 97.7%  English learner 97.1%  SWD 83.6%</p>	
<p><b>Metric/Indicator</b>  Priority 6(a): School Climate as measured by all of the following, as applicable:   Pupil suspension rates</p> <p><b>19-20</b>  Dataquest  All students 1.8%  English Learner 2%  SWD 2.9%</p> <p><b>Baseline</b>  All students 3.5%  English Learner 6.7%  SWD 7.9%</p>	<p>Dataquest 2019-2020 School year  All students 4.4%  English learners 7.1%  Students with disabilities 3.9%  Homeless 6.0%</p>
<p><b>Metric/Indicator</b>  Priority 6: School Climate as measured by all of the following, as applicable:  Pupil expulsion rates</p> <p><b>19-20</b>  All students 0.4%  English Learner 0.3%  SWDs 0.0%</p>	<p>Dataquest 2019-2020 School year  All students 0.18%  English learners 0.59%</p>

Expected	Actual
<p><b>Baseline</b> Total number of expulsions: 10</p>	
<p><b>Metric/Indicator</b> Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p><b>19-20</b></p> <p>100% Sense of Safety 100% connectedness to school</p> <p><b>Baseline</b> Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.</p>	<p>California Dashboard - Standard Met A local climate survey was administered in October 2020 to students and parents via e-mail, text, Zoom, Microsoft Teams and phone calls 862 parents, and 139 teachers.</p> <p>The results of this survey indicate that: 90.4% of parents and students feel safe at school 99.6% of students and parents feel connected to school</p>

### Actions / Services

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



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

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

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

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

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

## Goal Analysis

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

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

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

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

Our district, however, encountered some challenges this year in providing increased services for our unduplicated pupil population. These challenges included providing staff with additional intervention and mental health professional development; modification or additions to schools for increased student and teacher sense of safety; postponement of much needed repairs to student facilities; and integrating additional technology into the classrooms.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

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

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

The substantive differences between planned actions and budgeted expenditures resulted in the use of funds to meet more the critical needs that included preparation of facilities for in-person instruction; technology and connectivity for distance learning instruction and pupil engagement; and reduced class size for more effective instruction and to increase student learning.

## Analysis of In-Person Instructional Offerings

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

The Delano Joint Union High School District initiated the plan for re-opening of in-person instruction during the summer of 2020. On October 13, 2020, Kern County moved from a Purple tier status to a Red tier status allowing a phased reopening for schools. Accordingly, the DJUHSD governing board approved the phased reopening to commence on November 09, 2020. By mid-November, the county reverted back to the Purple Tier prompting the return to distance learning instruction for all our students after the Thanksgiving break. On Tuesday, February 23, 2021, the Delano Joint Union High School District Board of Trustees approved the revision to our School Reopening Plan under the California Department of Public Health Cohorting Guidance for hybrid instruction phased reopening. Phase 1 of the School Reopening Plan began as scheduled on March 8, 2021 for students in Special Day Classes. The second phase opened on March 22, 2021 for RSP/Foster/Homeless students. The in-person return phase 3 for English learners and the prioritized pupil groups began on April 19, 2021 with phase 4 for grade 12 and highest at-risk pupils on April 26, 2021. The hybrid model for the phased in-person instruction was offered until the end of the 2020-2021 school year.

# Distance Learning Program

## Actions Related to the Distance Learning Program

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



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

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

The substantive differences between planned actions and budgeted expenditures resulted in the use of funds to meet more the critical needs that included preparation of facilities for in-person instruction; technology and connectivity for distance learning instruction and pupil engagement; and reduced class size for more effective instruction and to increase student learning.

## Analysis of the Distance Learning Program

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

### Continuity of Instruction

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

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

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

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

#### Access to devices and connectivity

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

#### Pupil Participation and progress

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

district's tiered re-engagement strategies. The school site staff regularly communicated with parents regarding pupil's academic progress via phone call, AERIES Parent Portal, or Blackboard Connect messaging system.

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

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

#### Distance Learning Professional Development

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

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

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

### Staff Roles and Responsibilities

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

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

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

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

The DJUHSD continued in its committed to ensuring all students were provided meals during school closures; sufficient instructional materials for class instruction; and access to a device and connectivity to participate fully in the educational program. Cafeteria staff was responsible for on-site and off-site meal delivery; cleaning and disinfecting surfaces frequently touched by students during meal

service; and ensuring all meal items were individually plated meals with proportioned and prewrapped produce. Bus drivers, child care aides, and warehouse staff assisted in the delivery of meals. Security staff delivered books to students in outlying areas or who are unable to pick them up at school. Bus drivers also assisted the technology department in the distribution of devices and hotspots.

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

### Support for Pupils with Unique Needs

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

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

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

The homeless and foster youth outreach staff communicated with students on a weekly basis to identify the need for school supplies, instructional support, or social and emotional learning. Foster and homeless youth continued to have available the continuum of

services that included immediate enrollment in school no matter the documentation; defray the costs of transportation to school of origin; and provision of mentoring and tutoring services. Foster and homeless youth transferring between schools after completing their second year of high school were informed and considered for the state graduation requirements pursuant EC section 51225.1. The district ensured foster youth was awarded any partial credits for classes they were passing when they left their previous school even if they did not complete the entire class.

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

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

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

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

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

The substantive differences between planned actions and budgeted expenditures resulted in the use of funds to meet more the critical needs that included preparation of facilities for in-person instruction; technology and connectivity for distance learning instruction and pupil engagement; and reduced class size for more effective instruction and to increase student learning.

## Analysis of Pupil Learning Loss

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

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

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

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

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

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

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



## Analysis of Mental Health and Social and Emotional Well-Being

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

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

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

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

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

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

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

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

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

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

The substantive differences between planned actions and budgeted expenditures resulted in the use of funds to meet more the critical needs that included preparation of facilities for in-person instruction; technology and connectivity for distance learning instruction and pupil engagement; and reduced class size for more effective instruction and to increase student learning.

## Overall Analysis

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

The Delano Joint Union High School District monitored and assessed student progress during the school closures. The priority for our district was student engagement, pupil academic progress, and the social-emotional well-being of our students and staff. The implementation of distance learning programs and phased in-person instruction has guided us in areas of needed focus for the

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

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

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

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

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

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

- o Utilizing late start Wednesdays for teachers to improve teacher quality, analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments), and refine and modify instructional strategies;
- o Providing teachers extra duty time to continue PLC and refinement of instruction, curriculum, and assessments;
- o Retaining highly qualified teachers to ensure consistent quality instruction for pupils;
- o Providing high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals to improve the academic achievement of English learners, foster youth, students with special needs, and students of low- socioeconomic status;

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

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

As noted previously, the substantive differences of the actions and services were diverted to actions that provided direct instructional services to English learners, homeless and foster youth, students with disabilities, and pupils not performing at grade level. The DJUHSD determined that actions and services directly improving pupil learning (strategies and actions) is the best use of these funds.

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

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

The analysis and reflection on student outcomes during the 2020-2021 COVID-19 school closures has prompted the need for improved student engagement in the learning environment. The DJUHSD monitored student progress on an ongoing basis throughout the 2020-2021 school year. While our district has noted an approximate an increase in average daily attendance of approximately 3%, there is a 12% increase in failure rates. Student academic progress will be further analyzed as the results for the California Science Test (CAST) and the SBAC English, mathematics, and CAA are released. This analysis and reflection has been instrumental in developing and refining the 21-22 through 23-24 LCAP.

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



## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	17,396,537.00	13,992,221.00
Migrant	341,739.00	514,860.00
Supplemental and Concentration	14,704,249.00	10,479,478.00
Title I	1,387,073.00	1,221,565.00
Title I, Title II	599,883.00	1,365,389.00
Title II	126,588.00	99,475.00
Title III	110,161.00	124,757.00
Title IV	126,844.00	186,697.00
	0.00	436.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	17,396,537.00	13,992,221.00
1000-1999: Certificated Personnel Salaries	7,617,183.00	7,156,778.00
2000-2999: Classified Personnel Salaries	1,470,804.00	1,895,960.00
3000-3999: Employee Benefits	3,100,687.00	3,190,824.00
4000-4999: Books And Supplies	2,447,709.00	811,929.00
5000-5999: Services And Other Operating Expenditures	2,760,154.00	936,730.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	17,396,537.00	13,992,221.00
1000-1999: Certificated Personnel Salaries	Migrant	213,376.00	204,365.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	6,551,236.00	6,015,022.00
1000-1999: Certificated Personnel Salaries	Title I	237,524.00	33,208.00
1000-1999: Certificated Personnel Salaries	Title I, Title II	599,883.00	901,759.00
1000-1999: Certificated Personnel Salaries	Title IV	15,164.00	2,424.00
2000-2999: Classified Personnel Salaries	Migrant	0.00	310,495.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,118,338.00	1,137,007.00
2000-2999: Classified Personnel Salaries	Title I	289,528.00	373,452.00
2000-2999: Classified Personnel Salaries	Title III	62,938.00	75,006.00
3000-3999: Employee Benefits	Migrant	2,363.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	2,681,977.00	2,684,222.00
3000-3999: Employee Benefits	Title I	379,157.00	5,765.00
3000-3999: Employee Benefits	Title I, Title II	0.00	463,630.00
3000-3999: Employee Benefits	Title III	34,354.00	36,771.00
3000-3999: Employee Benefits	Title IV	2,836.00	436.00
4000-4999: Books And Supplies	Migrant	74,000.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,969,000.00	206,902.00
4000-4999: Books And Supplies	Title I	370,500.00	600,639.00
4000-4999: Books And Supplies	Title II	10,000.00	0.00
4000-4999: Books And Supplies	Title III	2,820.00	0.00
4000-4999: Books And Supplies	Title IV	21,389.00	4,388.00
5000-5999: Services And Other Operating Expenditures	Migrant	52,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	2,383,698.00	436,325.00
5000-5999: Services And Other Operating Expenditures	Title I	110,364.00	208,501.00
5000-5999: Services And Other Operating Expenditures	Title II	116,588.00	99,475.00
5000-5999: Services And Other Operating Expenditures	Title III	10,049.00	12,980.00



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

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	7,763,358.00	8,043,905.00
<b>Goal 2</b>	3,806,653.00	2,781,356.00
<b>Goal 3</b>	5,826,526.00	3,166,960.00

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

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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$1,423,934.00	\$795,364.00
<b>Distance Learning Program</b>	\$5,055,764.00	\$6,902,517.00
<b>Pupil Learning Loss</b>	\$195,000.00	\$29,106.00
<b>Additional Actions and Plan Requirements</b>	\$40,000.00	\$13,591.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$6,714,698.00</b>	<b>\$7,740,578.00</b>

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

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>		
<b>Distance Learning Program</b>	\$5,055,764.00	\$6,902,517.00
<b>Pupil Learning Loss</b>	\$35,000.00	\$29,106.00
<b>Additional Actions and Plan Requirements</b>	\$20,000.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$5,110,764.00</b>	<b>\$6,931,623.00</b>