



## LCAP Federal Addendum (2021-2022 updated)

DJUHSD Governing Board approved on November 11, 2021

### Title I, Part A

Instructions, Strategy, and Alignment

#### Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Delano Joint Union High:

The Delano Joint Union High School (DJUHSD) will consolidate funds under this plan to upgrade the entire educational program for pupils of low socio-economic status and to close the achievement gap between those meeting the challenging State academic standards and those who are not meeting such standards. The DJUHSD will utilize funds under this grant for pupils that have not met standard on SBAC ELA and mathematics and for English Learners who have not attained English proficiency as measured by English proficiency on the ELPAC and English Learner reclassification rates. Our district will continue to conduct an annual needs analysis based on evaluation of data and current actions. All actions for federal funds will supplement and enhance local priorities. The DJUHSD will continue to provide homeless students with services outlined in the McKinney-Vento Act as well as needed support services for our foster youth. Our goal is to ensure all students receive a high-quality education and close the achievement gap for English learners and students with disabilities. The DJUHSD will allocate the use of funds for direct services to students in attaining the following outcomes:

- CAASPP English Language Arts 30 points above standard for all students, increase 13 points on distance from standard for English learners, and increase 14 points from standards for students with disabilities.
- CAASPP Mathematics increase 9 points from standard for all students and 10 to 15 points for English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities subgroups.
- California Alternate Assessment Level 3 English 40% and mathematics 30%
- California Science Test standard met - 30% of all students, 10% of English learners, and 5% of students with disabilities.
- 'High' Performance Level on status on the California Dashboard English Learner Progress indicator
- Maintain College and Career Indicator 'High Status' for all students, homeless youth, and socioeconomically disadvantaged pupils; and attain 'High Status' for English learners and students with disabilities.
- 'Low' status suspension rates for all students and all subgroups.
- 2021 graduation rate of a 'Very High' status for all students; 'High Status' for English learners 95%; and 85% or above for students with disabilities.
- Continue to provide pupils with appropriately credentialed and appropriately assigned teachers.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Delano Joint Union High:

The DJUHSD has made a concerted effort to align the use of federal funds with activities funded by state and local funds and across different federal grant programs. The Local Control Accountability Plan is aligned to the federal requirements of ESSA as noted below:

LCAP Goal 1 Action 1 High quality instruction

- Title I Ensure all pupils receive a high-quality education by monitoring students' progress in meeting the challenging State academic standards (ESEA §1112(b)).
- Title I Identifying and implementing instructional strategies to strengthen academic programs and improve student learning (ESEA §1112(b)(1)(D)).

LCAP Goal 1 Action 2 Evidence-based professional development and support for instructional staff

- Title I: Provide professional development for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments (ESEA §1114(b)(7)(IV)).
- Title II: Provide high-quality, personalized professional development that is evidence-based and that is focused on improving teaching and student learning and achievement including:
  - effectively integrating technology into curricula and instruction
  - using data to improve student achievement (ESEA §2103(b)(3)(E))
- Title II: Provide training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate (ESEA §2103(b)(3)(H)).
- Title II: Provide training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as enrichment, acceleration, and curriculum compacting activities and dual enrollment or concurrent enrollment programs (ESEA §2103(b)(3)(J)).
- Title III: Provide effective professional development to classroom teachers, principals, and other school personnel to improve instruction and assessment of English learners; enhance understanding and implementation of curricula, assessment practices and measures, and instructional strategies for English learners; and increase English language proficiency, subject matter knowledge, teaching knowledge, and teaching skills (ESEA §3115(c)(2)).

LCAP Goal 1 Action 3 Fully credentialed and appropriately assigned teachers

- Title I: Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers (ESEA §1112(b)(2)).
- Title II: Provide new teacher induction and mentoring programs and support designed to improve classroom instruction and student learning and achievement (ESEA §2103(b)(3)(B)(iv)).
- Title II: Retain effective teachers to improve outcomes for students who do not meet the challenging State academic standards (ESEA §2103(a)(3)(B)).

#### LCAP Goal 1 Action 4 Supplemental Instructional Materials

- Title I: Provide additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards (ESEA §1112(b)(1)(C)).
- Title I: Implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning (ESEA §1112(b)(1)(D)).
- Title II: Develop programs and activities that increase the ability of teachers to effectively teach youth with disabilities and English learners so that children with disabilities and English Learners can meet the challenging State academic standards (ESEA §2103(b)(3)(F)).
- Title III: Identify, acquire, and upgrade curricula, instructional materials, educational software, and assessment procedures to improve learning for English learners (ESEA §3115(d)(2)).

#### LCAP Goal 1 Action 5 Supplemental instruction and interventions

- Title I: Credit recovery and academic acceleration courses that lead to a regular high school diploma (ESEA §1003(A)(c)(3)(B))
- Title I: Components of a personalized learning approach which include high-quality academic tutoring (ESEA §1003(A)(c)(3)(B))
- Title III: Increase the English Language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and increase English language proficiency and student academic achievement ESEA §3115(c)(1)).
- Title III: Provide English learners tutorials and academic or career and technical education (ESEA §3115(d)(3)).
- Title IV: Strategies to raise student academic achievement through accelerated learning programs (ESEA §4107(a)(3)(D)).

#### LCAP Goal 1 Action 6 Reduced class size

- Title I: To close the achievement gap, the DJUHSD will provide reduced class size for students determined to need help in meeting the challenging State academic standards. (ESEA §1112(b)(1)(C)).
- Title II: Reduce class size to a level that is evidence-based to improve student academic achievement (ESEA §2103).

#### LCAP Goal 1 Actions 7, 8, & 9 Support Staff

- Title I: Monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance for students determined to need help in meeting the challenging State academic standards; identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning (ESEA §1112(b)(1)(C)).
- Title I: Identifying students who may be at risk for academic failure (ESEA §1112(b)(1)(B)).
- Title I: Identifying and serving gifted and talented students (ESEA §1112(b)(13)(A)).
- Title II: Activities to address learning needs of all students, including children with disabilities, English learners, and gifted and talented students (ESEA §2103(b)(2)).
- Title II: Programs and activities that increase the ability of teachers to effectively teach children with disabilities and English learners so that such children can meet the challenging state academic standards (ESEA §2103(b)(3)(F)).
- Title III: Increase the English Language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and increase English language proficiency and student academic achievement ESEA §3115(c)(1)).
- Title III: Upgrade program objectives and effective instructional strategies (ESEA §3115(d)(1)).

#### LCAP Goal 1 Action 12 Technology

- Title I: Provide students an opportunity to develop digital literacy skills and improve academic achievement (ESEA §1112(b)(13)(B)).

- Title III: Improve the instruction of English learners by providing for the acquisition or development of educational technology and access to, and participation in, electronic networks (ESEA §3115(d)(7)).
- Title IV: Improve the use of technology in order to improve the academic achievement and digital literacy of all students (ESEA §4101(3)).

LCAP Goal 2 Action 1 High quality instruction – CTE, Music, Art, Physical Education, World Languages

- Title I: Monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students (ESEA §1112(b)(1)(A)).
- Title I: Coordinate and integrate academic and career and technical education content through coordinated instructional strategies (ESEA §1112(b)(12)(A)).

LCAP Goal 2 Action 2 Professional development to integrate rigorous academics

- Title II: Provide high-quality professional development on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning, which may include common planning time (ESEA §2103).
- Title II: Provide professional development and other comprehensive systems of support for teachers, principals, and other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering and computer science (ESEA §2103(b)(3)(M)).
- Title IV: Training for counselors to effectively use labor market information in assisting student with Postsecondary education and career planning (ESEA §4107(a)(3)(A)).

LCAP Goal 2 Action 3 Supplemental materials, equipment, and supplies

- Title I, IV: Develop and implement programs and activities that support access to a well-rounded education (ESEA §1112(b)(1)(A) & §4107).
- Title I: Implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (ESEA §1112(b)(10)).

LCAP Goal 2 Action 5 Increase access to a broad course of study

- Title I: Coordinate and integrate academic and career and technical education and work-based learning opportunities (ESEA §1112(b)(12)).
- Title IV: Postsecondary education and career awareness and exploration activities (ESEA §4107(a)(3)(A)).
- Title IV: Provide financial literacy and Federal financial aid awareness activities (ESEA §4107(a)(3)(A)).

LCAP Goal 2 Action 8 Supplemental Activities

- Title I: Strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (ESEA §1112(b)(10)).
- Title I: Coordinate and integrate academic and career and technical education and work-based learning opportunities (ESEA §1112(b)(12)).
- Title IV: Postsecondary education and career awareness and exploration activities (ESEA §4107(a)(3)(A)).
- Title IV: Provide activities that promote teaching of American history, civics, economics, music, the arts, world languages or other activities and programs to support access to a variety of well-rounded education experiences (ESEA §4107(a)(3)(E-J)).

LCAP Goal 3 Action 1 Behavioral and Social Emotional Education professional development

- Title II: Provide training for school personnel in identification and referral of students affected by trauma and at risk of mental illness (ESEA §1112).

- Title IV: Provide high-quality professional development and training for school personnel on drug and violence prevention; suicide prevention, trauma-informed practices; crisis management and conflict resolution; human trafficking; and bullying and harassment prevention (ESEA §4108 (5)(A&D)).

#### LCAP Goal 3 Action 3 Alternative educational settings

- Title I: Reduce the overuse of discipline practices that remove students from the classroom (ESEA §1112(b)(11)).

#### LCAP Goal 3 Action 4 Academic support

- Title I: Provide credit recovery and academic acceleration courses that lead to a regular high school diploma (ESEA §1003(A)(c)(3B)).
- Title I: Monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure (ESEA §1112(b)(1)).
- Title I: Reduce the overuse of discipline practices that remove students from the classroom (ESEA §1112(b)(11)).
- Title I: Provide counseling, school-based mental health programs, specialized instructional support services, and other strategies to improve students' skills outside the academic subject areas (ESEA §1114(b)(7)).
- Title IV: Foster a safe, healthy, supportive, and drug-free environment that supports student academic achievement (ESEA §4108).

#### LCAP Goal 3 Action 5 Interventions

- Title I: Provide Opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESEA §1114(b)(7)).

#### LCAP Goal 3 Action 6 Support Services: Social Emotional Education

- Title I: Identifying students who may be at risk for academic failure (ESEA §1112(b)(1)(B)).
- Title I: Identifying and implementing strategies intended to improve school conditions for student learning (ESEA §1112(b)(1)(D)).
- Title IV: Implement school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services (ESEA §4108(5)(B)(i)).

#### LCAP Goal 3 Action 11 Parental Involvement

- Title I: Effective parent and family engagement (ESEA §1112).
- Title III: Parent and family engagement to provide effective activities and strategies to enhance or supplement language instruction (ESEA §3115).
- Title IV: Promote the involvement of parents in the activity or program (ESEA §4108).
- Title IV: Provide financial literacy and Federal financial aid awareness activities (ESEA §4107(a)(3)(A)).

**APPROVED BY CDE**

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Delano Joint Union High:

The DJUHSD will implement various strategies for effective parent and family engagement pursuant Section 1111(d). The parent and family engagement policy is reviewed and developed jointly by parents and school site staff every year. 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. Parents are consulted on identified needs and provide valuable recommendations. Data is reported to the parent groups and committees. Parents annually review goals and strategies planned for the year to meet the new targets. This review includes a needs analysis and identification of root causes for the identified areas of growth. Valley High School is identified for Comprehensive Support and Improvement (CSI). The CSI plan was developed in consultation with parents, school staff, and district administration. Parent meetings are held during the day and evenings to accommodate parent availability. All documents and meetings are provided in English and Spanish.

### **APPROVED BY CDE**

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Delano Joint Union High:

The DJUHSD has developed a written parental involvement policy with input from Title I parents. This policy is reviewed and updated annually during the summer by our parent advisories. The Parent Involvement Policy is distributed to parents at the beginning of the school year via an annual parent notice. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Parents trainings and meetings are conducted throughout the year to assist parents in understanding the challenging State academic standards, State and local academic assessments, and how access their student's progress on the parent portal. At these meetings, parents review data and are informed of all supplemental services (i.e. tutorials, summer school, interventions) available to improve the achievement of our students.

Our district provides materials and training via parent workshops to help parents work with their children. These workshops focus on the California academic standards, State and local academic assessments, harms of copyright privacy, graduation requirements, the importance of regular school attendance, substance abuse, suicide prevention, mental health, information on colleges and financial aid, intervention programs, LCAP actions and services, and Career Technical Education opportunities. There are several advisory groups in which parents are invited to participate: Parent University, School Site Council, English Learner Advisory Council, District English Learner Advisory Council, District Special Education Parent Advisory, and WASC. AERIES Parent Portal training is provided so that parents can monitor their child's grades and view any missing assignments. Counselors and support staff assist parents in accessing the Parent Portal. Each Parent advisory group is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment.

The Assistant Superintendent of Educational Services holds meetings every year with all teachers, instructional support staff, principals, school leaders, and other staff on the value of parental involvement, communication with, and working with parents to improve student achievement. School leaders are informed of the requirement to hold parent meetings and seek parent input in the development and approval of the school plans and the parent involvement policy. The principals work with staff in implementing parent involvement programs and activities.

All DJUHSD programs are coordinated to integrate parent involvement programs and activities. Parents serve as members and stakeholders of the Career Technical Education Advisory, the Title I Advisory, ELAC, DELAC, School Site Council, Safe School Plan Committee, Migrant Advisory, the District Parent Advisory, the Special Education Parent Advisory and the Local Control Accountability Plan. They review student data and provide input in making decisions for the school district and each

individual school site. Our district schools have established Parent Centers where parents can get resources, access technology to improve digital literacy, meet with teachers, and attend Parent Workshops. Parents are informed of district funded support services and parent trainings (local and state) to promote parental involvement. All materials and activities are facilitated in English and Spanish. The necessary accommodations (i.e. childcare, disabilities) are provided at parent request. Meetings are scheduled to accommodate parent availability.

The DJUHSD presents LCAP goals and actions at all parent advisories and meetings required in the ESSA Section 1116. Parents from these advisories provide valuable input in developing the actions and services of the Local Control Accountability Plan.

**APPROVED BY CDE**

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Delano Joint Union High:

The district provides the following services as a schoolwide program that include, but are not limited to:

- High-quality, evidence-based professional development to improve instruction and student learning.
- Professional development and other activities to improve use of data from academic assessments to improve student academic achievement
- Reduced class size for students not attaining the academic standards
- Reading, writing, and mathematics interventions
- Afterschool and Saturday tutorials and credit recovery opportunities
- Supplemental summer school instruction for students not achieving the academic standards
- Dual enrollment opportunities for students at risk of not meeting the academic standards
- Academic acceleration and enrichment opportunities for students
- Supplemental instructional materials
- Technology and technology support to improve student learning and digital literacy
- Academic instructional support staff to improve academic programs and improve student academic achievement
- Academic field trips to supplement instruction
- Professional development on suicide prevention, ant-bullying, human trafficking and other mental health support services
- Parent workshops and trainings to improve student academic performance, monitor student progress, graduation requirements, college entrance, financial aid, suicide prevention, bullying, and other mental health services.

The Schoolwide Program plan is developed jointly with parents, teachers, staff and students.

**APPROVED BY CDE**

## **Homeless Children and Youth Services**

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Delano Joint Union High:

Under the provisions of United States Code, The Delano Joint Union High School District will continue to provide McKinney-Vento services for students identified as homeless. These services include immediate enrollment in school, coordinating transportation to school of origin, purchasing school supplies, referrals to appropriate health and social services, and ensuring all educational opportunities are provided to students identified as homeless. These services include:

- Tutoring
- Defray excess cost of transportation to continue in the school of origin
- Provide support staff for mentoring and ensuring appropriate services are provided to homeless youth.
- Provide homeless youth full and equal opportunity to succeed in school.
- Parent training about the rights of homeless youth
- Provide homeless youth with school supplies and school uniforms, if required, including supplies distributed at shelters or temporary housing facilities
- Provide extraordinary or emergency assistance needed to enable homeless youths to attend school and participate fully in school activities.
- Referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate.

All school site administration and staff is trained annually on Homeless Children and Youth Services. The training for staff includes identification and referral of homeless youth, attendance in school of origin, immediate enrollment procedures, issuance of coursework credit, and eligibility of exemption from district graduation requirements. The Homeless Youth Liaison meets with the parents of homeless youth to inform them of these rights. Students are provided with the necessary services to succeed in school. Parents are provided information on services at parent meetings and parent advisories throughout the year. Posters of services are visible in the attendance office at all school sites in English and Spanish.

**APPROVED BY CDE**

## Student Transitions

### ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Delano Joint Union High:

"N/A"

**APPROVED BY CDE**

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Delano Joint Union High:

The Delano Joint Union High School District coordinates and integrates services to facilitate effective transitions for students from middle school to high school and high school to postsecondary education. These services include:

- Continued partnerships with our feeder schools to implement project-based career readiness courses to prepare middle school students for direct transition into our high school pathways.
- The annual Eighth Grade Orientation Day during school hours for all the feeder schools in our district to provide middle school students with information regarding our programs, activities, and services.
- Continued high school credit dual enrollment Algebra 1 and computer literature classes for 8th grade students during their eighth grade year. These classes are taught by DJUHSD teachers on the high school campus.
- Continued Summer Academies for incoming students to expose them to career exploration. This is program is implemented through collaboration between our feeder schools, the Delano Joint Union High School District, and the Kern Community College District.
- Dual enrollment college matriculation assistance for incoming and currently enrolled students
- Distance-learning courses for dual enrollment credit through the Kern Community College District and California State University.
- Provide all students the opportunity to complete a 4 year and 10-year plan to provide guidance and support as they go through high school and college.
- Offer a Career Choices course of study to all pupils for dual enrollment credit.
- Provide industry partner guest speakers to inform students about available opportunities and careers as they transition from high school into college or a career.
- Offer programs of study that aligned to the community college course of study to ensure an effective transition from high school to college and expedite the completion courses and vocational certifications
- Established, ongoing collaboration with our college partners to assist our students with placement assessments for college level classes
- Offer work-based learning opportunities within pathway classes for students to gain on-the-job experience to identify their interest and skills.
- Continued partnership agreements with Industry organizations to provide internships opportunities aligned to the individual student course of study.

**APPROVED BY CDE**

## **Additional Information Regarding Use of Funds Under this Part**

#### ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Delano Joint Union High:

This section is addressed in the Local Control Accountability Plan Goal 1.

(A) Gifted and talented students are identified in the early years by the feeder schools in our district. Services for the gifted and talented students are provided in the LCAP to improve College and Career Readiness Indicator. The LCAP provides for supplemental instructional materials, AP and Dual Enrollment tutorials, resources for AP exams and dual enrollment fees, technology, and instructional or college field trips or activities.

(B) The LCAP funds provide for supplemental reading materials as well as technology for our school library programs.

**APPROVED BY CDE**

## Educator Equity

#### ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Delano Joint Union High:

The Delano Joint Union High School District verifies teacher subject authorization and credentialing to ensure subject matter competence and credentialing prior to hiring any teachers in our district. Subject matter credentialing is confirmed with the California Commission on Teacher Credentialing or with Kern County Superintendent of School's teacher credentialing office. These efforts have resulted in only 6.5% of teachers deemed either ineffective or out-of-field. Master schedules are checked during the summer to ensure teachers are not misassigned. Teacher credentialing and assignment is validated once more in CALPADS prior to the state certification date. The most recent Dataquest and CALPADS data is outlined below:

Cesar E. Chavez High

Total Enrollment 1510 Low Income Enrollment 1305 (87%) Minority student Enrollment 1485 (98.3%)

Total Teachers: 63

Number of Ineffective Teachers: 6

Number of Out-of-Field Teachers: 0

Number of Inexperienced Teachers: 3

Delano High

Total Enrollment 1273 Low Income Enrollment 1195 (93.9%) Minority student Enrollment 1255 (98.8%)  
Total Teachers: 58  
Number of Ineffective Teachers: 3  
Number of Out-of-Field Teachers: 0  
Number of Inexperienced Teachers: 3

#### Robert F. Kennedy High

Total Enrollment 1345 Low Income Enrollment 1263 (93.9%) Minority student Enrollment 1326 (98.6%)  
Total Teachers: 55  
Number of Ineffective Teachers: 3  
Number of Out-of-Field Teachers: 0  
Number of Inexperienced Teachers: 2

#### Valley High

Total Enrollment: 94 Low Income Enrollment: 91 (96.8%) Minority student Enrollment: 92 (97.9%)  
Total Teachers: 7  
Number of Ineffective Teachers: 1  
Number of Out-of-Field Teachers: 0  
Number of Inexperienced Teachers: 0

#### LEA

Total Enrollment: 4222 Low Income Enrollment: 3862 (91.5%) Minority student Enrollment: 4158 (98.5%)  
Total Teachers: 185  
Number of Ineffective Teachers: 13  
Number of Out-of-Field Teachers: 0  
Number of Inexperienced Teachers: 8

Our district had a decline of 7% from the previous teaching staff that are categorized as “ineffective or inexperienced” that provide direct instruction in the core academic content areas. Student enrollment for the DJUHSD includes 98.5% minority and 91.5% socioeconomically disadvantaged. There are no identified disparities of low-income or minority students being taught at higher rates by inexperienced, out-of-field, or ineffective teachers among the schools in our district. The DJUHSD provides needed support for all new teachers. Mentors are assigned for all new teachers until completion of the Teacher Induction Program. These mentors provide instructional support, best practices, data analysis and guidance. All teachers are consulted in identifying strategies to address equity gaps during annual teacher stakeholder meetings.

The Title I funds will be used to support new teachers by providing:

- Class size reduction in core academic subjects for students who have not met the challenging State academic standards.
- Site Learning Directors to assist teachers in classroom delivery methods; conduct demonstration lessons; assist teachers in preparation, mapping, and pacing for instruction; and provide professional development to ensure that teachers are knowledgeable about curriculum, lesson design, and academic content standards.
- District level Director of Instruction, Data, and Assessments for implementation of common instructional practices and common assessments; use data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and socioeconomically disadvantaged pupils.
- English language arts and mathematics academic coaches at each school site to help close the academic achievement gap.

- Professional Learning Community (PLC) time to meet with cohort.
- Opportunities to observe exemplary teaching practices.
- Professional development and training opportunities to help support new teachers.

**APPROVED BY CDE**



## LCAP Federal Addendum

### Title II, Part A

# Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

## Professional Growth and Improvement

### ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Delano Joint Union High:

The Delano Joint Union High School District provides professional growth and improvement opportunities for teachers, principals, or other school leaders to address the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. The DJUHSD plan includes the following support services:

#### Principals and other school leaders

The DJUHSD conducts trainings for principals and other school leaders before the start of every school year. These trainings include school budget workshops; Discipline Handbook training provided by Schools Legal Service; the state Safe Schools Conference; the Heart of Coaching; Recognizing Substance Abuse; One Note training for effective integration of technology into curricula and instruction; suicide prevention; and Illuminate training for use of data to improve student achievement. Continued substance abuse trainings are provided throughout the school year.

There are two additional workshops in November and February provided for principals and upcoming principals on the Law and School Discipline to provide support and guidance. At the start of the school year, principals and school leaders receive training on McKinney-Vento eligibility and services, the development of a safety plan, and English learner program requirements and program placement. Mentors are provided for new and upcoming administrators to provide support and improve classroom instruction and student achievement. The DJUHSD provides Tier II training to promote professional growth and improvement. The DJUHSD also provides ongoing, evidence-based professional development opportunities for principals and other school leaders that is focused on improving teaching and student learning and achievement. These trainings are conducted throughout the year and include Thinking Maps; Response to Intervention; Padlet which provides sample lessons, UDL strategies, and how to write IEPs; Motivating Disruptive Students; PLC; Aeries Analytics data analysis; and IXL and Renaissance data evaluations to target interventions and tutorials.

## Teachers

The DJUHSD provides support for new teachers and evidence-based professional development opportunities for all teachers. Mentors are provided for all Provisional Internship Permit (PIP), Short-term Internship Permit (PIP), Waivers, Interns, & Induction Program teachers for support and guidance. Academic coaches provide instructional support and training throughout the year for all teachers and this subgroup as well. Professional development activities are strategically schedule to support new teachers. These activities include:

- English Learner: Building Language Skills (November, December, & March)
- Differentiated Instruction (October & February)
- Classroom Management (October, November, February)
- Using Data to Inform Instruction (September, October, March)
- Enhancing Student Learning Utilizing Technology (October through March)
- Social-emotional Learning 101 (October through March)
- Trauma Informed Care Practices for Educators (November & February)
- Unconscious Bias (October & January)
- Cultivate Courage, Curiosity, and Resilience in your students (October & March)
- Equity and Diversity (November)
- Culturally Responsive Teaching (December & February)
- Teaching Performance Assessments and RICA supports (September through February)

Ongoing evidence-based professional development activities for all teachers throughout the year include:

- Canvas Learning Management System and Microsoft Teams to improve student learning.
- PLC training (Aug, Feb, March, Summer), Illuminate training (Aug), Solution Tree Data Driven Analysis workshop (Aug), Data Analysis and How to Collaborate workshop (Jan) to assist teachers in using data from classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
- The Heart of Coaching strategies for academic coaches
- Thinking Maps, ELD, SDAIE, EDI, DOK, NCTM Best Practices, Science Institute and Learning Network, and KCTE writing and reading workshops to improve teaching and student learning.

- Activities that increase the ability of teachers to effectively teach children with disabilities, and English learners: Padlet and Goal book training that include sample lessons, UDL strategies and How to write IEPs; Training on autism, health care, and how to meet student needs; Proact training for crisis intervention; Transitions Supports workshop; 21st Century training Classroom management; and Supporting Learning Disabilities.

All professional activities are strategically implemented to support ongoing learning. Professional growth and improvement is monitored through weekly classroom visitations and continual data analysis of benchmark and summative assessments. The DJUHSD has set aside a two hour biweekly scheduled time on Wednesdays (late start) for this purpose of collaboration, data analysis, and improving instruction and student learning. Academic coaches provide needed instructional support and guidance throughout the year.

**APPROVED BY CDE**

## Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Delano Joint Union High:

The Delano Joint Union High School District (DJUHSD) prioritizes funding to ensure our CSI school receives more per pupil categorical funding than non-CSI schools. Our district prioritizes funding to provide a higher per pupil allocation for schools serving the highest percentage of socioeconomically disadvantaged students. Valley High School, an alternative school, is the only school in our district that is identified for CSI. The 2020-21 census enrollment for the district schools is as follows:

Valley High School Total Students: 94 Socioeconomically disadvantaged: 91 (96.8%) English Learners: 38 (40.4%)

Robert F. Kennedy Total Students: 1345 Socioeconomically disadvantaged: 1263 (93.9%) English Learners: 377 (28%)

Delano High School Total Students: 1273 Socioeconomically disadvantaged: 1195 (93.9%) English Learners: 350 (27.5%)

Cesar E. Chavez High School Total Students: 1510 Socioeconomically disadvantaged: 1313 (87%) English Learners: 343 (22.7%)

The DJUHSD prioritizes funding for each school on a per eligible pupil base amount and an additional funding in increments of \$10 per eligible pupil for the schools serving the highest percentage of children identified under Section 1124(c).

Title II funds are distributed to ensure equitable services for student learning. Each school is provided academic coaching and professional development opportunities pursuant to Title II. Valley High School is the only CSI school and serves the highest percentage of children identified under Section 1124(c). It is also the smallest school in our district serving 2.2% of the pupil population.

Accordingly, our district allocates proportionally more Title II funds to Valley High School to provide the needed services for improved student academic achievement.

Title II funds will be used to provide teachers, administrators, and other school leaders with the support and training needed for improved student academic achievement.

Title I funds will be targeted for professional development on evidence-based strategies (ELD, SDAIE, EDI, PLC) to improve the academic achievement of students not meeting standards.

Local Control Accountability Plan (LCAP) funds will be targeted to improve college and career readiness and provide structured PLC time on Wednesdays and two district-wide professional development days. The goal will be to increase UC a-g rates, AP passing, and CTE completion.

ESSER funds professional development activities will focus on the provision of achievement gaps as a result of distance learning and mandated quarantine and technological support to improve student learning.

**APPROVED BY CDE**

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Delano Joint Union High:

The DJUHSD uses data to continually update and modify activities to improve student academic achievement. Data is evaluated before the start of the school year and during the bi-weekly Wednesday late starts to identify the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. Data is used to identify areas for improvement and to refine and modify instructional practices to improve student learning. The DJUHSD uses various sources of data to monitor student academic achievement. These data sources include the SBAC English and mathematics; ELPAC; English learner reclassification; CAST; CAA English, mathematics, & science; Advanced Placement passing; local formative and summative assessments; Instructional strategy monitoring tool; and teacher, student and parent surveys.

The DJUHSD uses ongoing consultation to continually update and improve activities supported under Title II, Part A. Administrators, teachers, paraprofessionals, and instructional staff (i.e. counselors, psychologists, nurses, attendance, discipline) participate in the bi-weekly PLC (Professional Learning Community) meetings to analyze and review the student data; refine and modify instructional strategies; and select and implement formative assessments and design classroom-based assessments to improve instruction and student academic achievement.

The DJUHSD district conducts LCAP and Federal Addendum stakeholder meetings throughout the year to consult with parents and parent advisories, school and district administrators, teachers, students, and other staff members to improve student academic achievement. The DJUHSD also consults with Delano Joint Union High School District Teachers Association and California School Employees Association at least once every year in the review and analysis of the LCAP. An annual

LCAP community forum is held in the spring to review data, proposed actions, and for comment from the community to improve student outcomes. In addition, the DJUHSD consults on a regular basis with experts that provide services on evidence-based strategies to improve teacher effectiveness and student learning. Parent stakeholder groups are consulted at least three times annually at each school site. District level parent advisories are held at least four times a year.

The DJUHSD coordinates the Title II, Part A activities with other related strategies, programs, and activities to provide all students with a high quality instruction and improve the academic achievement of all students. Title II, Part A activities focus on designing classroom-based assessments and using data from such assessments to improve instruction and student academic achievement; evidence-based professional development to improve teaching and student learning and achievement; class size reduction for effective instruction; promoting high-quality instruction in science, technology, engineering, mathematics, dual enrollment and academic acceleration education; and activities that increase the ability of teachers to effectively teach youth with disabilities and English learners so that children with disabilities and English Learners can meet the challenging State academic standards. Academic coaches in English and mathematics are provided at each school site as part of the Title II activities that support teaching and student learning. These activities are coordinated to supplement LCAP, Title I, Title III, and Title IV activities toward improving student academic achievement.

The DJUHSD Local Control and Accountability Plan (LCAP) has included actions that encompass schoolwide programs to improve student academic performance. The LCAP provides resources for time during the PLC late start Wednesdays for staff to analyze data and refine and modify instructional strategies; the use of assessment data to refine or modify curriculum to improve student academic achievement; mentors for all new teachers and Teacher Induction Support Services to increase teacher effectiveness in the classroom; increased college readiness, dual enrollment and academic acceleration opportunities; strategies to close the achievement gap of English learners, students with disabilities, and for students not yet meeting the state academic standards; and increased CTE course offerings. The Title I resources will be used for summer intervention courses in English and mathematics to close the achievement and increase college opportunities for our students. Title I also provides for support services to continually monitor students' progress in meeting the challenging State academic standards. Instructional support staff and effective professional development to improve instruction are provided with Title III funding to improve English learner language proficiency and academic achievement. The Title IV funds are used to provide acceleration summer school mathematics courses for incoming freshman and activities that support safe and healthy students.

**APPROVED BY CDE**



# LCAP Federal Addendum System

## Title III, Part A

User: DelanoJUHSD6

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Title III Professional Development

#### ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Delano Joint Union High:

The DJUHSD provides high-quality, evidence-based professional development opportunities for teachers, administrators, and paraprofessionals to improve instruction for English Learners as well as improving use of academic assessment data to meet the learning needs of all English Learners. Professional development activities focus on improving English Learner outcomes in ELD and the academic content. Title III funds are used to provide professional development on evidence-based English Language Development (ELD) strategies.

The DJUHSD uses the Local Control and Accountability Plan (LCAP), Title I, Title II and Comprehensive School Improvement (CSI) funds to provide professional development in improving English proficiency and academic achievement of English learners. The professional development activities provided with these resources include Explicit Direct Instruction; Thinking Maps; SDAIE; Depth of Knowledge; AVID strategies; Close Reading; NCTM Best Practices; Science Institute and Learning Network; KCTE writing and reading; Research-based Strategies for access to core curriculum; writing for academic purposes; and strategies for instructional design and delivery.

**APPROVED BY CDE**

## Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Delano Joint Union High:

N/A

**APPROVED BY CDE**

## Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Delano Joint Union High:

The DJUHSD will assist all English learners, including immigrant youth, in attaining English proficiency and develop high levels of academic achievement in English; meet the challenging State academic content standards; and graduate with UC a-g eligibility and/or Career Technical Education (CTE) completion. The DJUHSD will use Title III resources to fund three instructional assistants to provide English learners with additional instructional support in the core academic content areas. Title III resources will also be used to:

- provide professional development for teachers and paraprofessionals on English Language Development (ELD) instructional strategies;
- purchase supplementary instructional materials and equipment for student learning including picture dictionaries, CD players for listening, enunciation and speaking, Essential Words, Scholastic readers, and supplementary reading materials;
- provide students with enrichment activities such as field trips to educational institutions that include colleges, universities and museums.

**APPROVED BY CDE**

## English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Delano Joint Union High:

The DJUHSD monitors English learner achievement of English proficiency and in meeting the State academic content standards. State and local assessment data is evaluated on an ongoing basis to ensure student learning. English learner ELPAC, SBAC English and mathematics, graduation, UC a-g completion and CTE completion data is analyzed during the summer by administrators and teachers to identify areas of needed improvement and to refine and modify instructional strategies, curriculum, and assessments. Local formative and summative assessment data is evaluated by administrators and teachers during the bi-weekly Wednesday late starts. Teachers work with their cohorts to refine and modify instructional strategies identified from the evaluation of the data. The instructional staff is also provided the needed professional development based on identified needs. The Parent Advisory Groups, which includes DELAC, analyze ELPAC and SBAC English and mathematics data, review current practices, and make recommendations for new actions. These advisory groups meet approximately four times during the school year and twice during the summer. The DELAC and Parent advisory groups are responsible for reviewing data and approving all actions in the LCAP and Federal Addendum. Student groups, that include English Learners and immigrant youth, at each school site participate in LCAP and Federal Addendum stakeholder meetings. These student groups analyze the data, review current actions, and make recommendations for needed improvement.

**APPROVED BY CDE**



# LCAP Federal Addendum System

## Title IV, Part A

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Delano Joint Union High:

The Delano Joint Union High School District (DJUHSD) conducts needs assessment meetings throughout the year with parent advisories, school and district administrators, teachers, students, the collective bargaining units, and other staff members. These stakeholders conducted data analysis, outcome analysis, and performance analysis in identifying areas of need to improve conditions of learning, student outcomes and student learning. Based on the performance analysis, the DJUHSD identified the need for pupils to have access to a well-rounded education for all students to close the academic achievement and improve College and career Readiness. Students surveys also identified the need for an improved healthy and safe school environment. The DJUHSD has 91.5% socioeconomically disadvantaged pupil enrollment. Accordingly, most of our students do not have access to technology outside of school. The DJUHSD intends to improve the use of technology to increase student learning and digital literacy of all students.

The Delano Joint Union High School District will provide students the needed support to improve student academic achievement and to ensure all students are college and/or career ready upon graduation. The DJUHSD will provide activities to support well-rounded educational opportunities to improve student academic achievement. These activities include providing our students with academic acceleration opportunities as well as improving college and career guidance and counseling programs. Our district intends on improving school conditions for student learning by providing activities that support safe and healthy students. Additionally, the DJUHSD will conduct drug and violence prevention activities and will provide opportunities for high-quality professional development on drug abuse, school-based violence, bullying, harassment, and suicide prevention. The district will also focus on improving use of technology to increase academic achievement and digital literacy of all students. Students will be provided with high-quality digital learning experiences, digital resources, and access to online courses. We will continue to administer student surveys to determine the effectiveness of these activities and monitor state and local data to ensure student progress.

The Delano Joint Union High School District has designated \$7,500 under this provision to provide well-rounded educational opportunities for all students. These outlined programs and activities will continue to be coordinated with the Kern Community College District, California State University and community partners that include Delano Community Alliance, Maya Theatres, CVOS, Walgreens, OD Feed, and Tony's Pizza. The DJUHSD plans on implementing the following well-rounded educational activities:

- Provide professional development for counselors on Federal financial aid and college workshops focused on postsecondary education and career awareness and exploration activities including College Board and UC/CSU workshops.
- Provide field trips and supplemental instructional materials for world language, history, music, and other activities to support students access to, and success in, a variety of well-rounded education experiences.

The Delano Joint Union High School District has designated \$141,258 under this provision to promote a safe and healthy educational environment. Activities provided in this section will continue to be coordinated with Clinica Sierra Vista, Child Guidance, Tulare Youth Services Bureau, Kern County Superintendent of Schools, and the Delano Community Alliance. The DJUHSD plans on implementing the following actions:

- Provide 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. This includes participating in Aggression

Replacement Training, Applied Suicide Intervention Skills Training, and the Bullying Prevention Symposium.

- Purchase supplies for Active Lifestyle activities, Safe School week, anti-bullying posters, etc.
- Provide funding for two intern psychologists to conduct activities on the prevention of suicide, bullying and trauma.

The Delano Joint Union High School District has designated \$6,500 under this provision to improve academic achievement and digital literacy of all our students. The DJUHSD plans on implementing the following actions:

- Provide professional learning tools and devices to personalize learning to improve student academic achievement
- Provide technology capacity and infrastructure to improve student access to the technology and online resources.
- Purchase devices, equipment, and software applications in order to address readiness shortfalls
- Provide digital citizenship instruction

**APPROVED BY CDE**