LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delano Joint Union High School District
CDS Code: 15634120000000
School Year: 2022-23
LEA contact information:
Jason Garcia
Superintendent

661-720-4100

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

Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

Total LCFF funds
$0
0 %

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

The text description for the above chart is as follows: The total revenue projected for Delano Joint Union High School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds,

and $ is federal funds. Of the $ in LCFF Funds, $ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 1
$ 1
$ 1
$ 1
$ 0
$ 0
$ 0
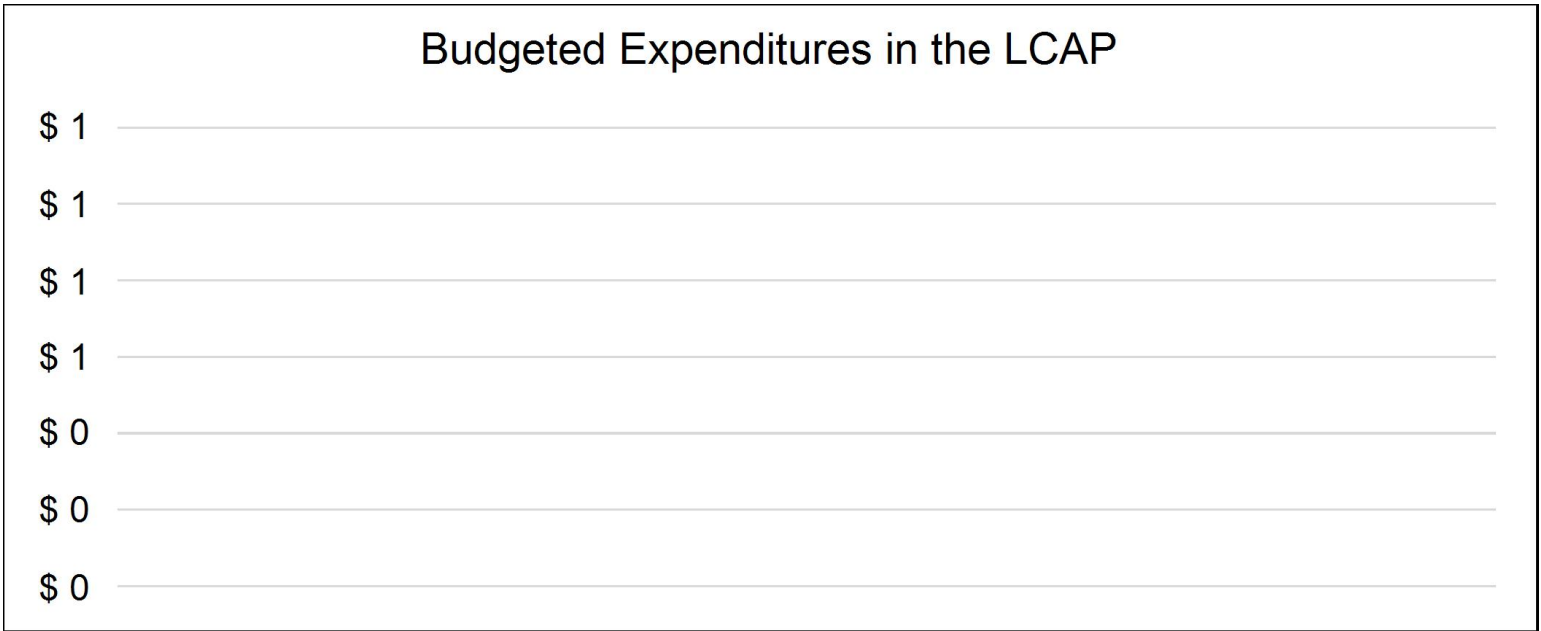
This chart provides a quick summary of how much Delano Joint Union High School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Delano Joint Union High School District plans to spend $ for the 2022-23 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Delano Joint Union High School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Delano Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delano Joint Union High School District plans to spend $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

☐ Actual Expenditures for High Needs Students in LCAP

$0 $0 $0 $1 $1 $1 $1

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

The text description of the above chart is as follows: In 2021-22, Delano Joint Union High School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Delano Joint Union High School District actually spent $ for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Delano Joint Union High School District (DJUHSD) conducted educational partner meetings in the spring and fall of 2021 on the use of the Budget Act of 2021 funds and Local Control and Accountability Plan (LCAP) funding. These meetings were held with parents, parent advisories, students, teachers, other staff, the Director of Special Education, the SELPA, the Homeless and Foster Youth Liaison, school and district administrators, the Delano Joint Union High School District Teachers Association and California School Employees Association, Alliance Against Family Violence and Sexual Assault (AAFVSA) shelter, and the School Site Councils to seek input in determining prevention and mitigation strategies; strategies to address the academic impact of lost instructional time; and other actions that may be necessary in addressing the effects of COVID-19 on the LEA and its pupils. Meetings were conducted via in-person consultations, phone conferences, and Zoom and Microsoft Teams sessions. Educational partners were informed of allocation and allowable use of funds for ESSER I, ESSER II, ESSER III, In-Person Instruction Grant, and the Expanded Learning Opportunities Grant.

In addition, the DJUHSD presented Budget Act of 2021 funding and allowable activities during a public board meeting on June 24, 2021 to seek input from the public in determining prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other activities in developing the ESSER III Expenditure Plan.

Feedback from the DJUHSD educational partners was instrumental in identifying the necessary actions for the use of funds provided through the Budget Act of 2021. Accordingly, the DJUHSD has designated the following actions that were not included in the 2021-2022 LCAP for intended purpose of these funds:

- The DJUHSD will develop and implement procedures and systems to improve the preparedness and response efforts in providing a safe environment for our students. This includes quarantine procedures and adherence to CDC, CDPH, and Cal/OSHA COVID-19

safety guidelines as well as providing resources for communication of mask requirement, six feet social distancing, and campus walking directions.

- The DJUHSD will allocate resources for inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- The DJUHSD will implement the necessary protocols and procedures to ensure student and staff safety in accordance with CDC and CDPH guidelines to include:

a. COVID-19 screening and testing for pupils and staff during contact tracing

b. Weekly testing of non-vaccinated employees

- The DJUHSD will Implement evidence-based activities to meet the comprehensive needs of students and address learning loss. These activities include:

a. Provide class size reduction in core academic subjects areas for COVID-19 social distancing guidance and to provide more effective instruction in addressing loss of learning for English learners, students with disabilities, foster and homeless youth, pupils not performing at grade level, and socioeconomically disadvantaged pupils.

b. Fund two paraprofessionals for each comprehensive school site to provide supplemental instruction and support prioritized for English learners and pupils who are individuals with exceptional needs.

- The DJUHSD will ensure sufficient staffing for continuity of services for students in mitigating COVID-19. This action includes, but is not limited to:

a. Hiring short-term Health Care Assistants to assist with mitigation of COVID-19.

b. Contracting services for district RNs to assist with COVID-19 testing and contact tracing.

- The DJUHSD will provide on-going communication/updates to our parents on all relevant aspects of the COVID-19 safety procedures and protocols. All communications will be provided in English and Spanish.
- The DJUHSD will provide the necessary mental health services and supports for pupils and staff affected as a result of COVID-19. These strategies include, but are not limited:

a. Purchase ONEder Social-Emotional Learning Curriculum to conduct individual and group sessions that include strategies such as decision-making, developing self-management, and healthy relationships.

b. Continue to provide social, emotional, and mental health education with the My Grief Journey Group curriculum.

c. Conduct afterschool and Saturday social, emotional and mental health learning activities and programs

- The DJUHSD will provide Homeless Youth additional services to supplement strategies outlined in the LCAP Federal Addendum. These services are in accordance with CDE guidance.

a. Provide wraparound services (which could be provided in collaboration with and/or through contracts with community based organizations, and could include academic supports, trauma informed care, social-emotional support, and mental health services);

b. Purchase needed supplies (e.g., personal protective equipment [PPE], eyeglasses);

c. Pay for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities (including summer school).

- The DJUHSD will provide extra duty time for classified and certificated staff to provide support services for students that include, but are not limited to, tracking student attendance, assisting with contact tracing and contacting parents, and conducting parental involvement activities to improve student engagement.
- The DJUHSD will implement activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- The DJUHSD will conduct other activities that are necessary to maintain the operation of and continuity of services in our district and continue to employ existing staff of the local educational agency to include, but not limited to:

a. Fund reassigned staff as a result of closed programs.
 b. Maintain instructional staff at schools with declining enrollment
 c. Pay substitute costs incurred as a result of COVID-19 quarantine d. Provide for the increased substitute pay to ensure continuity of services for all students.

Educational partner meetings held in spring 2021 were instrumental as well in identifying actions for the use of Budget Act of 2021 funds. Accordingly, the DJUHSD included allowable expenditures in time for the adoption of the 2021-2022 LCAP. These expenditures are solely for addressing the impact of COVID-19 (not LCFF expenditures) and are noted as follows:

Goal 1 Provide a high quality education to improve student learning and academic performance
- The DJUHSD will provide high-quality professional development for teachers, administrators, counselors, paraprofessionals, health support staff, and other staff to improve student learning and support social, emotional, and mental health needs of our students.
- The DJUHSD will provide expanded learning time to address learning loss; provide additional credit recovery opportunities for pupils that are deficient in credits; and implement the necessary support to address learning gaps as a result of COVID-19 school closures. These services and strategies include, but are not limited to:

a. Offering summer school learning opportunities
 b. Providing additional afterschool and Saturday tutorials and credit recovery sessions
 c. Providing one-on-one tutorial for foster and homeless youth and small group tutorial for English learners and students with disabilities
- Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures.
- Allocate resources for supplemental online instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support.
- 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.
- Provide no share instructional materials and supplies during COVID-19 pandemic.
- Fund an additional English and social studies teacher at CCHS and additional English teacher at RFK to reduce class size and close the learning gap as a result of the COVID-19 school closures.

- Provide class size reduction in other subject areas for COVID-19 social distancing guidance.
- Purchase the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students).
- Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement.
- Upgrade the technology infrastructure to support uninterrupted instruction and provide English learners and socioeconomically disadvantaged pupils learning opportunities beyond the school day.

Goal 3 Provide all students with a high quality educational environment
- 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.
- Purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use.
- The DJUHSD will provide increased independent Study options to address COVID-19 parent and student safety concerns and to meet the educational needs of pupils.
- Fund a Director of Student Services to track student attendance, improve student engagement, and coordinate mental health support services for students affected by trauma and violence and prevention of suicide, bullying, and harassment.
- Modification to facilities in preparation for in-person instruction that include installation of plexi-glass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 feet social distancing; and installation of additional handwashing and hand sanitation stations.
- 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.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

As noted previously, the educational partner meetings held in spring and fall of 2021 provided valuable input on needed staff on school campuses who will provide direct services to students. Accordingly, the DJUHSD used and plans to use the concentration add-on funding to increase the following staff:

- Hired three full time and one half time additional custodians and maintained the additional custodian from the previous LCAP to help maintain school campuses clean so that students look forward to coming to school. The 2014 and the 2021 student surveys indicated the need to have clean facilities to improve student learning. This action is targeted on increasing learning and improve attendance of socioeconomically disadvantaged students and English learners.

- Hired an additional technology staff at each comprehensive school site to meet the increased demand for pupil use of technology. The additional technology staff will provide students with technological support focused on increasing student digital literacy and improved academic achievement.
- Hired three additional independent study teachers to meet student needs, improve attendance, and reduce chronic absenteeism of English learners and socioeconomically disadvantaged students.
- Maintain the nine additional instructional assistants (currently funded through the Budget Act of 2021) to provide supplemental instruction and support to improve student learning and close the achievement gap of English learners and socioeconomically disadvantaged students.
- Hire an additional nurse to provide health services to address barriers that impede learning. This action is targeted in improving graduation rates and chronic absenteeism of English learners and socioeconomically disadvantaged students.
- Hire three additional support staff to increase implementation of positive behavior intervention strategies with the intended outcome of reducing suspension rates and improving attendance of English learners and socioeconomically disadvantaged pupils
- Hire an additional 0.5 FTE attendance clerk at each comprehensive school site for increased parent contact to improve attendance of English learners and socioeconomically disadvantaged pupils.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

CARES Act Federal Funds (Learning Loss Mitigation Funds and ESSER I), enacted March 27, 2020

The Delano Joint Union High School District consulted with parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units in developing the Learning Continuity and Attendance Plan to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. The educational partner consultations were conducted via phone conferences, personal phone calls, emails, texts, Zoom and Microsoft Teams sessions, and surveys via e-mail, text and phone calls

Parents (2608) and teachers (176) were surveyed in July 2021 via personal phone calls or texts on the instructional scheduling model preference for the upcoming school year. Parents were also surveyed on the preferred instructional model (hybrid, distance learning, or traditional), needed transportation to attend in-person instruction, and pupil access to connectivity and devices to participate in the educational program and complete assigned work. The parent phone and text surveys were conducted in English and Spanish. Survey results were used as a gauge in determining the needed instructional platform for our students and to guide the development of the Learning Continuity Plan. The Learning Continuity and Attendance Plan was posted on the District's website in English and Spanish for continued parent feedback and input. A hard copy of the plan was available for parents with no internet access. Parent input was solicited via text message to all parents/guardians of the DJUHSD. Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) parents were contacted via phone to inquire about the most suitable platform for input on the development of the Learning Continuity and Attendance Plan. PAC and DELAC conferred that a telephone meeting was the best venue for them. Documents and budgets were e-mailed to PAC and

DELAC for review prior to the scheduled meeting. The Assistant Superintendent conducted the phone meeting in English and Spanish. All documents were translated in Spanish for DELAC review.

The district consulted with principals, school and district administrators, teachers and other staff (counselors, instructional assistants, cafeteria staff, etc.) to solicit input in developing the plan. The consultation sessions were conducted daily during July and August 2020.

The Delano Joint Union High District Teachers Association and the California School Employees Association Chapter 79 was consulted in August of 2020 to solicit input in developing the Learning Continuity Plan. The president for each of the collective bargaining units was contacted via personal phone call. The plan was e-mailed to the collective bargaining units for review and input.

Student input was solicited August of 2020 via scheduled Microsoft Teams sessions.
The CARES Act use of funds (Learning Continuity and Attendance Plan) was presented in a public hearing of the governing board on September 8, 2020 and adopted in a subsequent public meeting of local governing board on September 22, 2020.
Participation in public meetings and public hearings was posted on the board agenda prior to the public meeting and public hearings. The public meetings and hearings are accessible to members of the public remotely via phone numbers and meeting identification codes published on the posted agenda. The public may dial in and provide comments or recommendations during the phone meetings. Comments or recommendations may be e-mailed as well. Comments may be submitted in English or Spanish. Translation service in Spanish is available during the phone meeting as well.

Coronavirus Response and Relief Supplemental Appropriations Act 2021 (CRRSA Act), enacted December 27, 2020, and American Rescue Plan (ARP) Act enacted March 11, 2021

Expanded Learning Opportunities Grant (CRRSA and ARP)

The Delano Joint Union High School District (DJUHSD) conducted educational partner meetings with parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan. These meetings were held via Microsoft Teams with Valley, Robert F. Kennedy, Delano and Cesar E. Chavez high schools on March 25 and April 8th, 20th, and 22nd, respectively, of 2021. The parent forum (English and Spanish) was held on April 22, 2021. The common trend among the educational partners was the learning components for this plan which included summer school, learning supports to close learning gaps, and credit deficiency. Accordingly, the plan is predominantly directed to addressing these areas. Our district also administered parent and teacher surveys before the start and throughout the 2021-2022 school year to identify the seven supplemental instruction and support strategies that will be implemented in this plan. In addition, local formative and summative assessment data was evaluated on an ongoing basis to refine instruction and provide supplemental services to meet student needs. The results from this data were subsequently used to identify supplemental services and strategies to be implemented in the expanded learning of our students. Community and behavioral health partners provided input in the design of this plan. These partners included Delano Chamber of Commerce, the Delano Community Alliance, Valley Harvest Pastor, business partners at Valley Strong, Child

Guidance, and Tulare Youth Services. This plan was reviewed and approved by the District English Learner Advisory Committee (DELAC) and Special Education Parent Advisory Committee (SEPAC) in April of 2021 as well.

ESSER II (CRRSA) and ESSER III (ARP)

The Delano Joint Union High School District (DJUHSD) conducted educational partner meetings in the spring and fall of 2021 on the use of Budget Act of 2021 funds and Local Control and Accountability Plan (LCAP) funding. Educational partner meetings were held with parents, parent advisories, students, teachers, other staff, the Director of Special Education, the SELPA, the Homeless and Foster Youth Liaison, school and district administrators, the Delano Joint Union High School District Teachers Association and California School Employees Association, Alliance Against Family Violence and Sexual Assault (AAFVSA) shelter, and the School Site Councils. The DJUHSD promoted participation for input in determining prevention and mitigation strategies; strategies to address the academic impact of lost instructional time; and other actions that may be necessary in addressing the effects of COVID-19 on the LEA and its pupils. Meetings were conducted via in-person consultations, phone conferences, and Zoom and Microsoft Teams sessions. Additionally, the DJUHSD conducted teacher, parent, and student surveys in October and November of 2021 to solicit input on improving services for our students. Our educational partners were informed of allocation and allowable use of funds for ESSER I, ESSER II, ESSER III, In-Person Instruction Grant, and the Expanded Learning Opportunities Grant. These active sessions provided our educational partners the opportunity to make recommendations to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. A timeline of these meetings is outlined below.

Principals and Administrators:
Educational partner meetings were held on 03/18/2021; 05/06/2021; and 05/10/2021. Pupil performance data analysis, outcome analysis and performance analysis were conducted. Meetings were conducted via Microsoft Teams and e-mail communications for review of data, actions, and recommendations. District, school site administrators, and the Director of special education were involved in the development of the plan.

School Site Council:
Pupil performance data, outcome and performance analysis were reviewed by the School Site Council at each school site in October of 2021.

SELPA:
SELPA Consultation was held on April 8, 2021 for input and recommendations on specific actions that address learning for individuals with exceptional needs.

Teachers:
Educational partner meetings were held on 3/25/2021; 4/08/2021; 4/20/2021; and 4/22/2021. Pupil performance data, outcome, and performance analysis was conducted with each high school via Microsoft Teams. All teachers were invited to attend. The site union representatives participated in these meetings as well. Teachers concurred with all the actions to support recovery from the COVID-19 pandemic and the impacts of distance learning on students.

Other Staff:

Educational partner meetings were held with counselors, psychologist, nurses and classified staff from each high school on 3/25/2021; 4/08/2021; 4/20/2021; and 4/22/2021. Pupil performance data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The site CSEA union representatives were present at each of these meetings.

Student Groups:
Student meetings were held via Microsoft Teams with each high school on 3/20/2021; 05/06/2021; 05/07/2021; and 05/10/2021. Pupil performance data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. Students concurred with the actions that address the impact of COVID-19 in the LCAP.

Parents and Parent Advisories:
Parent educational partner meetings were held at the district and at each school site on 4/22/2021; 5/27/2021; and 6/8/2021. Pupil performance data and outcomes were reviewed and parents were given the opportunity to make any recommendations for new actions. Parents were pleased with the overall performance of our schools. District level parent advisories were held with our DELAC and Parent Advisory Committee (PAC) via phone conference and e-mail correspondence. All actions to address the impact of COVID-19 were reviewed and approved unanimously by our parent advisories. The parent consultations were provided in English and Spanish.

Teacher Association:
Educational partner meetings with the Teachers Association were conducted via e-mail communication on 5/21/2021. Teacher Association representatives also participated in the educational partner meetings on 3/25/2021; 4/08/2021; 4/20/2021; and 4/22/2021. The teachers' union was consulted on present actions and proposed changes as well as new actions added to the LCAP.

California School Employees Association:
LCAP consultation was conducted with CSEA on 5/19/2021 via e-mail communication. Pupil performance data, outcome, and performance analysis was conducted to evaluate areas of need, current services, and recommend any new actions. CSEA agreed with the proposed actions for 2021-22.

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

Public Hearing:
LCAP public forum was held on 6/8/2021 to solicit public input on the recommended actions.

Board Approval:
Governing Board Approved the 2021-2022 LCAP goals and actions on June 22, 2021. The 2021-2022 LCAP included actions for CRRSA and ARP funding.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The DJUHSD implemented the necessary strategies for continuous and safe in-person learning as well as prioritizing actions to address lost instructional time. Our priority is to ensure all students and staff are provided, to the greatest extent possible, a healthy and safe learning environment. Accordingly, the DJUHSD successfully implemented the following noted actions:

Strategies for continuous and safe in-person learning
- Provided the necessary supplies and equipment to sanitize and clean district facilities. All staff and students are provided with the necessary personal protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) to meet the needs of students and teachers and reduce the spread of disease.
- Developed and implemented procedures and systems to improve the preparedness and response efforts in providing a safe environment for our students and staff. The School Opening & Safety plan included quarantine procedures and adherence to CDC, CDPH, Kern County Public Health, and Cal/OSHA COVID-19 safety guidelines. This plan was revised on an ongoing basis to reflect the updated guidance from CDPH and the CDC.
- Implemented the necessary protocols and procedures to ensure student and staff safety in accordance with CDC and CDPH guidelines to include provision of COVID rapid home test kits for students to reduce the spread of COVID: weekly testing of non-vaccinated employees (mandatory), vaccinated staff (optional), and selected athletic teams that are unable to wear masks due to choking hazard; biweekly testing for students and staff on modified quarantine; hosted four vaccination clinics with the option of receiving the booster; and provided N95 masks for staff opting to complete the required CDPH training.
- Improved the school facilities to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. These improvements included installation of plexiglass to reduce the spread of disease; removing counters and other classroom modifications to implement social distancing indoor guidance; and installation of additional handwashing and hand sanitation stations.
- Purchased air filters and ionization units to improve the indoor air quality in school facilities.
- Ensured sufficient staffing for continuity of services for students.
a. Hired three short-term Health Care Assistants to assist with mitigation of COVID-19.
b. Contracted services for district RNs with Maxim Health Care to assist with COVID-19 testing and contact tracing. However, there has been a high turnover rate due to the high demand in the health profession.
c. Established a COVID task force at each school site to streamline COVID testing and implementation of CDPH and Kern County Public Health guidance. The task force is comprised of the school site Principal, Assistant Principal, nurse, and the Health Care Aide.
- Provided on-going communication/updates to our parents on all relevant aspects of the COVID-19 safety procedures and protocols. All communications were provided in English and Spanish.

Addressing Lost Instructional Time
- Provided high-quality professional development for teachers, administrators, counselors, paraprofessionals, health support staff, and other staff to improve student learning and support social, emotional, and mental health needs of our students. Professional development activities conducted this school year include Explicit Direct Instruction, Increasing Literacy, CPM, Thinking Maps, Listenwise, Writing Learning Objectives, Unpacking Standards, and Forward Thinking for social-emotional learning
- Administered and used high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs. The DJUHSD implemented the following strategies:

a. Purchased and utilized supplemental online assessments (Formative, Renaissance, IXL, Star) to monitor student learning.
b. Provided teachers extra-duty time to refine and modify high-quality assessments and use data from those assessments to gauge student learning and instruction.

- Implemented evidence-based activities to meet the comprehensive needs of students and address learning loss. The following activities were implemented:

a. Hired an additional English and social studies teacher at CCHS and additional English teacher at RFK to reduce class size and close the learning gap as a result of the COVID-19 school closures.
b. Provision of six additional class size reduction sections in core academic subject areas for COVID-19 social distancing guidance and to provide more effective instruction in addressing loss of learning for English learners, students with disabilities, foster and homeless youth, pupils not performing at grade level, and socioeconomically disadvantaged pupils.
c. Hired two paraprofessionals for each comprehensive school site to provide supplemental instruction and support prioritized for English learners and pupils who are individuals with exceptional needs.
d. Provision of extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of mandated quarantine.

- Provided expanded learning time to address learning loss as a result of COVID-19 school closures that included summer school learning opportunities; afterschool and Saturday tutorials and credit recovery sessions; and one-on-one tutorial for foster and homeless youth and small group tutorial for English learners and students with disabilities.
- Provided the necessary instructional materials to improve student learning and reduce the spread of infection. This includes, but is not limited to the following:

a. Supplemental instructional materials to include Smart Suite to provide mathematical visuals to increase student understanding; Listenwise and News ELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Renaissance to close the learning gap in English and mathematics; and Reading Horizons.
b. No share instructional materials and supplies during pandemic to ensure students are afforded a healthy educational environment conducive to learning and to reduce the spread of infection.

- Provided the necessary mental health services and supports for pupils and staff affected as a result of COVID-19. The implemented strategies include the purchasing of ONEder Social-Emotional Learning Curriculum, Forward Thinking, Suicide Assist, Why Try, and My Grief Journey to provide social, emotional, and mental health education.
- Purchased educational technology (including hardware, software, and connectivity)

to ensure all quarantined pupils and students in independent study have access to connectivity and a laptop to participate fully in the educational program and complete assigned work. The DJUHSD also purchased the Canvas online platform for quarantined pupils to access their class assignments.

- Conducted student, parent, and staff communication and education sessions on COVID-19. The parent communications were facilitated in English and Spanish.
- Provided student support services that include:

a. Hired a Director of Student Services to track student attendance, increase student engagement, and coordinate health and support services for students affected by COVID19, trauma and violence, bullying, and harassment and prevention of suicide.

b. Provided extra duty time for classified and certificated staff to track student attendance, assist with contact tracing and parent communication, and assist in re-engagement strategies for students in independent study.

- Increased independent Study options to address COVID-19 parent and student safety concerns and to meet the educational needs of pupils
- The DJUHSD conducted other activities that are necessary to maintain the operation of and continuity of services. These activities encompass continued funding of reassigned staff as a result of closed programs and provision of substitute costs incurred as a result of COVID-19 quarantine.

The DJUHSD experienced challenges as well in implementing strategies to ensure the health and safety of our students and staff. Our community has experienced a high rate of COVID infections. This has resulted in lack of classified and certificated substitutes in maintaining continuity of services for our students; cancellation of extra-curricular activities; short supply of air filters, PPE, and COVID rapid test kits to reduce the spread of infection; loss of learning for students with severe COVID-19 symptoms (unable to participate fully in the learning); and a decrease of student involvement in athletic and extra-curricular activities due to fear of infection. Despite these challenges, the DJUHSD high-quality assessments reflect improved student learning from first quarter to the second quarter of the fall semester.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Delano Joint Union High School District's 2020-2021 LCAP was developed to include requirements of the ESSER III Expenditure Plan and the Safe Return to In-Person Instruction and Continuity Services Plan. The requirements of these plans are aligned with the intended purpose of three goals outlined in the 2021-2022 LACP. These goals are focused on ensuring students are provided a high-quality education to improve student learning and academic performance (Goal 1); providing access to a broad course of study as well as maximizing performance in other subject areas (Goal 2); and providing all students with a high-quality (and safe) educational environment (Goal 3). Accordingly, the DJUHSD is utilizing the 2021-2022 fiscal resources in a manner that is consistent with the requirements of the ESSER III Expenditure Plan and the Safe Return to In-Person Instruction and Continuity of Services Plan that are aligned with the 2021-2022 LCAP.

The DJUHSD ESSER III Expenditure Plan and the Safe Return to In-Person Instruction and Continuity of Services Plan address the impact of lost instructional time, continuous and safe in-person learning, and other strategies to address the impact of COVID-19. Our district is utilizing ESSER III resources and the requirements of the Safe the Safe Return to In-Person Instruction and Continuity of Services Plan to implement strategies that are aligned to the 2021-2022 LCAP. The ESSER III actions are noted and aligned as follows:

Addressing the Impact of Lost Instructional Time

ESSER III Professional Development: Provide high-quality professional development to improve students learning and support social, emotional, and mental health needs of our students.
Alignment: LCAP Goal 1 Action 2 Professional Development
The district will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals.
Alignment: LCAP Goal 3 Action 1 Professional Development on Social-Emotional Education
The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence- based behavior intervention and social-emotional education strategies and practices.

ESSER III High Quality Assessments: Administer and utilize high quality assessments to assess students' academic progress and assist educators in meeting student needs.
Alignment: LCAP Goal 1 Action 1 High Quality Instruction
The district will continue to ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction by utilizing time during the late start Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.

ESSER III Class Size Reduction and Academic Support: Provide class size reduction and academic supports to meet the comprehensive needs of students and address learning loss.
Alignment: LCAP Goal 1 Action 6 Reduced Class Size
The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners.
Alignment: LCAP Goal 1 Action 9 Classified Support Staff
The district will continue to provide support staff for improved student outcomes.

ESSER III Expanded Learning: Expand learning time by offering summer school, afterschool and Saturday tutorials and credit recovery opportunities, and one-on-one tutorial for foster and homeless youth and small group instruction for English learners and students with disabilities.
Alignment: LCAP Goal 1 Action 5 Supplemental Instruction and Interventions
The district will continue to maintain supplemental instruction and interventions for teachers to provide academic tutorials and summer school ELD, supplemental instruction for students not meeting standard, and core academic make-up classes.
Alignment LCAP Goal 3 Action 4b Credit Recovery Sections
Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.

ESSER III Supplemental Instructional Materials: Provide the necessary instructional materials to improve student learning and reduce the spread of infection (no share instructional materials).
Alignment: LCAP Goal 1 Action 4 Supplemental Instructional Materials
The district will continue to purchase supplemental/intervention   standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve language acquisition for English learners and instruction and learning of pupils.

ESSER III Mental Health Services: Provide the necessary mental health services and supports for pupils and staff affected as a result of COVID-19;
Alignment: Goal 3 Action 2 Supplementary Materials
The district will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment.
Alignment Goal 3 Action 6 Support Services for Social Emotional Education
The district will continue to provide the additional social emotional education support staff to address barriers that impede learning.

ESSER III Technology: Provide the necessary technology to ensure continuity of instruction for students affected by COVID.
Alignment: Goal 1 Action 12 Technology
The district will continue to purchase updated technology to improve digital literacy of English learners and socioeconomically disadvantaged pupils.

ESSER III Parental Involvement: Conduct workshops and provide information and assistance to parents and families on how they can effectively support students.
Safe to In-Person Instruction and Continuity of Services Action: Provide families with academic and social emotional needs.
Alignment: Goal 3 Action 11 Parental Involvement
The district will continue to promote parental involvement to improve learning outcomes by conducting Parent Awareness workshops and providing resources for parent outreach and assistance.

Strategies for Continuous and Safe In-Person Learning

ESSER III Sanitized Facilities: The DJUHSD will provide the necessary supplies to sanitize and clean district facilities.
Safe to In-Person Instruction and Continuity of Services Action: Students will be provided a mask should they not have their own (Pg.4). The district will use clean based on CDE and state public guidelines and use cleaning products that are approved for the use against COVID-19.
Alignment: Goal 3 action 2 Supplementary Materials
Purchase supplementary materials and equipment for student academic achievement and social-emotional education.

ESSER III Preparedness and Response Procedures: The DJUHSD will develop and implement procedures and systems to improve the preparedness and response efforts in providing a safe environment for our students. This includes quarantine procedures and adherence to CDC, CDPH, and Cal/OSHA COVID-19 safety guidelines.

Alignment: Goal 3 Action 1 Professional Development on Behavioral and Social-Emotional Education
The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence- based behavior intervention and social-emotional education strategies and practices.
Alignment: Goal 3 Action 6 Support Services
The district will continue to provide the additional social emotional and health education support staff to address barriers that impede learning and improve graduation rates and chronic absenteeism.

ESSER III School Facility Repairs: The DJUHSD will repair and improve school facilities to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Alignment: Goal 3 Action 10 Facilities in Good Repair
The district will continue to maintain facilities in good repair.

ESSER III Facility Projects: The DJUHSD will allocate resources for inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Alignment: Goal 3 Action 10 Facilities in Good Repair
The district will continue to maintain facilities in good repair.

ESSER III Protocols and Procedures: The DJUHSD will implement the necessary protocols and procedures to ensure student and staff safety in accordance with CDC and CDPH guidelines to include COVID-19 screening and testing for pupils and staff during contact tracing as well as weekly testing of non-vaccinated employees.
Safe to In-Person Instruction and Continuity of Services Action: Health screening for students and staff; protective gear; and hygiene practices.
Alignment: Goal 3 Action 6 Support Services
The district will continue to provide the additional social emotional and health education support staff to address barriers that impede learning and improve graduation rates and chronic absenteeism.

ESSER III Contact Tracing and Health Services: The DJUHSD will ensure sufficient staffing for continuity of services for students in mitigating COVID-19 to include hiring short-term Health Care Assistants and contracting RNs to assist with COVID-19 testing and contact tracing.
Safe to In-Person Instruction and Continuity of Services Action: Health screening for students and staff (pg.3) and identification and contact tracing (pg. 6).
Alignment: Goal 3 Action 6 Support Services
The district will continue to provide the additional social emotional and health education support staff to address barriers that impede learning and improve graduation rates and chronic absenteeism.

ESSER III Parent Communications: The DJUHSD will provide on-going communication/updates to our parents on all relevant aspects of the COVID-19 safety procedures and protocols. All communications will be provided in English and Spanish.

Safe to In-Person Instruction and Continuity of Services Action: Provide on-going communication/updates on all relevant aspects of the safety plan (pg. 9).
Alignment: Goal 3 Action 11 Parental Involvement
The district will continue to promote parental involvement to improve learning outcomes by conducting Parent Awareness workshops and providing resources for parent outreach and assistance.

Use of Remaining Funds

ESSER III Homeless Youth Services: Purchase needed supplies (e.g., personal protective equipment [PPE], eyeglasses); and pay for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing.
Alignment: LCAP Federal Addendum Homeless Youth Services
The Delano Joint Union High School District will continue to provide McKinney-Vento services for students identified as homeless that include immediate enrollment in school, transportation to school of origin, provision of school supplies, referrals to appropriate health and social services, and ensuring all educational opportunities are
provided to students identified as homeless.

ESSER III Student Services: Fund a Director of Student Services to track student attendance, increase student engagement, and coordinate health and support services for students affected by COVID-19, and provide extra duty time to track student attendance, and assist with contact tracing and contacting parents.
Alignment: Goal 3 Action 6 Support Services
The district will continue to provide the additional social emotional education support staff to address barriers that impede learning.
Alignment: Goal 3 Action 11 Parental Involvement
The district will continue to promote parental involvement to improve learning outcomes by conducting Parent Awareness workshops and providing resources for parent outreach and assistance.

ESSER III Increased Independent Study Offerings: The DJUHSD will provide increased independent Study options to address COVID-19 parent and student safety concerns and to meet the educational needs of pupils.
Alignment: Goal 3 Action 4 Additional Academic support and Options
The district will maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and socioeconomically disadvantaged youth.

ESSER III Strategies to Address Unique Needs of Students: The DJUHSD will implement activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.
Alignment: Goal 3 Action 6 Support Services
The district will continue to provide the additional social emotional education support staff to address barriers that impede learning.
Alignment: Goal 3 Action 7 Pupil Engagement and School Climate Support Staff

The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; and improve graduation rates.

ESSER III Maintain Operations and Continuity of Services - Staff: The DJUHSD will conduct other activities that are necessary to maintain the operation of and continuity of services in our district and continue to employ existing staff of the local educational agency.
Alignment: Goal 3 Provide all Students with a High Quality Educational Where Pupil Engagement is Promoted.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents

- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

The Delano Joint Union High School District is a District of rich tradition, high expectations, and a century of outstanding achievement. Delano High School opened in 1911 with fourteen students and two teachers. Over 110 years later, our District serves more than 4100 students and employs over 400 dedicated employees. Cesar E. Chavez opened its doors in 2003 and Robert F. Kennedy, our newest school, in 2008. In addition, we have an alternative site, Valley High School, and an adult education agency which serves over 1200 students from Delano and the outlying area.

During the 2021-22 school year, Delano Joint Union High School District served approximately 4110 students in grades 9-12. Student subgroup enrollment is comprised of 8.8% receiving special education services, 30% qualifying for English Learner services, 3.8% qualifying for migrant education services, 0.2% foster youth, 0.2% homeless youth, and 91.8% socioeconomically disadvantaged. School enrollment by ethnicity included 88.7% Hispanic; 0.8% Asian; 0.2% American Indian or Alaska Native; 8.2% Filipino; 0.5% African American; 1.4% white; and 0.2% two or more races. The DJUHSD community includes feeder districts in the communities of Delano, Earlimart, Richgrove, Allensworth, Columbine, and Pond. The poverty level in these communities ranges from 30% in the city of Delano to just over 53% in the outlying communities. The largest industry of local employment is agriculture.

Our district is committed in preparing all students to be college and career ready with a rigorous, high quality, standards-based academic program aligned to the needs of all learners in a safe and nurturing environment. The Delano Joint Union High School District mission is to develop citizens which learn actively, think critically, live responsibly and respectfully, and who will make positive contributions to their community. As a result, the Delano Joint Union High School District has adopted the following goals:
T - Teaching & Learning: To collaboratively support quality evidence-based instructional practices
and analyze student outcomes using formative and summative assessments to advance student
learning.
E - Enrichment: To provide enrichment opportunities that promote academic, college and career

readiness, social responsibility, and emotional development.
A - Achievement: To promote high expectations and academic results, the educational community
and District educational partners will foster, recognize, and celebrate learning and achievement.
M - Model: To effectively model our mission and vision, every team member will exemplify character, loyalty, commitment, leadership and
excellence.

Reflections: Successes

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

The Delano Joint Union High School District's greatest successes are evidenced in the continued academic achievements of our students as well as the increased and improved services for our English Learners, foster youth, and economically disadvantaged students in meeting the goals set forth in LCAP. Despite the challenges presented during COVID-19 school closures, the DJUHSD is proud to note the forthcoming successes for the 2020-2021 school year.

Our district's progress on Priority 1 reflects 93.2% of all teachers appropriately credentialed with 100% appropriately assigned for the subject and pupils they are teaching. The DJUHSD continues to maintain 100% pupils with access to their own copies of standards-aligned instructional materials for use at school and home. Teacher and staff surveys deduce 'Full Implementation' of state board adopted academic content and performance standards in all subjects (Priority 2). Parent surveys indicate 97.4% parents agree the school/district involves them in making decisions and 93.5% agree the school provides sufficient notices regarding parental involvement activities.

As noted, our greatest accomplishments are evidenced in continued pupil academic achievement. Our English learner and economically disadvantaged subgroups mean scale score on the 2021 SBAC English are above state levels with a mean scale score of 2476 and 2595, respectively. The 2021 SBAC mathematics reflects a mean scale score above state levels for the economically disadvantaged (2558) and students with disabilities (2447) subgroups as well as a noted increase of 3 points for our English learners and 30 point increase for our students with disabilities over the baseline year. There is noted improvement as well on the 2021 California Science Test Met Standard for the all pupils (21.6%) and economically disadvantaged subgroups (21%) over the baseline year. Furthermore, the English learner reclassification rate of 12.7% is above state level (6.9%), and an AP World Language passing rate of 71.4% for the socioeconomically disadvantaged subgroup.

The DJUHSD goal of promoting college and career readiness has been instrumental in improved UC a-g and CTE completers as well as college credit attainment for our unduplicated subgroups. UC a-g completion rates are above state levels for the all pupils (54.4%), economically disadvantaged (52.6%), English learner (35.2%), and homeless (31.8%) subgroups. Early Assessment Program college preparedness continues above state levels on CAASPP English 'Met Standard' for the all pupils (57.4%) and economically disadvantaged (54.8%) subgroups. Career technical education completion is well above state levels for all pupils and subgroups. One of the most recent marquee accomplishments is the four-year cohort College credit attainment of 78% for all pupils, 77% of economically disadvantaged

students, 66% of English learners, 44% of students with disabilities, and 59% of our homeless subgroup when compared to state (13%) for all pupils. In addition, our visual performing arts program continues to accomplish superior ratings and first place rankings in county and state competitions. The district has maintained the 'Standard Met' on the California Dashboard on access to a broad course of study, and 98% of parents and students (October 2020 surveys) agreed that the district provides all students and students with disabilities access to a broad course of study for the unduplicated pupils and students with disabilities subgroup.

School climate is an important part of the overall success of our district. For the 2020-2021, Dataquest chronic absentee rates decreased over the 2018-2019 (non-COVID year) for all pupils, economically disadvantaged students, and students with disabilities by 1.6% to 1.7%. Dropout rates continue below state levels for all pupils and subgroups. The California Dashboard reflects a 'High' four-year cohort graduation rate for all pupils (94.5%), economically disadvantaged students (94.3%), English learners (90.4%), and homeless subgroup (91.7%). Suspension rates are in the 'Very Low' state status for all pupils and subgroups. The DJUHSD intends on maintaining California Dashboard Met status on Priority 6c (Parent, student, and teacher surveys on sense of safety and school connectedness) and Priority 1c (Facilities in good repair) by continuing to implement the actions outlined in the LCAP.

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

Reflections: Identified Need

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

The 2020-2021 school year presented many challenges for districts across the nation in providing optimal learning for all pupils and, in particular, for English learners, foster and homeless youth, students with disabilities, and economically disadvantaged students. Accordingly, state law suspended the reporting of state indicators on the 2021 Dashboard. However, the DJUHSD utilized the state assessments as well as local indicator data to implement actions in improving and increasing services for our unduplicated pupils. The following data summarizes the areas of needed improvement.

The DJUHSD has noted an academic achievement gap in the English learner and students with disabilities subgroups as it relates to the 2021 CAASPP English, mathematics and science achievement. On SBAC English, the mean scale score reflects an achievement gap of -127 points for English learners and -142 points for students with disabilities when compared to the all pupil subgroup. SBAC mathematics reflects similar gaps of -106 and -120 for the English learner and students with disabilities subgroups, respectively. An additional gap has been identified on the CAASPP California Alternate Assessment (CAA) in English among English learners (0%) when compared to all pupils (14.3%) in attaining a Level 3. The same gap is identified on the CAASPP California Alternate Assessment (CAA) mathematics with 14.3% of all pupils in comparison to 0% English learners attaining a Level 3. There is also a noted achievement gap for English learners (0%) and student with disabilities (0%) on the California Science test compared to all pupil subgroup (22%) attaining standard. Performance on college preparedness pursuant the Early Assessment Programs (EAP) reflects gaps of 46% to 49% on the SBAC English for the English learner and students with disabilities subgroups when compared to all pupils. The performance gap on EAP mathematics for English learners and

students with disabilities is 25% below all pupil achievement as well. English learner progress on the ELPAC declined as well from a 'Medium' to 'Low' state accountability status during distance learning.

The DJUHSD has made considerable progress towards reducing the performance gap on college and career readiness for all subgroups but has identified areas of improvement as well. There is a noted UC a-g completion gap for English learners of 19%, students with disabilities 39.9%, and homeless pupils of 22% below the all pupils completion rate. Advanced Placement (AP) passing rate declined from a 42.3% to 22% for all pupils and from 57.9% to 38.2% for economically disadvantaged students. This decline is attributed to the COVID-19 mandated virtual instruction. The College and Career Indicator (CCI) gap for English learners and students with disabilities is at a 'Medium" performance level on the 2020 California Dashboard when compared to all students at a 'Very High' performance level. College credit attainment reflects a similar gap for the English learners (12% gap) and students with disabilities (33.8% gap) when compared to all pupils in attaining college credit. The graduation status for students with disabilities is at a 'Medium' performance level on the 2021 California Dashboard when compared to a 'High' status for all pupils, English learners, and homeless students. Chronic absentee rates for the English learner subgroup of 12% is 2% above the state average.

Our district is committed to refining these areas and has included in the actions the need for continued tutorials, provision of supplementary instructional materials, interventions, pupil services support staff, class size reduction in the core academics, field trips to supplement instruction, incentives, technology, professional development, parent training to address the academic achievement gap, and social-emotional education and support. The district will continue to retain effective teachers by maintaining Action 3 of Goal 1. This action was implemented on the 2016-2017 LCAP to retain academic content teachers and principally directed to maintain high quality instruction and improved learning for English learners, foster youth, and socioeconomically disadvantaged pupils. This action has gradually reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% to 6% in 2021-2022. Teachers leaving our district affected quality instruction and hindered student learning. High-quality instruction takes about 4 to 5 years to develop.

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

LCAP Highlights

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

The Delano Joint Union High School District (DJUHSD) will continue to focus this year's LCAP on targeted, evidence-based professional development; the evaluation and refinement of curriculum and instruction; the continued provision of supplementary instructional materials; increased access to a broad course of study for all students including students with severe cognitive disabilities; providing supplemental instruction and intervention to improve student learning; class size reduction sections for improved student outcomes; repairs of student-use facilities; maintaining the increased UC a-g and dual enrollment opportunities for the unduplicated pupil population; close the CTE and College and Career Indicator (CCI) completion gap for English learners and students with disabilities; and provide a high-quality education and safe school environment for all our students. Additionally, the DJUHSD hired three class size reduction teachers in the areas of English and social science to improve academic achievement for English learners and students with disabilities. The district also hired a Director of

Student Services to track student attendance, improve student engagement, and coordinate services for the prevention of bullying, suicide, trauma, and violence. The social and emotional health of our students is of the highest priority, and, as such, the DJUHSD has included in this year's plan the hiring of intern psychologists to assist in the prevention of suicide, bullying, and trauma. In concluding, the District will maintain current actions for continued improved student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

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

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

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

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

Title IV Student Support provides resources for students to participate in college programs not offered at our school sites; provides professional development for the counselor on federal financial aid and college workshops. Title IV also provides for student activities and high-quality training for school personnel that is related to suicide prevention, bullying, drug abuse prevention, human trafficking, school-based violence prevention strategies, and effective and trauma-informed practices in classroom management.

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

Monitoring and Evaluating Effectiveness

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

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

The DJUHSD will implement additional planning to include bi-weekly PLC meetings to:
- Analyze and review student data and identify students to be targeted for academic intervention.
- Identify instructional strategies and intervention activities for implementation and monitoring.
- Monitor progress, analyze outcomes and determine the success of targeted strategies and activities.
- Modify plan if needed to achieve student outcomes.

The DJUHSD will conduct a pre-evaluation assessment followed by monthly formal evaluations to monitor progress of student learning and make the necessary adjustments to instruction and/or curriculum. The site administrator and academic coaches will conduct data evaluation of these assessments, implementation of effective instructional strategies and provide the necessary support to ensure student learning.

Engaging Educational Partners

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

The DJUHSD district conducted educational partner meetings throughout the year with parent advisories, school and district administrators, teachers, students, and other staff members for input on developing the goals and actions for the Local Control Accountability Plan (LCAP) by means of e-mail communications, surveys, phone conferences, Zoom and Microsoft teams sessions, and in-person meetings.   The district also consulted with Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP. The LCAP educational partner engagement serves as the basis for all LCAP actions in improving the areas of the state eight priorities. These active sessions provide the opportunity for teachers, staff, students, school site councils, and parents to review data for our district and make recommendations on improving student services and learning.   The Superintendent/designee also reviewed the Single School Plan for Student Achievement prior to approval to ensure that the LCAP goals are addressing the needs at the site-level. Any changes that resulted from educational partner input are summarized in the feedback prompt of this section. An LCAP public hearing was held on June 14, 2022 for review of the proposed actions and for comment from the public. A timeline of these meetings is outlined below.

Principals and Administrators:
LCAP educational partner meetings were held on 8/2021; 11/2021; 1/2022; 2/2022; 03/2022.
LCAP data analysis, outcome analysis and performance analysis were conducted. Meetings were conducted via Microsoft Teams and e-mail communications for review of data, actions, and recommendations. District, school site administrators, and the Director of special education were involved in the development of the plan.

School Site Council Consultations
The LCAP data, outcome and performance analysis were reviewed by the School Site Council at each in October of 2021. The school site councils concurred with all actions in the LCAP.

SELPA Consultation
SELPA Consultation was held on March 9, 2022.
The district consulted with the SELPA to determine that specific actions for individuals with exceptional needs are included in the plan.

Teachers:
LCAP educational partner meetings were held on 3/01/2022 through 3/18/2022
LCAP data analysis, outcome analysis, and performance analysis was conducted with certificated staff at each high school via Microsoft Teams. Teacher educational partner meetings were held with each comprehensive school site. All teachers were invited to attend. The site union representatives participated in these meetings as well. Teachers concurred with all the actions in the LCAP.

Other Staff:

Educational partner meetings were held via Microsoft Teams with district staff that included counselors, psychologist, nurses and classified staff from each high school on 3/01/2022 through 3/18/2022.
LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The site CSEA union representatives were included in each of these ccoomuncations.

Student Groups:
Student educational partner meetings were held via student surveys during November 2021 and in-person meetings at each high school on 3/17/2022; 03/23/2022; 03/24/2022; 03/29/2022.
Student educational partner groups are solely comprised of English learners, foster youth, and socioeconomically disadvantaged students.
LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. Students noted needed repairs in providing an environment that is conducive to learning and were appreciative of the educational facilities that have been repaired in providing them with a learning environment that is conducive to learning. In particular, they noted improved learning as a result of the repaired air conditioning unit that was making a clanking noise in the English building; the leaking roof that caused leaks directly over student computers in the business building; the repaired ramps of the mobile classrooms at Valley High School; and the improved walkways at DHS. Students concurred with current actions in the LCAP.

Parent Meetings and Advisories:
LCAP educational partner meetings were held at the district level as well as at each school site on 10/2021; 4/6/2022; 4/21/22.
LCAP parent meetings were held at each school site in October of this school year. These meetings were held via in person and phone meetings. Data and outcomes were reviewed and parents were given the opportunity to make any recommendations for new actions.
Parent Parents are very pleased with the overall performance of our schools. District level parent advisories were held with our SEPAC (Special Education Parent Advisory Committee), DELAC and Parent Advisory Committee (PAC) via in person meetings, phone conferences and e-mail correspondence. All actions were reviewed and approved unanimously by our parent advisories. Parents were pleased with the outcomes of our schools and the actions outlined in the LCAP. The PAC and DELAC did not submit any comments during the LCAP consultation. The LCAP and consultation was provided in English and Spanish.

Teachers Association:
LCAP consultation with the Teachers Association was conducted via e-mail communication March 10, 2022 through March 18, 2022.
LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The teachers' union was consulted on present actions and proposed changes as well as additional new actions added to the LCAP.

California School Employees Association:
LCAP consultation was conducted with CSEA via e-mail communication March 10, 2022 through March 18, 2022..
LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. CSEA agreed with the proposed actions for 2022-23.

Notification to Members of the Public June 2022

Members of the public were notified of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update of the local control and accountability plan. The public was informed to submit written comments by June 17, 2022 to aramos@djuhsd.org or by mail at Adelaida Ramos, 1720 Norwalk Street, Delano, California, 93215.

Public hearing:
LCAP public forum was held on 6/14/2022.

Governing Board Approval on June 23, 2022.

A summary of the feedback provided by specific educational partners.

Educational partner feedback is instrumental in evaluating the effectiveness of current actions and recommending any new actions that may be essential in meeting the goals outlined in the LCAP. Principals and administrators communicated the need for additional independent study teachers to reduce chronic absenteeism of English learners and economically disadvantaged pupils. The administrative educational partner group also expressed the need for additional bus drivers for each comprehensive high school to transport students to other district schools for access to a broad course of study and to close the College and Career Indicator as well as the college credit gap for English learners and economically disadvantaged students on an active IEP.   In evaluating the California Healthy Kids Survey and the October 2022 student surveys, administrators and students noted the need for intern psychologists to increase social-emotional education opportunities for the unduplicated student population. Consultation with the SELPA reaffirmed actions for students with exceptional needs were targeted in improving the academic achievement and college and career readiness for this subgroup. Teacher and other staff educational partner meetings were conducted with all school sites. Teachers and other staff concurred with all the actions in the LCAP. Classified instructional staff indicated the need for upgraded technology internet due to increased technology for student learning. Students and school site administrators noted areas of needed repair in continuing to provide our students with an educational environment that is conducive to learning. Students concurred with current actions in the LCAP. The RFK student group requested physical education during summer school and additional touchless water stations. The student group at CCHS noted areas of needed repair, school wide activities to improve school connectedness, and upgraded WIFI for uninterrupted instruction. The parent and parent advisory educational partner meetings were held via in-person and phone meetings. Parents are very pleased with the overall performance of our schools. District level parent advisories were held with our DELAC, the Special Education Parent Advisory Committee (SEPAC), and Parent Advisory Committee (PAC). Parents concurred with all the actions in the LCAP. No new actions were recommended by the parent advisories. LCAP consultation with the Teachers Association and California School Employees association (CSEA) was conducted via phone and e-mail communication. Both unions were consulted on current actions and proposed changes to the LCAP. The Teachers Association and CSEA concurred with the actions outlined in the 2022-2023 LCAP.

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

The educational partner consultations served as a basis in making the necessary refinements, modifications, or recommendations of new evidence-based strategies to improve or increase services for our English learners, foster youth, and economically disadvantaged students.

Consultations with our administrative, parent, student, teacher, other staff, and the collective bargaining unit educational partner groups provided for influenced aspects of the LCAP in Goal 1 and Goal 3.

The aspects of LCAP Goal 1 (student learning and academic performance) that were influenced by the educational partners are focused on closing the achievement gap of English learners and improving services for economically disadvantaged subgroups. The administrative educational partners recommended the increase of EL Program Specialists to two full-time for more effective monitoring of English learner progress and implementation of necessary interventions. Student, staff, and administrator These same educational partners communicated the need to fund an additional bus driver for each comprehensive high school to transport students to other district schools for access to a broad course of study and to close the College and Career Indicator as well as the college credit gap for English learners and economically disadvantaged subgroups. Students, teachers, and other staff noted the need for additional technology staff at each comprehensive school site to meet the increased demand for pupil use of technology. The additional technology staff will provide students with technological support focused on increasing student digital literacy and improved academic achievement.

Feedback from educational partner consultations also influenced aspects of Goal 3 (educational environment). Student, staff, and administrator educational partners noted the need for additional custodians to help maintain school campuses clean so that students look forward to coming to school. The 2014 and fall 2021 student surveys indicated the need to have clean facilities to improve student learning. This action is targeted on increasing learning and improving attendance of economically disadvantaged students and English learners. The student group at CCHS noted essential repairs to outdoor fixtures; the need for more activities to increase student sense of school connectedness; upgraded WIFI for uninterrupted instruction; and leaks in rooms 708 and 303 that impede learning. Teacher and administrative educational partners recommended the need for three additional support staff to increase implementation of positive behavior intervention strategies with the intended outcome of reducing suspension rates and improving attendance of English learners and economically disadvantaged pupils. The administrative and other staff subgroups requested an additional 0.5 FTE attendance clerk for two comprehensive high schools for increased parent contact to improve attendance of English learners and economically disadvantaged pupils.

Our parent groups and advisories were pleased with pupil outcomes and concurred with the current and added actions in the LCAP. Based on the evaluation of the data for state and local indicators, all other actions have demonstrated to be effective in accomplishing our targets and student outcomes. These services are principally directed to improve services for English learners, foster and homeless youth, students with disabilities, and economically disadvantaged pupils.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The DJUHSD developed this goal for continued progress in closing the achievement gap of English learners and economically disadvantaged students. English language arts assessment results on the 2021 SBAC indicate an achievement gap on the 'Met Standard' for the English learner (11%) and students with disabilities (9%) subgroups when compared to the performance of all students (57%) and economically disadvantaged subgroup (55%). The district also identified the need to improve the all pupil and economically disadvantaged subgroups SBAC English to 62% 'Met Standard'. Similarly, on the 2021 SBAC mathematics, the English learner (3%) and students with disabilities (5%) subgroups noted achievement gap in the 'Met Standard' when compared to the all pupil (28%) and the economically disadvantaged (26%) subgroups 'Met Standard.'   An additional gap has been identified as well on the CAASPP English California Alternate Assessment (CAA) among English learners (0%) when compared to economically disadvantaged pupils (14.3%) and the all pupils (14.3%) subgroups in attaining a Level 3. The same gap is identified on the CAASPP mathematics California Alternate Assessment (CAA) with 14.3% of all pupils and economically disadvantaged subgroup attaining a Level 3 in comparison to 0% of the English learner subgroup attaining a Level 3. Performance on the CAST 2021 'Met Standard' is below the state level for all students (21.6%), economically disadvantaged pupils (20.7%), English learners (0%), and students with disabilities (0%) as well as the noted achievement gap for English learners and student with disabilities on the California Science test. Our goal is to continue improving the UC a-g completion rate for English learners, homeless youth, students with disabilities, and economically disadvantaged pupils as well as reduce the College and Career Indicator (20%-30% gap) as well. The actions in this goal have also been effective in maintaining or improving the economically disadvantaged subgroup UC a-g rates (50%), AP passing (38.2%), and EAP college readiness (55% in English and 26% in mathematics) at levels that exceed statewide outcomes. Our district intends on improving the English learner progress on the ELPAC from a 'Medium' status to a 'High' status on Dataquest and improve the reclassification by at least 5%. Actions in this goal are also focused on closing the English EAP college preparedness gap for English learners (11%) and students with disabilities (9%) as compared to all students (57.4%) as well as improving the EAP preparedness of economically disadvantaged pupils (54.8%). Our focus also includes improving the mathematics EAP preparedness for the economically disadvantaged subgroup, English learners, and students with disabilities with 26%, 3%, and 5% attaining EAP preparedness, respectively. The College and Career Indicator (CCI) gap for English learners (52.5%) and students with disabilities (35.5%) is at a 'Medium" performance level on the 2020 California Dashboard when compared to all students (72.5%) and the economically disadvantaged subgroup (72%) at a 'Very High' performance level. Dual enrollment has a similar gap for the English learners (65.9%), homeless youth (59.1%), and students with disabilities (44.1%) when compared to all pupils (78%) and the economically disadvantaged subgroup (77.2%) in attaining college credit.

This goal was also developed to continue to retain highly qualified teachers (93.2% for 2021-2022) for improved student outcomes; ensure every student has sufficient supplemental instructional materials to complete their classwork at home; maintain full implementation of academic content and performance standards in all subject areas including English learner access to the common core state standards and ELD standards; maintain the high UC a-g completion rates (57%) for economically disadvantaged pupils and CTE completion rates (53%); maintain the 'Very High' status on the College and Career Indicator for the economically disadvantaged subgroup; maintain the increased AP passing rate for the economically disadvantaged at or above the current 57.7%; improve or maintain EAP College Preparedness in English (59.8%) and mathematics (30.83%) for the economically disadvantaged subgroup; and improve or maintain the dual enrollment credit attainment for English learners, students with disabilities, foster youth, and economically disadvantaged pupils. The action for teacher retention was implemented in the 2016-2017 LCAP to retain academic content teachers and principally directed to maintain high quality instruction and improved learning for English learners, foster youth, and economically disadvantaged pupils. This action has gradually reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 6% for the 2020-2021 school year. Teachers leaving our district affected quality instruction and hindered student learning. High-quality instruction takes about 3 to 4 years to develop.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 1(a) The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas,	2020 California Dashboard Reflection Tool Standard Met CALPADS 0% total teacher misassignment. 93.5% teachers fully credentialed in the subject areas, and, for	2021 California Dashboard 0% Mis-Assignments of Teachers of English Learners 2021-2022 California Commission on Teacher Credentialing 94.1% teachers fully credentialed in the			Maintain 100% appropriately assigned 93% fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and, for the pupils they are teaching.	the pupils they are teaching.	subject areas, and for the pupils they are teaching.			
Williams Quarterly Report Priority1(b) Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	2020 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	2021 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.			California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.
California School Dashboard Priority 2(a) Implementation of the academic content and performance standards adopted by the state board.	As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys 'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the	As measured by the Self Reflection Tool on the Fall 2021 California Dashboard and teacher and school site administrator surveys 'Full Implementation' in all subject areas for the following:			Maintain full implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	following: • Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards • Engagement of School Leadership	• Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards • Engagement of School Leadership			
California School Dashboard Priority 2(b) How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys 'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following: • Professional Development • Instructional materials	As measured by the Self Reflection Tool on the Fall 2021 California Dashboard and teacher and school site administrator surveys 'Full Implementation' in all subject areas for the following: • Professional Development • Instructional materials • Policy and Program Support			Maintain full implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Policy and Program Support • Implementation of Standards • Engagement of School Leadership	• Implementation of Standards • Engagement of School Leadership			
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	Dataquest & California Dashboard 2019 Distance From Standard (DFS) CAASPP English Language Arts Performance Level All students DFS +26.7 'Medium-Yellow' 61.6% Met Standard Socioeconomically Disadvantaged DFS +21.9 'Medium-Yellow' 59.8% Met Standard English Learners DFS -53.1 'Very Low-Red' 8.2% Met Standard	2019 California Dashboard Distance From Standard (DFS) 2021 SBAC 'Met Standard' and Mean Scale Score CAASPP English Language Arts Performance Level All students DFS +26.7 'Medium-Yellow' 57% Met Standard Mean scale score 2019 2608 Mean scale score 2021 2603 Socioeconomically Disadvantaged DFS +21.9 'Medium-Yellow' 55% Met Standard			Dataquest & California Dashboard Distance From Standard (DFS) CAASPP English Language Arts All students +30 DFS - 63% Met Standard Socioeconomically Disadvantaged +25 DFS - 61% Met Standard English Learners - 40 DFS - 20% Met Standard Students with Disabilities - 80 DFS - 20% Met Standard CAASPP Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities DFS -94.1 'Very Low-Red' 16.1% Met Standard CAASPP Mathematics Performance Level All students DFS -58.9 'Medium-Yellow' 32.4% Met Standard Socioeconomically Disadvantaged DFS -65.1 'Low-Orange' 30.8% Met Standard English Learners DFS -135 'Very Low-Red' 2.4% Met Standard Students with Disabilities DFS -183 'Very Low-Red' 0% Met Standard	Mean scale score 2019 2607 Mean scale score 2021 2595 English Learners DFS -53.1 'Very Low-Red' 11% Met Standard Mean scale score 2019 2492 Mean scale score 2021 2476 Students with Disabilities DFS -94.1 'Very Low-Red' 9% Met Standard Mean scale score 2019 2472 Mean scale score 2021 2461 CAASPP Mathematics Performance Level All students DFS -58.9 'Medium-Yellow' 28% Met Standard Mean scale score 2019 2566 Mean scale score 2021 2567			All students - 50 DFS - 34% Met Standard Socioeconomically Disadvantaged - 59 DFS- 32% Met Standard English Learners - 120 DFS - 15% Met Standard Students with Disabilities - 170 DFS - 10% Met Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Socioeconomically Disadvantaged DFS -65.1 'Low-Orange' 26% Met Standard Mean scale score 2019 2561 Mean scale score 2021 2558 English Learners DFS -135 'Very Low-Red' 3% Met Standard Mean scale score 2019 2458 Mean scale score 2021 2461 Students with Disabilities DFS -183 'Very Low-Red' 5% Met Standard Mean scale score 2019 2417 Mean scale score 2021 2447			
California School Dashboard & Dataquest Priority 4 Pupil achievement as	CAASPP California Alternate Assessment Level 3 2019 English	CAASPP California Alternate Assessment Level 3 2021 English			CAASPP California Alternate Assessment Level 3 2019 English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	All pupils 20% Socioeconomically Disadvantaged 12.5% English Learners 0% Mathematics All pupils 10% Socioeconomically Disadvantaged 0% English Learners 0%	All pupils 14.3% Socioeconomically Disadvantaged 14.3% English Learners 0% Mathematics All pupils 14.3% Socioeconomically Disadvantaged 14.3% English Learners 0%			All pupils 40% Socioeconomically Disadvantaged Pupils 20% English Learners 20% Mathematics All pupils 30% Socioeconomically Disadvantaged Pupils 20% English Learners 20%
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	California Science Test (CAST) Met Standard 2019 All students 19.73% Socioeconomically Disadvantaged pupils 18.57% English Learners 0% Students with Disabilities 2.67%	California Science Test (CAST) Met Standard 2021 All students 21.6% Socioeconomically Disadvantaged pupils 21% English Learners 0% Students with Disabilities 0%			California Science Test (CAST) Met Standard All students 30.0% Socioeconomically Disadvantaged pupils 25.0% English Learners 10.0% Students with Disabilities 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Pupil achievement as measured by all of the following: (B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California state University	Dataquest UC a-g completers 2020 cohort: All students 58.3% Socioeconomically Disadvantaged pupils 57.1% English Learners 29.1% Students with Disabilities 27.7% Homeless 33.3%	Dataquest UC a-g completers 2021 cohort: All students 54.4% Socioeconomically Disadvantaged pupils 52.6% English Learners 35.2% Students with Disabilities 14.5% Homeless 31.8%			Dataquest UC a-g completers: All students 62% Socioeconomically Disadvantaged pupils 60% English Learners 35% Students with Disabilities 30% Homeless 35%
Priority 4 Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical	CALPADS CTE completers 2020 cohort: All students 50% Socioeconomically Disadvantaged pupils 53% English Learners 47.7% Students with Disabilities 49% Homeless 31%	CALPADS CTE completers 2021 cohort: All students 40% Socioeconomically Disadvantaged pupils 40% English Learners 32% Students with Disabilities 33.3% Homeless 27.3%			CALPADS CTE cohort completers: All students 55% Socioeconomically Disadvantaged pupils 56% English Learners 50% Students with Disabilities 60% Homeless 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
education standards and frameworks.					
Priority 4 Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	CALPADS UC a-g and CTE completers 2020 cohort: All students 31.% Socioeconomically Disadvantaged pupils 27.8% English Learners 16.3% Students with Disabilities 17.6% Homeless 12.5%	CALPADS UC a-g and CTE completers 2021 cohort: All students 24.7% Socioeconomically Disadvantaged pupils 23.7% English Learners 13.6% Students with Disabilities 6.9% Homeless 13.6%			CALPADS CTE cohort completers: All students 35.0% Socioeconomically Disadvantaged pupils 30.0% English Learners 19.0% Students with Disabilities 20% Homeless 20%
Priority 4 Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	California Dashboard English Learner Progress Indicator 2019 'Medium' Status 49% making progress toward English language proficiency	Dataquest English Learner Progress 2021 'Low' Status 37% making progress toward English language proficiency			California Dashboard English Learner Progress Indicator 'High' Status 60% progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Dataquest Reclassification rate 2021 15.2%	Dataquest Reclassification rate 2020-21 12.7%			Reclassification rate 18.0%
Priority 4 Pupil achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	College Board AP Passing 2020: Percent passed: All Pupils 42.3% Socioeconomically Disadvantaged 57.7%	College Board AP Passing 2021: Percent passed: All Pupils 22% Socioeconomically Disadvantaged 38.2%			College Board AP Passing 2020: Percent passed: 45.0% Socioeconomically Disadvantaged Pupils 59%
Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Dataquest EAP College Preparedness: English Language Arts All students 61.6% Socioeconomically Disadvantaged Pupils 59.8% English Learners 8.21% Students with Disabilities 16.13%	2021 Dataquest EAP College Preparedness: English Language Arts All students 57.4% Socioeconomically Disadvantaged Pupils 54.8% English Learners 11% Students with Disabilities 8.5%			EAP College Preparedness: English Language Arts All students 62.0% Socioeconomically Disadvantaged Pupils 61.0% English Learners 10.0% Students with Disabilities 17.0% Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mathematics All students 32.39% Socioeconomically Disadvantaged Pupils 30.83% English Learners 2.42% Students with Disabilities 0.00%	Mathematics All students 28.5% Socioeconomically Disadvantaged Pupils 26% English Learners 3% Students with Disabilities 4.5%			All students 35.0% Socioeconomically Disadvantaged Pupils 33.0% English Learners 8.5% Students with Disabilities 5.0%
Dataquest Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	California Dashboard College and Career Readiness Indicator 2020 status: All students 72.5% 'Very High' Socioeconomically Disadvantaged Pupils 72% 'Very High' English Learners 52.5% 'Medium' Students with Disabilities 35.5% 'Medium' Homeless 66.7% 'High'	California Dashboard College and Career Readiness Indicator 2021 status: All students 72.5% 'Very High' Socioeconomically Disadvantaged Pupils 72% 'Very High' English Learners 52.5% 'Medium' Students with Disabilities 35.5% 'Medium' Homeless 66.7% 'High'			California Dashboard College and Career Readiness Indicator status: All students 'Very High' Socioeconomically Disadvantaged Pupils 'Very High' English Learners 'High' Students with Disabilities 35.5% 'High' Homeless 66.7% 'High' CALPADS Dual Enrollment Credit Attainment 2020: All students 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS Dual Enrollment Credit Attainment 2020: All students 48% Socioeconomically Disadvantaged Pupils 50% English Learners 23.4% Foster Youth 40% Students with Disabilities 17.5%	CALPADS Dual Enrollment Credit Attainment 2020-21: All students 35.1% Socioeconomically Disadvantaged Pupils 37% English Learners 18.1% Students with Disabilities 10.1% California Dashboard Four-Year Cohort College Credit All students 78% Socioeconomically Disadvantaged Pupils 77% English Learners 66% Students with Disabilities 44% Homeless 59%			Socioeconomically Disadvantaged Pupils 52% English Learners 25% Foster Youth 42% Students with Disabilities 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High quality instruction	The DJUHSD will ensure English learners, foster youth, and economically disadvantaged students are provided with high quality instruction by continuing to:	$977,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instruction to close the academic achievement gap among subgroups. b. Provide teachers extra duty time for PLC and refinement of instruction, curriculum, and assessments based on data analysis focused on closing the achievement gap. COVID-19 CRRSA/ARP funding only: 1. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils have continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered because of COVID-19 school closures.		
1.2	Professional development and support	The district will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals. a) Maintain professional development that will improve instruction and use of assessment data to improve student academic achievement. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, Literacy, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co- teaching. b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of English learners and economically disadvantaged pupils. c) Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and economically disadvantaged pupils. The induction program provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and	$1,067,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Differentiating Instruction targeted on improving student academic achievement. d) Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, Close Reading, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.		
1.3	Teacher Retention	The district will continue to fund a portion of salary increase to retain teachers in order to provide English learners and economically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population.	$480,133.00	Yes
1.4	Supplemental instructional materials	The district will continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve language acquisition for English learners and instruction and learning for foster youth and pupils of low economic status (LCFF). COVID-19 CRRSA/ARP funding only: 1. Allocate resources for supplemental online instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support. 2. Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of	$818,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners, student with exceptional needs, economically disadvantaged pupils, and pupils performing below grade. 3. Provide no share instructional materials and supplies during COVID-19 pandemic.		
1.5	Supplemental instruction and interventions	The district will continue to maintain supplemental instruction and interventions for teachers to provide: a. Reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and economically disadvantaged pupils. b. Academic tutorials; afterschool intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and economically disadvantaged pupils.. c. Summer school ELD, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and economically disadvantaged pupils. d. Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and economically disadvantaged pupils in English, science, and mathematics, e. Incentives for students completing intervention program noted in sub-actions a, b, or c. f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions b, c, and d. g. Fund an additional bus driver for each comprehensive high school to transport students to other district schools for access to a broad course of study and to close the College and Career Indicator as well as the college credit gap for English learners and economically disadvantaged students.	$1,020,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
		h.　　Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities.		
1.6	Reduced class size	The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners by: a. Maintaining the additional two English and five mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction. b. Maintaining class size reduction teacher and the two instructional assistants to close the academic achievement gap on the CAA English and mathematics of English learners and economically disadvantaged pupils. c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction. COVID-19 CRRSA/ARP funds: 1. Fund an additional English and social studies teacher at CCHS and additional English teacher at RFK to reduce class size and close the learning gap as a result of the COVID-19 school closures. 2.　　Provide class size reduction in other subject areas for COVID-19 social distancing guidance.	$2,871,284.00	Yes
1.7	Support staff	The district will continue to provide support staff to improve student outcomes by: a. Increasing EL Program Specialists to two full-time for more effective monitoring of English learner progress and implementation of necessary interventions. b.　　Maintaining school site Learning Directors to monitor student progress, develop and implement interventions, and analyze local	$1,029,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
		formative and summative assessment data to gauge student learning and instruction. c. Maintaining the district level Director of Instruction, Data, and Assessments for implementation of common instructional practices and assessments; use of data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and economically disadvantaged pupils. d. Maintaining a portion of the Assistant Superintendent of Educational Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low economic status.		
1.8	Academic Coaches	The district will continue to provide academic coaches to improve teaching for English learners, foster youth and economically disadvantaged students by: a. Maintaining the three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for economically disadvantaged students with disabilities. b. For CSI, providing one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and economically disadvantaged students.	$309,047.00	Yes
1.9	Classified Support Staff	The district will continue to provide support staff for improved student outcomes by:	$1,906,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a.. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions; b. Maintaining IT support staff to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and economically disadvantaged students; c. Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for economically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and d. Maintaining instructional assistants to provide instructional support and small group instruction for English Learners, foster youth and pupils of low economic status.		
1.10	Increased UC a-g and AP sections	The district will continue to fund the increased UC a-g and AP individual section costs as well as the additional foreign language teacher to improve student outcomes. The increased sections allow the school sites to offer more college readiness opportunities for our foster youth, English learners, and economically disadvantaged pupils in attaining UC a-g college preparedness and improving student learning.	$933,638.00	Yes
1.11	UC a-g preparedness and AP passing strategies	The district will continue to provide opportunities for the school sites to improve college readiness by: a. Funding UC a-g online program for pupils to make up coursework and maintain UC a-g completion rates above the state level for all students and subgroups.	$249,267.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of economically disadvantaged pupils. c. Providing visitations to four-year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population. d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g preparedness for English learners and economically disadvantaged pupils.		
1.12	Technology	The district will continue to purchase updated technology and data management (Illuminate) system annual licenses. Updated technology is targeted to enhancing and improving the digital literacy of English learners and economically disadvantaged pupils. The data management systems will be used to analyze formative and summative assessments targeted at closing the academic achievement gap for these subgroups. COVID-19 CRRSA/ARP funds only: 1. Purchase the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students). 2. Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement. 3. Upgrade the technology infrastructure to support uninterrupted instruction and provide English learners and socioeconomically disadvantaged pupils learning opportunities beyond the school day.	$1,890,893.00	Yes
1.13	Student and staff recognition	The district and school sites will continue to foster a culture that nurtures and recognizes student success by providing student and	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for English learners, homeless and foster youth, and economically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment attaining high academic performance of our economically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English learners, homeless and foster youth, and economically disadvantaged pupils.		

Goal Analysis [2021-22]

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

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

The DJUHSD identified substantive differences in planned actions and actual implementation of these actions. The substantive differences and actual implementation are noted below:

Increased Services

The DJUHSD increased services in the provision of reduced class size (Action 1.6) and UC a-g and AP sections (action 1.10) for improved instruction in reducing the learning gaps of English learners and economically disadvantaged students that resulted from the COVID-19 school closures. Our district also increased technology support staff (Action 1.9) to provide English learners and economically disadvantaged students with increased technological support focused on increasing student digital literacy and improved academic achievement.

Actions Not Fully Implemented

Some of the planned actions were not fully implemented as a result of COVID-19. Teacher extra duty time (Action 1.1b) for PLC and refinement of instruction, curriculum and assessments was not implemented as a result of prioritizing the needs of pupils in quarantine. Increased services for quarantined pupils also affected instructional staff participation in professional development activities (Action 1.2) and provision of afterschool interventions (Action 1.5). Additionally, COVID-19 affected supply of technology (Action 1.12) and provision of supplemental instructional materials (Action 1.4). The resources not fully used in these actions were used to increase reduce class size sections and UC a-g and AP sections to close the academic achievement gap and improve learning for English learners and economically disadvantaged learners.

Fully Implemented Actions

The DJUHSD fully implemented resources for teacher retention (Action 1.3), provision of certificated support staff (action 1.7) to monitor instruction and student learning, academic coaches (Action 1.8) for improved instruction, and UC a-g completion and AP passing strategies (Action 1.11). These actions were principally directed in improving instruction and student learning for English learners and economically disadvantaged pupils.

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

The Delano Joint Union High School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2021-22 LCAP Goal 1 was $6,798,456. The estimated actual expenditures for 2021-22 LCAP Goal 1 was $5,714,210. This is a difference of $1,084,246. One substantive difference was in action 1.4, Supplemental instructional materials, due to instructional materials/software being embedded into Canvas platform. The other substantive difference was in action 1.12, Technology, due to lack of supply. The resources not fully used in the action outlined were used to reduce class size (Action 1.6), classified support staff (Action 1.7), increased UC a-g and AP sections (Action 1.10) and UC a-g preparedness and AP passing strategies (Action 1.11).

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

The actions in this goal were effective in making progress towards this goal. Action 1.3 was effective in attaining 94.1% fully credentialed and 100% appropriately assigned teachers during the 2021-2022 school year, and Action 1.4 provided every student sufficient instructional materials to complete their classwork at home to improve student learning.

Actions 1.1, 1.2, and 1.5 through 1.12 were effective in attaining the following outcomes of LCAP Priorities 2 and 4:

- Maintained full implementation of academic content and performance standards in all subject areas including English learner access to the common core state standards and ELD standards;
- Attained 2020 SBAC met standard English and mathematics above county(ELA 38%; math 23.5%) and state levels (ELA 47%; math 21%) for economically disadvantaged pupils (ELA 60%; math 31%);
- Maintained CAA English and mathematics Level 3 above the state average;
- Improved 2021 CAST 'Met Standard' 2.5% for economically disadvantaged pupils over the baseline year;
- Maintained 2021 UC a-g rates well above state levels (EL 22.6%; SED 41.6%) for English learners (35.2%) and economically disadvantaged students (53%);
- Maintained the high UC a-g completion rates (57%) for economically disadvantaged pupils
- Attained CTE completion of 40% for economically disadvantaged and 32% for English learners during the 2020-2021 COVID-19 school closures;

- Attained 37% English learner progress towards English language proficiency;
- Maintained reclassification rates above state levels;
- Attained 2020 College and Career Indicator at a 'Very High' status for economically disadvantaged pupils, 'High' status for homeless youth, and 'Medium' status for the English learner subgroup;
- Maintained the AP passing rate for the economically disadvantaged above the all pupil passing rate;
- Attained EAP College Preparedness in English (55%) and mathematics (26%) for the economically disadvantaged subgroup during the 2020-2021 COVID-19 school closures;
- Improved the 2021 four-year cohort college credit attainment of 77% for economically disadvantaged students, 66% of English learners, 44% of students with disabilities, and 59% for our homeless subgroup.

The effectiveness of these actions is also explained with more detail in the Increased or Improved Services section of this plan.

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

Based on an analysis of Goal 1 and input from our educational partners, the following changes will be made for the 2022-23 LCAP Year.

- Fund three bus drivers, one for each comprehensive high school, to increase access to a broad course of study for economically disadvantaged pupils who do not have transportation. The transportation to provide access to college and CTE courses not available at the school residence was effective in significant improvement of the College and Career Indicator and college attainment for economically disadvantaged students, English learners, economically disadvantaged students with disabilities, and homeless youth.

- Increase English Language Program Specialists to two full time FTE to more effectively monitor progress of English Learners.

- Fund an additional technology support staff for each comprehensive high school to provide student support on the effective use of technology and maintaining student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and economically disadvantaged students;

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The DJUHSD has identified the need to maintain access to a broad course of study for economically disadvantaged pupils, homeless and foster youth, English learners, and economically disadvantaged students with disabilities. Our district has a noted gap on the College and Career Indicator (CCI) among the economically disadvantaged students with disabilities and English learners at a 'Medium' Performance Level when compared to all pupils and the economically disadvantaged subgroup who are attaining a 'Very High' Performance Level. The district intends on maintaining the 'Very High' California Dashboard CCI status for economically disadvantaged pupils and improving the English learner performance level. There is an additional gap in the dual enrollment credit attainment among all pupils (78%) and economically disadvantaged pupils (77.2%) when compared to English learners (65.9%), homeless youth (59.1%) and economically disadvantaged students with disabilities (44%). Our district will continue to focus on the improved physical fitness outcomes of the economically disadvantaged subgroup. The 2019 Physical Fitness Test results for the economically disadvantaged improved in 5 of the 6 fitness zones over the baseline. Additionally, the district's goal is to continue maintaining or improving the CTE completion rate of economically disadvantaged pupils (39.8%), English learners (31.8%), and homeless youth (27.3%); performing in the top 25% in Visual Performing Arts, Mock Trial, and Academic Decathlon as well as improve the AP World Language passing rate for the economically disadvantaged pupils (71.4%) and increase the number of English learner and economically disadvantaged Biliteracy Seal eligible pupils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (a) Pupils have access to and are	Parent and Student Surveys, CALPADS, & California School Dashboard California Dashboard Standard Met	Parent and Student Surveys, CALPADS, & 2021 California School Dashboard California Dashboard Standard Met			Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree CALPADS Dual Enrollment Credit 2019-20: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5% CA Dashboard College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status	Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree CALPADS Dual Enrollment Credit 2020-21: All students 35.1% Socioeconomically Disadvantaged Pupils 37% English learners 18.1% Students with Disabilities 10.1% CA Dashboard College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status			Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20% College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status	Homeless 66.7% 'High' Status			
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree Dual Enrollment Credit 2019-20: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5% College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically	Standard Met Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree CALPADS Dual Enrollment Credit 2020-21: All students 35.1% Socioeconomically Disadvantaged Pupils 37% English learners 18.1% Students with Disabilities 10.1% CA Dashboard College Credit 2021 Cohort: All students 77.9% Socioeconomically Disadvantaged Pupils 77.2%			Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20% College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status	English learners 65.9% Students with Disabilities 40.1% Homeless 59.1% College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status			English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (c) Pupils have access to and are enrolled in programs and services developed	California Dashboard Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree	California Dashboard Standard Met Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree			Standard Met - Access to Broad Course of Study 98% Pupils agree 98% Parents agree College and Career Indicator:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and provided to individuals with exceptional needs.	Dual Enrollment Credit 2019-20: Students with Disabilities 17.5% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status	Dual Enrollment Credit 2020-21: Students with Disabilities 10.1% CA Dashboard College Credit 2021 Cohort: Students with Disabilities 40.1% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status			Students with Disabilities 'High" Status
CALPADS, College Board AP passing Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	College Board AP Passing World Language: All pupils 87% Socioeconomically Disadvantaged Pupils 87.6% State Seal of Biliteracy 13.6% CALPADS CTE completers 2020 cohort: All students 50%	2021 College Board AP Passing World Language: All pupils 70% Socioeconomically Disadvantaged Pupils 71.4% State Seal of Biliteracy All pupils 15.8% Socioeconomically Disadvantaged Pupils 16.7%			World Language: AP Passing 88% Socioeconomically Disadvantaged 88.5% State Seal of Biliteracy 20% Career Technical Education Completers All students 55% Socioeconomically Disadvantaged 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged Pupils 53% English Learners 47.7% Students with Disabilities 49% Homeless 31%	English Learners 20.8% Students with Disabilities 4.0% Homeless 13.6% CALPADS CTE completers 2021 cohort: All students 40.10% Socioeconomically Disadvantaged Pupils 39.80% English Learners 31.80% Students with Disabilities 33.30% Homeless 27.30%			English Learners 50% Students with Disabilities 50% Homeless 35%
Dataquest Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Dataquest Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 64.9% Socioeconomically Disadvantaged 63.4% Body Composition	Dataquest Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 64.9% Socioeconomically Disadvantaged 63.4% Body Composition			Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 66% Socioeconomically Disadvantaged 65% Body Composition All pupils 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All pupils 51.4% Socioeconomically Disadvantaged 50.3% Abdominal Strength All pupils 88.7% Socioeconomically Disadvantaged 88.7% Trunk Extension All pupils 91.2% Socioeconomically Disadvantaged 91% Upper Body Strength All pupils 63.6% Socioeconomically Disadvantaged 62.8% Flexibility All pupils 79.3% Socioeconomically Disadvantaged 79.2%	All pupils 51.4% Socioeconomically Disadvantaged 50.3% Abdominal Strength All pupils 88.7% Socioeconomically Disadvantaged 88.7% Trunk Extension All pupils 91.2% Socioeconomically Disadvantaged 91% Upper Body Strength All pupils 63.6% Socioeconomically Disadvantaged 62.8% Flexibility All pupils 79.3% Socioeconomically Disadvantaged 79.2%			Socioeconomically Disadvantaged 52% Abdominal Strength All pupils 89% Socioeconomically Disadvantaged 89% Trunk Extension All pupils 91.2% Socioeconomically Disadvantaged 91% Upper Body Strength All pupils 65% Socioeconomically Disadvantaged 64% Flexibility All pupils 80% Socioeconomically Disadvantaged 80%
PPAACC finals	PPAACC finals	PPAACC finals			Visual Performing Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings			County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High quality instruction	The district will continue to ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction by: a. Utilizing time during the late start Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the college and career indicator and improve physical fitness outcomes for English learners, foster youth, and economically disadvantaged pupils. b. Providing teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis for improved outcomes for the unduplicated pupils. COVID-19 CRRSA/ARP funding only: c. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures.	$187,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional development	The district will continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs and improve student outcomes for English learners, homeless pupils, foster youth and economically disadvantaged students.	$52,950.00	Yes
2.3	Supplemental materials, equipment, and supplies	The district will continue to purchase supplementary materials, equipment and supplies for the school sites to maintain or improve the College and Career Readiness indicator, attainment of dual enrollment credit, and access to a board course of study for English learners, foster and homeless youth, and pupils of low economic status.	$375,000.00	Yes
2.4	CTE and dual enrollment	The district will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and economically disadvantaged pupils. a. Maintain Career Technical Education teachers: Home Ec., Health Pathway, and Industrial Technology teachers at CCHS; Business Education and welding teacher at RFK; and Health Science and Ag teacher at DHS. b. Maintain dual enrollment CTE Courses: Nursing Assistant and Clinical Medical Assistant two period block of each at the three comprehensive school sites. c. Maintain the additional CTE and dual enrollment sections.	$1,692,511.00	Yes
2.5	CTE and dual enrollment support staff	The district will continue to provide CTE and dual enrollment support staff for improved or maintained 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and economically disadvantaged pupils.	$450,020.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Maintain CTE Director for articulation of courses and coordination of dual enrollment and work-based learning activities. b. Maintain the dual enrollment clerk to assist English learners, foster youth, and students of low economic status in registering for dual enrollment courses.		
2.6	Access to a broad course of study	The district will continue to provide the increased opportunities in access to a broad course of study for English learners, foster youth, and pupils of low economic status. a. Maintain the additional hour for program staff to provide additional instruction and maintain or improve the College and Career Readiness Indicator for English learners and economically disadvantaged students with disabilities. b. Maintain the three four-hour instructional aides - Two aides at CCHS and one aide for the PAVE program to provide individual or small group instruction for English learners and economically disadvantaged students with disabilities to attend a broad course of study and improve CCI outcomes. c. Continue to fund the increased music teacher at RFK and DHS for pupil access to a broad course of study. d. Continue to fund the music coaches at all three comprehensive high schools to maximize student performance and improved College and Career Readiness. e. Maintain access to a broad course of study for English learners and economically disadvantaged pupils at Valley High School by continuing to provide course offerings in jazz band, nutrition, and a personal finance.	$839,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Other EC 51220 outcomes	The district will continue to provide opportunities to improve outcomes in other areas for English learners, foster and homeless youth, and pupils of low economic status. a. Maintain athletic trainers to provide and implement safe physical activity practices and improve outcomes in physical fitness for economically disadvantaged pupils. b. Maintain reduced class size in physical education grade 9 to meet Physical Fitness Test outcomes for economically disadvantaged students. c. Continue to provide afterschool programs and intervention to improve student outcomes.	$555,010.00	Yes
2.8	Supplemental Activities	The district will continue to provide instructional field trips and visitations to four-year universities, community colleges, and vocational institutions to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes. These supplemental educational activities are principally directed in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low economic status.	$86,000.00	Yes
2.9	Technology	The district will continue to purchase technology for students and instructional staff to enhance and improve the unduplicated pupil performance (College and Career Indicator, Career Technical Education, and Physical Fitness results) in meeting 21st Century Learning Skills.	$625,000.00	Yes

Goal Analysis [2021-22]

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

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

The DJUHSD identified substantive differences in planned actions and actual implementation of these actions. The substantive differences and actual implementation are noted below:

Increased Services

The DJUHSD increased services in the offering of Career Technical Education (CTE) and dual enrollment opportunities (Action 2.4) to decrease College/Career Indicator gap for English learners, foster youth and economically disadvantaged pupils that resulted from the COVID-19 school closures.

Actions Not Fully Implemented

Some of the planned actions were not fully implemented as a result of COVID-19. Professional development (Action 2.2) for the purpose of integrating academics into these programs was not implemented as a result of increased services for quarantined pupils and counselors and administrators needing to remain on campus to meet the needs of students returning from COVID 19 school closure. Services that increase access to a broad course of study (Action 2.6c and 2.6e) for unduplicated pupils and strategies targeted on improving outcomes in other courses of study that include physical fitness results (Action 2.7) were not fully implemented due to teacher shortage to fill vacant positions. Additionally, COVID-19 affected supply of technology (Action 2.9) and provision of supplemental materials, equipment and supplies (Action 2.3). The resources not fully used in these actions were used to decrease College/Career Indicator gap for English learners, foster youth and economically disadvantaged pupils

Fully Implemented Actions

The DJUHSD fully implemented CTE and dual enrollment support staff (Action 2.5) and supplemental activities (Action 2.8) during the 2021-22 school year. These actions were principally directed in providing access to a broad course of study to English learners, foster youth, and economically disadvantaged pupils.

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

The Delano Joint Union High School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2021-22 LCAP Goal 2 was $3,539,774. The estimated actual expenditures for 2021-22 LCAP Goal 2 was $2,540,913. This is a difference of $998,861. One material difference was in action 2.2, Professional development, due to lack

of substitutes available to provide professional development to staff to attend training. The other material difference was in action 2.9, Technology, due to lack of need to purchase replacement technology.

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

The actions in this goal were effective in making progress towards this goal. Action 2.4 and 2.5 have been effective in closing CTE completion gap for English learners (48%), students with disabilities (49%), and economically disadvantaged pupils (53%) when compared to all pupils (50%). Actions 2.6 and 2.7 have been effective in improving outcomes on the CCI, CTE completion rate, Physical Fitness Test results, dual enrollment credit attainment, and chronic absenteeism for English learners, foster and homeless youth, economically disadvantaged pupils and students with disabilities as well as the accomplishment of superior ratings and first place rankings for the visual performing arts.

Action 2.1, 2.2, 2.3, 2.8 and 2.9 were effective in attaining the following outcomes of LCAP Priorities 7 and 8:

- Maintained economically disadvantaged pupil State Seal of Bi-literacy rates (16.7%) above the state average;

- College and Career Indicator (CCI) well above the state average for all students (72.5%), English learners (52.5%), and students with disabilities (35.5%), homeless youth (66.7%), and economically disadvantaged pupils (72%);

- Attained Dual enrollment credit for 66% of English learners, 59.1% of homeless youth, 77.2% of economically disadvantaged pupil, and 44.1% of students with disabilities.

- Improved Physical Fitness Test results for economically disadvantaged pupils of up to 6% in 5 of the 6 fitness areas,

The effectiveness of these actions is also explained with more detail in the Increased or Improved Services section of thia plan.

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

Based on an analysis of Goal 2, no changes were made for the 2022-23 LCAP Year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The DJUHSD developed this goal to ensure we provide the most optimal learning environment for our students. There are three noted instances where DJUHSD facilities are in need of significant repair. These areas include the asphalt between the girls' gym, science and world language buildings at Delano High School; the DHS north gym damaged roof causing leaks directly on classroom instruction areas; and the tennis courts at RFK and CCHS are severely cracked posing a hazard to the unduplicated pupil count during physical education. The DJUHSD has also identified the need to improve pupil attendance; reduce chronic absenteeism of English learners, economically disadvantaged pupils, students with disabilities, and homeless youth; improve the dropout rate of English learners and homeless youth; and improve the graduation rate gap for our students with disabilities. Our district identified the need to maintain the strategies that were effective in reducing the suspension rates for the unduplicated pupils. The district, however, noted an increase in the expulsion rates in 2020 for all students and the English learner subgroup. Parent and student surveys administered in fall of 2021 indicate that student sense of safety and school connectedness improved from the previous year. California Healthy Kids Survey also indicates a significant percentage (12%) of students with serious ideation of suicide within the last 12 months. Accordingly, the DJUHSD will continue to implement the strategies and actions outlined in this goal in ensuring teacher and student sense of safety and for the provision of social emotional education for English learners, foster youth, and economically disadvantaged youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 1 (c) School facilities are maintained in good repair.	California Dashboard Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	2021 California Dashboard Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including			Maintain Standard Met on the California Dashboard Attain 'Exemplary' status on the Facility Inspection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1 Facilities Inspection Tool "Good Repair"	Deficiencies And Extreme Deficiencies) 1 Facilities Inspection Tool "Good Repair"			
California School Dashboard Priority 3(A) Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability The Delano Joint Union High School District's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in October 2020 to 583 parents. The results of these surveys indicate that 96% of parents agree the school/district seeks input from parents in	2021 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability The Delano Joint Union High School District's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in November 2021 to 798 parents. The results of these surveys indicate that 97.4% of parents			Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	making decisions for the school and district.	agree the school/district seeks input from parents in making decisions for the school and district.			
California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys October 2020 95.4% parents agree the school promotes family engagement activities	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys November 2021 93.5% parents agree the school promotes family engagement activities			Standard Met Full Implementation and Sustainability
California School Dashboard Priority 3(C) Parental involvement and family engagement, including how the school district will promote parental	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in			Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participation in programs for individuals with exceptional needs.	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.	recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve families in Parent University trainings and site and district educational partner meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard voice and text messaging, social media, the school marquee, mailings,			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.	and posting events on our websites. California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.			
Aeries Student Data System Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	Aeries School year 2019-20 Attendance rate 95.9%	Aeries School year 2020-21 Attendance rate 97.3%			Attendance rate 96.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	Dataquest 2018-19 Chronic Absenteeism All students 11.5% Socioeconomically Disadvantaged pupils 12% English learners 14.0% Students with Disabilities 19.1% Foster Youth 0% Homeless 16.4% CALPADS 2020-2021 All students 8.4% Socioeconomically Disadvantaged pupils 9% English learners 13.8%	Dataquest 2020-21 Chronic Absenteeism All students 9.9% Socioeconomically Disadvantaged pupils 10.4% English learners 16.5% Students with Disabilities 17.4%			Dataquest All students 11% Socioeconomically Disadvantaged pupils 10.5% English learners 12% Students with Disabilities 15% Foster Youth 0% Homeless 12% CALPADS All students 8% Socioeconomically Disadvantaged pupils 8.5% English learners 11%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (C) Middle school dropout rates	Not applicable	Not applicable			Not applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	Dataquest 2020 Cohort Dropouts All students 2.5% English learners 4.6% Socioeconomically Disadvantaged pupils 2.7% Students with disabilities 8.3% Homeless 5.6%	Dataquest 2021 Cohort Dropouts All students 2.7% English learners 4.4% Socioeconomically Disadvantaged pupils 2.8% Students with disabilities 7.4% Homeless 4.2%			All students 2.0% Socioeconomically Disadvantaged pupils 2.5% English learners 4.0% Students with disabilities 5.0% Homeless 4.0%
Dataquest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	Dataquest 2020 Cohort Graduation Rate All students 95.8% 'Very High' Status Socioeconomically Disadvantaged pupils 95.7% 'Very High' Status English learners 92% 'High Status' Foster Youth 100% 'Very High' Status Students with disabilities 77.4% 'Low' Status Homeless 89% 'Medium' Status	Dataquest 2021 Cohort Graduation Rate All students 94.5% 'High' Status Socioeconomically Disadvantaged pupils 94.3% 'High' Status English learners 90.4% 'High Status' Students with disabilities 80.9% 'Medium' Status Homeless 91.7% 'High' Status			All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'Very High' Status Foster Youth 'Very High' Status Students with disabilities 'Medium' Status Homeless 'High' Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (A) Pupil suspension rates	Dataquest 2020 Suspension Rate All students 1.3% 'Low Status" Socioeconomically Disadvantaged pupils 1.3% 'Low Status'" English learners 1.7% 'Medium status' Foster Youth 0% 'Very Low Status' Students with disabilities 2.0% 'Medium Status' Homeless 8.3% 'High Status'	Dataquest 2021 Suspension Rate All students 0% 'Very Low Status" Socioeconomically Disadvantaged pupils 0% 'Very Low Status'" English learners 0% 'Very Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 0% 'Very Low Status' Homeless 0% 'Very Low Status'			All students 1.2% 'Low Status' Socioeconomically Disadvantaged pupils 1.2% 'Low Status' English learners 1.5% 'Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 1.5% 'Low Status' Homeless 3.0% 'Medium Status'
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (B) Expulsion rates	Dataquest 2020 All students 0.25% Socioeconomically Disadvantaged pupils 0.26% English learners 0.59%	Dataquest 2021 Expulsion rate All students 0.05% Socioeconomically Disadvantaged pupils 0% English learners 0.0%			Maintain below 1% for all students and subgroups
California School Dashboard - Local Climate Survey Priority 6 School climate, as measured	Standard Met A local climate survey was administered in October of 2020 to	Standard Met A local climate survey was administered in November of 2021 to			Standard Met 94% Student, parent and teacher sense of school safety.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	students, parents, and teachers. The results of this survey indicate that 90.4% of students and parents and 94.2% of teachers have a sense of school safety. This survey also reflects that 99.6% of students and parents and 98.6% of the teachers feel connected to their school. The California Healthy Kids Survey was administered in the fall 2019 to 1880 ninth and eleventh grade students. Based on this survey, 90% of the students surveyed feel safe at school.	students, parents, and teachers. The results of this survey indicate that 91.5% of students; 93.4% of parents; and 89% of teachers have a sense of school safety. This survey also reflects that 74% of students; 98% of parents; and 98.3% of the teachers feel connected to their school.			99% Student, parent and teacher sense of school connectedness

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional development on behavior and social-emotional education	The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence- based behavior intervention and social-emotional education strategies and practices to reduce suspensions, expulsions	$128,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and chronic absenteeism as well as improve student sense of safety for English learners, foster and homeless youth, and economically disadvantaged pupils.		
3.2	Supplementary materials	The district will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment to improve chronic absenteeism and graduation rates for the unduplicated pupil population. COVID-19 CRRSA/ARP funds: a. Purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease. b. Purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use. c.　Purchase COVID test kits for students and staff.	$1,226,000.00	Yes
3.3	Alternative educational settings	The district will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and economically disadvantaged pupils. a. Maintain the district Opportunity Program teacher as an alternative educational setting. b. Maintain three academic intervention teachers – one for each comprehensive school site to provide behavioral improvement instruction.	$711,110.00	Yes
3.4	Additional academic support and options	The district will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities and pupils of low economic status.	$1,538,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and economically disadvantaged youth. b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population. c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities.		
3.5	Interventions	The district will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs and improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and economically disadvantaged pupils.	$163,000.00	Yes
3.6	Support Services: Social Emotional Education	The district will continue to provide the additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low economic status. a. Maintain funding for portion of salary for school psychologists and nurses to provide health and social-emotional education for improved student academic achievement. b. Maintain funding for three intervention counselors, one for each comprehensive high school, to provide behavior and social-emotional education for improved student academic achievement. c. Hire three intern psychologists to provide services for the prevention of suicide, trauma, bullying, and violence and improve student learning. COVID-19 CRRSA/ARP funds:	$1,939,958.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Continue funding the Director of Student Services to track student attendance, improve student engagement, and coordinate mental health support services for students affected by trauma and violence and prevention of suicide, bullying, and harassment.		
3.7	Pupil engagement and school climate support staff	The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; and improve graduation rates of English Learners, foster youth, students with disabilities, and pupils of low economic status. a. Maintain Discipline Liaisons at each school to provide positive behavior intervention strategies and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and economically disadvantaged pupils. b. Maintain contract with Delano Police Department for two resource officers to conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; and critical social-emotional evaluations. The resource officers will also serve as part of a team to develop and implement behavior plans in partnership with the parents and students. c. Maintain the additional security staff at each comprehensive school site for continued reduced suspension rates of English learners and economically disadvantaged youth by implementing positive behavior support strategies and assisting in afterschool programs that address specific behaviors in reducing suspensions and expulsions. The security staff will also assist in strategies to reduce chronic absenteeism of English learners and homeless youth. d. Hire two 0.5 FTE attendance clerks for RFK and CCHS for increased parent contact to improve attendance rates of English learners and economically disadvantaged students.	$942,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		e. Hire three additional support staff to increase implementation of positive behavior intervention strategies to reduce suspension rates and improve attendance of English learners and economically disadvantaged pupils.		
3.8	Technology and information	The district will continue to purchase technology and fund maintenance of district web page to maintain the increased parental and community engagement. Results from the fall 2021 survey indicate that 94% of parents agreed the school/district provides sufficient notices and opportunities for parent and family engagement. This action is principally directed to improving the digital literacy and involving the parents of English learners, foster and homeless youth, and economically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.	$674,000.00	Yes
3.9	School connectedness	The district will continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and conducting schoolwide events for staff, pupils, and parents and families. This action is principally directed on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, economically disadvantaged pupils and homeless and foster youth.	$94,000.00	Yes
3.10	Facilities in good repair	The district will continue to maintain facilities in good repair.	$875,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Repair asphalt between girls' gym and science and world language buildings at Delano High School. The student walkway has severe cracks posing a hazard to the unduplicated pupil count.		
		b. Repair leaking roof at DHS north gym. This repair is principally directed to improving the educational environment for the unduplicated student population. The damaged roof causes leaks directly on classroom instruction and participation areas.		
		c. Repair tennis courts at RFK and CCHS. The courts have severe cracks posing a hazard to the unduplicated pupil count during physical education.		
		d. Repair outdoor benches at CCHS to improve learning and pupil engagement for English learners, homeless pupils, and economically disadvantaged students. Damaged outdoor fixtures impede providing adequate student study areas.		
		e. Increase custodial staff to improve a learning environment that is conducive to and improves student learning of English learners and economically disadvantaged.		
		These repairs will improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.		
		COVID-19 CRRSA/ARP funds:		
		a. Modification to facilities in preparation for in-person instruction that include installation of plexi-glass to reduce the spread of disease; removing counters and other classroom modifications to maximize social distancing; and installation of additional handwashing and hand sanitation stations.		
		b. Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfect and clean any area used by any sick.		

Action #	Title	Description	Total Funds	Contributing
3.11	Parental involvement	The district will continue to promote parental involvement to improve learning outcomes of English learners, foster and homeless youth and pupils of low economic status. a. Continue to conduct Parent Awareness workshops. b. Continue to provide resources for parent outreach and assistance. c. Maintain modified classified staff work calendar to improve services for students. The classified workdays now correlate with the scheduled school days so that staff is available to meet with parents and students.	$333,197.00	Yes
3.12	Parent, student, and staff decision making	The district will continue to conduct district educational partner meetings for data analysis, outcome analysis and performance analysis.	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

The DJUHSD identified substantive differences in planned actions and actual implementation of these actions. The substantive differences and actual implementation are noted below:

Increased Services

The DJUHSD increased additional academic support options (Action 3.4) in the form of increased independent study offerings to improve attendance and increase graduation rates of English learners, foster youth and economically disadvantaged pupils.

Actions Not Fully Implemented

Some of the planned actions were not fully implemented as a result of COVID-19. Professional development (Action 3.1) for the purpose of providing evidenced based behavior intervention and social emotional education strategies was not implemented as a result of increased teacher services for quarantined pupils and counselors and administrators needing to remain on campus to meet the needs of students returning from COVID 19 school closure.

The provision of supplementary materials (Action 3.2) was affected by the 2021-2022 priority of addressing the academic and health needs quarantined/isolated pupils and mitigating the spread of disease. Alternative educational teachers (Action 3.3) were reassigned (ESSER funding) to provide instruction and support for quarantined/isolated pupils and an opportunity teacher was not able to be found until the second semester. Interventions (Action 3.5) occurring after school and on Saturday had low attendance due to COVID 19 concerns. Pupil engagement and school climate support staff (Action 3.7) was not able to be implemented as a result of school resource officer unavailability. Technology and information (Action 3.8), Facilities in good repair (3.10), Parental Involvement (3.11) and Parent, student, and staff decision making (3.12) were not fully implemented due to supply availability and postponement of in-person workshops due to COVID 19 restrictions/concerns. The resources not fully used in these actions will be carried over into the 2022-2023 LCAP actions to increase additional academic support and options for English learners, foster and homeless youth, and economically disadvantaged pupils

Fully Implemented Actions

The DJUHSD fully implemented Support Services: Social Emotional Education (Action 3.6) and School connectedness (Action 3.9) during the 2021-22 school year. These actions were principally directed in providing a high quality educational environment for the unduplicated pupils.

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

The Delano Joint Union High School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2021-22 LCAP Goal 3 was $4,788,731. The estimated actual expenditures for 2021-22 LCAP Goal 3 was $3,564,513. This is a difference of $1,224,218. One material difference was in action 3.1, Professional development, due to student support services staff needing to remain on campus to meet the social emotional needs of student. Another material difference was in action 3.5, Interventions, due to lack of participation at Saturday and/or evening interventions. The material difference in action 3.8, Technology and information, due to technology remaining in good repair and not needing replacement.

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

The actions in this goal were effective in making progress towards this goal. Pupil engagement and school climate support staff (Action 3.7) have been effective maintaining the reduced suspension and dropout rates and improved graduation rates of English learners, foster youth and economically disadvantaged pupils. Action 3.10 has been effective in providing our students with an educational environment that is conducive to learning and improving student outcomes as addressed in the data presented in this section. This action has been effective in improving the English learner California Dataquest chronic absentee rate and California Dashboard College and Career Indicator for English learners and economically disadvantaged pupils. The chronic absenteeism rate for English learners improved from 21.4% in 2016-17 to 16.5% in 2019-20-19. A similar improvement was noted as well for our economically disadvantaged student subgroup.

Actions 3.1 through 3.6, 3.8, 3.9, 3.11 and 3.12 were effective in attaining the following outcomes of LCAP Priorities 1, 3, 5 and 6:

- Reduced the number of suspensions to 1.3% for economically disadvantaged students, 1.7% for English learners, 0% for foster youth, and 2% for students with disabilities as well as maintaining dropout rates below state for English learners and economically disadvantaged pupils.
- Improved chronic absenteeism for economically disadvantaged pupils (12%) and foster youth (0%);
- Improved school connectedness and pupil sense of safety;
- Attained 'High' to 'Very High' graduation status for economically disadvantaged pupils (95.7%), English learners (92%), and foster youth (100%)
- Maintained chronic absenteeism rates below state level and maintaining 'High' to 'Very High' graduation status on the California Dashboard for English learners, homeless youth, and economically disadvantaged pupils;
- increased student sense of safety to 91.5% based on student and parent surveys; reduced suspension rates of 'Low' to 'Medium' status on the CA Dashboard for economically disadvantaged pupils, English learners, and foster youth;
- Maintained dropout rates (Dataquest) below county and state levels for economically disadvantaged pupils (2.8%), English learners (4.4%), homeless (4.2%) and students with disabilities (7.4%%);
- Reduced bullying and suicide ideation by 3% (California Healthy Kids Survey); and
- Increased parent and student sense of safety of 90.4%.

The effectiveness of these actions is also explained with more detail in the Increased or Improved Services section of this plan.

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

Based on an analysis of Goal 3, the following changes will be made for the 2022-23 LCAP Year.

- Increased Independent Study sessions to reduce chronic absenteeism and improve attendance of English learners and economically disadvantaged students.

- Hire one additional nurse to provide health and social-emotional education for improved student academic achievement

- Additional two 0.5 FTE attendance clerks for increased parent contact to improve attendance rates

- Three support staff to increase implementation of positive behavior intervention strategies to reduce suspension rates and improve attendance.

- Increase Four and a half custodians to improve student learning environment.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$15,353,879	$2,299,549

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.54%	9.03%	$3,697,041.95	45.57%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1: The Delano Joint Union High School District (DJUHSD) will provide a high quality education to improve student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

The needs of foster and homeless youth, English learners, students with disabilities, and economically disadvantaged pupils were considered first in developing this goal. Educational partners conducted data analysis to determine needs, assessed current actions for effectiveness and recommended any modifications or additions. All available data was disaggregated by significant subgroups which included all pupils, economically disadvantaged students, English learners, foster and homeless youth, and students with disabilities. Actions were developed based on the identified gaps and increased academic achievement on state assessments, UC a-g and CTE completers, English learner progress, AP passing, and EAP readiness for these subgroups in addition to maintaining the 'Standard Met' on the California Dashboard implementation of academic content standards, sufficient standards-aligned instructional materials, and teachers appropriately credentialed and assigned. The following needs, conditions, and circumstances were assessed for English learners, homeless students, foster youth, and economically disadvantaged pupils for the 2021-2024 LCAP: While these actions are LEA wide and all students will benefit from this, we believe that this will close the achievement gap that exists with foster youth, homeless pupils, English learners, and low-income students as outlined in our state priority metrics.

Academic Gaps and Achievements

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

The 2021 California Dashboard continues at 'Standard Met' of teachers appropriately assigned and fully credentialed. For 2021-2022, CALPADS reflects 0% total teacher misassignment with an increase to 94.1% teachers fully credentialed.

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

2021 California Dashboard & Williams Act Report reflects 'Standard Met' with 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home

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

As measured by the Self Reflection Tool on the 2021 California Dashboard and teacher and school site administrator surveys
'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:

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

Priority 4 Pupil achievement as measured by all of the following:
4(A) Statewide assessments

2020 SBAC ELA -English language arts assessment results indicate English learner subgroup is in the 'very low-red' performance level with -53.1 Distance From Standard (DFS) compared to a 'medium-yellow' performance level for all students and economically disadvantaged pupils with a +26.7 and +21.9 DFS, respectively. The district
has also identified the need to improve the economically disadvantaged subgroup SBAC English from a 'Medium-yellow' status to a 'High-green' status on the California Dashboard.

2020 SBAC mathematics - The English learner subgroup is in the 'very low-red' performance level with a -135 DFS and the economically disadvantaged subgroup (-65.1 DFS) in the 'Low-orange' performance compared to all students in the 'medium-yellow' (-58.9 DFS) performance level.

2020 CAASPP California Alternate Assessment (CAA) in English among - There is a noted achievement gap for English learner subgroup

(0%) and economically disadvantaged pupils (12.5%) when compared to all pupils (20%) in attaining a Level 3.

 2020 CAASPP California Alternate Assessment (CAA) mathematics - A similar gap is noted with 10% of all pupils attaining a Level 3 in comparison to the English learner (0%) and economically disadvantaged (0%) subgroups attaining a Level 3.

 CAST 2019 - Performance on the CAST 'Met Standard' is below the state level for all students (20%), economically disadvantaged pupils (18.6%), and English learners (0%) as well as the noted achievement gap for English learners when compared to all pupils. Despite the 2020-2021 school closures, there was a noted improvement in
 the CAST 'Met Standard' for the economically disadvantaged subgroup (21%).

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

 The actions in this goal have been effective in the noted improvement of the 2021 UC a-g achievement gaps for the English learner subgroup of 6.2% over the baseline year and above the state rate (41.4%) for our economically disadvantaged pupils (52.6%).

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

 The actions in this goal have been effective in closing the CTE completion gap with 40% of all pupils, 40% of economically disadvantaged student, 32% English learners, and 33.3% students with disabilities.
 There is a noted CTE completion gap with the homeless youth subgroup (27.3%) completing a CTE pathway.

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

 There is a noted achievement gap in English learners (13.6%), students with disabilities (7%), and homeless youth (13.6%) completing both UC a-g and CTE when compared to all pupils (25%) and economically disadvantaged students (24%).

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

 The 2020-2021 COVID -19 school closures affected English learner progress. English learner progress declined to a 'Low' performance status over the previous year with 37% making progress towards English language proficiency.

 4(F) The English learner reclassification rate

 The English learner reclassification rate of 12.7% continues well above the state average of 7%..

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

The actions of this goal have been effective in maintaining economically disadvantaged students (38.2%) AP passing rate above the AP passing rate for all pupils (22%).

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

There is a noted improvement of 3% on English EAP College Preparedness for English learners (11%) over the baseline year. Despite the 2020-2021 COVID-19 school closures, 55% economically disadvantaged students demonstrated EAP College Preparedness.

The 2020-2021 mathematics EAP College Preparedness has a noted improvement for English learners (.5%) and students with disabilities subgroup (5%). Twenty-six percent economically disadvantaged pupils achieved EAP College Preparedness despite mandated distance learning.

The 2020 California Dashboard College Readiness Indicator (CCI) has a noted gap, as well, for English learners (52.5%-Medium status) and students with disabilities (35.5%-Medium status) when compared to all pupils (72.5% Very High status) and economically disadvantaged students (72% Very High status).

Actions in this goal were effective in a significant improvement of College credit attainment for English learners (65.9%), economically disadvantaged students (77.2%), students with disabilities (44.1%), and homeless subgroup (59.1%) over the baseline year.

Additional Conditions and Circumstances

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

- Shared housing due to economic hardship that result inappropriate learning settings outside of school
- Minimal or no exposure to academic language and English language development outside of school
- Inability to participate in afterschool academic supports as a result of the need to care for younger siblings while parents are still at work
- Limited or no opportunities in the community to participate in post-secondary opportunities outside of the high school setting
- Needed resources for transportation to participate in post-secondary vocational skills training or college/university courses provided outside of school or school of residence
- Lack of access to technology and connectivity
- Lack of resources for extra academic and social-emotional supports

Effectiveness of Actions

Action 1 which commits the district to ensuring all students are provided with a high-quality, standards aligned curriculum and instruction is being continued from the 2017-2020 LCAP. This action provides for continued use of late start Wednesdays and extra duty time for core academic content teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the statewide assessment, UC a-g and CTE completion, English learner progress and reclassification, AP passing, and college preparedness outcomes for English learners, foster youth, and economically disadvantaged pupils. This action is intended to provide instructional staff Professional Learning Community (PLC) time to conduct data analysis and determine student needs by answering the 4 critical questions required of each PLC: What do we want students to learn? How do we know they learned it? What will we do if they did not learn it? What will we do if they did learn it? During this time, teachers will have the opportunity to collaborate and refine and modify curriculum, instruction, and assessments. Teachers will be provided extra duty time to complete the refinement and modification of curriculum and assessments. This action has been principally directed and effective in attaining 2020 SBAC met standard English and mathematics above county(ELA 38%; math 23.5%) and state levels (ELA 47%; math 21%) for economically disadvantaged pupils (ELA 60%; math 31%); 2021 UC a-g rates well above state levels (EL 22.6%; SED 41.6%) for English learners (35.2%) and economically disadvantaged students (53%); closing the CTE completion gap for English learners and economically disadvantaged pupils; maintaining English learner reclassification rates (13%) above state levels (7%); and improving economically disadvantaged pupil AP passing rates (38.2%) above the all pupil subgroup (22%) passing rate.

Actions 2, 3, and 4 encompass providing support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals; retention of high-qualified teachers; and providing supplementary instructional materials to improve student academic achievement are being continued from the 2017-2020 LCAP. These practices have been effective in maintaining implementation of content standards (CA Dashboard Standard Met); a noted increase (0.6%) in retaining fully credentialed teachers to 94.1%; 2020 SBAC English and mathematics above state averages for all pupils (61.6% Met standard in English and 32.4% in mathematics), economically disadvantaged pupils (61% Met standard in English and 31% in mathematics), and the students with disabilities subgroup (16% Met standard in English); CAA English and mathematics Level 3 above the state average; maintaining UC a-g completion above state averages for all students (54.4%), economically disadvantaged pupils (53%), and English learners (35.2%); closing the CTE completion gap for English learners (32%), economically disadvantaged pupils (40%), and students with disabilities (43.3%); English learner progress in attaining English proficiency (37%); reclassification rates above state levels; AP passing for economically disadvantaged pupils of 38.2%; dual enrollment credit attainment for the economically disadvantaged pupils (77%), English learners (66%), homeless (59%), and students with disabilities (44%); and attaining 54.8% and 26% college preparedness on the EAP for our economically disadvantaged pupils in English and mathematics, respectively. Evidence-based professional development is provided on an ongoing basis throughout the year to provide consistent quality instruction and improve learning for English learners and economically disadvantaged students. The professional development activities include, but are limited to, Explicit Direct Instruction to check for understanding and re-teaching; AVID and DOK to promote critical thinking skills; Specially Designed Academic Instruction in English; ELD; and Universal Design for Learning strategies. Mentors assists new teachers in implementing and refining these strategies. The district provides two professional development days prior to the start of each semester to implement the professional development based on the needs assessment and needed areas of growth. The teacher retention action was implemented in the 2016-2017 LCAP to retain academic content teachers and principally directed to maintain high quality instruction and improved learning for English learners, foster youth, and economically disadvantaged pupils. This action has

gradually reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 6% for the 2020-2021 school year. Teachers leaving our district affected quality instruction and hindered academic progress for English learners and economically disadvantaged students. High-quality instruction takes about 3 to 4 years to develop. This action has been effective in attaining the noted academic achievements.

Actions 5, 6, 7, 8, and 9: The support staff provided for in Action 7 and 9; academic coaches in Action 8; supplemental instruction and interventions provided for in Action 5; and class size reduction sections in Action 6 are being continued form the 2017-2020 LCAP. These actions have been effective in closing the achievement gap noted in the results of UC a-g completion, dual enrollment credit attainment, and the College and Career Readiness Indicator for English learners, homeless and foster youth, students with disabilities, and economically disadvantaged pupils. These actions have also been principally directed and effective in attaining SBAC met standard English and mathematics above county(ELA 38%; math 23.5%) and state levels (ELA 47%; math 21%) for economically disadvantaged pupils (ELA 60%; math (31%); UC a-g rates well above state levels (EL 22.6%; SED 41.6%) for English learners (35.2%) and economically disadvantaged students (53%); closing the CTE completion gap for English learners and economically disadvantaged pupils; maintaining English learner reclassification rates (13%) above state levels (8%); improving economically disadvantaged pupil AP passing rates (38.2%) above the all pupil subgroup (22%) passing rate; and increasing dual enrollment credit attainment for homeless youth to 59%, English learners to 66%, and economically disadvantaged students to 77%.

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

Action 12 which provides for technology to improve digital literacy (i.e. how to use computer applications, research documents, access instructional materials, English learner use of translation application) and data analysis programs to monitor student progress is being continued from the 2017-2020 LCAP. This action has been determined to be effective based on attaining SBAC met standard English and mathematics above county(ELA 38%; math 23.5%) and state levels (ELA 47%; math 21%) for economically disadvantaged pupils (ELA 60%; math (31%); UC a-g rates well above state levels (EL 22.6%; SED 41.6%) for English learners (35.2%) and economically disadvantaged students (53%); closing the CTE completion gap for English learners and economically disadvantaged pupils; maintaining English learner reclassification rates above state levels; improving economically disadvantaged pupil AP passing rates above the all pupil subgroup passing rate; and increasing dual enrollment credit attainment for homeless youth to , English learners, and economically disadvantaged students.

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

learner progress; AP passing for economically disadvantaged students; and college preparedness for English learners, homeless youth, and economically disadvantaged pupils as previously indicated.

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

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

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

Performance Gaps and Achievements

Priority 7 Access to a Broad Course of Study

 The DJUHSD attained 'Standard Met' on the California Dashboard in providing students access to a broad course of study. Parent and student surveys conducted in October 2021 reflect that 98.5% of pupils and 94.2% of parents agree the district provides access to a broad course of study. Our district has a noted gap on the College and Career Indicator (CCI) for English learners at a 'Medium' Performance Level when compared to all pupils and the economically disadvantaged subgroup who are attaining a 'Very High' Performance Level. The district intends on maintaining the 'Very High' California Dashboard CCI status for economically disadvantaged pupils and improving the English learner performance level. These actions were effective in closing the dual enrollment credit attainment gap among all pupils 78%), economically disadvantaged pupils (77.2%), English learners (66%), and homeless youth (59.1%) as well as a significant increase over the baseline year.

Priority 8 Pupil Outcomes in Other Subject Areas

 Our district will continue to focus on the improved physical fitness outcomes of the economically disadvantaged subgroup. The 2019

Physical Fitness Test results for the economically disadvantaged improved in 5 of the 6 fitness zones over the baseline. the actions in this goal have been effective in improving the CTE completion rate of economically disadvantaged pupils (40%), English learners (32%), and homeless youth (27.3%); performing in the top 25% in Visual Performing Arts, Mock Trial, and Academic Decathlon; maintaining the AP World Language passing rate for the economically disadvantaged pupils (71.4%) above the all pupil rate; and increased Biliteracy Seal eligible pupils.

Additional Conditions and Circumstances

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

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

Effectiveness of Actions

Action 1 which commits the district in ensuring all students are provided with a high-quality, standards aligned curriculum and instruction is being continued from the 2017-2020 LCAP. This action provides for continued use of late start Wednesdays and extra duty time for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the college and career indicator and improve physical fitness outcomes for English learners, foster youth, and economically disadvantaged pupils. This action is intended to provide instructional staff Professional Learning Community (PLC) time to conduct data analysis and determine student needs by answering the 4 critical questions required of each PLC: What do we want students to learn? How do we know they learned it? What will we do if they did not learn it? What will we do if they did learn it? During this time, teachers will have the opportunity to collaborate and refine and modify curriculum, instruction, and assessments. Teachers will be provided extra duty time to complete the refinement and modification of curriculum and assessments.

This action has have been effective in maintaining State Seal of Bi-literacy rates above the state average; College and Career Indicator (CCI) well above the state average for all students (72.5%), English learners (52.5%), students with disabilities (35.5%), homeless youth (66.7%), and economically disadvantaged pupils (72%); and attainment of dual enrollment credit attainment of 78% of all pupils, 66% of English learners, 59.1% homeless youth, 77.2% of economically disadvantaged pupil, and 44.1%of students with disabilities. These actions have

also contributed to improved Physical Fitness Test results for economically disadvantaged pupils of up to 6% in 5 of the 6 fitness areas over the 2017 LCAP baseline as well as maintaining 1st place and superior ratings in visual performing arts competitions.

Actions 2, 3, 8, and 9 encompass high-quality professional development for the purpose of integrating rigorous academics into these programs; provision of supplementary instructional materials, equipment, and supplies; vocational field trips, and technology to augment student learning and will be continued from the 2017-2020 LCAP. The professional development in Action 2 and supplementary materials and equipment in Action 3 focus on improving the academic achievement gap for English learners and economically disadvantaged pupils by integrating English and mathematics content standards and implementing Depth of Knowledge Level 3 and 4 strategies in CTE, physical education, visual performing arts, world languages, health, and other elective courses. Action 2 is also focused on improving health and physical fitness thus reducing chronic absenteeism (noted in goal 3 data) of English learners and economically disadvantaged pupils. The supplemental activities (Action 8) are focused on improving CCI, reducing chronic absenteeism (noted in goal 3 data), and exposing students to life beyond high school thus promoting improved CCI and dual enrollment credit attainment for English learners, foster youth, and economically disadvantaged pupils. Action 9 is intended to prepare students for college and career in addressing the technology component of 21st century skills necessary to succeed in life beyond high school. These actions have been effective in maintaining economically disadvantaged pupil State Seal of Bi-literacy rates (16.7%) above the state average; College and Career Indicator (CCI) well above the state average for all students (72.5%), English learners (52.5%), students with disabilities (35.5%), homeless youth (66.7%), and economically disadvantaged pupils (72%); and attainment of dual enrollment credit attainment for 78% of all pupils, 66% of English learners, 59.1% of homeless youth, 77.2% of economically disadvantaged pupil, and 44.1% of students with disabilities. These actions have also contributed to improved Physical Fitness Test results for economically disadvantaged pupils of up to 6% in 5 of the 6 fitness areas and maintaining 1st place and superior ratings in visual performing arts competitions.

Actions 4 and 5: The strategies in Actions 4 and 5 provide increased CTE and dual enrollment opportunities and will be continued from the 2017-2020 LCAP. In alignment with the DJUHSD vision, these two actions are focused on preparing students to be college career ready. Our school district communities (Delano, Earlimart, Richgrove, Allensworth, Pond) do not have training facilities or opportunities for our English learners and economically disadvantaged pupils outside of the school setting. In addition, most of our English learners and economically disadvantaged pupils do not have the transportation to attend post-secondary education or training elsewhere. Thus, our district will continue to provide increased CTE and dual enrollment opportunities in preparing English learners, foster youth, and economically disadvantaged pupils to be college and career ready. These actions have been effective in closing CTE completion gap for English learners (48%), students with disabilities (49%), and economically disadvantaged pupils (53%) when compared to all pupils (50%). These strategies have also been effective in an increased dual enrollment credit attainment of 42.4% over 2017-2018 school year. This resulted in 2046 pupils receiving dual enrollment credit and significantly improved rates in 2021 for all pupils, economically disadvantaged students, English learners, homeless youth, and students with disabilities. These two actions have also been effective in the increased CCI to 72.5% for all students, 52.5% for English learners, 35.5% for students with disabilities, 72% for economically disadvantaged pupils and 66.7% for the homeless youth subgroup.

Actions 6 and 7 encompass services that increase access to a broad course of study for the unduplicated pupils and strategies targeted on improving outcomes in other courses of study that include physical fitness results, world languages, CTE, and visual performing arts results. These two actions will be continued from the 2017-2020 LCAP. The increased access to a broad course of study includes additional dual

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

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

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

As noted in Goal 1 and 2, the needs of foster and homeless youth, English learners, students with disabilities, and economically disadvantaged pupils were considered first in developing all the actions in Goal 3. Educational partners conducted data analysis to determine needs, assessed current actions for effectiveness and recommended any modifications or additions to the plan. All available data was disaggregated by significant subgroups which included all pupils, economically disadvantaged students, English learners, foster and homeless youth, and students with disabilities. The following needs, conditions, and circumstances were assessed for English learners, foster youth, and economically disadvantaged pupils for the 2021-2024 LCAP. While these actions are LEA wide and all students will benefit from this, we believe that this will close the achievement gap that exists with foster youth, English learners, and low-income students as outlined in our state priority metrics.

Performance Gaps and Achievements

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

 The DJUHSD developed this goal to ensure we provide the most optimal learning environment where students look forward to coming to school. This includes ensuring all pupils, English learners, and economically disadvantaged pupils are provided instruction in facilities that are conducive to learning. There are noted instances where DJUHSD student facilities are in need of significant repair. These areas include the asphalt between the girls' gym, science and world language buildings at Delano High School; the DHS north gym damaged roof causing leaks directly on classroom instruction areas; broken outdoor benches at CCHS that hinder areas for students to study; and the tennis courts

at RFK and CCHS are severely cracked posing a hazard to the unduplicated pupil count during physical education.

Priority 3 Parental Involvement and Family Engagement (Action 11)

California Dashboard Self Reflection Tool:

- Standard Met - Full Implementation and Sustainability

Parent Surveys Fall 2021

- 97.4% of parents agree the school/district seeks input from parents in making decisions for the school and district.
- 93.5% parents agree the school promotes family engagement activities

Priority 5 Pupil Engagement (Action 7)

There is a noted gap in the 2020-21 California Dataquest chronic absenteeism rate for English learners (16.5%) when compared to all pupils (9.9%) and economically disadvantaged students (10.4%). The actions of this goal we're effective in reducing the English learner chronic absentee rate below the state average for this subgroup. These actions also attributed to a reduced dropout rate for our English learners of 4.4% and economically disadvantaged pupils of 2.8%. The dropout rate for these two subgroups continues well below state levels of 14.9% for English learners and and 8.2% for the economically disadvantaged subgroup. Despite the 2020-2021 COVID-19 school closures, the actions in this goal have been effective in continuing to attain 'High' graduation status on the California Dashboard for English learners (90.4%), homeless youth (92%), and economically disadvantaged pupils (94.3%) as well as an increased graduation status for students with disabilities from 'Low' (77.4%) to a 'Medium' (81%).

Priority 6 School Climate (Action 7 and Action 9)

The 2019-2020 suspension rates for all pupils and economically students are at 'Low -1.3%' status on California Dataquest for both subgroups compared to suspension rates of 'Medium - 1.7%' status for English learners and 'High - 8.3%' for homeless youth. The 2019-20 expulsion rate for English learners (0.59%) is notably higher than all pupils (0.25%) as well. Student surveys administered fall of 2021 indicate an increase in sense of school safety (Priority 6) to 92%. Teacher sense of safety declined to 89% as a result of COVID-19. Sense of school connectedness (Priority 6) continues at high levels with 98% of parents and 98.3% of teachers indicated they feel connected to school. Pupil sense of school connectedness declined to 74% as a result of postponed or canceled activities as a result of COVID-19 safety measures. Although the California Healthy Kids Survey indicates a 3% decrease in suicide ideation, the student surveys reflect a significant percentage (29.6%) of students with serious feelings of sadness in the last 12 months. This data is of deep concern and highest priority for our district.

Additional Conditions and Circumstances:

As noted in Goal 1 and 2, the DJUHSD attendance area encompasses an attendance area of over 400 square miles serving very small

communities and students in remote and rural areas. This goal is intended to address all three components of the Multi-Tiered Systems of support (Academic Instruction, Behavior Instruction, Social-Emotional Instruction) for English learners, foster and homeless youth, and economically disadvantaged pupils. The following factors must be considered in our ability to provide our students the services needed to attain improved outcomes for this goal:

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

Effectiveness of Actions

Actions 1, 2, and 3: Strategies in Action 1, 2, and 3 that include evidence-based behavior intervention and social emotional education professional development, alternative educational settings, and supplementary instructional materials will be continued from the 2017-2020 LCAP. High-quality professional development for school personnel are afforded in suicide prevention; effective and trauma-informed practices; crisis management and conflict resolution; school-based violence based prevention strategies; drug abuse prevention; and bullying and harassment. The DJUHSD intervention and opportunity teachers will be provided behavioral instructional curriculum to include Advantage Press Positive Behavior and Instructional Resources curriculum as a means of correcting behavior to reduce suspension and expulsion rate of English learners and economically disadvantaged students. This particular curriculum includes instructional units such as Skipping Class, Substance Abuse, Learning from Mistakes, Truancy, Disruption, Disrespectful Behavior, and Improving Interactions. Each of these units provides an explanation of consequences and suggests ways of setting goals and refocusing behavior. Social-emotional educational curriculum will continue to be provided for improved outcomes of this goal. Current social-emotional instructional curriculum includes 'Why Try' for building resilience and better choices; 'My Journey Grief' for grief support; and 'Marijuana Education Initiative' and 'Project Towards No Drug Abuse' in addressing substance abuse.

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

Actions 4, 5, and 6: The strategies in Actions 4, 5, and 6 have been evaluated by all educational partners and deemed essential in improving student outcomes. Accordingly, these actions will be continued from the 2017-2020 LCAP. These strategies include additional sessions of

independent study; afterschool and Saturday credit recovery and intervention classes; extended teacher duty day for availability to assist students after school; and school psychologists, intervention counselors, and nurses for the provision of health and social-emotional services for English learners and economically disadvantaged pupils. Overall, these services have demonstrated to be effective in maintaining chronic absenteeism rates below state level; maintaining 'High' to 'Very High' graduation status on the California Dashboard for English learners, homeless youth, and economically disadvantaged pupils; increased student sense of safety to 91.5% based on student and parent surveys; reduced suspension rates of 'Low' to 'Medium' status on the CA Dashboard for economically disadvantaged pupils, English learners, and foster youth; maintaining dropout rates (Dataquest) below county and state levels for economically disadvantaged pupils (2.8%), English learners (4.4%), homeless (4.2%) and students with disabilities (7.4%%); and reduced bullying and suicide ideation by 3% (California Healthy Kids Survey). These services were instrumental, as well, in the increased parent and student sense of safety of 90.4%.

Action 7 provides for maintaining the Discipline Liaisons, contract with Delano Police Department for two resource officers, increasing attendance staff, and maintaining one additional security staff for each comprehensive school site. The resource officers conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; critical social-emotional evaluations; and serve as part of a team to develop and implement behavior plans in partnership with the parents and students. The Discipline Liaisons works as a team with the resource officer to implement positive behavioral intervention supports and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and economically disadvantaged pupils. The additional security staff implements positive behavior support strategies and assists in afterschool programs that address specific behaviors to reducing chronic absenteeism and suspension and expulsion rates. Security staff assist in strategies to reduce chronic absenteeism of English learners and homeless youth. This action is being continued from the 2017-2020 LCAP and has been proven to be effective based in reducing chronic absenteeism by 7% for all pupils and economically disadvantaged students and 7.6% for English learners over the 2017 LCAP baseline year; dropout rates below state levels for all English learners and economically disadvantaged pupils; attaining 'Very High' graduation rates for economically disadvantaged students and 'High' graduation rates for English learners; reduced suspension rates to 'Low' to 'Very Low' California Dashboard status for economically disadvantaged pupils and foster youth and 'Medium' status for English learners; and increased sense of school connectedness to a 99.6%. The district has added two 0.5 FTE attendance staff for increased parental contact to reduce chronic absenteeism of English learners and economically disadvantaged students.

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

disadvantaged pupils by one percent in a year timeline as well.

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

Actions 8, 9, 11, and 12 actions will be continued from the 2017-2020 LCAP. These actions were effective in the previously noted data reflecting 'High' to 'Very High' graduation status for English learners and economically disadvantaged pupils; dropout rates well below the state averages for all students, economically disadvantaged pupils, English learners, students with disabilities, and homeless youth; parent engagement (97.4% parents agree); reduced suspension rates for the unduplicated pupils; and chronic absenteeism rates below the state averages as well. The strategies in these actions include support staff for the implementation of positive behavior interventions, reduced class size, technology, parent outreach and involvement, school connectedness activities, and educational partner meetings for the development of this plan.

Action 10 has been effective in providing our students with an educational environment that is conducive to learning and improving student outcomes as addressed in the data presented in this section. This action has been effective in improving the English learner California Dataquest chronic absentee rate and California Dashboard College and Career Indicator for English learners and economically disadvantaged pupils. The chronic absenteeism rate for English learners improved from 21.4% in 2016-17 to 14% in 2018-19. A similar improvement was noted as well for our economically disadvantaged student subgroup. In further assessing the needs, conditions, and circumstances of English learners, our district has learned that the chronic absentee rate for English learners is 3% higher than the rate of all pupils attending school and approximately 2% above the state chronic absentee rate for English learners. The College and Career Indicator increased for English learners to a 58.1% and for economically disadvantaged pupils to 75.7%. This rate is considerably higher when compared to the state outcome of 16.8% for English learners and 35.8% for the economically disadvantaged subgroup. Student educational partner groups comprised solely of English learners, homeless, foster youth, and economically disadvantaged pupils indicated during educational partner meetings that the repaired facilities and increased custodial staff to maintain facilities have provided them with a better learning environment. In particular, student educational partners noted improved learning as a result of the repaired air conditioning unit that was making a clanking noise in the English building; the leaking roof that caused leaks directly over student computers in the business classrooms; the repaired ramps of the mobile classrooms at Valley High School; the improved walkways at DHS; and cleaned facilities.

Our District's ability to prioritize these repairs and provide for increased clean facilities as planned actions within our LCAP has afforded our English learners and economically disadvantaged students with the benefit of focusing their classroom time and attention to the daily instructional lessons and not the structural/operational condition of the classroom or school setting. Moreover, attention focused on our school grounds provides our English learners and economically disadvantaged students with a place to study outside of the classroom. Many of our English learners and economically disadvantaged students live in multi-family homes. As a result, the continuity of learning that is enriched through District LCAP actions is often times disrupted when the student transitions to home. As is reflected in the student surveys, this same student group has expressed that they look forward to coming to school with pride and an alacrity for learning knowing that they are able to attend a school that addresses their concerns.

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

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

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

The DJUHSD will continue to expend the funds LEA wide to provide interventions, increased UC a-g and CTE opportunities, support staff and services, evidence-based professional development, reduced class size, academic coaches, technology, work-based learning experiences, a safe school environment, and Educational partner engagement to improve outcomes for English learners, students with disabilities, foster and homeless youth, and economically disadvantaged pupils. Schoolwide field trips and other educational activities will be utilized to supplement instruction and Improve learning for the unduplicated pupil count. The district will continue to purchase schoolwide supplementary materials and equipment as well as foster and celebrate student success. We will also ensure all students, districtwide, are provided with standards aligned instructional materials as well as technology needed to promote learning. In addition to the actions and services being provided LEA-wide or Schoolwide, the actions below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

The DJUHSD has demonstrated success on the academic indicator, CCI, UC a-g and CTE completion, and English learner progress for English learners, foster youth and economically disadvantaged pupils. Our district will continue to provide teachers, districtwide, with additional time to review data, collaborate with their cohort group, and modify and refine curriculum, assessments, and instruction to improve instruction and learning for the unduplicated pupil population. The DJUHSD will continue to provide districtwide mentors for new teachers and teachers eligible for the Induction Program in order to maintain high quality instruction and improve student learning. To improve services and not hinder student learning of our unduplicated student population, the DJUHSD will continue to maintain the districtwide increased competitive teacher salaries to retain appropriately qualified teachers. In addition, the DJUHSD will continue to fund the increased UC a-g

and AP sections; the additional CTE and dual enrollment courses and staff; and afterschool tutorials and interventions for improved foster youth, English learner, and economically disadvantaged pupil outcomes. Goal 1 Action 6 Class Size Reduction and Action 7 Support Staff are principally directed in improving the academic achievement of English learners in English, mathematics, and science.

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

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

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

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

As noted previously, the educational partner meetings held in spring and fall of 2021 provided valuable input on needed staff on school campuses who will provide direct services to students. Accordingly, the DJUHSD used and plans to use the concentration add-on funding to increase the following staff:

- Hired three full time and one half time additional custodians and maintained the additional custodian from the previous LCAP to help maintain school campuses clean so that students look forward to coming to school. The 2014 and the 2021 student surveys indicated the need to have clean facilities to improve student learning. This action is targeted on increasing learning and improve attendance of economically disadvantaged students and English learners.
- Hired an additional technology staff at each comprehensive school site to meet the increased demand for pupil use of technology. The additional technology staff will provide students with technological support focused on increasing student digital literacy and improved academic achievement of English learners and economically disadvantaged pupils.
- Hired three additional independent study teachers to meet student needs, improve attendance, and reduce chronic absenteeism of English learners and economically disadvantaged students.
- Maintain the nine additional instructional assistants (currently funded through the Budget Act of 2021) to provide supplemental instruction and support to improve student learning and close the achievement gap of English learners and economically disadvantaged students.
- Hire an additional nurse to provide health services to address barriers that impede learning. This action is targeted in improving graduation rates and chronic absenteeism of English learners and economically disadvantaged students.
- Hire three additional support staff to increase implementation of positive behavior intervention strategies with the intended outcome of reducing suspension rates and improving attendance of English learners and economically disadvantaged pupils
- Hired an additional 0.5 FTE attendance clerk at two comprehensive school sites for increased parent contact to improve attendance of English learners and economically disadvantaged pupils.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	0.062
Staff-to-student ratio of certificated staff providing direct services to students	N/A	0.037

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,087,474.00	$2,063,783.00		$6,001,244.00	$27,152,501.00	$18,732,664.00	$8,419,837.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	High quality instruction	English Learners Foster Youth Low Income	$427,424.00	$17,500.00		$532,480.00	$977,404.00
1	1.2	Professional development and support	English Learners Foster Youth Low Income	$514,218.00	$435,718.00		$117,258.00	$1,067,194.00
1	1.3	Teacher Retention	English Learners Foster Youth Low Income	$480,133.00				$480,133.00
1	1.4	Supplemental instructional materials	English Learners Foster Youth Low Income	$358,000.00	$200,000.00		$260,000.00	$818,000.00
1	1.5	Supplemental instruction and interventions	English Learners Foster Youth Low Income	$719,989.00	$263,751.00		$37,200.00	$1,020,940.00
1	1.6	Reduced class size	English Learners	$2,197,726.00	$87,904.00		$585,654.00	$2,871,284.00
1	1.7	Support staff	English Learners Foster Youth Low Income	$262,036.00			$767,622.00	$1,029,658.00
1	1.8	Academic Coaches	English Learners Foster Youth Low Income	$68,439.00			$240,608.00	$309,047.00
1	1.9	Classified Support Staff	English Learners Foster Youth	$609,250.00	$629,304.00		$667,936.00	$1,906,490.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Increased UC a-g and AP sections	English Learners Foster Youth Low Income	$793,505.00	$140,133.00			$933,638.00
1	1.11	UC a-g preparedness and AP passing strategies	English Learners Foster Youth Low Income	$237,000.00			$12,267.00	$249,267.00
1	1.12	Technology	English Learners Foster Youth Low Income	$1,100,000.00			$790,893.00	$1,890,893.00
1	1.13	Student and staff recognition	English Learners Foster Youth Low Income	$90,000.00				$90,000.00
2	2.1	High quality instruction	English Learners Foster Youth Low Income	$187,400.00				$187,400.00
2	2.2	Professional development	English Learners Foster Youth Low Income	$48,850.00			$4,100.00	$52,950.00
2	2.3	Supplemental materials, equipment, and supplies	English Learners Foster Youth Low Income	$375,000.00				$375,000.00
2	2.4	CTE and dual enrollment	English Learners Foster Youth Low Income	$1,692,511.00				$1,692,511.00
2	2.5	CTE and dual enrollment support staff	English Learners Foster Youth Low Income	$450,020.00				$450,020.00
2	2.6	Access to a broad course of study	English Learners Foster Youth Low Income	$839,385.00				$839,385.00
2	2.7	Other EC 51220 outcomes	English Learners Foster Youth Low Income	$555,010.00				$555,010.00
2	2.8	Supplemental Activities	English Learners Foster Youth	$80,000.00			$6,000.00	$86,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.9	Technology	English Learners Foster Youth Low Income	$625,000.00				$625,000.00
3	3.1	Professional development on behavior and social-emotional education	English Learners Foster Youth Low Income	$105,000.00			$23,000.00	$128,000.00
3	3.2	Supplementary materials	English Learners Foster Youth Low Income	$325,000.00	$100,000.00		$801,000.00	$1,226,000.00
3	3.3	Alternative educational settings	English Learners Foster Youth Low Income	$711,110.00				$711,110.00
3	3.4	Additional academic support and options	English Learners Foster Youth Low Income	$864,500.00	$59,473.00		$614,450.00	$1,538,423.00
3	3.5	Interventions	English Learners Foster Youth Low Income	$133,000.00	$30,000.00			$163,000.00
3	3.6	Support Services: Social Emotional Education	English Learners Foster Youth Low Income	$1,309,182.00	$100,000.00		$530,776.00	$1,939,958.00
3	3.7	Pupil engagement and school climate support staff	English Learners Foster Youth Low Income	$942,589.00				$942,589.00
3	3.8	Technology and information	English Learners Foster Youth Low Income	$674,000.00				$674,000.00
3	3.9	School connectedness	English Learners Foster Youth Low Income	$94,000.00				$94,000.00
3	3.10	Facilities in good repair	English Learners Foster Youth Low Income	$875,000.00				$875,000.00
3	3.11	Parental involvement	English Learners Foster Youth Low Income	$323,197.00			$10,000.00	$333,197.00
3	3.12	Parent, student, and staff decision making	English Learners Foster Youth Low Income	$20,000.00				$20,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$42,023,965	$15,353,879	36.54%	9.03%	45.57%	$19,087,474.00	0.00%	45.42 %	**Total:**	$19,087,474.00
								LEA-wide Total:	$19,087,474.00
								Limited Total:	$19,087,474.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	High quality instruction	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$427,424.00	
1	1.2	Professional development and support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$514,218.00	
1	1.3	Teacher Retention	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$480,133.00	
1	1.4	Supplemental instructional materials	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$358,000.00	
1	1.5	Supplemental instruction and interventions	Yes	LEA-wide Limited to	English Learners Foster Youth	All Schools	$719,989.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Unduplicated Student Group(s)	Low Income			
1	1.6	Reduced class size	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,197,726.00	
1	1.7	Support staff	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$262,036.00	
1	1.8	Academic Coaches	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$68,439.00	
1	1.9	Classified Support Staff	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$609,250.00	
1	1.10	Increased UC a-g and AP sections	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$793,505.00	
1	1.11	UC a-g preparedness and AP passing strategies	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$237,000.00	
1	1.12	Technology	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,100,000.00	
1	1.13	Student and staff recognition	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$90,000.00	
2	2.1	High quality instruction	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$187,400.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional development	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$48,850.00	
2	2.3	Supplemental materials, equipment, and supplies	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$375,000.00	
2	2.4	CTE and dual enrollment	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,692,511.00	
2	2.5	CTE and dual enrollment support staff	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$450,020.00	
2	2.6	Access to a broad course of study	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$839,385.00	
2	2.7	Other EC 51220 outcomes	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$555,010.00	
2	2.8	Supplemental Activities	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$80,000.00	
2	2.9	Technology	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$625,000.00	
3	3.1	Professional development on behavior and social-emotional education	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$105,000.00	
3	3.2	Supplementary materials	Yes	LEA-wide Limited to	English Learners Foster Youth	All Schools	$325,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Unduplicated Student Group(s)	Low Income			
3	3.3	Alternative educational settings	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$711,110.00	
3	3.4	Additional academic support and options	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$864,500.00	
3	3.5	Interventions	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$133,000.00	
3	3.6	Support Services: Social Emotional Education	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,309,182.00	
3	3.7	Pupil engagement and school climate support staff	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$942,589.00	
3	3.8	Technology and information	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$674,000.00	
3	3.9	School connectedness	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$94,000.00	
3	3.10	Facilities in good repair	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$875,000.00	
3	3.11	Parental involvement	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$323,197.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.12	Parent, student, and staff decision making	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$29,859,412.00	$18,103,890.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High quality instruction	Yes	$671,311.00	$530,496
1	1.2	Professional development and support	Yes	$899,004.00	$885,305
1	1.3	Teacher Retention	Yes	$429,201.00	$444,567
1	1.4	Supplemental instructional materials	Yes	$599,611.00	$313,013
1	1.5	Supplemental instruction and interventions	Yes	$1,799,669.00	$546,844
1	1.6	Reduced class size	Yes	$3,950,082.00	$2,805,177
1	1.7	Support staff	Yes	$922,406.00	$922,142
1	1.8	Academic Coaches	Yes	$257,975.00	$230,675
1	1.9	Classified Support Staff	Yes	$1,956,510.00	$1,849,486
1	1.10	Increased UC a-g and AP sections	Yes	$579,095.00	$714,356

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	UC a-g preparedness and AP passing strategies	Yes	$203,178.00	$288,014
1	1.12	Technology	Yes	$3,940,155.00	$886,155
1	1.13	Student and staff recognition	Yes	$55,000.00	$87,706
2	2.1	High quality instruction	Yes	$172,967.00	$158,444
2	2.2	Professional development	Yes	$52,950.00	$0
2	2.3	Supplemental materials, equipment, and supplies	Yes	$150,000.00	$18,402
2	2.4	CTE and dual enrollment	Yes	$1,383,712.00	$1,495,286
2	2.5	CTE and dual enrollment support staff	Yes	$321,934.00	$302,685
2	2.6	Access to a broad course of study	Yes	$595,311.00	$354,645
2	2.7	Other EC 51220 outcomes	Yes	$387,000.00	$189,658
2	2.8	Supplemental Activities	Yes	$33,400.00	$21,793
2	2.9	Technology	Yes	$950,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Professional development on behavior and social-emotional education	Yes	$83,500.00	$18,578
3	3.2	Supplementary materials	Yes	$819,902.00	$317,568
3	3.3	Alternative educational settings	Yes	$531,630.00	$206,575
3	3.4	Additional academic support and options	Yes	$664,672.00	$1,749,087
3	3.5	Interventions	Yes	$376,809.00	$25,305
3	3.6	Support Services: Social Emotional Education	Yes	$1,458,280.00	$1,773,146
3	3.7	Pupil engagement and school climate support staff	Yes	$856,941.00	$648,416
3	3.8	Technology and information	Yes	$539,500.00	$94,646
3	3.9	School connectedness	Yes	$54,000.00	$34,890
3	3.10	Facilities in good repair	Yes	$3,828,000.00	$6,964
3	3.11	Parental involvement	Yes	$323,707.00	$181,767
3	3.12	Parent, student, and staff decision making	Yes	$12,000.00	$2,099

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$14,981,751	$15,117,961.00	$11,170,064.00	$3,947,897.00	0.33%	0.28%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High quality instruction	Yes	$390,570.00	$321,689	0.01	0.01
1	1.2	Professional development and support	Yes	$451,707.00	$327,473	0.01	0.01
1	1.3	Teacher Retention	Yes	$429,201.00	$444,567	0.01	0.01
1	1.4	Supplemental instructional materials	Yes	$213,500.00	$28,120	0.01	0.00
1	1.5	Supplemental instruction and interventions	Yes	$530,239.00	$407,316	0.01	0.01
1	1.6	Reduced class size	Yes	$1,658,507.00	$2,046,795	0.04	0.05
1	1.7	Support staff	Yes	$245,425.00	$250,511	0.01	0.01
1	1.8	Academic Coaches	Yes	$63,961.00	$64,687	0.00	0.00
1	1.9	Classified Support Staff	Yes	$574,251.00	$535,576	0.01	0.01
1	1.10	Increased UC a-g and AP sections	Yes	$579,095.00	$714,356	0.01	0.02
1	1.11	UC a-g preparedness and AP passing strategies	Yes	$198,000.00	$288,014	0.00	0.01
1	1.12	Technology	Yes	$1,400,000.00	$81,247	0.03	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Student and staff recognition	Yes	$55,000.00	$87,706	0.00	0.00
2	2.1	High quality instruction	Yes	$172,967.00	$158,444	0.00	0.00
2	2.2	Professional development	Yes	$48,850.00	$0	0.00	0.00
2	2.3	Supplemental materials, equipment, and supplies	Yes	$150,000.00	$18,402	0.00	0.00
2	2.4	CTE and dual enrollment	Yes	$1,383,712.00	$1,495,286	0.03	0.04
2	2.5	CTE and dual enrollment support staff	Yes	$321,934.00	$302,685	0.01	0.01
2	2.6	Access to a broad course of study	Yes	$595,311.00	$354,645	0.01	0.01
2	2.7	Other EC 51220 outcomes	Yes	$387,000.00	$189,658	0.01	0.00
2	2.8	Supplemental Activities	Yes	$30,000.00	$21,793	0.00	0.00
2	2.9	Technology	Yes	$450,000.00	$0	0.01	0.00
3	3.1	Professional development on behavior and social-emotional education	Yes	$39,500.00	$4,039	0.00	0.00
3	3.2	Supplementary materials	Yes	$175,000.00	$17,979	0.00	0.00
3	3.3	Alternative educational settings	Yes	$531,630.00	$206,575	0.01	0.01
3	3.4	Additional academic support and options	Yes	$624,672.00	$731,317	0.02	0.02
3	3.5	Interventions	Yes	$63,000.00	$5,225	0.00	0.00
3	3.6	Support Services: Social Emotional Education	Yes	$1,136,222.00	$1,120,251	0.03	0.03
3	3.7	Pupil engagement and school climate support staff	Yes	$856,941.00	$648,416	0.02	0.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	Technology and information	Yes	$503,000.00	$94,646	0.01	0.00
3	3.9	School connectedness	Yes	$54,000.00	$34,890	0.00	0.00
3	3.10	Facilities in good repair	Yes	$555,547.00	$6,694	0.01	0.00
3	3.11	Parental involvement	Yes	$237,219.00	$158,963	0.01	0.00
3	3.12	Parent, student, and staff decision making	Yes	$12,000.00	$2,099	0.00	0.00

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$40,944,662	$14,981,751	0.00%	36.59%	$11,170,064.00	0.28%	27.56%	$3,697,041.95	9.03%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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