jo§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Delano Joint Union High School District Contact (Name, Title, Email, Phone Number):_Adelaida C. Ramos, Executive Director, aramos@djuhsd.org, 661-720-4125 LCAP Year:_2016-19

Delano Joint Union High School District is located at 1720 Norwalk Street and has a total enrollment of 4205 (CBEDS 2015) with approximately 1241 ninth, 1050 tenth, 929 eleventh, and 956 twelfth grade students with 29 ungraded special education students in our Severely Handicapped Program. Based on the 2012 Census Poverty Data, it is estimated that 42.25% of the Delano Joint Union High School District students live in poverty. Delano Joint Union High School is comprised of three comprehensive high schools, one alternative school, and one adult school. Delano Joint Union High School District employs over 450 staff members district wide. All staff provides academic and emotional support to our students. We have additional support staff such as the school nurses, school psychologists, resource officers, and student affairs specialists to assist students with social, emotional, discipline, and attendance problems.

The educational staff in our district is committed to providing its students with a rigorous, above standards education that will help our students experience academic success. The Professional Learning Communities within our schools are committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

Delano Joint Union High School District continues to model a rigorous, standards-based curriculum. Within our district, we have an awarded National Title I School, the three comprehensive high schools recognized as America's Best High Schools by US News & World Report, and in 2014 Valley High School earning recognition as America's Best High school. In addition, two comprehensive high schools are award winning California Distinguished Schools and Cesar E. Chavez High school as a Title I Academic Achievement Award School. Additionally, in March 2016, Valley has school was awarded as a Model Continuation High School by The California Department of Education. As the CSTs sunset, all three comprehensive high schools achieved a decile 10 similar school ranking. Similarly, all four high schools in the Delano Joint Union High School District are fully accredited by the Western Association of Schools and Colleges.

Our district is committed to providing our students with superior standards-based instruction. With the implementation of the Smarter Balanced assessments, we are implementing curricular and instructional changes that support and improve student learning. Our teachers have worked extensively on aligning curriculum to the Common Core State Standards (CCSS) for English and mathematics as well as the Next Generation Science Standards (NGSS) and the National Curriculum Standards for Social Sciences. In alignment with the CCSS, DJUHSD will incorporate the Twenty-First Century Standards and the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21st century readiness for every student. Twenty-First century standards, assessments, curriculum, instruction, and professional development must be aligned to produce a support system that produces 21st century outcomes for our students. In addition, DJUHSD has expanded the number of career pathways to ensure our students are college or career ready. These pathways include construction, Ag science, Ag mechanics, education pathway, home economics, health care, welding, engineering, business and legal services.

District Mission Statement:

At the Delano Joint Union High School District, students will attain daily academic success through superior sequential standards based instruction.

District Vision:

Each DJUHSD professional learning community family team member is personally committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

District Goals:

TEACHING AND LEARNING: To collaboratively support quality evidence-based instructional practices and analyze student outcomes using formative and summative assessments to advance student learning.

ENRICHMENT: To provide enrichment opportunities that promote academic, social, and emotional development.

ACHIEVEMENT: To promote superior academic results, the DJUHSD Board of Trustees, administrators, teachers, support staff, parents, and students will foster, recognize, and celebrate learning.

MODEL: To effectively model our mission and vision, every team member will exemplify *character, loyalty, and excellence.*

Enrollment:

Table 1: Racial/Ethnic Breakdown

Racial/Ethnic Category	Number of Students	% of Students
African-American	19	0.45
American Indian or Alaska Native	3	0.07
Asian-American	34	0.8
Filipino-American	449	10.7
Hispanic or Latino	3621	86.1
Pacific Islander	2	0.04
White (Not Hispanic)	64	1.5
Two or more races/not reported	13	0.3
Total Number of Students	4205	100

Table 2: English Learner

Racial/Ethnic Category	Number of Students	Cesar E. Chavez High School	Delano High School	Robert F. Kennedy High School	Valley High School
Grade 9	445	139	174	123	9
Grade 10	312	81	127	85	19
Grade 11	228	45	113	46	24
Grade 12	126	33	14	44	34
Ungraded	7	4	1	2	0
Total English Learners	1118	302	429	300	87

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
District Leadership Team September 7, 2015 Reviewed data on chronic absenteeism, truancy, graduation rates, dropout rates, suspensions, expulsions, and school safety. The stakeholder group included principals and assistant principals of discipline. To increase student safety and reduce chronic absenteeism, it was recommended that staff responsible for discipline, truancy, and safety have a device with the capability to access Aeries.net student data.	September 7, 2015 As a result, Iphones 6S+ were added to LCAP as well as the cost to upgrade data access service for security staff.
September 15, 2015 Reviewed Facility Inspection Tool, current areas of needed repair, and additional repairs. Stakeholders included the assistant superintendent in charge of facilities, interim superintendent, board president, executive director of educational services, CFO, and supervisor of facilities. Recommendations to include repairs at CCHS track and parking lots.	September 15, 2015 The parking lot and CCHS track were part of the 2015-2016 LCAP actions. The parking lot repairs were completed. The CCHS track repairs are still pending and will be added to the LCAP.
October 8, 2015 Reviewed and analyzed data in relation to the eight priorities. Indicated repairs were added to the LCAP and reiterated the need in identifying metrics for priority 8. Asked the DLT of any additional recommendations or amendment of actions to meet goals. The DLT asked if they could submit recommendations on a later date. Confirmed they could submit any time before board review.	October 8, 2015 No added actions to LCAP
October 15, 2015 CCHS administrations indicated the need for physical fitness equipment to meet PFT state targets. The DLT reported needed repairs of ceiling tiles in gym, door locks, severe cracks in asphalt, needed fencing. Informed the DLT that some of these are routine maintenance. District nurse advocated the need for an RN at each site and requested to upgrade current vacancy to RN. Director of Technology indicated need for additional staff, technology and software. Technology person was added through another funding Source. Director of transportation indicated need for additional SH bus. Student instructional time was increased and not enough transportation.	October 15, 2015 Physical fitness equipment allocation is in the current LCAP. Upgrade to RN cost was added to LCAP. Technology and software will continue to be included in LCAP. Cost of certain repairs will carry over in the LCAP as well.
January 14, 2016 Reviewed additional recommended actions by staff and student forums. RFK leadership team indicated the need for additional grounds person. Grounds are dirty due to the limited staff. Concerns were raised regarding	January 14, 2016 Additional Grounds person and Coordinator of Communication and Community Engagement were added to LCAP actions.

parent involvement, student attendance, and declining enrollment to other district. DLT recommended including a Coordinator of Communication and Community Engagement to the LCAP actions. The principals indicated that staff are happy with supplies, equipment, and technology as well as other services they are receiving from LCAP for instruction.	
February 4th, 2016 Reviewed new CELDT, CTE completer, and SBAC data. Reviewed state defined metrics and local metrics (quantitative and qualitative). All schools exceeded CELDT state targets. Recommended to continue with current actions. The supervisor for custodial staff indicated need for scrubless strips, battery operated burnisher, and torn and damaged carpet at VHS. These are routine maintenance items that were covered by the district.	February 4, 2016 No added actions to LCAP
April 21, 2016 LCAP review, recommendations. The school principals reiterated that teachers are happy with the services and actions.	April 21, 2016 No added actions to LCAP
May 13 & 16, 2016 LCAP refined to three goals. Reviewed goals and actions and CTE data. The school site administration recommended professional development for counselors to close the achievement gap between UC a-g and CTE completers. Informed the leadership team there is a greater gap among the special education subgroup. Informed the leadership team this is finalization of LCAP.	May 13 & 16, 2016 Added counselor training to LCAP actions.
Teacher stakeholder meetings: October 15, LCAP Teacher forum RFK Teacher LCAP stake holder meeting was held and analyzed data, outcome and performance: HQT, instructional materials, repairs, parental involvement, CAHSEE, CAASPP life science, EAP, AP, SAT, ACT, graduation rates, physical fitness, suspensions, expulsions, graduation rates, expulsion rates, and other accountability. SBAC mathematics results are low. Thus, the teachers recommended summer school intervention for mathematics.	**Teacher stakeholder meetings:** October 15, LCAP Teacher forum RFK Added mathematics summer intervention to LCAP.
October 28, 2015 Teacher stakeholder meeting at CCHS and VHS Teacher LCAP stakeholder meeting was held at the CCHS library 7:30 a.m. and at VHS 8:30 a.m. All data and priorities were reviewed, and outcome and performance analysis completed. The teachers at CCHS agreed with the recommendation for summer mathematics intervention. SBAC questions came up about textbooks and supplementary materials.	October 28, 2015 No added actions to LCAP. Maintain current actions and goals.

Informed teachers we have allocated monies to each school site for supplementary materials. November 13, 2015 Teacher stakeholder meeting DHS Teacher LCAP stakeholder meeting was held at the DHS library 7:30 a.m. All data and priorities were reviewed, and outcome and performance analysis completed. Teachers inquired about AP tutorials. Informed the teachers there was an allocation for AP tutorials and they could begin as soon as they deemed necessary. **Classified Staff Stakeholder meetings:** September 7, 2015 Reviewed data on chronic absenteeism, truancy, graduation rates, dropout rates, suspensions, expulsions, and school safety. The stakeholder group included student affairs specialists and security staff. Attendance rates declined at DHS; chronic absenteeism increased at DHS, CCHS, and VHS; truancy rates went up at CCHS, DHS, and VHS; suspension rates went up at VHS. Suspension rates dropped below the established target. Security and discipline staff indicated the need for a portable electronic device to readily access Aeries.net student data while patrolling. November 18, 2015 Classified Staff meeting RFK Classified staff stakeholder meeting was held in the RFK conference room. Data analysis, outcome analysis and performance analysis. This stakeholder group included instructional, attendance, discipline, custodial, grounds and facilities staff. The grounds staff indicated a need for cleaning sweeper at RFK. They have limited staff and grounds are not clean. The classified staff indicated mirrors in restrooms are damaged and faucets need repair. Informed staff mirrors are not part of LCAP and will be reported to district for replacement. They also indicated water leaks and drainage problems on fields. December 3, 2015 DHS classified staff Data analysis, outcome analysis and performance analysis. This stakeholder group included instructional, attendance, discipline, custodial, grounds and facilities staff. Areas to improve outcomes that were recommended by this stakeholder group included the need of a mower, inclusion of RSP aides to help students during tutorials, and repairing broken tables in the quad area. January 20, 2016 Classified Stakeholder meeting VHS Data analysis, outcome analysis, and performance analysis with	 November 13, 2015 No added actions to LCAP. Maintain current actions and goals. **Classified Staff Stakeholder meetings:** September 7, 2015 The cost to upgrade phone data service and purchase Iphone 6S+ was added to the LCAP. November 18, 2015 Grounds person was added as an LCAP action. Sweeper and water leak repair were part of 2015-2016 LCAP actions; work was completed. December 3,2015 RSP instructional aide extra duty tutorial time to provide instructional support was added to the LCAP. Equipment and supplies were part of current LCAP actions and will maintain allocation in the same action. January 20, 2016 Maintain current LCAP actions and goals.

attendance staff, instructional aides, facilities and clerical staff. Staff agrees with currents goals and actions to meet student outcomes. Custodial staff indicated need for shampooer and autoscrubber. The staff in the PACT program indicated weeds are not cleaned for a long time. These items were reported to the maintenance and are part of routine maintenance covered by the district.	
February 1, 2016 Classified stakeholder meeting CCHS Data analysis, outcome analysis, and performance analysis with the attendance, instructional, facilities and clerical staff. Areas of need that were noted by the staff were predominantly repairs: separating wall in field house restroom, stadium restrooms are damaged, bad odor in some restrooms, lifting concrete, no vent in restroom, holes on grounds (safety hazard to students).	February 1, 2016 Maintain current actions for repairs in LCAP.
Student Forums RFK on November 18, 2015 Data analysis, outcome analysis, and performance analysis. Student stakeholder group included short-term and long-term English Learners, foster youth, AP, CP, special needs, and vocational pathway pupils. Students recommended the desire to have a swimming pool, dance class after school, yoga, drama, home ec, choir teacher, and intramurals. Informed students new pool is not part of LCAP goals/priorities; dance and yoga are in current LCAP actions; drama may be offered next year; transportation for Home Economics to CCHS will be provided next year through CTEIG; choir is currently offered; and intramurals is a position that is already in place through other sources.	**Student Forums** November 18, 2015 Maintain current goals and actions.
CCHS on December 15, 2015 Data analysis, outcome analysis, and performance analysis. Student stakeholder group included short-term and long-term English Learners, foster youth, AP, CP, special needs, and vocational pathway pupils. Students agreed with current goals and actions.	December 15, 2015 Maintain current goals and actions.
VHS on January 21, 2016 Data analysis, outcome analysis, and performance analysis. Student stakeholder group included short-term and long-term English Learners, foster youth, AP, CP, special needs, and vocational pathway pupils. Students indicated outside restroom doors are broken; air filters are bad; holes in the ground; classroom ramp is not stable: cameras so they can feel safe (parking lot & to see sidewalk); want an art class; ceiling tiles, roof and wall are damaged or leaking; and one classroom carpet is torn.	January 21, 2016 Added one period of Art at VHS to LCAP actions. Maintain current actions for repairs in LCAP.

Most of the areas of repair are routine or deferred maintenance and have been taken care of by our maintenance	
DHS on January 22, 2016. Data analysis, outcome analysis, and performance analysis. Students identified areas of needed repair: Varsity football lockers are damaged, drain backs up in boys' locker room; walkway areas in front of cafeteria have cracks/damaged; concrete along pool area is cracked; seats in auditorium are torn; and projector and sound system in the auditorium do not work. Reviewed areas covered under LCAP repairs pursuant EC §17002 with students for understanding of the parameters we have to follow.	January 22, 2016. Maintain current actions for repairs and technology in LCAP.
District Parent Advisory meetings: September, 2015- May, 2016 September 10, 2015 Parent advisory was held with our English Learner advisory. Analyzed data, outcomes, and performance. Parents were informed of the right to submit any recommendations or questions to the superintendent. They were also informed of the process and timelines for LCAP this year and the importance of their input and approval of the LCAP. The parent advisory had no questions or comments that required a written response.	**District Parent Advisory meetings**: No additional recommendations. Parents approved actions as recommended by the stakeholders.
October 15, 2015 District parent advisory meeting was held to consult with parents on the LCAP. We reviewed and analyzed data, outcomes and performance analysis. One parent from CCHs recommended adding Ag. Welding at CCHS. Informed parent we would have transportation to sites students wanting to take pathways not offered at their home school. Parents from DHS indicated outside benches were chipped, old and broken; inadequate lighting in quad; and needed repairs on school grounds and fields. Parents also recommended the need for physical fitness equipment to meet PFT. Informed parents the equipment had been ordered. The parent advisory had no questions or comments that required a written response.	October 15, 2015 As a result of the parent advisory meeting, the additional actions were included in the LCAP. These actions include equipment and supplies for physical education; repairs on school grounds, fields and outdoor furniture. Parents concurred in maintaining all other goals and actions.
February 4, 2016 SEPAC (Special Education Parent Advisory) meeting SEPAC reviewed the state's eight priorities, data, outcomes and performance. Parents indicated need for another SH bus since all SH students instructional time was increased. Students are crammed. Requested an instructional aide for tutorials, specific software for autistic pupil, and electronic device to assist with learning. The parent advisory had no questions or comments that required a written response.	February 4, 2016 As a result of parent recommendations, we purchased the software and electronic device through the LCAP supplemental allocation this year. An additional SH bus was added to the actions for 2016-2017.

English Learner Parent Advisory February 16, 2016 The advisory conducted data, outcome and performance analysis as well as reviewing the eight state priorities. Parents were asked if there are any additional actions they would like to recommend, parents were pleased with the results of the performance examinations and recommended no additional actions. The parent advisory had no questions or comments that required a written response.	February 16, 2016 Maintain current goals and actions.
April 11, 2016 District parent advisory During the meetings, we reviewed Data Analysis, went over the LCAP actions we have in place, and provided opportunity for parents to provide input and recommendations for changes and additions to meet the goals. Parents recommended yearly perfect attendance recognition for students, workshop on accessing student information off the student data base for all parents including workshops in Spanish.	April 11, 2016 No new added actions were recommended for LCAP.
June 7, 2016 District English Learner Parent Advisory Reviewed the LCAP goals, actions, and allocations. Parents are pleased and are in agreement with goals and actions. One parent requested transportation from McFarland. Superintendent will respond within the timeline.	June 7, 2016 District English Learner Parent Advisory No new added items. Superintendent will respond in writing to parent request.
Teacher Association Consultation September 9, 2015 Review actions and recommendations from teachers. Data, outcomes, and performance were reviewed in September.	September 9 LCAP consultation with the TA Consulted with the TA regarding actions and goals and asked for any additional recommendations needed to meet the goals and/or address the eight priorities.
September 28, 2015 Reviewed current actions. Informed TA of timeline to meet with teacher stakeholder groups. No added recommendations.	September 28, 2016 Maintain current LCAP actions.
October 26, 2015; Review actions and recommendations from teachers. Informed TA teacher forum at RFK requested summer intervention in mathematics to improve percentages. TA concerned with underpaid teachers exiting district.	October 26, 2015 Added LCAP actions of mathematics summer intervention and a portion of teacher salary to retain qualified teachers. Maintain all other current goals and actions.
November 3, 2015 Reported on teacher stakeholder meetings. Informed TA of the opportunity to make any recommendations of actions for the next year's LCAP. The TA agrees with current actions and goals.	November 3, 2015 Maintain LCAP actions.

December 1, 2015 Reported to TA that all teacher stakeholders meetings have been held at all school sites. Asked TA of any recommendations they may have. They indicated a need for a technology lab for student supplemental instruction in the language arts department at DHS. Informed TA technology is part of the current LCAP. DHS placed the order for computers.	December 1, 2015 Maintain LCAP action and goals.
March 4, 2016. Reported new actions and no new recommendations for teachers.	March 4, 2016 Maintain current LCAP actions.
April 7, 2016 Reported to TA that all stakeholder meetings were completed and the final parent advisory will be completed for next years' LCAP. Informed the TA that LCAP includes actions to help with new salary schedule ($350K), math summer school, working on achievement gap w/ certain sub groups. In addition, Avid, some CTE, AP, EAP, ELD & other educational based-strategies. Will also be moving forward with counselor training.	April 7, 2016 Added counselor CTE pathway training in LCAP.
April 19, 2016 Notified the TA that district would be holding a public forum. Any additional items could be brought up at this forum. The TA asked about training or Professional Development and if it would be offered because training will be an essential component as we move forward. Informed the TA professional development is included in the current actions.	April 19, 2016 Maintain current LCAP actions and goals.
May 9, 2016 District informed TA that LCAP was complete and had presented to respective committees. We are in the final stages waiting for approval.	May 9, 2016 Maintain current LCAP actions and goals.
CSEA Consultation	
October 1, 2015 Reviewed and analyzed data in relation to the eight priorities. Informed CSEA of current actions to meet the eight priorities. Provided opportunity for CSEA to give recommendations for areas of needed growth based on the data presented. CSEA had questions in regards to classified employees assignment and duties related to the LCAP actions to meet the outlined goals.	October 1, 2015 Maintain current LCAP actions and goals.
December 15, 2015 LCAP update on classified stakeholder meetings; forums held, items	December 15, 2016 Maintain current LCAP actions and goals.

requested and recommended actions for LCAP March 3, 2016 Informed CSEA on the recommendations by the classified forum to include in the LCAP actions instructional aides in Special Ed tutorials and an additional grounds person at RFK. Informed CSEA that the classified requested a sweeper and mower to help keep schools clean. Equipment is a current action in LCAP. The items have been purchased. April 13, 2016 Informed CSEA all meetings with stakeholders have been completed. No added recommendations to the LCAP. **Community Forum** May 17, 2016 Conducted data, outcome and performance analysis. Recommendation to recognize students more often for perfect attendance. Informed stakeholder that recognitions are part of the current actions and would inform the Principals. **Board public hearing June 14, 2016** The public hearing was opened for comments. There were no comments or recommendations. Final Board Approval: June 21, 2016 The governing board approved the LCAP at 5:02 p.m. at the Delano High School Library. Submittal to County office: June 23, 2016	March 3, 2016 Special education instructional assistant extra duty for tutorials was added to the LCAP. April 13, 2016 Maintain current LCAP actions and goals. **Community Forum** May 17, 2016 Maintain current LCAP actions and goals. **Board public hearing June 14, 2016** No changes to current goals or actions.

Annual Update: Parents were updated on the progress towards the annual goals at the beginning of the school year at Back to School Night. Parents are continually informed on the progress via the school website, SARC, ELAC, Parent advisories, School Site Council meetings, Award recognition events, and through Blackboard connect. In addition, each school site presents an infographic public report on their progress towards the LCAP goals at Board meetings. Delano High presented at the January board meeting, Valley High School in February, Robert F. Kennedy and Cesar E, Chavez in May. The DLT meets every month to review progress towards priority 4, 5, 6, 7 and 8. Meetings with stakeholders of Priority 1, 2, and 3 are conducted monthly.	**Annual Update:** As we reviewed progress, some actions were refined or modified to meet current needs. Each site submits a narrative of any changes to current actions that would improve current student outcomes. Some of the added actions included the purchase of equipment to help meet goals, replacement of chipped exterior benches, upgrading current health technician to a registered nurse, and additional technology to improve student learning.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1: Provide a high quality education to improve college readiness and proficiency or standard met levels for all learners, including English learners and foster youth, in all core academic content areas.	Related State and/or Local Priorities: 1X 2_X 3_ 4_X 5__ 6_ 7__ 8_ COE only: 9__ 10__ Local: Specify _____

Identified Need:

Priority 1: Basic Services

- Baseline in 2014-15: 92.8% Highly Qualified Teachers; 6 mis-assignments.
  - Planned outcome for 2015-16: 94% Fully Credentialed Teachers; 0 misassignments
  - Actual Outcome: 88% Fully Credentialed Teachers; 12 misassignments.

  Our district has lost approximately 30% core academic teachers to other higher paying districts in the last two years. In addition, our beginning and middle range teachers are among the lowest paid in the county.

J90 Report 2014-2015	Lowest Salary	J90 Report 2014-2015	Salary at BA + 60 Step 10
Taft	49096	Taft	78284
Earlimart	48963	Porterville	70374
Tulare Joint Union High	48124	Wasco	67913
Porterville	46592	Arvin Union	67390
Kern	45794	Tulare Joint Union High	67231
Wasco	45742	Earlimart	66890
Delano Elementary	45175	Delano Elementary	66355
Visalia	44773	Kern	65721
Greenfield	44703	Fruitvale	65719
Arvin Union	44352	Bakersfield City	65296
Panama	43809	Greenfield	64746
McFarland	43717	Visalia	64706
Bakersfield City	43313	McFarland	64334
Rosedale	42261	Panama	64251
Fairfax	42250	Fairfax	63014
Beardsley	42040	Delano Joint Union High	62255
Delano Joint Union High	41386	Rosedale	61458
Fruitvale	40000	Beardsley	55469

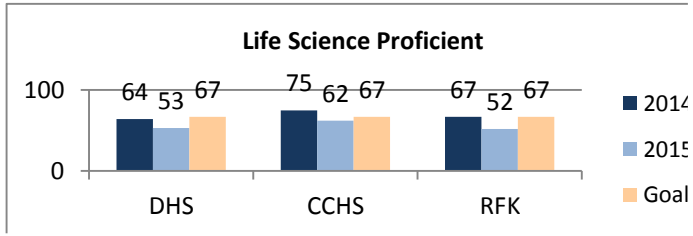
- Instructional materials: 100% compliance on Williams Act access to standards aligned instructional materials as indicated by administrative observations and teacher surveys.
- FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities.

Priority 2: Implementation of the academic content and performance standards including English Learner access to CCSS

- Based on classroom observations and teacher surveys, instructional content and methodology as well as student performance assessment data.
- English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

Priority 4: Pupil Achievement

- CAASPP results: This is the first year of the SBAC English and mathematics.
- English (60%) exceeded county and state levels.
- Mathematics (28%) is within county and state levels.
- English Learner SBAC English of 21% is above state rate.
- English Learner SBAC mathematics of 4% exceeded English Learner rates for the state.
- Life Science proficiency rates declined 2015:



Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Priority 1: Basic Services

- Attain 96% of fully credentialed, 3 teacher misassignments.
- Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, History-social science, English Language Arts and ELD.
- Maintain 98% of facilities in good repair.

Priority 2: Implementation of the academic content and performance standards including English Learner access to CCSS

- Maintain 100% implementation of academic content and performance standards for all students.
- Maintain 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

Priority 4: Pupil Achievement

- Maintain at or above state levels or improve proficiency rate by 5% every year in academic content areas: 63% standard met CAASPP ELA; 29.4% standard met CAASPP Mathematics: 70% proficient in CAASPP Life Science.
- API – n/a
- Improve proficiency rate for English Learners by 5% every year over the next three years in language arts and mathematics every year in SBAC English Language Arts, Mathematics, and science: 9% standard met CAASPP ELA; 8% standard met CAASPP Mathematics: 25% proficient in CAASPP Life Science.
- Improve UC a-g 3% to a 42.5% UC a-g completer rate.
- Improve college or career ready 5% every year over the next three years for all students and subgroups to a 27% CTE completer rate.
- Maintain above the state target on the CELDT: 70% proficient on the CELDT AMAO 1 & 2.
- Maintain minimum 5% reclassification rate above state and county. DJUHSD goal for reclassification is 28%.
- Improve AP passing rates and ACT/SAT average 1% every year over the next three years. Goal: 34.9% students to pass AP exams;
- SAT scores: Percent of students scoring greater than 1500 to 26%; ACT: Percent of students with score above 21 to 43.86%
- Maintain above state and county rates on college readiness on the EAP English Language Arts (70%)
- Improve 1% EAP college ready mathematics (to 29.4%) every year over the next three years for all students and English Learner subgroup (8%).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to: • Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning. • Collaborate with cohort • Refine instruction, curriculum, and assessments.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated salaries & benefits $75,000 LCFF S&C $70,000 Title I, Title II

• Utilize time during the day for staff to analyze and utilize levels of performance as measured by pass rates, SBAC, CELDT, EAP, AP and local assessments to refine appropriate instruction, and align and refine curriculum.			Professional development during the day Certificated salaries & benefits $542,926 LCFF S&C
2. Provide high quality professional development and support for teachers, administrators, and paraprofessionals that is: • Targeted, coherent, relevant and sequential • Aligned to the academic content standards • Incorporated with Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity). • Provided with evidence-based strategies such as Explicit Direct Instruction (EDI), Cornell Notes, WICOR, Costa's Levels of Questioning, graphic organizers sentence frames, think-pair-share, collaborative/cooperative grouping, CPM, SDAIE, DOK, ELD, Co-teaching and other evidence based strategies to improve student learning. and; Provide support for teachers through mentors and/or BTSA support services.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	Professional Development Certificated salaries & benefits $60,000 Books & supplies $20,000 services/operating expenses $20,000 LCFF S&C BTSA & Mentors for new teachers Certificated salary & benefits $26,000 Services/operating expenses $45,000 LCFF S&C $85,000 Title 1, Title II

3. Purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.	LEA-wide	__XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	Books & supplies $200,000 services/operating expenses $50,000 Purchase UC a-g online program Books & supplies $30,000 Services/operating expenses $10,000 LCFF S&C $50,000 Title I
4. Maintain the increased UC a-g offerings. • Maintain Foreign Language teacher to increase UC a-g and AP college readiness.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated salaries & benefits $321,489 LCFF S&C
5. Maintain high quality instruction by: • Purchasing bus for SH increased instructional time • Funding a portion of salary increase to retain highly-qualified teachers and provide our staff with competitive salaries.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Bus Capital Outlay $150,000 Retention high-quality teachers Certificated Salaries $350,000 LCFF S&C
6. Provide staff to improve student outcomes as follows: • Maintain support staff to assist all learners, including English Learners, in attaining proficiency: ELD	LEA Wide	_XALL --- OR:	Administrative Salaries & benefits

coordinators, AVID periods, portion salary learning directors, Associate Superintendent of Curriculum, ELD Clerks, instructional assistants, drop-out recovery person, drop-out prevention person, • Maintain three English and three mathematics (hired 2014-2015) teachers to improve subgroup proficiency in ELD, ELD, pre-algebra and mathematics intervention.		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$360,719 Certificated Salaries & benefits $816,898 Classified Salaries & benefits $618,309 LCFF S&C
7. Reduce class sizes for students, including English Learners, not meeting standard or attaining proficiency.	LEA-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Additional teacher periods Certificated Salaries & benefits $188,704 LCFF S&C English Learner reduce class size Certificated Salaries & benefits $113,137 LCFF S&C $64,000 Title I
8. Provide supplemental intervention. enrichment or tutorial instruction to attain student outcomes by offering: • Reading, writing and mathematics intervention during the day. • Intervention during Saturdays, evenings, before school and after school for students not proficient or meeting SBAC standard. • Extra duty compensation for teachers and RSP aides to provide intervention instruction and support during tutorials for students not attaining proficiency or standard • College readiness afterschool tutorial and academic	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Intervention during the day Certificated Salaries & benefits $425,370 Intervention during the day for English Learners Certificated

intervention to improve outcomes in AP passing, UC a-g preparedness, ACT, SAT, and other college readiness indicators.
• Summer intervention to meet student outcomes in mathematics and ELD.
  • Three sections of ELD
  • Mathematics intervention for students entering junior year who are not meeting standard – six sections per comprehensive school site.
• Provide incentives for students completing intervention program.
• Provide transportation for all additional tutorials.
• Maintain additional bus driver for the additional tutorials.
			Salaries & benefits
			$334,683
			
			Salary for tutorials
			Certificated Salaries & benefits
			$165,249
			Classified Salaries & benefits
			$7,525
			
			Summer Intervention
			Certificated Salaries & benefits
			$117,838
			Books & supplies
			$5,000
			
			Transportation cost for after school tutorials
			Classified Salaries & benefits
			$177,359
			Services/operating expenses
			$30,000
			LCFF S&C
			
			$96,750
			Title I

9. Provide opportunities to improve college readiness by: • Allocating resources for PSAT, SAT and AP fees. • Providing visitations to four year universities,	LEA wide	_XALL --- OR: __Low Income pupils __English Learners	PSAT, SAT, ACT, and AP Services/operating expenses

community colleges and post-secondary institutions. • Conducting parent trainings to educate parents on readiness for College.		_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,426 LCFF S&C College visitations Services/operating expenses $30,000 Parent trainings Certificated Salaries & Benefits $17,200 Books & supplies $3,000 Services/operating expenses $2,000 LCFF S&C $20,000 Title I
10. Purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology: Books and supplies $100,000 Services and other operating expenses $25,000 LCFF S&C Data Management System Services and other operating expenses $25,000 LCFF S&C $40,000

			Title I
11. Provide student and staff recognition (i.e. medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing local and state targets.	LEA wide	__ALL --- OR: _X Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies $20,000 Services/operating expenses $50,000 LCFF S&C

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**Priority 1: Basic Services** • Attain 97% of fully credentialed teachers, 3 teacher misassignments. • Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, History-social science, English Language Arts and ELD. • Maintain 98% of facilities in good repair. **Priority 2: Implementation of the academic content and performance standards including English Learner access to CCSS** • Maintain 100% implementation of academic content and performance standards for all students. • Maintain 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation. **Priority 4: Pupil Achievement** • Maintain at or above state levels or improve proficiency rate by 5% every year in academic content areas: 66.2% standard met CAASPP ELA; 30.9% standard met CAASPP Mathematics: 73.5% proficient in CAASPP Life Science. • API – n/a • Improve proficiency rate for English Learners by 5% every year over the next three years in language arts and mathematics every year in SBAC English Language Arts, Mathematics, and science: 9.5% standard met CAASPP ELA; 8.4% standard met CAASPP Mathematics: 26% proficient in CAASPP Life Science. • Improve UC a-g 3% to a 43.8% UC a-g completer rate. • Improve college or career ready 5% every year over the next three years for all students and subgroups to a 28.4% CTE completer rate. • Maintain above the state target on the CELDT: 70% proficient on the CELDT AMAO 1 & 2. • Maintain minimum 5% reclassification rate above state and county. DJUHSD goal for reclassification is 28%. • Improve AP passing rates and ACT/SAT average 1% every year over the next three years. Goal: 35.9% students to pass AP exams; • SAT scores: Percent of students scoring greater than 1500 to 27%; ACT: Percent of students with score above 21 to 44.86% • Maintain above state and county rates on college readiness on the EAP English Language Arts (70%) • Improve 1% EAP college ready mathematics (to 29.7%) every year over the next three years for all students and English Learner subgroup (8.1%).

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

1. Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to: • Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning. • Collaborate with cohort • Refine instruction, curriculum, and assessments. and; • Provide time during the day for staff to analyze and utilize levels of performance as measured by pass rates, SBAC, CELDT, EAP, AP and local assessments to refine appropriate instruction, and align and refine curriculum.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated salaries & Benefits $75,000 LCFF S&C $70,000 Title I, Title II Professional development during the day Certificated Salaries & Benefits $575,502 LCFF S&C

2. Provide high quality professional development and support for teachers, administrators, and paraprofessionals that is: • Targeted, coherent, relevant and sequential • Aligned to the academic content standards • Incorporated with Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity). • Provided with evidence-based strategies such as Explicit Direct Instruction (EDI), Cornell Notes, WICOR, Costa's Levels of Questioning, graphic organizers sentence frames, think-pair-share, collaborative/cooperative grouping, CPM, SDAIE, DOK, ELD, Co-teaching and other evidence based strategies to improve student learning. and; Provide support for teachers through mentors and/or BTSA support services.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	Professional Development Certificated salaries & benefits $60,000 Books & supplies $20,000 services/operating expenses $20,000 LCFF S&C BTSA & Mentors for new teachers Certificated salary & benefits $26,000 Services/operating expenses $45,000 LCFF S&C $85,000 Title 1, Title II
3. Purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.	LEA-wide	_XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	Books & supplies $200,000 services/operating expenses $50,000 Purchase UC a-g online program Books & supplies $30,000

			Services/operating expenses $10,000 LCFF S&C $50,000 Title I
4. Maintain the increased UC a-g offerings. • MaintainForeign Language teacher to increase UC a-g and AP college readiness.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $340,778 , LCFF S&C
5. Maintain high quality instruction by: • Funding a portion of salary increase to retain highly-qualified teachers and provide our staff with competitive salaries.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Retention high-quality teachers Certificated Salaries $360,500 LCFF S&C
6. Provide staff to improve student outcomes as follows: • Maintain support staff to assist all learners, including English Learners, in attaining proficiency: ELD coordinators, AVID periods, portion salary learning directors, Associate Superintendent of Curriculum, ELD Clerks, instructional assistants, drop-out recovery person, drop-out prevention person, • Maintain three English and three mathematics (hired 2014-2015) teachers to improve subgroup proficiency.	LEA Wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Administrative Salaries & benefits $382,362 Certificated Salaries & benefits $865,912 Classified Salaries & benefits $655,408 LCFF S&C
7. Reduce class sizes for students, including English Learners, not meeting standard or attaining proficiency.	LEA-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $200,026 LCFF S&C English Learner

			reduce class size Certificated Salaries & Benefits $119,925 LCFF S&C $64,000 Title I

8. Provide supplemental intervention. enrichment or tutorial instruction to attain student outcomes by offering:
• Reading, writing and mathematics intervention during the day.
• Intervention during Saturdays, evenings, before school and after school for students not proficient or meeting SBAC standard.
• Extra duty compensation for teachers and RSP aides to provide intervention instruction and support during tutorials for students not attaining proficiency or standard
• College readiness afterschool tutorial and academic intervention to improve outcomes in AP passing, UC a-g preparedness, ACT, SAT, and other college readiness indicators.
• Summer intervention to meet student outcomes in mathematics and ELD.
  • Three sections of ELD
  • Mathematics intervention for students entering junior year who are not meeting standard – six sections per comprehensive school site.
• Provide incentives for students completing intervention program.
• Provide transportation for all additional tutorials.
• Maintain additional bus driver for the additional tutorials.
	LEA-wide	_XALL
		--- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			Intervention during the day
			Certificated Salaries & Benefits
			$450,892
			
			Intervention during the day for English Learners
			Certificated Salaries & Benefits
			$354,794
			
			Salary for tutorials
			Certificated Salaries & Benefits
			$175,163
			Classified Salaries & Benefits
			$7,525
			
			Summer Intervention
			Certificated Salaries & Benefits
			$124,908

			Books & supplies $5,000 Transportation cost for after school tutorials Classified Salaries & Benefits $188,001 Services/operating expenses $30,000 LCFF S&C $96,750 Title I
9. Provide opportunities to improve college readiness by: • Allocating resources for PSAT, SAT and AP fees. • Providing visitations to four year universities, community colleges and post-secondary institutions. • Conducting parent trainings to educate parents on readiness for College.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	PSAT, SAT, ACT, and AP Services/operating expenses $12,426 LCFF S&C College visitations Services/operating expenses $30,000 Parent trainings Certificated Salaries & Benefits $17,278 Books & supplies $3,900 Services/operating expenses $2,000 LCFF S&C

			$20,000 Title I
10. Purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology: Books and supplies $100,000 Services and other operating expenses $25,000 LCFF S&C Data Management System $25,000 LCFF S&C $40,000 Title I
11. Provide student and staff recognition (i.e. medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing local and state targets.	LEA wide	__ALL --- OR: _XLow Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies $20,000 Services/operating expenses $50,000 LCFF S&C

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	**Priority 1: Basic Services** • Attain 98% of fully credentialed teachers, 2 teacher misassignments. • Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, History-social science, English Language Arts and ELD. • Maintain 98% of facilities in good repair. **Priority 2: Implementation of the academic content and performance standards including English Learner access to CCSS** • Maintain 100% implementation of academic content and performance standards for all students. • Maintain 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation. **Priority 4: Pupil Achievement** • Maintain at or above state levels or improve proficiency rate by 5% every year in academic content areas: 68.2% standard met CAASPP ELA; 32.4% standard met CAASPP Mathematics: maintain 75% proficient in CAASPP Life Science.

	• API – n/a • Improve proficiency rate for English Learners by 5% every year over the next three years in language arts and mathematics every year in SBAC English Language Arts, Mathematics, and science: 10% standard met CAASPP ELA; 8.8% standard met CAASPP Mathematics: 27.3% proficient in CAASPP Life Science. • Improve UC a-g 3% to a 45.1% UC a-g completer rate. • Improve college or career ready 5% every year over the next three years for all students and subgroups to a 29.8% CTE completer rate. • Maintain above the state target on the CELDT: 70% proficient on the CELDT AMAO 1 & 2. • Maintain minimum 5% reclassification rate above state and county. DJUHSD goal for reclassification is 28%. • Improve AP passing rates and ACT/SAT average 1% every year over the next three years. Goal: 36.9% students to pass AP exams; • SAT scores: Percent of students scoring greater than 1500 to 28%; ACT: Percent of students with score above 21 to 45.86% • Maintain above state and county rates on college readiness on the EAP English Language Arts (70%) • Improve 1% EAP college ready mathematics (to 30%) every year over the next three years for all students and English Learner subgroup (8.2%).

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to: • Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning. • Collaborate with cohort • Refine instruction, curriculum, and assessments. and; • Provide time during the day for staff to analyze and utilize levels of performance as measured by pass rates, SBAC, CELDT, EAP, AP and local assessments to refine appropriate instruction, and align and refine curriculum.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $75,000 LCFF S&C $70,000 Title I, Title II Professional development during the day Certificated Salaries & Benefits $610,031 LCFF S&C

2. Provide high quality professional development and support for teachers, administrators, and paraprofessionals that is: • Targeted, coherent, relevant and sequential • Aligned to the academic content standards • Incorporated with Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity). • Provided with evidence-based strategies such as Explicit Direct Instruction (EDI), Cornell Notes, WICOR, Costa's Levels of Questioning, graphic organizers sentence frames, think-pair-share, collaborative/cooperative grouping, CPM, SDAIE, DOK, ELD, Co-teaching and other evidence based strategies to improve student learning. and; Provide support for teachers through mentors and/or BTSA support services.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	Professional Development Certificated Salaries & Benefits $60,000 Books & supplies $25,000 services/operating expenses $15,000 LCFF S&C BTSA & Mentors for new teachers Certificated Salaries & Benefits $26,000 Services/operating expenses $45,000 LCFF S&C $85,000 Title 1, Title II
3. Purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.	LEA-wide	_XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	Books & supplies $200,000 services/operating expenses $50,000 Purchase UC a-g online program Books & supplies

			$15,000 Services/operating expenses $25,000 LCFF S&C $50,000 Title I
4. Maintain the increased UC a-g offerings. • Maintain Foreign Language teacher to increase UC a-g and AP college readiness.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $361,225 LCFF S&C
5. Maintain high quality instruction by: • Funding a portion of salary increase to retain highly-qualified teachers and provide our staff with competitive salaries.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Retention high-quality teachers Certificated Salaries & Benefits $382,130 LCFF S&C
6. Provide staff to improve student outcomes as follows: • Maintain support staff to assist all learners, including English Learners, in attaining proficiency: ELD coordinators, AVID periods, portion salary learning directors, Associate Superintendent of Curriculum, ELD Clerks, instructional assistants, drop-out recovery person, drop-out prevention person, • Maintain three English and three mathematics (hired 2014-2015) teachers to improve subgroup proficiency.	LEA Wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Administrative Salaries & Benefits $405,304 Certificated Salaries & Benefits $917,867 Classified Salaries & Benefits $694,735 LCFF S&C
7. Reduce class sizes for students, including English Learners, not meeting standard or attaining proficiency.	LEA-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Additional teacher periods Certificated Salaries & Benefits 212,028 LCFF S&C

			English Learner reduce class size Certificated Salaries & Benefits $127,120 LCFF S&C $64,000 Title I

8. Provide supplemental intervention. enrichment or tutorial instruction to attain student outcomes by offering:
• Reading, writing and mathematics intervention during the day.
• Intervention during Saturdays, evenings, before school and after school for students not proficient or meeting SBAC standard.
• Extra duty compensation for teachers and RSP aides to provide intervention instruction and support during tutorials for students not attaining proficiency or standard
• College readiness afterschool tutorial and academic intervention to improve outcomes in AP passing, UC a-g preparedness, ACT, SAT, and other college readiness indicators.
• Summer intervention to meet student outcomes in mathematics and ELD.
  • Three sections of ELD
  • Mathematics intervention for students entering junior year who are not meeting standard – six sections per comprehensive school site.
• Provide incentives for students completing intervention program.
• Provide transportation for all additional tutorials.
• Maintain additional bus driver for the additional tutorials.
	LEA-wide	_XALL
		---------- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			Intervention during the day
			Certificated Salaries & Benefits
			$477,946
			
			Intervention during the day for English Learners
			Certificated Salaries & Benefits
			$376,050
			
			Salary for tutorials
			Certificated Salaries & Benefits
			$185,673
			Classified Salaries & Benefits
			$8,455
			Summer Intervention
			Certificated Salaries & Benefits
			$132,402

			Books & supplies $5,000 Transportation cost for after school tutorials Classified Salaries & Benefits $199,281 Services/operating expenses $30,000 LCFF S&C $96,750 Title I
9. Provide opportunities to improve college readiness by: • Allocating resources for PSAT, SAT and AP fees. • Providing visitations to four year universities, community colleges and post-secondary institutions. • Conducting parent trainings to educate parents on readiness for College.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	PSAT, SAT, ACT, and AP Services/operating expenses $12,426 LCFF S&C College visitations Services/operating expenses $30,000 Parent trainings Certificated Salaries & Benefits $17,200 Books & supplies $3,000 Services/operating expenses $2,000 LCFF S&C

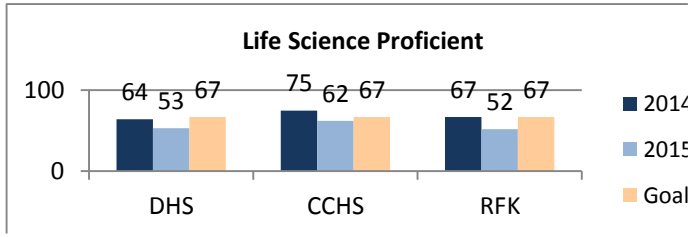
			$20,000 Title I
10. Purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology: Books and supplies $95,000 Services and other operating expenses $35,000 LCFF S&C Data Management System $25,000 LCFF S&C $40,000 Title I
11. Provide student and staff recognition (i.e. medals, plaques, t-shirts, recognition luncheons, field trips) for attaining or passing local and state targets.	LEA wide	__ALL --- OR: _X Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies $20,000 Services/operating expenses $50,000 LCFF S&C

GOAL:	#2: Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical education.	Related State and/or Local Priorities: 1_ 2_ 3__ 4_X 5_ 6_ 7_X 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:

Priority 4: Pupil Achievement

- CAASPP results: This is the first year of the SBAC English and mathematics.
- English (60%) exceeded county and state levels.
- Mathematics (28%) is within county and state levels.
- English Learner SBAC English of 21% is above state rate.
- English Learner SBAC mathematics of 4% exceeded English Learner rates for the state.
- Life Science proficiency rates declined 2015:



- API – n/a
- UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3%
- CTE pathway completion rate increased from 9% to 22%. The goal was 14%.
- DJUHSD exceeded state targets in the California English Learner Language Development Test (CELDT). In 2014-2015:
- AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1%
- AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30%
- AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5%
- English Learner reclassification rate 25.4
- AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015.
- SAT scores: Percent of students scoring greater than 1500
  - Increased from 22.08% to 25.05%.
- ACT: Percent of students with score above 21
  - Increased from 39.66% to 42.86%.
- College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%).
- College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State rate (6%).

Priority 7: Course Access

- Course access is provided to 100% of our students.
- All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a).
- Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Student Outcomes

- In Physical Education, our schools are performing below county and state levels in the following areas:
  - Aerobic capacity: DJUHSD 2013-14 was 67.5; 2014-2015 declined to 61.1%; the goal was 64%.
  - Body composition: DJUHSD 2013-14 was 55.7%; 2014-15 declined to 54.4%; the goal was 64.2%
  - Upper body strength: DJUHSD 2013-14 was 69.1; 2014-2015 61.7%; the goal was 74.9%.
  - Flexibility: DJUHSD 2013-14 was 84%; 2014-15 declined to 76.7%; the goal was 84.9.
- Foreign Language

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Priority 4: Pupil Achievement

- Maintain at or above state levels or improve proficiency rate by 5% every year in academic content areas: 63% standard met CAASPP ELA; 29.4% standard met CAASPP Mathematics: 70% proficient in CAASPP Life Science.
- API – n/a
- Improve proficiency rate for English Learners by 5% every year over the next three years in language arts and mathematics every year in SBAC English Language Arts, Mathematics, and science: 9% standard met CAASPP ELA; 8% standard met CAASPP Mathematics: 25% proficient in CAASPP Life Science.
- Improve UC a-g 3% to a 42.5% UC a-g completer rate.
- Improve college or career ready 5% every year over the next three years for all students and subgroups to a 27% CTE completer rate.
- Maintain above the state target on the CELDT: 70% proficient on the CELDT AMAO 1 & 2.
- Maintain minimum 5% reclassification rate above state and county. DJUHSD goal for reclassification is 28%.
- Improve AP passing rates and ACT/SAT average 1% every year over the next three years. Goal: 34.9% students to pass AP exams;
- SAT scores: Percent of students scoring greater than 1500 to 26%; ACT: Percent of students with score above 21 to 43.86%
- Maintain above state and county rates on college readiness on the EAP English Language Arts (70%)
- Improve 1% EAP college ready mathematics (to 29.4%) every year over the next three years for all students and English Learner subgroup (8%).

Priority 7: Course Access

- Provide all students access to all courses offered by DJUHSD.
- All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a).
- Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Pupil Outcomes EC §51220

- Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economics.
- In Physical Education, our schools are performing below county and state levels in the following areas:
  - Aerobic capacity: the goal 64%.
  - Body composition: The goal 64.2%
  - Upper body strength: The goal 74.9%.
  - Flexibility: DJUHSD goal 84.9%.
- Foreign Language
  - Improve Spanish AP passing rates by 5% from 173 students in 2015 to 182.
  - Improve Bi-literacy seal recipients by 5% from 151 recipients in 2015 to 159.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

1. Ensure all students are provided with high quality standards (subject/CTE/CCR)aligned curriculum and instruction by allowing teachers to: • Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning. • Collaborate with cohort • Refine instruction, curriculum, and assessments. and • Utilize time during the day for staff to analyze and utilize levels of performance as measured by AP pass rates, college and career readiness, PFT, and local assessments to refine appropriate instruction, and align and refine curriculum.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & benefits $64,066 Professional development during the day Certificated Salaries & benefits $206,284 LCFF S&C
2. Provide evidence based professional development opportunities for teachers and administrators that are aligned to the content standards. • Provide professional development for counseling staff to decrease the CTE completion gap.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & benefits $40,000 Books & supplies $10,000 Services/operating expenses $21,000 LCFF S&C $20,000 Perkins IV
3. Purchase supplementary materials, assessments, equipment and supplies to attain goals and student outcomes. • Purchase two vans to transport students to Work Based Learning sites.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books and supplies $200,000 Services and other operating expenses $20,000 Capital Outlay $64,000 LCFF S&C

4. Maintain CTE offerings and decrease CTE completion gap. • Hire Director CTE/Pathways for articulation, dual enrollment & coordination of CTE Work Based Learning.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Augmented CTE opportunities Certificated Salaries & benefits $43,036 Administrative Salaries & benefits $165,166 LCFF S&C
5. Offer after school intervention and Visual Performing Arts at VHS to improve student outcomes in the areas of: • Physical fitness • Foreign language • Visual performing arts • Provide Jazz Band and art sections at VHS to provide students course access	LEA wide	_XALL --- OR: __Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher salary Certificated Salaries & benefits $57,000 LCFF S&C
6. Maintain Career Technical Education teachers, athletic trainers and SH special aides to improve outcomes in safe physical activity practices and college and career readiness for all students at the three comprehensive high schools as well as VHS. These positions include: • CCHS – Home Ec. & Industrial Technology teachers, SH teacher & SH aides, Athletic Trainer • RFK-Business/Math teachers, Athletic Trainer • DHS-Agricultural Mechanics teacher, Athletic Trainer	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & benefits $746,362 Classified Salaries & benefits $95,601 LCAP S & C
7. Provide visitations to four year universities, community colleges, and/or vocational institutions.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services/operating expenses $25,000 LCFF S&C $25,000 Title I, Perkins

8. Purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Purchase technology: Books and supplies $65,000 Services and other operating expenses $35,000 LCFF S&C $35,000 Title I $60,000 Perkins IV

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**Priority 4: Pupil Achievement** • Maintain at or above state levels or improve proficiency rate by 5% every year in academic content areas: 66.2% standard met CAASPP ELA; 30.9% standard met CAASPP Mathematics: 73.5% proficient in CAASPP Life Science. • API – n/a • Improve proficiency rate for English Learners by 5% every year over the next three years in language arts and mathematics every year in SBAC English Language Arts, Mathematics, and science: 9.5% standard met CAASPP ELA; 8.4% standard met CAASPP Mathematics: 26% proficient in CAASPP Life Science. • Improve UC a-g 3% to a 43.8% UC a-g completer rate. • Improve college or career ready 5% every year over the next three years for all students and subgroups to a 28.4% CTE completer rate. • Maintain above the state target on the CELDT: 70% proficient on the CELDT AMAO 1 & 2. • Maintain minimum 5% reclassification rate above state and county. DJUHSD goal for reclassification is 28%. • Improve AP passing rates and ACT/SAT average 1% every year over the next three years. Goal: 35.9% students to pass AP exams; • SAT scores: Percent of students scoring greater than 1500 to 27%; ACT: Percent of students with score above 21 to 44.86% • Maintain above state and county rates on college readiness on the EAP English Language Arts (70%) • Improve 1% EAP college ready mathematics (to 29.7%) every year over the next three years for all students and English Learner subgroup (8.1%). **Priority 7: Course Access** • Provide all students access to all courses offered by DJUHSD. • All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). • Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH. **Priority 8: Other Pupil Outcomes EC §51220** • Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economics.

	• In Physical Education, our schools are performing below county and state levels in the following areas:
	  • Aerobic capacity: the goal 65%.
	  • Body composition: The goal 65%
	  • Upper body strength: The goal 75%.
	  • Flexibility: DJUHSD goal 84.9%.
	• Foreign Language
	  • Improve Spanish AP passing rates by 5% to 191.
	  • Improve Bi-literacy seal recipients by 5% to 167.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to: • Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning. • Collaborate with cohort • Refine instruction, curriculum, and assessments. and • Utilize time during the day for staff to analyze and utilize levels of performance as measured by pass rates, SBAC, CELDT, EAP, AP and local assessments to refine appropriate instruction, and align and refine curriculum.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $67,910 Professional development during the day Certificated Salaries & Benefits $218,661 LCFF S&C
2. Provide evidence based professional development opportunities for teachers and administrators that are aligned to the content standards. • Provide professional development for counseling staff to decrease the CTE completion gap.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $42,400 Books & supplies $10,000 Services/operating expenses $21,000 LCFF S&C $20,000 Perkins IV

3. Purchase supplementary materials, assessments, equipment and supplies to attain goals and student outcomes.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books and supplies $200,000 Services and other operating expenses $20,000 LCFF S&C
4. Maintain CTE offerings and decrease CTE completion gap. • Hire CTE/Pathways Director for articulation, dual enrollment & coordination of CTE Work Based Learning. • Provide Jazz Band and art sections at VHS to provide students course access	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $395,418 Administrative Salaries & Benefits $175,023 LCFF S&C
5. Offer after school intervention and Visual Performing Arts at VHS to improve student outcomes in the areas of: • Physical fitness • Foreign language • Visual performing arts • Provide Jazz Band and art sections at VHS to provide students course access	LEA wide	_XALL --- OR: __Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher salary Certificated Salaries & Benefits $28,620 LCFF S&C
6. Maintain Career Technical Education teachers, athletic trainers and SH special aides to improve outcomes in safe physical activity practices and college and career readiness for all students at the three comprehensive high schools as well as VHS. These positions include: • CCHS – Home Ec. & Industrial Technology teachers, SH teacher & SH aides, Athletic Trainer • RFK-Business/Math teachers, Athletic Trainer • DHS-Agricultural Mechanics teacher, Athletic Trainer	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $791,144 Classified Salaries & Benefits $101,337 LCAP S & C
7. Provide visitations to four year universities, community colleges, and/or vocational institutions.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services/operating expenses $25,000 LCFF S&C $25,000 Title I, Perkins
8. Purchase technology to enhance and improve student performance meet 21st Century Learning Skills.	LEA wide	_XALL --- OR:	Purchase technology: Books and

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies $65,000 Services and other operating expenses $35,000 LCFF S&C $35,000 Title I $60,000 Perkins IV

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	**Priority 4: Pupil Achievement**
	• Maintain at or above state levels or improve proficiency rate by 5% every year in academic content areas: 68.2% standard met CAASPP ELA; 32.4% standard met CAASPP Mathematics: maintain 75% proficient in CAASPP Life Science.
	• API – n/a
	• Improve proficiency rate for English Learners by 5% every year over the next three years in language arts and mathematics every year in SBAC English Language Arts, Mathematics, and science: 10% standard met CAASPP ELA; 8.8% standard met CAASPP Mathematics: 27.3% proficient in CAASPP Life Science.
	• Improve UC a-g 3% to a 45.1% UC a-g completer rate.
	• Improve college or career ready 5% every year over the next three years for all students and subgroups to a 29.8% CTE completer rate.
	• Maintain above the state target on the CELDT: 70% proficient on the CELDT AMAO 1 & 2.
	• Maintain minimum 5% reclassification rate above state and county. DJUHSD goal for reclassification is 28%.
	• Improve AP passing rates and ACT/SAT average 1% every year over the next three years. Goal: 36.9% students to pass AP exams;
	• SAT scores: Percent of students scoring greater than 1500 to 28%; ACT: Percent of students with score above 21 to 45.86%
	• Maintain above state and county rates on college readiness on the EAP English Language Arts (70%)
	• Improve 1% EAP college ready mathematics (to 30%) every year over the next three years for all students and English Learner subgroup (8.2%).
	• **Priority 7: Course Access**
	• Provide all students access to all courses offered by DJUHSD.
	• All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a).
	• Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.
	Priority 8: Other Pupil Outcomes EC §51220
	• Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economics.
	• In Physical Education, our schools are performing below county and state levels in the following areas:
	  • Aerobic capacity: the goal 65.5%.
	  • Body composition: The goal 65.5%

	• Upper body strength: The goal 75%. • Flexibility: DJUHSD goal 86%. • Foreign Language • Improve Spanish AP passing rates by 5% to 200. • Improve Bi-literacy seal recipients by 5% to 175.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to: • Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning. • Collaborate with cohort • Refine instruction, curriculum, and assessments. and • Utilize time during the day for staff to analyze and utilize levels of performance as measured by pass rates, SBAC, CELDT, EAP, AP and local assessments to refine appropriate instruction, and align and refine curriculum.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $71,985 Professional development during the day Certificated Salaries & Benefits 231,781 LCFF S&C
2. Provide evidence based professional development opportunities for teachers and administrators that are aligned to the content standards. • Provide professional development for counseling staff to decrease the CTE completion gap.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $44,944 Books & supplies $10,000 Services/operating expenses $21,000 LCFF S&C $20,000 Perkins IV

3. Purchase supplementary materials, assessments, equipment and supplies to attain goals and student outcomes.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books and supplies $200,000 Services and other operating expenses $20,000 LCFF S&C
4. Maintain CTE offerings and decrease CTE completion gap. • Hire CTE/Pathways Director for articulation, dual enrollment & coordination of CTE Work Based Learning. • Provide Jazz Band and art sections at VHS to provide students course access	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Augmented CTE opportunities Certificated Salaries & Benefits $419,143 Administrative Salaries & Benefits $185,524 LCFF S&C
5. Offer after school intervention and Visual Performing Arts at VHS to improve student outcomes in the areas of: • Physical fitness • Foreign language • Visual performing arts • Provide Jazz Band and art sections at VHS to provide students course access	LEA wide	_XALL --- OR: __Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher salary Certificated Salaries & Benefits $30,337 LCFF S&C
6. Maintain Career Technical Education teachers, athletic trainers and SH special aides to improve outcomes in safe physical activity practices and college and career readiness for all students at the three comprehensive high schools as well as VHS. These positions include: • CCHS – Home Ec. & Industrial Technology teachers, SH teacher & SH aides, Athletic Trainer • RFK-Business/Math teachers, Athletic Trainer • DHS-Agricultural Mechanics teacher, Athletic Trainer	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $838,612 Classified Salaries & Benefits $107,417 LCAP S & C
7. Provide visitations to four year universities, community colleges, and/or vocational institutions.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services/operating expenses $25,000 LCFF S&C $25,000 Title I, Perkins

8. Purchase technology to enhance and improve student performance meet 21st Century Learning Skills.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Purchase technology: Books and supplies $65,000 Services and other operating expenses $35,000 LCFF S&C $35,000 Title I $60,000 Perkins IV

GOAL:	#3 Provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school everyday.	Related State and/or Local Priorities: 1_X 2_ 3_X 4__ 5_X 6_X 7_ 8_ COE only: 9__ 10__ Local: Specify _____

Identified Need:

Priority 1: Basic Services

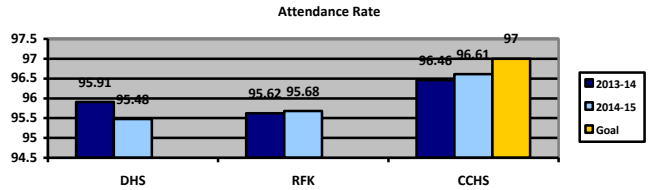
- Retain 96% of Fully Credentialed teachers.
- Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, History-social science, English language arts and ELD.
- Maintain 98% of facilities in good repair. Stakeholder groups identified student areas of needed repair. We have severe cracks in the asphalt, leaking roof, damaged walkways, and many other areas of needed repair.

Priority 3: Parental Involvement

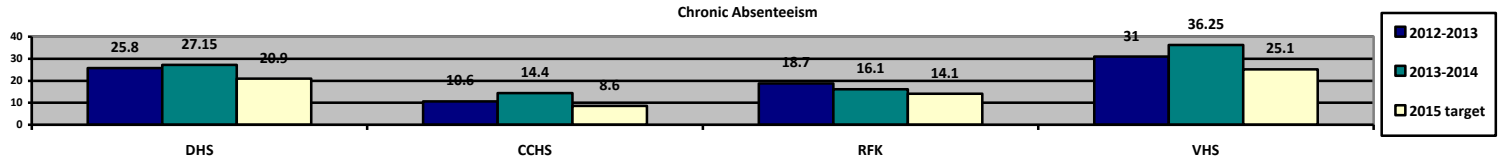
- 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 5: Pupil Engagement

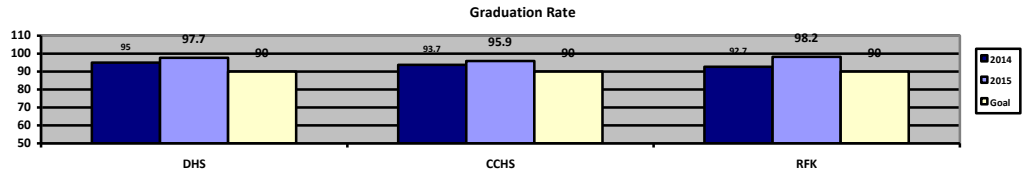
- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS.



- Chronic absenteeism increased at three of the four school sites:



- Middle school dropout rates: Not Applicable
- Graduation rate: The three comprehensive high schools attained the goal.



- Dropout rates: 2014-15 - 0.7%; 2015-2016 – 0.8%. Our goal is to maintain below 1%.

Priority 6: School Climate

- Suspension rates need to be below 4.5%. Our suspension rate in 2013-14 was 5.0% and declined to 2014-15 to 4.2%. We achieved our goal.
- Expulsion rates need to be below 0.15%. Our expulsion rate in 2013-14 & 2014-15 rates were at 0.3%.
- Student, parent and teacher surveys indicate 99% feel safe and connected to school.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Priority 1: Basic Services
- Attain 96% of Fully Credentialed teachers; 2 misassignments.
- Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, History-social science, English language arts and ELD.
- Maintain 98% of facilities in good repair.

Priority 3: Parental Involvement
- Increase parental 10% every year over the next three years.
- 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 5: Pupil Engagement
- Attain 97% attendance rate at all school sites.
- Reduce chronic absenteeism by 10% every year over the next three year at all school sites.
- Middle school dropout rates: Not Applicable
- Maintain below 1% dropout rate.
- Maintain a graduation rate of 92% or above.

Priority 6: School Climate
- Maintain suspension rates below 4.5%.
- Reduce expulsions rate at or below 0.15%
- Maintain 99% student, parent, and teacher sense of safety and school connectedness.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Provide professional development on evidence-based intervention strategies.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies 35,000 Services/operating expenses $10,000 LCFF S&C
2. Purchase supplementary instructional materials and supplies to attain student goals. Allocate resources for GED and CHSPE test fees.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books and Supplies $25,000 Services & operating expenses $6,500 LCFF S&C

			GED, CHSPE Books & supplies $1,000 Services/operating expenses $1,000 LCFF S&C
3. Provide alternative educational settings in lieu of suspension and expulsion. • STAND Program teacher • Three academic intervention teachers – one for each comprehensive school site	LEA wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $352,089 LCFF S&C
4. Provide academic interventions and academic acceleration options for students to stay on track for graduation. • Provide one additional periods of independent study at RFK and CCHS and two periods at DHS to meet student needs. • Two Achieve Academy teachers at VHS	LEA wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $317,313 LCFF S&C
5. Provide support services through the school psychologist, school counselor, nurse, Discipline Liaisons, and Drop-out Prevention Outreach person. • Assign a mentor for our foster youth to monitor academic plan and provide social and personal counseling/support at least twice a month. • Contract with Delano Police Department for three resource officers. • Upgrade nurse position to Registered Nurse. • Fund five Discipline Liaisons to assist all four high schools in reducing suspensions and expulsions	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Dropout Recovery & Discipline Liaisons classified Salary & Benefits $505,952 Resource Officers Services/operating expenses $197,000 Mentor Certificated Salary & benefits $4,300

			Nurse Certificated Salary & benefits $368,995 Books & Supplies $10,000 Service/operating expenses $3,000 LCFF S&C
6. Maintain additional traveling custodian to help maintain school facilities clean.	LEA-wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salaries & Benefits $72,715 LCFF S&C
7. Provide before school, afterschool, Saturday and/or evening Interventions. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $54,066 Classified Salaries & Benefits $11,700 LCFF S&C $10,000 Title I
8. Reduce class sizes in general level English, mathematics, science and social studies for students who are struggling.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Additional sections Certificated Salaries & Benefits $184,721 LCFF S&C
9. Purchase technology to enhance and improve student performance in attaining goals. • Upgrade security staff communication devices for	LEA wide	_XALL ---------- OR:	Purchase technology: Books and supplies

immediate access to student attendance and other information. This will enhance the ability to address truancy and prevent other behaviors. • Purchase data management system • Cost for updating web page		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,000 Services and other operating expenses $15,000 Cost for upgrading data service & web page Services and other operating expenses $44,000 LCFF S&C $35,000 Title I
10. Maintain facilities in good repair. Repair facilities (i.e. asphalt at DHS, fences @ DHS & VHS, field leaks @ CCHS & RFK, repair fields), stadium seats; replace torn carpet at VHS; repair damaged drinking fountains, ramps on portables at DHS and VHS; repair walkway by DHS tennis courts; purchase lawn mower, tractor, repair grounds in quad area at CCHS, and hall sweeper to keep facilities clean and maintain ground even.	LEA-wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplies $250,000 Rentals, Leases, & Repairs $550,000 LCFF S&C
11. Foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	LEA wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies $10,000 Services/operating expenses $25,000 LCFF S&C
12. Involve parents by: • Calling parent when the pupil is not performing academically to expectations. • Conduct evening home visits • Conduct Parent Awareness workshops.	LEA wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation & home visits classified Salaries & Benefits $12,722 Parent Workshops Certificated

			Salaries & Benefits $40,527 Books & supplies $200 Services/operating expenses $1,000 LCFF S&C
13. Hire part-time Coordinator of Communication and Community Engagement to promote community awareness and student recognition.	LEA wide	__ALL ---------- OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Coordinator Classified Salaries & Benefits $76,659 Books & supplies $2,000 Services/operating expenses $8,000 LCFF S&C
14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Stakeholder meetings Books & supplies $5,200 services/operating expenses $9,500 LCFF S&C Outreach and assistance Classified salaries $34,090 Services & other operating expenses $1,000 LCFF S&C

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**Priority 1: Basic Services** • Attain 97% of fully credentialed teachers, 3 teacher misassignments. • Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, History-social science, English language arts and ELD. • Maintain 98% of facilities in good repair. **Priority 3: Parental Involvement** • Increase parental 10% every year over the next three years. • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals. **Priority 5: Pupil Engagement** • Attain 97% attendance rate at all school sites. • Reduce chronic absenteeism by 10% every year over the next three year at all school sites. • Middle school dropout rates: Not Applicable • Maintain below 1% dropout rate. • Maintain a graduation rate of 92% or above. **Priority 6: School Climate** • Maintain suspension rates below 4.5%. • Reduce expulsions rate at or below 0.15% • Maintain 99% student, parent, and teacher sense of safety and school connectedness.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Provide professional development on evidence-based intervention strategies.	LEA-wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies 35,000 Services/operating expenses $10,000 LCFF S&C
2. Purchase supplementary instructional materials and supplies to attain student goals. Allocate resources for GED and CHSPE test fees.	LEA-wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books and Supplies $25,000 Services & operating expenses $6,500 LCFF S&C GED, CHSPE Books &

			supplies $1,000 Services/operating expenses $1,000 LCFF S&C
3. Provide alternative educational settings in lieu of suspension and expulsion. • STAND Program teacher • Three academic intervention teachers – one for each comprehensive school site	LEA wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $373,214 LCFF S&C
4. Provide academic interventions and academic acceleration options for students to stay on track for graduation. • Provide one additional periods of independent study at RFK and CCHS and two periods at DHS to meet student needs. • Two Achieve Academy teachers at VHS	LEA wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $336,651 LCFF S&C
5. Provide support services through the school psychologist, school counselor, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person. • Assign a mentor for our foster youth to monitor academic plan and provide social and personal counseling/support at least twice a month. • Contract with Delano Police Department for three resource officers. • Upgrade nurse position to Registered Nurse.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Dropout Recovery & Discipline Liaisons classified Salary & Benefits $508,196 Resource Officers Services/operating expenses $197,000 Mentor Certificated Salary & benefits $4,300 Nurse Certificated

			Salary & benefits $391,135 Books & Supplies $10,000 Service/operating expenses $3,000 LCFF S&C
6. Maintain additional traveling custodian to help maintain school facilities clean.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salaries & Benefits $77,078 LCFF S&C
7. Provide before school, afterschool, Saturday and/or evening Interventions. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $57,310 Classified Salaries & Benefits $12,402 LCFF S&C $10,000 Title I
8. Reduce class sizes in general level English, mathematics, science and social studies for students who are struggling.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost of staff for additional sections Certificated Salaries & Benefits $195,804 LCFF S&C
9. Purchase technology to enhance and improve student performance in attaining goals. • Upgrade security staff communication devices for immediate access to student attendance and other information. This will enhance the ability to address	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Purchase technology: Books and supplies $35,000 Services and

truancy and prevent other behaviors. • Purchase data management system Cost for updating web page.		__Other Subgroups:(Specify)_____	other operating expenses $15,000 Cost for upgrading data service & web page Services and other operating expenses $44,000 LCFF S&C $35,000 Title I
10. Maintain facilities in good repair. Repair facilities (i.e. asphalt at DHS, fences @ DHS & VHS, field leaks @ CCHS & RFK, repair fields), stadium seats; replace torn carpet at VHS; repair damaged drinking fountains, ramps on portables at DHS and VHS; repair walkway by DHS tennis courts; purchase lawn mower, tractor, repair grounds in quad area at CCHS, and hall sweeper to keep facilities clean and maintain ground even.	LEA-wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplies $250,000 Rentals, Leases, & Repairs $550,000 LCFF S&C
11. Foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies $10,000 Services/operating expenses $25,000 LCFF S&C
12. Involve parents by: • Calling parent when the pupil is not performing academically to expectations. • Conduct evening home visits • Conduct Parent Awareness workshops.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation & home visits classified Salaries & Benefits $13,485 Parent Workshops Certificated Salaries & Benefits

			$42,959 Books & supplies $200 Services/operating expenses $1,000 LCFF S&C
13. Hire part-time Coordinator of Communication and Community Engagement to promote community awareness and student recognition.	LEA wide	__ALL ---------- OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salaries & Benefits $81,258 Books & supplies $2,000 Services/operating expenses $8,000 LCFF S&C
14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Stakeholder meetings Books & supplies $5,200 services/operating expenses $9,500 LCFF S&C Outreach and assistance Classified Salaries & Benefits $36,135 Services & other operating expenses $1,000 LCFF S&C

LCAP Year 3: 2018-19

Expected Annual Measurable	**Priority 1: Basic Services** • Attain 98% of fully credentialed teachers, 2 teacher misassignments.

Outcomes:	• Ensure each pupil has sufficient standards aligned instructional materials in mathematics, science, History-social science, English language arts and ELD. • Maintain 98% of facilities in good repair. **Priority 3: Parental Involvement** • Increase parental 10% every year over the next three years. • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals. **Priority 5: Pupil Engagement** • Attain 97% attendance rate at all school sites. • Reduce chronic absenteeism by 10% every year over the next three year at all school sites. • Middle school dropout rates: Not Applicable • Maintain below 1% dropout rate. • Maintain a graduation rate of 92% or above. **Priority 6: School Climate** • Maintain suspension rates below 4.5%. • Reduce expulsions rate at or below 0.15% • Maintain 99% student, parent, and teacher sense of safety and school connectedness.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Provide professional development on evidence-based intervention strategies.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies 35,000 Services/operating expenses $10,000 LCFF S&C
2. Purchase supplementary instructional materials and supplies to attain student goals. Allocate resources for GED and CHSPE test fees.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books and Supplies $25,000 Services & operating expenses $6,500 GED, CHSPE Books & supplies $1,000 Services/operati

			ng expenses $1,000 LCFF S&C
3. Provide alternative educational settings in lieu of suspension and expulsion. • STAND Program teacher • Three academic intervention teachers – one for each comprehensive school site	LEA wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated salaries & benefits $395,607 LCFF S&C
4. Provide academic interventions and academic acceleration options for students to stay on track for graduation. • Provide one additional periods of independent study at RFK and CCHS and two periods at DHS to meet student needs. • Two Achieve Academy teachers at VHS.	LEA wide	XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $356,533 LCFF S&C
5. Provide support services through the school psychologist, school counselor, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person. • Assign a mentor for our foster youth to monitor academic plan and provide social and personal counseling/support at least twice a month. • Contract with Delano Police Department for three resource officers. • Upgrade nurse position to Registered Nurse.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Dropout Recovery & Discipline Liaisons classified Salary & Benefits $538,688 Resource Officers Services/operating expenses $197,000 Mentor Certificated Salary & benefits $3,000 Classified Salary & Benefits $1300 Nurse

			Certificated Salary & benefits $414,602 Books & Supplies $10,000 Service/operating expenses $3,000 LCFF S&C
6. Maintain additional traveling custodian to help maintain school facilities clean.	LEA-wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Custodian, Bus Driver Classified Salaries & Benefits $81,703 LCFF S&C
7. Provide before school, afterschool, Saturday and/or evening Interventions. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries & Benefits $60,748 Classified Salaries & Benefits $13,146 LCFF S&C $10,000 Title I
8. Reduce class sizes in general level English, mathematics, science and social studies for students who are struggling.	LEA wide	_XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost of staff for additional sections Certificated Salaries & Benefits $208,159 LCFF S&C
9. Purchase technology to enhance and improve student performance in attaining goals. • Upgrade security staff communication devices for immediate access to student attendance and other	LEA wide	_XALL --- OR: __Low Income pupils __English Learners	Purchase technology: Books and supplies $35,000

information. This will enhance the ability to address truancy and prevent other behaviors. • Purchase data management system • Cost for updating web page		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services and other operating expenses $15,000 Cost for upgrading data service & web page Services and other operating expenses $44,000 LCFF S&C $35,000 Title I
10. Maintain facilities in good repair. Repair facilities (i.e. asphalt at DHS, fences @ DHS & VHS, field leaks @ CCHS & RFK, repair fields), stadium seats; replace torn carpet at VHS; repair damaged drinking fountains, ramps on portables at DHS and VHS; repair walkway by DHS tennis courts; purchase lawn mower, tractor, repair grounds in quad area at CCHS, and hall sweeper to keep facilities clean and maintain ground even.	LEA-wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplies $250,000 Rentals, Leases, & Repairs $550,000 LCFF S&C
11. Foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books & supplies $10,000 Services/operating expenses $25,000 LCFF S&C
12. Involve parents by: • Calling parent when the pupil is not performing academically to expectations. • Conduct evening home visits • Conduct Parent Awareness workshops.	LEA wide	XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation & home visits classified Salaries & Benefits $14,294 Parent Workshops Certificated Salaries &

			Benefits $45,537 Books & supplies $200 Services/operating expenses $1,000 LCFF S&C
13. Hire part-time Coordinator of Communication and Community Engagement to promote community awareness and student recognition.	LEA wide	__ALL ---------- OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salaries & Benefits $86,133 Books & supplies $2,000 Services/operating expenses $8,000 LCFF S&C
14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance.	LEA wide	_XALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Stakeholder meetings Books & supplies $5,200 services/operating expenses $9,500 LCFF S&C Outreach and assistance Classified salaries $37,304 Services & other operating expenses $1,000 LCFF S&C

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	#1: 75% of all core academic subjects will have standards aligned curriculum by the 2016-2017. 95% retention of highly qualified teachers.	Related State and/or Local Priorities: 1_X 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:

Purchase 50% of the core academic subject textbooks/e-books to include science, English, Algebra II, Geometry, and Trigonometry.
Retain 94% highly qualified teachers.

Priority 1:
- Instructional materials: 100% compliance on Williams
- FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities.
- HQT/Teacher rate: 93.4% districtwide, teacher misassignments: 0

Priority 2:
- 100% implementation of academic content and performance standards including English Learner access to CCSS.
- Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

Actual Annual Measurable Outcomes:

Priority 1:
- Instructional materials: 100% compliance on Williams.
- FIT: Exemplary ratings for newer schools and Good ratings for our older schools. However, staff and student surveys and stakeholders indicate district schools need repairs due to age and wear of facilities.
- Fully Credentialed Teacher rate: 87.98% districtwide, teacher misassignments: 12. DJUHSD continues to lose teachers to other districts due to low salaries and travel costs to our district. The 2014-2015 J90 report confirms our low salary range:

J90 Report 2014-2015	Lowest Salary	J90 Report 2014-2015	Salary at BA + 60 Step 10
Taft	49096	Taft	78284
Earlimart	48963	Porterville	70374
Tulare Joint Union High	48124	Wasco	67913
Porterville	46592	Arvin Union	67390
Kern	45794	Tulare Joint Union High	67231
Wasco	45742	Earlimart	66890
Delano Elementary	45175	Delano Elementary	66355
Visalia	44773	Kern	65721
Greenfield	44703	Fruitvale	65719
Arvin Union	44352	Bakersfield City	65296
Panama	43809	Greenfield	64746
McFarland	43717	Visalia	64706
Bakersfield City	43313	McFarland	64334
Rosedale	42261	Panama	64251
Fairfax	42250	Fairfax	63014
Beardsley	42040	Delano Joint Union High	62255
Delano Joint Union High	41386	Rosedale	61458
Fruitvale	40000	Beardsley	55469

Priority 2:
- 100% implementation of academic content and performance standards including English Learner access to CCSS based on administrative classroom observations

			and teacher surveys. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase supplemental standards aligned textbooks/e-books for the core areas of English, Mathematics, science, and social studies. For 2015-16: English, science and Algebra II, Geometry, Trigonometry	Certificated salaries $22,025 Benefits $2,975 Books & supplies $175,000 LCFF S&C	Purchased common core aligned supplemental instructional materials for algebra 1, algebra II, ELA and ELD. In addition, staff has developed standards aligned instructional materials as well as purchasing supplementary reading materials. The supplementary materials assisted in improving standard met rate for all student on the SBAC and CELDT.	Certificated Salaries & Benefits $0 Books & supplies $104,703 LCFF S&C
Scope of service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. BTSA training for new teachers	Services/operating expenses $45,000 LCFF S&C Title I/II $35,000	Provided BTSA services and mentors for intern teachers. Stipends for mentors were added to provide support for teachers in BTSA. As a result, we moved resources from Goal 3 action 3 to accommodate this need.	Certificated salary & benefits $11,400 Services/operating expenses $45,000 LCFF S&C
Scope of service: LEA wide XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA wide XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3. District stakeholder meetings for data analysis, outcome analysis and performance analysis.	Books/Supplies $500 Services/ operating expenses $1,159 LCFF S&C	Conducted stakeholder meetings regularly throughout the school year with parents, teachers, classified staff, administrators, and students. All stakeholders reviewed data, outcomes and performance and made recommendations to improve student services based on the state eight priorities.	Books/Supplies $0 Operating expenses $0 LCFF S&C
Scope of service: LEA wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on local teacher assignment data, we have a large percentage of fully credentialed teachers in core areas exit our district. This causes a decline in student academic results. Teachers get trained in effective teaching methodologies, data analysis, and refinement of curriculum that lead to improved student achievement, and then we lose 30% of them to other higher paid districts. Salaries for beginning teachers are at the low end of salary ranges in our county per J90 data. As a result, we added into our actions to fund a portion of teacher salary to retain qualified teachers. In addition, we included stipends to provide mentors for new teachers as well as teachers that may need additional support. This goal and actions have been integrated into goal 1 for 2016-2017.		

Original GOAL from prior year LCAP:	#2: Restrooms will be cleaned and monitored daily. Thirty percent of the facilities that are damaged or worn will be repaired by 2017-2018.	Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Restrooms will be cleaned and monitored daily. 10% of facilities that are damaged or worn will be repaired. **Priority 1:** • Instructional materials: 100% compliance on Williams • FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities. • HQT/Teacher rate: 93.4% districtwide, teacher misassignments: 0	Actual Annual Measurable Outcomes:	**Priority 1:** • Instructional materials: 100% compliance on Williams. • FIT: Exemplary ratings for newer schools and Good ratings for our older schools. However, staff and student surveys and stakeholders indicate district schools need repairs due to age and wear of facilities. • Fully Credentialed rate: 87.98% districtwide, teacher misassignments: 12. DJUHSD continues to lose teachers to other districts due to low salaries and travel costs to our district. The 2014-2015 J90 report confirms our low salary range:

J90 Report 2014-2015	Lowest Salary	J90 Report 2014-2015	Salary at BA + 60 Step 10
Taft	49096	Taft	78284
Earlimart	48963	Porterville	70374
Tulare Joint Union High	48124	Wasco	67913
Porterville	46592	Arvin Union	67390
Kern	45794	Tulare Joint Union High	67231
Wasco	45742	Earlimart	66890
Delano Elementary	45175	Delano Elementary	66355
Visalia	44773	Kern	65721
Greenfield	44703	Fruitvale	65719
Arvin Union	44352	Bakersfield City	65296
Panama	43809	Greenfield	64746
McFarland	43717	Visalia	64706
Bakersfield City	43313	McFarland	64334
Rosedale	42261	Panama	64251
Fairfax	42250	Fairfax	63014
Beardsley	42040	Delano Joint Union High	62255
Delano Joint Union High	41386	Rosedale	61458
Fruitvale	40000	Beardsley	55469

LCAP Year: 2015-2016

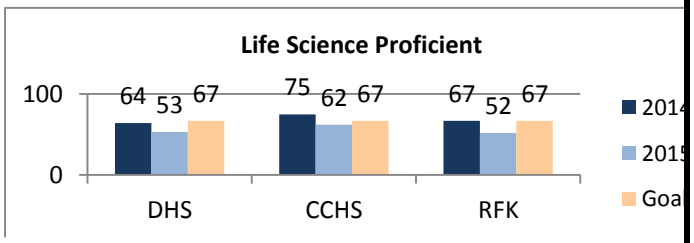
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures

1. Clean and monitor restrooms.	Custodian Classified Salary $49,298 Benefits $25,702 Custodian LCFF S&C	Maintained restrooms clean and monitored daily. Restrooms are checked four times a day: morning, before lunch, during lunch, at the end of the day. Log sheet is signed at each check by the custodian. Additional checks are done by security. Custodian was hired 07/01/2014. Students have reported the restrooms are maintained clean.	Custodian Classified Salary $47,981.28 Benefits $25,513.30 LCFF S&C
Scope of service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Implement Character Development curriculum.	Books and Supplies $10,000 LCFF S&C	Character development curriculum will be refined and modified during the summer to meet student outcomes. Character development curriculum and lessons focused on teaching students pride and care for their school. These instructional units have had a positive outcome on reducing improper behaviors.	Books and Supplies $10,000 LCFF S&C
Scope of service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Repair facilities (i.e. asphalt, roof, auditorium curtains).	Supplies $200,000 Rentals, Leases, & Repairs $400,000 LCFF S&C	Repaired windows in Industrial arts, pact. Repaired fence, curtains, asphalt, parking lot, outdoor furniture, and fields. Purchased a sweeper and lawn mower to keep campus clean. Students and parents are pleased with the outcomes of this action in providing a clean and adequate learning environment.	Supplies $43000 Rentals, Leases, & Repairs $612,693 LCFF S&C
Scope of service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4. District stakeholder meetings for data analysis, outcome analysis and performance analysis.		Stakeholder meetings Supplies $200 services/operating expenses $800 LCFF S&C	Conducted stakeholder meetings regularly throughout the school year. Received constructive feedback and suggestions to improve student services.		Stakeholder meetings Supplies $158 services/operating expenses $0 LCFF S&C
Scope of service:	LEA wide		Scope of service:	LEA wide	
XALL			XALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goals and progress is evident and documented on log sheets and student surveys. However, student and staff surveys and forums continue to indicate repairs are needed at some school sites. Goals and actions will remain the same. Stakeholder student and staff groups indicated grounds at RFK need upkeep and repair. DJUHSD will hire an additional grounds person for RFK. This goal and actions have been integrated into goal 3 for 2016-2017.

Original GOAL from prior year LCAP:	#3: Decrease the academic achievement gap for all learners by 25% in language arts and mathematics every year from the established CAHSEE and local measures of assessment.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6_ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	29% English Learner Grade level Proficiency in English 39% English Learner Grade level Proficiency in mathematics **Priority 2: Implementation of Academic Content and Performance Standards** • 100% implementation of academic content and performance standards including English Learner access to CCSS. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. **Priority 4: Pupil Achievement** • State assessments: • CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65% • Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. • EAP- English 35% (6% increase) college ready, Mathematics 64% college ready • API – 788 (2013) • UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. • Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. • Reclassification rate: 13.9% which is above county and state rate. • AP passing rate: 29.5% increase **Priority 7: Course Access** • 100% of students have access to all courses. All	Actual Annual Measurable Outcomes:	. **Priority 2:** • 100% implementation of academic content and performance standards including English Learner access to CCSS based on administrative classroom observations and teacher surveys. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. **Priority 4: Pupil Achievement** • CAASPP results: This is the first year of the SBAC English and mathematics. • English (60%) exceeded county and state levels. • Mathematics (28%) is within county and state levels. • English Learner SBAC English of 21% is above state rate. • English Learner SBAC mathematics of 4% exceeded English Learner rates for the state. • Life Science proficiency rates declined 2015:  • API – n/a • UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3% • CTE pathway completion rate increased from 9% to

	students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.		22%. The goal was 14%. • DJUHSD exceeded state targets in the California English Learner Language Development Test (CELDT). In 2014-2015: • AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1% • AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30% • AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5% • English Learner reclassification rate 25.4 • AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015. • SAT scores: Percent of students scoring greater than 1500 • Increased from 22.08% to 25.05%. • ACT: Percent of students with score above 21 • Increased from 39.66% to 42.86%. • College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%). • College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State rate (6%). **Priority 7: Course Access** • Course access is provided to 100% of our students. • All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). • Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase support services, monitoring, and instructional time for all students. Recovered furlough days.	Certificated salaries $388,923 Classified Salaries $152,488 Benefits $84,291 LCFF S&C	Recovered furlough days, 2015-2016, thus allowing an additional 5 days of instruction for students.	Certificated salaries & benefits $396,029 Classified salaries & benefits $242,727 LCFF S&C
Scope of Service: LEA wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Additional English and mathematics teachers for targeted instruction at each of the PI schools to close the achievement gap.	Two English teachers Certificated salaries $107,902 benefits $44,098 One mathematics teacher Certificated salary $54,932 Benefits $22,168 LCFF S&C	Maintained one English teacher and one mathematics teacher and added an English teacher. Students outcomes have been successful in proficiency and meeting standard on state and federal accountability.	Certificated salaries $154,331 benefits $65,431 LCFF S&C
Scope of Service: DHS and RFK **_X_** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: DHS and RFK **_X_** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Provide core content classroom instruction practices aligned with the CCSS. Teachers will guide instruction and student learning.	Curriculum alignment, refinement	Provided teachers training through Riverside Technologies for the English and mathematics units as well as CPM, use of technology, and curriculum training. Use of evidence-based strategies has improved student	Certificated salaries $1,652 benefits

		Certificated salaries $96,909 benefits $13,091 Books & supplies $70,000 services/operating expenses $20,000 LCFF S&C $50,000 Title I, Title II	local and state accountability.	$209 Books & supplies $11,070 services/operating expenses $48,594 LCFF S&C
Scope of Service: LEA Wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of Service: LEA Wide __**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Instruct students in core content for meaningful understanding of content aligned with the CCSS as well as the CCR Anchor Standards. Principal and Assistant Principal of Instruction are responsible for parameters.		Assistant Principal Instruction Administrative salary $97,120 & benefits $27,880 LCFF S&C	Position not filled	$0
Scope of Service: LEA wide __**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of Service: LEA Wide __**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Incorporate Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into the instructional programs through AVID methodologies.		Certificated salaries $22,000 benefits $3,000 Books & supplies $10,000	Provided opportunities for teachers and instructional staff to participated in NGSS, curriculum, Vernier Software, and ELA Bellringer professional development as well as purchasing equipment and supplies for a sensory room to assist special needs students learning outcomes and incorporate Twenty-First Century Standards and the 4Cs.	Certificated salaries $2,036 benefits $266 Books & supplies $22,266

	services/operating expenses $10,000 LCFF S&C		services/operating expenses $2011 LCFF S&C
Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Collaborative teaching with special education teachers and regular education teachers.	Staff Development Certificated salaries $19,850 benefits $2,650 Materials, supplies $500 services/operating expenses $2,000 LCFF S&C $5,000 Title I	Provided professional development for teachers of special education. This training provides our teachers with strategies in helping our specials needs students in the Least Restrictive Environment.	Certificated salaries $2460 benefits $331 Materials, supplies $0 services/operating expenses $15,638 LCFF S&C
Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Administer intervention by promoting reading and writing instruction and mathematics intervention. Create a Response to Intervention plan for students who are non-proficient in reading or writing. Counselors, Psychologist and site administration will be responsible for intervention plan, actions, and outcomes.	Professional Development Certificated salaries $7050 Benefits $950 Materials, supplies	Provided ongoing professional development to promote and enhance reading and writing and mathematics intervention has conducted regularly throughout the year. Intervention courses are scheduled to assist students in attaining academic gains.	Professional Development Certificated salaries $0 Benefits $0 Materials, supplies

	$1000 services/operating expenses $1,000 LCFF S&C $10,000 Title 1, Title II Intervention Certificated salaries $293,548 & benefits $76,552 LCFF S&C		$1,282 services/operating expenses $712 LCFF S&C Intervention Certificated salaries $224,384 benefits $73,854 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers.	Professional Development Certificated salaries $17,600 benefits $2,400 Materials, supplies, $5,000 services/operating expenses $5,000 LCFF S&C $50,000 Title 1, Title II	Provided evidence-based professional development for all teachers. Teachers participated in Modeling Chemistry Concepts, ERWC, EDI, DOK, ELD, SDAIE, SMART Notebook, data analysis training and Unconventional Teaching workshop.	Professional Development Certificated salaries $0 benefits $0 Materials, supplies, $ 77 services/operating expenses $5,746 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

9. Provide supplementary Mathematics instruction, RTI, academic interventions, and afterschool tutorials. Teachers will guide instruction and student learning.	Intervention/Supplementary Instruction Certificated salaries $98,250 benefits $13,250 Materials, supplies $500 services/operating expenses $4,500 LCFF S&C Additional after school transportation Classified salaries $68,500 Benefits $29,660 Services/operating expenses $30,000 LCFF S&C	Provided afterschool tutorials and summer intervention. We also purchased supplementary materials and paid teachers extra duty time to develop curriculum for the interventions. Additional transportation was provided for the tutorials and summer intervention. Interventions and supplementary instruction benefit our students in attaining academic growth.	Certificated salaries & benefits $62,181 Materials, supplies, $13,740 LCFF S&C Additional after school transportation Classified salaries $68,500 Benefits $29,660 Services/operating expenses $30,000 LCFF S&C
Scope of Service: LEA wide __**X**ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __**X** ALL OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Reduce class sizes for students not attaining proficiency. Principal and Assistant Principal of Instruction are responsible for setting parameters.	Additional sections Certificated salaries $82,845 benefits $25,952 LCFF S&C	Provided two additional ELD sections at each comprehensive school site for improved student learning.	Certificated salaries $59,308.50 benefits $17,885.30 LCFF S&C
Scope of Service: LEA wide __ ALL OR:		Scope of Service: LEA wide __ ALL OR:	

__Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
11. Utilize levels of performance as measured by pass rates, CAHSEE, EAP, AP and local assessments to provide the appropriate instruction and interventions. Teachers will Analyze data and modify instruction and curriculum	Professional development Certificated salaries $480,480 benefits $179,520 LCFF S&C	Analyzed data (teachers) and modified instruction on an ongoing basis. Professional development time is provided at least once a week. Staff analyze student formative and summative assessments and modify curriculum and instruction to meet students needs.	Certificated salaries & benefits $732,426 LCFF S&C
Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
12. Purchase intervention software that incorporates reading, listening, speaking and writing.	Software Books & supplies $2,000 Services/operating expenses $23,000 LCFF S&C	Purchased speaking & listening software – Listen Current for English Learner support.	Software Books & supplies $3,134 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide __ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: Lea wide __ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
13. Provide additional compensation for teachers to provide intervention after school.	Salary for Afterschool tutorial Certificated salaries $30,850 benefits $4,150 Books & supplies $5,000 LCFF S&C	Provided intervention after school to improve student learning.	Certificated salaries & benefits $4412 Books & supplies $0 LCFF S&C
Scope of Service: LEA wide		Scope of Service: LEA wide	

_ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
14. Provide extra duty pay to create learning plans, review student data, refine curriculum.	Extra duty pay Certificated salaries $13,215 benefits $1,785 Books & supplies $1,000 services/operating expenses $1,000 LCFF S&C	Provided data training as well as curriculum development/refinement extra duty compensation for improved student learning.	Certificated salaries & benefits $4381 services/operating expenses $2,200 LCFF S&C
Scope of Service: LEA wide ___ALL OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ALL OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
15. Provide additional intervention during the school day.	Intervention Certificated salaries $225,496 benefits $89,504 Books & supplies $5,000 LCFF S&C $78,750 Title I	Provided intervention during the day in the areas of credit recovery, ELD, college and career readiness, and mathematics support.	Intervention Certificated salaries $179,336 benefits $39,323 Books & supplies $0 LCFF S&C
Scope of Service: LEA wide _ALL		Scope of Service: LEA wide __ALL	

OR: __Low Income pupils _X English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
16. Reduce class size for English Learners.	Cost to reduce class size Certificated salaries $97,330 benefits $42,670 LCFF S&C	Reduced class size in 11 core content classes for English Learners.	Certificated salaries $89,103 benefits $24030 LCFF S&C
Scope of Service: LEA wide _XALL OR: __Low Income pupils _X English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _ALL OR: __Low Income pupils _X English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
17. Purchase supplementary materials and supplies.	Books and Supplies $50,000 LCFF S&C $30,000 Title I	Purchased supplementary materials such as subscriptions to Science World, workbooks, calculators, novels, manipulatives, and technology.	Books and Supplies $82,071 LCFF S&C
Scope of Service: LEA wide __ALL OR: __Low Income pupils _X English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ALL OR: __Low Income pupils _X English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
18. Implement Summer Bridge Program.	Certificated salaries $16,210 benefits $2,190 Books & supplies $2,000 LCFF S&C	Provided ELD and mathematics summer intervention and Summer Bridge for English Learners.	Certificated Salaries & Benefits $98,924 LCFF S&C
Scope of Service: LEA wide		Scope of Service: LEA wide	

__ALL OR: __Low Income pupils _X English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
19. Provide support staff to assist English Learners attain proficiency.	Administrative Salaries $147,648 Benefits $36,452 Certificated Salaries $259,554 Benefits $50,546 Classified Salaries $134,182 Benefits $71,618 LCFF S&C	Provided support staff for English learners: • ELD/Data coordinators • Instructional assistants • Portion of compensation for Assistant Principals of learning Associate Superintendent of Curriculum was hired for 2016-2017 school year.	Administrative Salaries $138,065 Benefits $40,710 Certificated Salaries $80438 Benefits $26,352 Classified Salaries $260,560 Benefits $147,155 LCFF S&C
Scope of Service: LEA wide __ALL OR: __Low Income pupils _X English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ALL OR: __Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
20. Student and staff recognition and incentives.	Books & supplies $5,000, Services/operating expenses $10,000 LCFF S&C	Recognized students and staff for attaining goals. Celebrated with students by hosting assemblies, lunches and providing awards such as Shining Star T-shirts, plaques, medals, certificates, or educational field trips.	Books & supplies $80 Services/operating expenses $17,985 LCFF S&C
Scope of Service: LEA-wide __ALL		Scope of Service: LEA-wide __ALL	

OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
21. District stakeholder meetings for data analysis, outcome analysis and performance analysis. District support including parent outreach and assistance.	Stakeholder meetings Books & supplies $500 services/operating expenses $1,500 LCFF S&C Classified salaries $11,600 benefits $2,400 Services & other operating expenses $1,000 LCFF S&C	Conducted stakeholder meetings regularly throughout the school year. Received constructive feedback and suggestions to improve student services.	Books & supplies $0 Classified salaries & benefits $230 Services & other operating expenses $1160 LCFF S&C
Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue with the current actions as a result of progress and goals. We found these actions make a positive impact on student academic results. Our reclassification rates, English Learner proficiency and college readiness improved for all learners. DJUHSD will hire a district level administrator for curriculum. In addition, DJUHSD will include mathematics summer intervention to improve standard met rate for all learners. This goal and actions have been integrated into goal 1 for 2016-2017.

Original GOAL from prior year LCAP:	#4. Improve the API of English Learner subgroup and Special education subgroup 60 points over the next three years.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6__ 7_X 8_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:

40 point growth on API of ELs and special education subgroups

Priority 1:

- Instructional materials: 100% compliance on Williams
- FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities.
- HQT/Teacher rate: 93.4% districtwide, teacher mis-assignments: 0

Priority 2:

- 100% implementation of academic content and performance standards including English Learner access to CCSS.
- Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

Priority 3: Parental Involvement

- 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 4: Pupil Achievement

Actual Annual Measurable Outcomes:

Priority 1:

- Instructional materials: 100% compliance on Williams.
- FIT: Exemplary ratings for newer schools and Good ratings for our older schools. However, staff and student surveys and stakeholders indicate district schools need repairs due to age and wear of facilities.
- Fully Credentialed rate: 87.98% districtwide, teacher misassignments: 12 DJUHSD continues to lose teachers to other districts due to low salaries and travel costs to our district. The 2014-2015 J90 report confirms our low salary range:

J90 Report 2014-2015	Lowest Salary	J90 Report 2014-2015	Salary at BA + 60 Step 10
Taft	49096	Taft	78284
Earlimart	48963	Porterville	70374
Tulare Joint Union High	48124	Wasco	67913
Porterville	46592	Arvin Union	67390
Kern	45794	Tulare Joint Union High	67231
Wasco	45742	Earlimart	66890
Delano Elementary	45175	Delano Elementary	66355
Visalia	44773	Kern	65721
Greenfield	44703	Fruitvale	65719
Arvin Union	44352	Bakersfield City	65296
Panama	43809	Greenfield	64746
McFarland	43717	Visalia	64706
Bakersfield City	43313	McFarland	64334
Rosedale	42261	Panama	64251
Fairfax	42250	Fairfax	63014
Beardsley	42040	Delano Joint Union High	62255
Delano Joint Union High	41386	Rosedale	61458
Fruitvale	40000	Beardsley	55469

Priority 2: Implementation of the academic content and performance standards including English Learner access to CCSS

- 100% implementation of academic content and performance standards including English Learner access to CCSS.

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API – 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

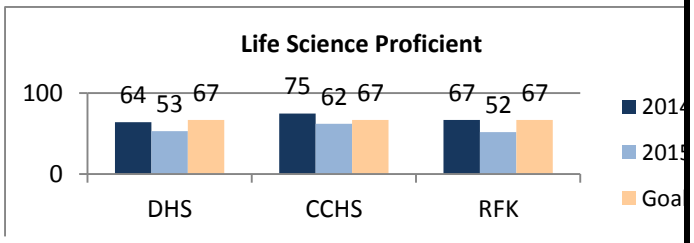
- 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.
- Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

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Priority 4: Pupil Achievement

- CAASPP results: This is the first year of the SBAC English and mathematics.
- English (60%) exceeded county and state levels.
- Mathematics (28%) is within county and state levels.
- English Learner SBAC English of 21% is above state rate.
- English Learner SBAC mathematics of 4% exceeded English Learner rates for the state.
- Life Science proficiency rates declined 2015:



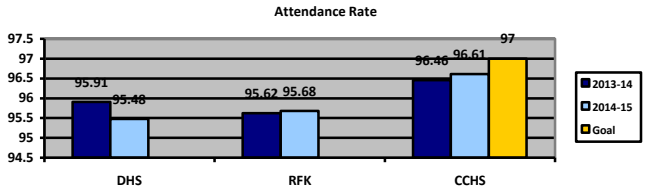
- API – n/a
- UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3%
- CTE pathway completion rate increased from 9% to 22%. The goal was 14%.
- DJUHSD exceeded state targets in the California

English Learner Language Development Test (CELDT). In 2014-2015:

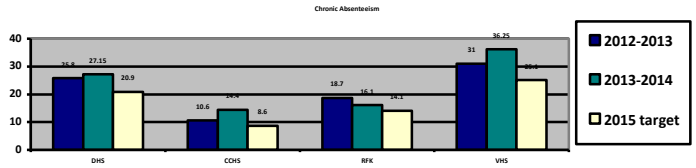
- AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1%
- AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30%
- AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5%
- English Learner reclassification rate 25.4
- AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015.
- SAT scores: Percent of students scoring greater than 1500
  - Increased from 22.08% to 25.05%.
- ACT: Percent of students with score above 21
  - Increased from 39.66% to 42.86%.
- College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%).
- College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State rate (6%).

Priority 5: Pupil Engagement

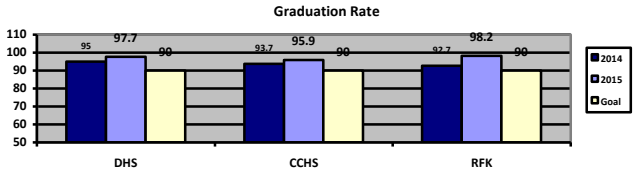
- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS.



- Chronic absenteeism increased at three of the four school sites:



- Middle school dropout rates: Not Applicable
- Graduation rate: The three comprehensive high schools attained the goal.



- Dropout rates: 2014-15 - 0.7%; 2015-2016 – 0.8%. Our goal is to maintain below 1%.

Priority 7: Course Access

- Course access is provided to 100% of our students.
- All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a).
- Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

LCAP Year: 2015-2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Ensure every student will be provided with standards-based/standards aligned core instructional materials. Provide core content classroom instruction aligned with CCSS. Provide targeted, coherent and sequential professional development and academic interventions.	Supplementary standards aligned materials for ELD Books & supplies $40,000 LCFF S&C $20,000 Title 1	Provided all students with standards aligned instructional materials and supplementary materials to improve student learning. This included SDAIE as well as ELD training and supplies for students. All content course materials are aligned to content standards thus providing our students with the appropriate instruction.	Books & supplies $20,891 Services/operating expenses $230 LCFF S&C

Scope of Service: LEA wide _ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient _X Other Subgroups:(Specify)_Special Education			Scope of Service: LEA wide _ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient _X Other Subgroups:(Specify)_Special Education	
2. Refine instruction, curriculum, and assessments. Utilize district/site local assessments to measure the quality of instruction and student learning. Teachers will guide instruction and student learning.		Curriculum alignment, refinement Certificated salaries $15,858 benefits $2,142 Books & supplies $1,000 Services/operating expenses $1,000 LCFF S&C $20,000 Title 1	Aligned and refined curriculum. Teachers continue to analyze data, outcomes and performance. They will be completing additional work during the summer. Curriculum is refined to meet student academic needs.	Certificated salaries & benefits $0 Books & supplies $6,189 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide __ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient _X Other Subgroups:(Specify)_Special Education			Scope of Service: LEA wide __ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient _X Other Subgroups:(Specify)_Special Education	
3. Reduce class sizes to accomplish goal		Additional teacher periods (3 per site) Certificated salaries $65,404 benefits $23,596 LCFF S&C $64,000 Title I	Reduced class size for English Learners in ELD reading, physical science and English 9. Reducing class sizes allows for quality teaching and learning.	Certificated salaries & benefits $76,800 LCFF S&C
Scope of Service: LEA wide			Scope of Service: LEA wide	

_ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education_____		_ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education_____	
4. Provide CCSS tutorial on specific learning gaps.	After school tutorials, cost for all sites Certificated salaries $7930 Benefits $1070 Books & supplies $1,000 LCFF S&C Transportation cost for after school tutorials Classified salaries $22,586 Benefits $12,414 Services/operating expenses $30,000 LCFF S&C	Provided tutorials at least two times a week on specific learning gaps.	Certificated salaries& benefits $4,333 Books & supplies $0 LCFF S&C Transportation cost for after school tutorials Classified salaries $22,586 Benefits $12,414 Services/operating expenses $30,000 LCFF S&C
Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient _X Other Subgroups:(Specify)_Special Education_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient _X Other Subgroups:(Specify)_Special Education_____	
5. Provide Saturday Tutorials	Cost of teachers for Saturday School Certificated salaries $22,906 benefits	Provided Saturday tutorials through Title I. We provide tutorials to give our students every opportunity to be successful.	Certificated salaries & benefits $0 Books & supplies $0 LCFF S&C

	$3094 Books & supplies $1,000 LCFF S&C $13,000 Title 1		
Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Provide Evening Tutorial	Cost of teachers for p.m. tutorial Certificated salaries $12,334 Benefits $1,666 Books & supplies $1,000 LCFF S&C	Provided tutorials afterschool in ELD, science and social studies. We provide tutorials to give our students every opportunity to be successful.	Certificated salaries & benefits $4,943 Books & supplies $0 LCFF S&C
Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Purchase data management system	Software Books & supplies $8,000 Services/operating expenses $ 1,000 LCFF S&C $3,000 Title I	Purchased Illuminate data analysis system. DJUHSD utilizes the data to get immediate feedback on teaching and learning.	Books & supplies $8,000 Services/operating expenses $1,000 LCFF S&C
Scope of Service: LEA wide _ ALL OR:		Scope of Service: LEA wide _ ALL OR:	

__Low Income pupils XEnglish Learners __Foster Youth _X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils _XEnglish Learners __Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Hire additional English and mathematics teacher for Delano High School and Robert F. Kennedy, respectively, to improve subgroup proficiency. Hire a 4 hour clerical to assist EL subgroup.	Certificated salaries $123,760 benefits $46,234 LCFF S&C Clerical Classified salaries $20,517 benefits $11,983 LCFF S&C	Hired an English, mathematics and 4 hour clerk. This has benefitted English learners attain proficiency.	Certificated salaries $86,910 benefits $41,462 Classified salaries $18,260 benefits $11,564 LCFF S&C
Scope of Service: LEA wide _ ALL OR: __Low Income pupils __XEnglish Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth _X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
9. Provide support staff to assist English Learners meet academic goals.	Administrative salary $60,365 benefits $14,903 certificated salary $106,117 benefits $20,666 classified salary $54,859 Benefits $29,281 LCFF S&C	Provided certificated staff to provide support and monitor English Learner progress.	certificated salary & benefits $129,422 Books & supplies $885 LCFF S&C
Scope of Service: LEA wide _ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Provide student and staff recognition and incentives.	Books & supplies $4,000	Provided student recognition for accomplishing local goals and targets.	Books & supplies $432

	Services/operating expenses $11,000 LCFF S&C		Services/operating expenses $2,805 LCFF S&C
Scope of Service: LEA wide _ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
11. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance.	Stakeholder meetings Books & supplies $500 Services/operating expenses $1,500 LCFF S&C Outreach and assistance Classified salaries $12,415 benefits $2,585 LCFF S&C	Conducted stakeholder meetings with the Special Education and English Learner parent advisories as well as other stakeholder meetings. Received constructive feedback and suggestions to improve student services.	Books & supplies $1,254 Services/operating expenses $101 Outreach Classified salaries & benefits $1,815 LCFF S&C
Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils _English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils _English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goals and outcomes continue to be attained. These actions have supported student learning as evidenced by the performance on the local and state assessments. Our students continue to perform at the top levels of the county. We increased the instructional time for all special need students resulting in a need for an additional bus. DJUHSD will purchase a bus for special needs. This goal and action has been integrated into goal 1 for 2016-2017. Teacher surveys indicated strategies, materials, and professional development meet the needs of the all learners, including English Learners and special needs.		

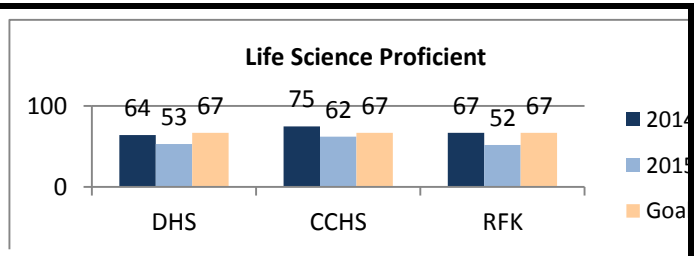
Original GOAL from prior year LCAP:	#5 45% of the graduates will be UC a-g eligible 40% EAP Passing rate 29% AP Passing rate 50% CTE completers by grade 12.		Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	42% UC a-g eligible graduates 40% CTE pathway completers 35% EAP passing 26% AP passing rate **Priority 2:** • 100% implementation of academic content and performance standards including English Learner access to CCSS. • Based on classroom observations, instructional content and mtheodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. **Priority 3: Parental Involvement** • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals. **Priority 4: Pupil Achievement** • State assessments: • CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased	Actual Annual Measurable Outcomes:	**Priority 2:** • 100% implementation of academic content and performance standards including English Learner access to CCSS based on administrative classroom observations and teacher surveys. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. **Priority 3:** • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals. **Priority 4: Pupil Achievement** • CAASPP results: This is the first year of the SBAC English and mathematics. • English (60%) exceeded county and state levels. • Mathematics (28%) is within county and state levels. • English Learner SBAC English of 21% is above state rate. • English Learner SBAC mathematics of 4% exceeded English Learner rates for the state. • Life Science proficiency rates declined 2015:

1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API – 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement
- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
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- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access
- 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Pupil Outcomes EC §51220
- Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above



- API – n/a
- UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3%
- CTE pathway completion rate increased from 9% to 22%. The goal was 14%.
- DJUHSD exceeded state targets in the California English Learner Language Development Test (CELDT). In 2014-2015:
- AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1%
- AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30%
- AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5%
- English Learner reclassification rate 25.4
- AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015.
- SAT scores: Percent of students scoring greater than 1500
  - Increased from 22.08% to 25.05%.
- ACT: Percent of students with score above 21
  - Increased from 39.66% to 42.86%.
- College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%).
- College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State

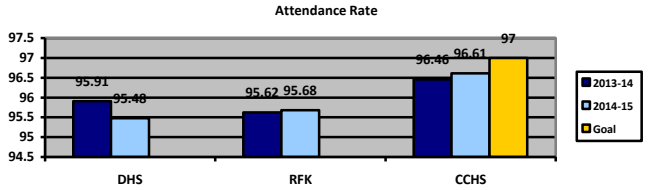
state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.

- Foreign language had an increase of 80% more students passing the AP examination.

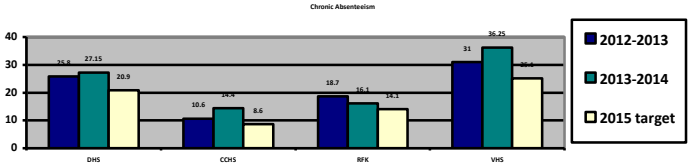
rate (6%).

Priority 5: Pupil Engagement

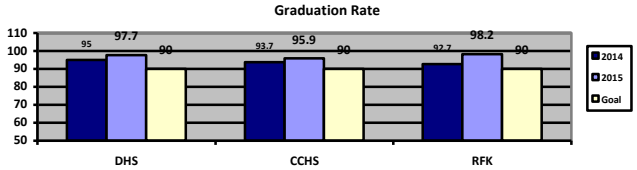
- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS.



- Chronic absenteeism increased at three of the four school sites:



- Middle school dropout rates: Not Applicable
- Graduation rate: The three comprehensive high schools attained the goal.



- Dropout rates: 2014-15 - 0.7%; 2015-2016 – 0.8%. Our goal is to maintain below 1%.

Priority 7: Course Access

- Course access is provided to 100% of our students.
- All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a).
- Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Student Outcomes

- In Physical Education, our schools are performing below county and state levels in the following areas:

			• Aerobic capacity: DJUHSD 2013-14 was 67.5; 2014-2015 declined to 61.1%; the goal was 64%. • Body composition: DJUHSD 2013-14 was 55.7%; 2014-15 declined to 54.4%; the goal was 64.2% • Upper body strength: DJUHSD 2013-14 was 69.1; 2014-2015 61.7%; the goal was 74.9%. • Flexibility: DJUHSD 2013-14 was 84%; 2014-15 declined to 76.7%; the goal was 84.9. • Foreign Language • Spanish AP passing rates increased 8% in 2015. In 2014, 160 students passed the AP exam; in 2015, 173 students passed the AP exam. • Bi-literacy seal recipients more than doubled in 2016 (151 recipients) over the previous year (75 recipients).

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop a more accurate ten year and placement plan to ensure students complete UC a-g courses and/or Career Technical Education pathway. Increase CTE offerings. Counselors will be responsible for the placement and development of a ten year sequential and coherent plan. Monitor students at least every five weeks. Counselors are responsible for the monitoring.	Focus on Freshman Certificated salaries $4053 Benefits $547 Books & supplies $400 LCFF S&C $5,000 Title I Augmented CTE and UC a-g opportunities Certificated salaries $396,704 benefits $164,296 LCFF S&C Books &	Provided all 9th grade students the Career Choices curriculum which included development of the 10-year plan. PALM, PALS, and PAW parent trainings were conducted which included articulating with parents about UC a-g requirements during parent meetings and/or home visits. In addition, we added additional UC a-g and CTE sections at each site to improve college and career readiness as well as AVID, ERWC, and other curricular professional development.	Certificated salaries & benefits $463,807 Books & supplies $97,786 Services/operating expenses $24,704 LCFF S&C

		supplies $20,000 Services/operating expenses $5,000 LCFF S&C		
Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Provide afterschool tutorial, academic intervention, concurrent enrollment in college courses and other interventions. Principals and assistant principals of learning will identify. Teachers will be responsible for all re-teaching and instruction.		Cost for after school tutorial Certificated salaries $21,144 benefits $2,856 Books & supplies $2,000 LCFF S&C	Provided tutorials for college prep, AP and SAT/ACT as well as summer intervention for UC a-g readiness.	Certificated salaries & benefits $115,483 Books & supplies $0 LCFF S&C
Scope of Service: LEA wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of Service: LEA wide __**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Implement and monitor the instruction of Career Readiness Anchor Standards (CCR) in English language arts and Career Technical Education (CTE) courses. Teachers will be responsible for the implementation and the Principal and Assistant Principal of Learning are responsible for monitoring.		Cost to align curriculum – Certificated salaries $31,716 benefits $4,284 Books & supplies $2,000 Services/operating expenses $2,000 LCFF S&C	Refined curriculum and formative assessments. Professional development was provided for the implementation of CTE and AP programs.	Certificated salaries & benefits $4,620 Books & supplies $7,649 Services/operating expenses $11,940 LCFF S&C
Scope of Service: LEA wide			Scope of Service: LEA wide	

X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Offer students the opportunity to make up UC a-g courses via an approved UC a-g online program. Offer a Migrant College Readiness Program at various UC and Cal State Universities.	Purchase UC a-g online program Books & supplies $15,000 Services/operating expenses $10,000 LCFF S&C Cost $20,000 Migrant funds	Purchased Fuel Ed UC a-g online coursework. This software allowed college prep and AP students the opportunity make-up any UC a-g courses. Migrant offered College Readiness Program to migrant students.	Purchase UC a-g online program Books & supplies $0 Services/operating expenses $19,880 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Provide visitations to four year universities, community colleges, and/or vocational schools	Services/operating expenses $25,000 LCFF S&C $15,000 Title I	Students were provided the opportunity to participate in college and vocational field trips that included Fresno State, UCLA, Santa Clara, and Wonderful Citrus.	Services/operating expenses $19,196 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Increase CTE opportunities for our students by adding CTE offerings.	Agricultural Mechanics (DHS) & Industrial Technology & Agriculture Teacher (CCHS) Two certificated salaries $126,439	Provided ag. mechanics and industrial technology teacher. Our district funded a portion of a Ag mechanics and industrial technology teacher. Next year, we hope to find full-time credentialed teachers for these pathways.	Two partial certificated salaries & benefits $84,171 LCFF S&C

	benefits $46,601 LCFF S&C		
Scope of Service: DHS and CCHS **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: DHS and CCHS **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Assign a faculty mentor to develop and monitor academic plan and provide social and personal counseling.	Cost of mentor to meet twice a month to develop a plan Certificated Salary $2,643 benefits $357 Classified salaries $1,076 Benefits $224 Services/operating expenses $700 LCFF S&C	Provided mentoring services for our foster youth.	Certificated Salary $0 benefits $0 Classified salaries & Benefits $549 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide _ ALL OR: __Low Income pupils __English Learners _XFoster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _ ALL OR: __Low Income pupils __English Learners _XFoster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Hire Career Technical Education teachers and an additional teacher for Severely Handicapped (reduce class size) for career readiness with occupational skills, industry recognized certification or transition to post-secondary articulated courses.	Certificated Home Ec. @ CCHS salary $60,118 Benefits $22,882 LCFF S&C Health Medicine @ DHS	Hired two business teachers, one mathematics teacher, an SH teacher and a portion of home economics teacher. The mathematics teacher was hired instead of a health medicine teacher for DHS. The principal at one of the high schools indicated he would trade out the Health medicine position in order to hire an additional mathematics teacher to provide intervention and reduce class size.	Certificated Salary & benefits $258,532 LCFF S&C

	salary $60,118 Benefits $22,882 LCFF S&C Business/math @ RFK salary $108,784 Benefits $44,216 LCFF S&C SH teacher @ CCHS salary $60,118 Benefits $22,882 LCFF S&C Health Medicine @ CCHS, RFK, Certificated Salaries $124,236 Benefits $22,882 Total $170,00 CPPT		
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
9. Hire foreign language teacher to increase UC a-g and AP college readiness.	Certificated Spanish Teacher RFK/DHS salary $60,118 Benefits $22,882 LCFF S&C	Hired a foreign language teacher. UC a-g rates went up this year.	Spanish teacher Certificated Salary & benefits 64,186 LCFF S&C

Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Allocate resources for PSAT, SAT and AP fees. Allocate resources for GED and CHSPE test fees.	PSAT, SAT, ACT, and AP Services/operating expenses $12,000 LCFF S&C GED, CHSPE Books & supplies $1,000 Services/operating expenses $1,000 LCFF S&C		Paid the additional cost for AP fees. There were no costs for GED and CHSPE.	PSAT, SAT, ACT, and AP Services/operating expenses $4,864 GED, CHSPE Books & supplies $0 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
11. Purchase college readiness supplementary instructional materials (computer based, hardcopy).	Books & supplies 30,000 Services/operating expenses $10,000 LCFF S&C		Purchased supplementary materials and equipment for AP and CP such as study guides, Calculus cards, and literature.	Books & supplies $58,899 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide _XALL			Scope of Service: LEA wide _XALL	

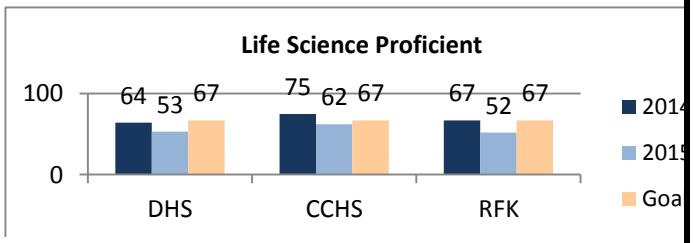
OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
12. Purchase van to transport severely handicapped students to job skills training and shadowing with community and business partners. This will improve principally directed student learning/achievement and prepare them for career readiness.	Capital Outlay $32,000 LCFF S&C	Purchased three vans to transport students to work-based learning sites. We purchased three vans instead of one due to the delay in ordering vans. It took almost a year to get one. Our district had the opportunity to purchase two additional ones that the dealer had on hand.	Capital Outlay $91,757 LCFF S&C
Scope of Service: LEA wide __ ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient XOther Subgroups:(Specify)_Special Education_____	
13. Provide student and staff recognition and incentives for students passing local and state targets.	Books & supplies $2,000 Services/operating expenses $8,000 LCFF S&C	Provided student and staff for attaining or exceeding goals.	Books & supplies $12,426 Services/operating expenses $8,000 LCFF S&C
Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance.	Stakeholder meetings Books & supplies $500 Services/operating expenses $1,500 LCFF S&C Outreach and	Conducted stakeholder meetings on an ongoing basis throughout the year. Parent outreach is conducted at the beginning to assist parents with any questions or procedures. Throughout the school year staff contacts parents to remind them of meetings or inform them of student progress.	Books & supplies $0 Services/operating expenses $783 Outreach Classified salaries

		assistance Classified salaries $8,276 Benefits $1,724 LCFF S&C			$0 Benefits $0 LCFF S&C
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
_**X** ALL			_**X** ALL		
OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners _Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	College and career readiness continue to below state levels. DJUHSD will hire a CTE coordinator to assist in CTE pathway development, articulating dual enrollment as well as setting up work-based learning opportunities for our students. We have also added extra duty time for the RSP instructional assistants to provide additional support for special needs during tutorials. This goal and actions have been integrated into goal 1 & goal 2 for 2016-2017.				

Original	#6.	Related State and/or Local Priorities:

GOAL from prior year LCAP:	All three comprehensive high schools to attain a 90% graduation rate in the next three years.	1_ 2_ 3_X 4_X 5_X 6__ 7_X 8_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	90% Cohort graduation rate **Priority 3: Parental Involvement** • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals. **Priority 4: Pupil Achievement** • State assessments: • CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65% • Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. • EAP- English 35% (6% increase) college ready, Mathematics 64% college ready • API – 788 (2013) • UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. • Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. • Reclassification rate: 13.9% which is above county and state rate. • AP passing rate: 29.5% increase	Actual Annual Measurable Outcomes:	**Priority 3: Parental Involvement** • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals. **Priority 4: Pupil Achievement** • CAASPP results: This is the first year of the SBAC English and mathematics. • English (60%) exceeded county and state levels. • Mathematics (28%) is within county and state levels. • English Learner SBAC English of 21% is above state rate. • English Learner SBAC mathematics of 4% exceeded English Learner rates for the state. • Life Science proficiency rates declined 2015:  • API – n/a • UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3% • CTE pathway completion rate increased from 9% to 22%. The goal was 14%. • DJUHSD exceeded state targets in the California

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

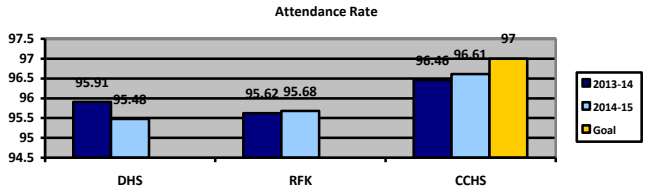
- 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

English Learner Language Development Test (CELDT). In 2014-2015:

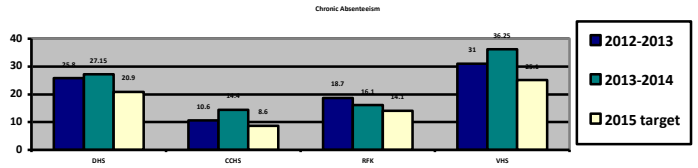
- AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1%
- AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30%
- AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5%
- English Learner reclassification rate 25.4
- AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015.
- SAT scores: Percent of students scoring greater than 1500
  - Increased from 22.08% to 25.05%.
- ACT: Percent of students with score above 21
  - Increased from 39.66% to 42.86%.
- College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%).
- College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State rate (6%).

Priority 5: Pupil Engagement

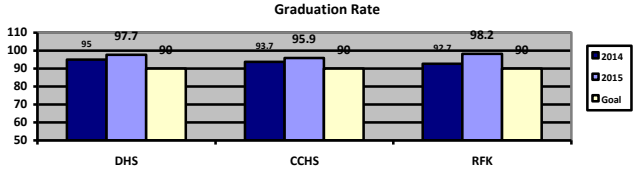
- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS.



- Chronic absenteeism increased at three of the four school sites:



- Middle school dropout rates: Not Applicable
- Graduation rate: The three comprehensive high schools attained the goal.



- Dropout rates: 2014-15 - 0.7%; 2015-2016 – 0.8%. Our goal is to maintain below 1%.

Priority 7: Course Access

- Course access is provided to 100% of our students.
- All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a).
- Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness. Provide students with dual enrollment with Bakersfield College and the Adult School. Expose students to Learner Persistence strategies at the Adult School.	Counselors will monitor and adjust plan each semester No additional cost	Provided all ninth grade students with Career Choices instruction where they developed a ten year college and career readiness plan.	Counselors will monitor and adjust plan each semester No additional cost
Scope of Service: LEA wide _XALL		Scope of Service: LEA wide _XALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Reduce class sizes for students who are struggling students.	Cost of staff for additional sections Certificated salaries $126,783 Benefits $46,648 LCFF S&C Supplementary materials and supplies $10,000 LCFF S&C	Reduced class size in English 10, 11, and 12 general.	Certificated salaries $106,564 Benefits $33,245.21 Supplementary materials and supplies $0 LCFF S&C
Scope of Service: LEA wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Provide opportunities for students to make up credits through Migrant with the Cyber High curriculum and the Writing Institute, Credit Recovery, Saturday School Credit Recovery, PACT, Adult School, and academic interventions. Counselors will be responsible for monitoring progress and providing interventions and support.	No additional cost	Purchased credit recovery program and provided training for staff. We had not allocated funds and our district needed to purchase credit recovery courses for students deficient in credits. As a result, approximately 97% of our seniors graduated this year.	Books & supplies $0 Services/operating expenses $9,174 LCFF S&C
Scope of Service: LEA wide __**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Provide students with appropriate program setting such as STAND, Achieve Academy, Keys, Independent Study, Home Schooling, and PACT to help meet all student needs.	Two Achieve Academy teachers Certificated salaries $172,212	Provided two Achieve Academy teachers for students to make up course work.	Achieve Academy Certificated salaries $170,135 Benefits

	Benefits $52,784 LCFF S&C		$52,705 LCFF S&C
Scope of Service: LEA wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Provide support services through the school psychologist, school counselor, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person.	Support services Two Resource Officers Cost Classified salary $87,033 benefits $48,967 LCFF S&C	Contracted two full-time resource officers to provide services at all school sites. We purchased hand held device for access to student discipline and attendance for all discipline staff. In addition, we upgraded a licensed nurse position to a registered nurse.	Two Resource Officers Services & operating expenses $136,740 Upgraded nurse position Certificated salary & benefits $11,152 LCFF S&C
Scope of Service: LEA wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Provide additional support to help students stay in school through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, Student Study Teams (SSTs), and grade level meetings for parents every semester.	Assistant Principal, Student Affairs Specialist, Counselor No additional cost	Added our dropout recovery person to help students stay in school. The dropout recovery person ensures enrollment of students who transfer to the alternative or an alternate school.	Amendment Dropout recovery classified staff Salary $49,751.32 Benefits $23,553.73 LCFF S&C
Scope of Service: LEA wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

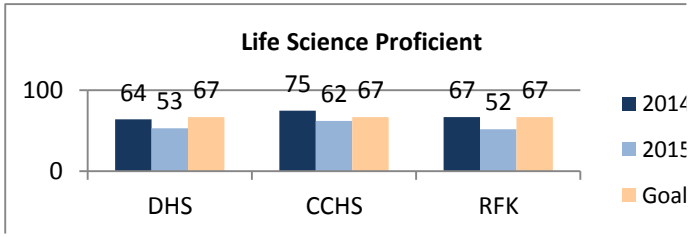
7. Develop an Accelerated/Retention Plan for students who are deficient in credits.	Counselors No additional cost	Developed an Acceleration/Retention plan for students deficient in credits.	Counselors No additional cost
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Contact parents daily on student absences using Blackboard Connect. Principal, Assistant Principal, attendance personnel are responsible for contacting parents.	No additional cost	Contacted parents daily regarding absences using Blackboard Connect to help improve student attendance.	No additional cost
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
9. Implement parent trainings to educate parents on readiness for College. Principal shall be responsible for training parent.	Books & supplies $2,000 Services/operating expenses Cost: $2,000 LCFF S&C	Provided parent trainings on college readiness.	Certificated salaries & Benefits $3,245 Books & supplies $0 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Conduct evening home visits	Cost of personnel for home visits Classified salary $4,138 benefits $862 LCFF S&C	Conducted home visits throughout the school year at no additional cost.	Classified salary $0 benefits $0 LCFF S&C
Scope of Service: LEA wide		Scope of Service: LEA wide	

__ ALL OR: __Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ ALL OR: __Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
11. Provide support for tutorials in Earlimart and Richgrove	Certificated salaries $14,096 benefits $1,904 Books & supplies $2,000 Services/operating expenses $1,000 LCFF S&C $10,000 Title I	Provided tutorials for credit recovery and assistance with classwork afterschool, during the summer and on Saturdays. We offered one section of summer credit recovery in Earlimart.	Certificated salaries & benefits $61,526 Books & supplies $0 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
12. Conduct Parent Awareness workshops.	Books & supplies $200 Services/operating expenses $1,000 LCFF S&C	Counselors conducted parent awareness workshops on graduation, college and career readiness. The schools targeted parents of students in grade who were failing or repeat 9th grade.	Certificated salaries & benefits $614 Books & supplies $0 Services/operating expenses $245 LCFF S&C
Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

13. Hire two special education assistants to help new SH teacher with one-on-one teaching of skills.	Classified salaries $55,343 benefits $34,657 LCFF S&C	Hired two special education assistants for SH.	Classified salaries $38,768 benefits $31,405 LCFF S&C
Scope of Service: LEA wide __ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient XOther Subgroups:(Specify)___Severely handicapped subgroup_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient XOther Subgroups:(Specify)___Severely handicapped subgroup_____	
14. Recognize and provide incentives for student and staff passing or attaining local and state targets.	Books & supplies $2,000 Services/operating expenses $8,000 LCFF S&C	Recognized students and staff for attaining local and state targets. DJUHSD celebrates students success through recognition at rallies, assemblies, lunches, and evening sponsored events. Students receive medals, plaques, t-shirts, certificates, academic field trips, etc.	Books & supplies $1030 Services/operating expenses $7110 LCFF S&C
Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __ ALL OR: __Low Income pupils _XEnglish Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
15. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance.	Stakeholder meetings Books & supplies $500 Services/operating expenses $1,500 LCFF S&C Outreach and assistance Classified salaries $3,311 Benefits $689 Books & supplies	Conducted stakeholder meetings regularly throughout the school year. Received constructive feedback and suggestions to improve student services. Parent outreach was conducted visa personal call to encourage parent participation.	Stakeholder meetings Books & supplies $1000 Services/operating expenses $4,085 LCFF S&C Outreach and assistance Classified salaries & Benefits $4116 Books & supplies $0

		$500 Services/operating expenses $1,000 LCFF S&C			Services/operating expenses $0 LCFF S&C
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	DJUHSD upgraded nurse position to an RN to help students stay healthy and in school. We also hired an additional resource officer, added our dropout recovery person, and included extra duty time for afterschool behavior intervention sessions. Site administration has observed a positive behavior change on campus when there is a resource officer present. These actions were effective in helping us exceed the cohort graduation goal. This goal and actions have been integrated into goal 3 for 2016-2017.				

Original GOAL from prior year LCAP:	#7 Expulsion rate decrease to a .15% Suspension rate decrease to 4.5%	Related State and/or Local Priorities: 1_ 2_ 3_X 4_X 5_X 6_X 7_ 8_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Maintain below .15% expulsion rate; 5% suspension rate **Priority 3: Parental Involvement** • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals. **Priority 4: Pupil Achievement** • State assessments: • CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65% • Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. • EAP- English 35% (6% increase) college ready, Mathematics 64% college ready • API – 788 (2013) • UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. • Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. • Reclassification rate: 13.9% which is above county and state rate. • AP passing rate: 29.5% increase **Priority 5: Pupil Engagement** • Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.	Actual Annual Measurable Outcomes:	**Priority 3: Parental Involvement** • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals. **Priority 4: Pupil Achievement** • CAASPP results: This is the first year of the SBAC English and mathematics. • English (60%) exceeded county and state levels. • Mathematics (28%) is within county and state levels. • English Learner SBAC English of 21% is above state rate. • English Learner SBAC mathematics of 4% exceeded English Learner rates for the state. • Life Science proficiency rates declined 2015:  • API – n/a • UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3% • CTE pathway completion rate increased from 9% to 22%. The goal was 14%. • DJUHSD exceeded state targets in the California English Learner Language Development Test (CELDT). In 2014-2015: • AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1% • AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30%

- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

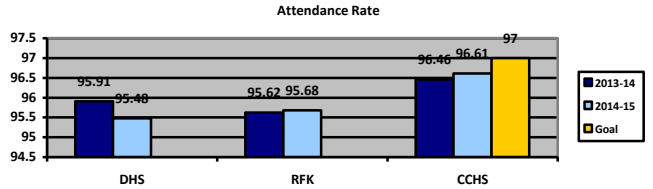
Priority 6: School Climate

- Suspension rates declined 0.4%.
- Expulsions rate 0.3%
- Student, parent and teacher surveys indicate 99% feel safe and connected to school.

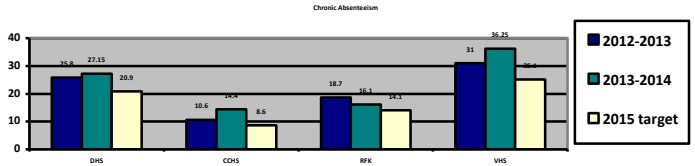
- AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5%
- English Learner reclassification rate 25.4
- AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015.
- SAT scores: Percent of students scoring greater than 1500
  - Increased from 22.08% to 25.05%.
- ACT: Percent of students with score above 21
  - Increased from 39.66% to 42.86%.
- College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%).
- College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State rate (6%).

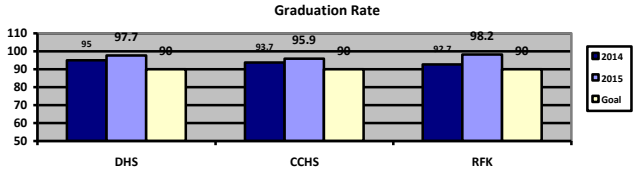
Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS.



- Chronic absenteeism increased at three of the four school sites:



			• Middle school dropout rates: Not Applicable • Graduation rate: The three comprehensive high schools attained the goal.  • Dropout rates: 2014-15 - 0.7%; 2015-2016 – 0.8%. Our goal is to maintain below 1%. **Priority 6: School Climate** • Suspension rates need to be below 4.5%. Our suspension rate in 2013-14 was 5.0% and declined to 2014-15 to 4.2%. We achieved our goal. • Expulsion rates need to be below 0.15%. Our expulsion rate in 2013-14 & 2014-15 rates were at 0.3%. • Student, parent and teacher surveys indicate 99% feel safe and connected to school.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Foster an educational environment where students can attain academic success. Principal will be responsible to promote culture and district mission.	Hire one bus driver, one grounds person Classified salary $77,930 benefits $47,070 LCFF S&C Promote culture and district mission Books & supplies $10,000 Services/operating expenses $30,000	Promoted culture and district through recognition, afterschool sessions and providing a high quality environment.	Classified Salary & benefits $118,434 LCFF S&C Promote culture and district mission Books & supplies $17,971 Services/operating expenses $0 LCFF S&C

	LCFF S&C		
Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Seek alternative educational settings in lieu of expulsion for offenses that are not mandatory expulsion and violations that do not endanger the safety and welfare of students and staff. Provide professional development on strategies to reduce suspensions and expulsions.	Teacher for the STAND program Certificated salary $51,308 benefits $21,692 Professional development: Books & supplies $5,000 Services/operating expenses $10,000 LCFF S&C	Provided STAND teacher and professional development on strategies to reduce expulsions. The STAND program served approximately 35 students and provided an alternative setting for students to be successful. Most of the students returned to their home school at the end of the semester.	Teacher for the STAND program Certificated salary & benefits $70,510 Professional development: Books & supplies $241 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide __**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Provide academic interventions and academic acceleration options for students to stay on track for graduation.	Academic Intervention Teacher at each school site Certificated salaries $189,448 benefits $69,875 LCFF S&C	Provided an academic intervention teacher at each comprehensive school site, thus reducing the suspension rates within our schools.	Certificated salaries & benefits $284,760 LCFF S&C
Scope of Service: LEA wide		Scope of Service: LEA wide	

X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Provide additional support through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SSTs). Assistant Principal, intervention teacher, Counselors, SAS, and support personnel will be responsible for identifying services.	Dean of Students: Administrative salary $83,630 benefits $26,058 LCFF S&C	Upgraded communication devices for discipline staff access to student information. Discipline staff can now immediately access student discipline and attendance from any location on campus during their patrol. Dean of Students position was not filled.	Administrative salary $0 benefits $0 Rentals, Leases, & Repairs $16,802 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Provide two additional periods of independent study at RFK and CCHS and three periods at DHS.	Certificated salaries $73,333 benefits $24,667 LCFF S&C	Provided additional independent study periods districtwide as well as training for the additional staff. Unused Independent Study sections were transferred to summer school make-up courses.	Certificated salaries & benefits $28,549 Services & Operating expenses $4,742 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Repair facilities to ensure student safety (i.e. fences, asphalt, sidewalks, etc). Repairing fences will help in keeping our students in school and reduce truancy. Other repairs will improve school climate and student engagement.	Supplies $51,537 Rentals, Leases, & Repairs $150,000 LCFF S&C	Repaired asphalt at DHS to ensure student safety. The asphalt has severe cracks and students, staff and parents were tripping and hurting themselves.	Supplies $0 Rentals, Leases, & Repairs $175,000 LCFF S&C
Scope of Service: LEA wide **X** ALL		Scope of Service: LEA wide **X** ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	Stakeholder meetings Books & supplies $500 Services/operating expenses $1,500 LCFF S&C	Conducted stakeholder meetings regularly throughout the school year. Received constructive feedback and suggestions to improve student services.	Stakeholder meetings Books & supplies $0 Services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The position of Dean of Students was not filled and monies were allocated to hiring a CTE coordinator in goal 2 for 2016-2017. Expulsions are at a minimum and suspensions rates have decreased as a result of these actions. This goal and actions have been integrated into goal 3 for 2016-2017.		

Original GOAL from prior year LCAP:	#8: Increase teacher contact to 50% of the students by 2016-2017.	Related State and/or Local Priorities: 1_ 2_ 3_X 4_X 5_X 6__ 7_ 8_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Teachers will make contact with 40% of student parents **Priority 3: Parental Involvement** • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings.	Actual Annual Measurable Outcomes:	**Priority 3: Parental Involvement** • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory

The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 4: Pupil Achievement

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API – 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

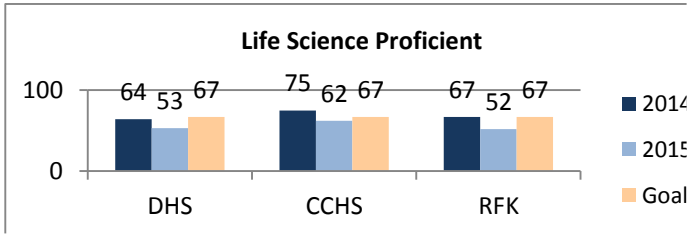
Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 4: Pupil Achievement

- CAASPP results: This is the first year of the SBAC English and mathematics.
- English (60%) exceeded county and state levels.
- Mathematics (28%) is within county and state levels.
- English Learner SBAC English of 21% is above state rate.
- English Learner SBAC mathematics of 4% exceeded English Learner rates for the state.
- Life Science proficiency rates declined 2015:

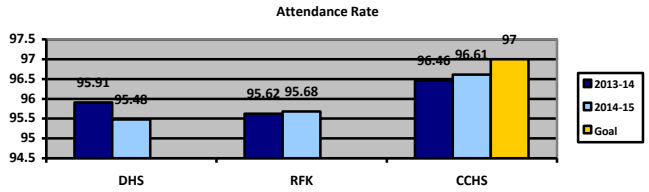


- API – n/a
- UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3%
- CTE pathway completion rate increased from 9% to 22%. The goal was 14%.
- DJUHSD exceeded state targets in the California English Learner Language Development Test (CELDT). In 2014-2015:
- AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1%
- AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30%
- AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5%
- English Learner reclassification rate 25.4
- AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015.
- SAT scores: Percent of students scoring greater than 1500
  - Increased from 22.08% to 25.05%.
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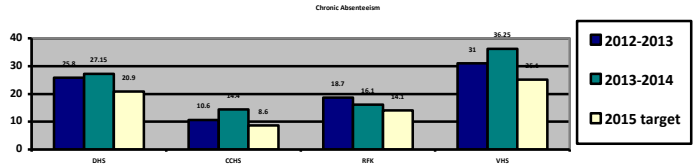
- College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%).
- College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State rate (6%).

Priority 5: Pupil Engagement

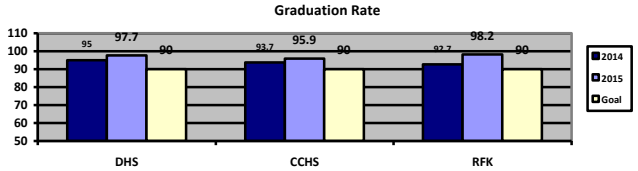
- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS.



- Chronic absenteeism increased at three of the four school sites:



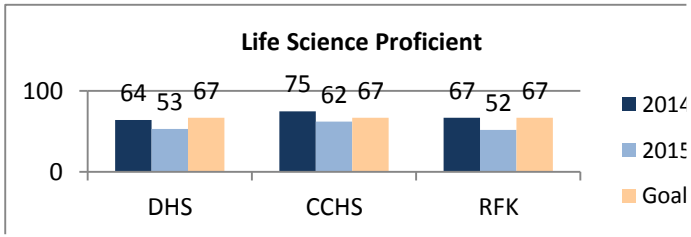
- Middle school dropout rates: Not Applicable
- Graduation rate: The three comprehensive high schools attained the goal.



- Dropout rates: 2014-15 - 0.7%; 2015-2016 – 0.8%. Our goal is to maintain below 1%.
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Inform parents when students are not performing academically to expectations. Teachers will be responsible for calling or writing parents when students are not performing to expectations.	Cost of translation classified salaries $5,794 benefits $1.206 LCFF S&C	Informed parents on a regular basis via phone calls, voice messages, meetings, and conferences.	Classified salaries $0 benefits $0 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Action will remain the same. Parents will have the opportunity to stay informed of student progress and academic performance via the Parent Portal. DJUHSD will conduct training for parents to use the Parent Portal in order to readily monitor student progress. In addition, DJUHSD will hire a part-time Coordinator of Communication and Community Engagement to promote parent involvement keep parents and the community informed of student accomplishments.		

Original GOAL from prior year LCAP:	#9: Provide at least two planned opportunities annually for teachers to go over goals and plans and provide for staff input.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_X 5_X 6_ 7_ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	55% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement. **Priority 4: Pupil Achievement** • State assessments: • CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65% • Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. • EAP- English 35% (6% increase) college ready, Mathematics 64% college ready • API – 788 (2013) • UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. • Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. • Reclassification rate: 13.9% which is above county and state rate. • AP passing rate: 29.5% increase **Priority 5: Pupil Engagement** • Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively. • Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5%	Actual Annual Measurable Outcomes:	**Priority 4: Pupil Achievement** • CAASPP results: This is the first year of the SBAC English and mathematics. • English (60%) exceeded county and state levels. • Mathematics (28%) is within county and state levels. • English Learner SBAC English of 21% is above state rate. • English Learner SBAC mathematics of 4% exceeded English Learner rates for the state. • Life Science proficiency rates declined 2015:  • API – n/a • UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3% • CTE pathway completion rate increased from 9% to 22%. The goal was 14%. • DJUHSD exceeded state targets in the California English Learner Language Development Test (CELDT). In 2014-2015: • AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1% • AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30% • AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5% • English Learner reclassification rate 25.4

at CCHS and 36.25% at VHS.

- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 8: Other Pupil Outcomes EC §51220

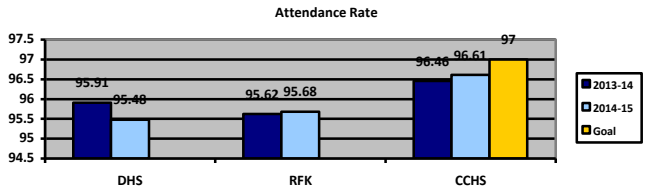
- Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.

Foreign language had an increase of 80% more students passing the AP examination.

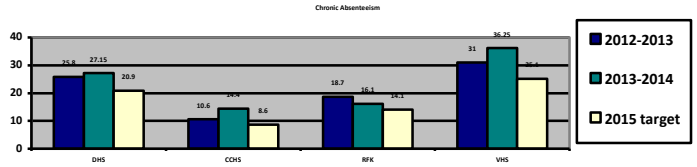
- AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015.
- SAT scores: Percent of students scoring greater than 1500
  - Increased from 22.08% to 25.05%.
- ACT: Percent of students with score above 21
  - Increased from 39.66% to 42.86%.
- College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%).
- College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State rate (6%).

Priority 5: Pupil Engagement

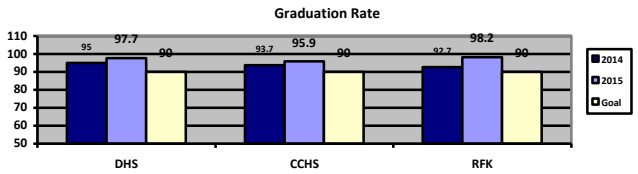
- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS.



- Chronic absenteeism increased at three of the four school sites:



- Middle school dropout rates: Not Applicable
- Graduation rate: The three comprehensive high schools attained the goal.



- Dropout rates: 2014-15 - 0.7%; 2015-2016 – 0.8%. Our goal is to maintain below 1%.

Priority 8: Other Student Outcomes

- In Physical Education, our schools are performing below county and state levels in the following areas:
  - Aerobic capacity: DJUHSD 2013-14 was 67.5; 2014-2015 declined to 61.1%; the goal was 64%.
  - Body composition: DJUHSD 2013-14 was 55.7%; 2014-15 declined to 54.4%; the goal was 64.2%
  - Upper body strength: DJUHSD 2013-14 was 69.1; 2014-2015 61.7%; the goal was 74.9%.
  - Flexibility: DJUHSD 2013-14 was 84%; 2014-15 declined to 76.7%; the goal was 84.9.
- Foreign Language
  - Spanish AP passing rates increased 8% in 2015. In 2014, 160 students passed the AP exam; in 2015, 173 students passed the AP exam.
- Bi-literacy seal recipients more than doubled in 2016 (151 recipients) over the previous year (75 recipients).

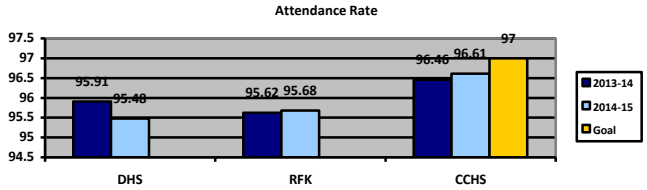
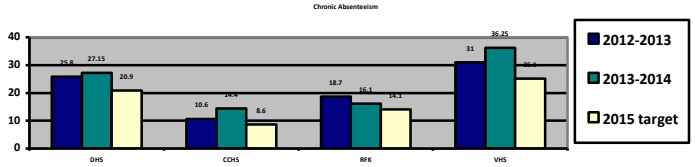
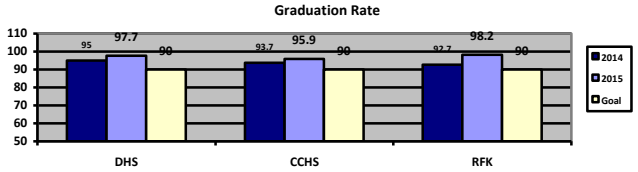
LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Analyze data in relation to program and set goals and objectives for their programs. Principal will be responsible for setting parameters on goals and objectives and incorporating it into the Single School. Plan for Student Achievement and making recommendation for any goals and objectives for the LCAP. Provide the opportunity for input and suggestion on the Single School Plan for Student Achievement and the	No additional cost	Teachers were provided the opportunity to analyze data, set goals, and actions necessary to improve student outcomes during School Site Council meeting, LCAP stakeholder meetings, and during the weekly professional development time..	No additional cost

LCAP.					
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
_XALL			_XALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Current actions will stay the same. Teacher surveys indicate alignment of curriculum is completed and they are involved in the decision making process. This goal and actions have been integrated into goal 1 & 2 for 2016-2017.

Original GOAL from prior year LCAP:	#10: By 2016-2017, 64% of our students will pass the aerobic activity, 58% the body composition, and 76% the upper body strength.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_X 6__ 7_ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	62% passing on the PFT Aerobic Activity 55% passing on the PFT Body Composition 75% passing on the PFT Upper Body Strength **Priority 5: Pupil Engagement** • Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively. • Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS. • Middle school dropout rates: Not Applicable • Graduation rate: 93.5% • Dropout rate: 0.7% **Priority 8: Other Pupil Outcomes EC §51220** • Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension. • Foreign language had an increase of 80% more students passing the AP examination.	Actual Annual Measurable Outcomes:	**Priority 5: Pupil Engagement** • Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS.  • Chronic absenteeism increased at three of the four school sites:  • Middle school dropout rates: Not Applicable • Graduation rate: The three comprehensive high schools attained the goal.  • Dropout rates: 2014-15 - 0.7%; 2015-2016 – 0.8%. Our goal is to maintain below 1%. **Priority 8: Other Student Outcomes** • In Physical Education, our schools are performing below county and state levels in the following areas: • Aerobic capacity: DJUHSD 2013-14 was 67.5; 2014-2015 declined to 61.1%; the goal was 64%. • Body composition: DJUHSD 2013-14 was 55.7%; 2014-15 declined to 54.4%; the goal was 64.2% • Upper body strength: DJUHSD 2013-14 was 69.1; 2014-2015 61.7%; the goal was 74.9%. • Flexibility: DJUHSD 2013-14 was 84%; 2014-15 declined to 76.7%; the goal was 84.9.

			• Foreign Language • Spanish AP passing rates increased 8% in 2015. In 2014, 160 students passed the AP exam; in 2015, 173 students passed the AP exam. Bi-literacy seal recipients more than doubled in 2016 (151 recipients) over the previous year (75 recipients).

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop a coherent and sequential physical activity plan. Provide professional development activities to learn new methods. Modify and refine instructional physical education units.	Professional Development Certificated salaries $6167 Benefits $833 Books and supplies $200 Services/operating expenses $300 LCFF S&C	In planning and refining instructional units, our teachers indicated the need for additional equipment to help students meet the goals. Thus, we purchased equipment for physical education to implement new methods and plan.	Certificated salaries $0 Benefits $0 Books and supplies $0 Services/operating expenses $107,069 LCFF S&C
Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Offer nutrition and dancing after school.	Teacher salary Certificated salaries $11,893 benefits $1,607 Books and supplies $1,500 LCFF S&C	Provided intervention during the day as well as class size reduction to meet outcomes. Dance and other physical education components were offered afterschool. The nutrition course is in the development process.	Teacher salary Certificated salaries $0 benefits $0 Books and supplies $0

			LCFF S&C
Scope of Service: LEA wide __ALL OR: __Low Income pupils _XEnglish Learners _X Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _ ALL OR: __Low Income pupils _XEnglish Learners _X__Foster Youth _X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Hire an athletic trainer at each comprehensive school site to teach nutrition and safe physical activity practices	Three trainer salaries Certificated salaries $185,640 benefits $69,360 LCFF S&C	Hired three athletic trainers to teach safe physical activity and practices.	Certificated salaries & benefits $244,831 LCFF S&C
Scope of Service: LEA wide **_X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **_X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	Materials, supplies $500 services/operating expenses $1,000 LCFF S&C	Conducted stakeholder meetings regularly throughout the school year. Received constructive feedback and suggestions to improve student services.	Materials, supplies $0 services/operating expenses $0 LCFF S&C
Scope of Service: LEA wide **_X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **_X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes in actions as a result of reviewing Physical Fitness Test (PFT) data. Teachers continue to refine, modify and align curriculum to improve physical fitness. Interventions were implemented after school. However, parents were concerned about overexertion due to a recent tragedy in our community. Parents have indicated the athletic trainers have done a great job in helping their students prevent injuries. This goal and actions have been integrated into goal 3 for 2016-2017.		

Original GOAL from prior year LCAP:	#11 Develop three goals by 2016-2017 in the areas of foreign language, Health, Art, Music, Business Education, and CTE	Related State and/or Local Priorities: 1_ 2_ 3_ 4_X 5_ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:

Teachers develop two goals for each of the areas of Foreign Language, Health, Art, Music, and Business Education.

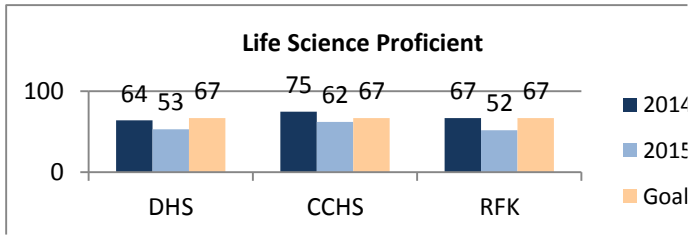
Priority 4: Pupil Achievement

- State assessments:
  - CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
  - Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
  - EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API – 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.

Actual Annual Measurable Outcomes:

Priority 4: Pupil Achievement

- CAASPP results: This is the first year of the SBAC English and mathematics.
- English (60%) exceeded county and state levels.
- Mathematics (28%) is within county and state levels.
- English Learner SBAC English of 21% is above state rate.
- English Learner SBAC mathematics of 4% exceeded English Learner rates for the state.
- Life Science proficiency rates declined 2015:



- API – n/a
- UC a-g completion rate increased from 37.4% to 39.3%. The goal was 41.3%
- CTE pathway completion rate increased from 9% to

	• AP passing rate: 29.5% increase **Priority 7: Course Access** • 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH. **Priority 8: Other Pupil Outcomes EC §51220** • Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension. • Foreign language had an increase of 80% more students passing the AP examination.		22%. The goal was 14%. • CTE pathway completion rate increased from 9% to 22%. • DJUHSD exceeded state targets in the California English Learner Language Development Test (CELDT). In 2014-2015: • AMAO1 ELs making progress: state target 60.5%, DJUHD 71.1% • AMAO 2a EL English proficient(less than 5 years): state target 24.2%, DJUHSD 30% • AMAO 2b EL English proficient(more than 5 years): state target 50.9%, DJUHSD 66.5% • English Learner reclassification rate 25.4 • AP passing increased from 413 AP exams passed in 2013-14 to 432 AP exams passed in 2014-2015 with 12 % more students taking AP tests. This resulted in AP passing rate of 36.2% in 2014 decline to 33.9% in 2015. • SAT scores: Percent of students scoring greater than 1500 • Increased from 22.08% to 25.05%. • ACT: Percent of students with score above 21 • Increased from 39.66% to 42.86%. • College readiness on the EAP English of a 60% far exceeds county (48%) and state (56%). The English Learner college readiness on the EAP English of 21% far exceeds county (6%) and State (8%). • College readiness on the EAP mathematics of a 28% exceeds county (23%) and is within state rate (29%). The English Learner college readiness on the EAP English of 4% exceeds county (1%) and below State rate (6%). .**Priority 7: Course Access** • Course access is provided to 100% of our students. • All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). • Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH. **Priority 8: Other Student Outcomes** • In Physical Education, our schools are performing below county and state levels in the following areas:

			• Aerobic capacity: DJUHSD 2013-14 was 67.5; 2014-2015 declined to 61.1%; the goal was 64%. • Body composition: DJUHSD 2013-14 was 55.7%; 2014-15 declined to 54.4%; the goal was 64.2% • Upper body strength: DJUHSD 2013-14 was 69.1; 2014-2015 61.7%; the goal was 74.9%. • Flexibility: DJUHSD 2013-14 was 84%; 2014-15 declined to 76.7%; the goal was 84.9. • Foreign Language • Spanish AP passing rates increased 8% in 2015. In 2014, 160 students passed the AP exam; in 2015, 173 students passed the AP exam. • Bi-literacy seal recipients more than doubled in 2016 (151 recipients) over the previous year (75 recipients).

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark. Align assessments and curriculum to promote critical thinking and problem solving, communication, collaboration, creativity and innovation. Provide professional development and time for curriculum alignment, refinement and modification.	Certificated salaries $23,787 benefits $3,213 Books and supplies $1,000 Services and other operating expenses $2,000 LCFF S&C	Provided time during the day in Goal 3 for teachers to work develop and refine curriculum.	Certificated salaries & benefits $19,800 Books/supplies $0 Services and other operating expenses $0 LCFF S&C
Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2. Provide Professional development opportunities for teachers, administrators, and paraprofessional educators that are aligned to the academic content standards. District Administration, Principal, and Assistant Principal of Learning will arrange for professional development of approved strategies and practices.		Certificated salaries $39,645 benefits $5,355 Books and supplies $2,000 Services and other operating expenses $3,000 LCFF S&C $20,000 Perkins IV	Provided professional training on career readiness, CTE, physics and physical education.	Certificated salaries & benefits $0 Books/supplies $0 Services and other operating expenses $7,771 LCFF S&C
Scope of Service:	LEA wide		Scope of Service:	LEA wide
X XALL			**X** ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Integrate academic content standards through technology-based instruction for purposes of improving academic performance.		Purchase technology: Books and supplies $140,000 Services and other operating expenses $60,000 LCFF S&C $35,000 Title I $60,000 Perkins IV	Purchased technology to support student learning and improve academic performance.	Books and supplies $255,638 Services and other operating expenses $37,582 LCFF S&C
Scope of Service:	LEA wide		Scope of Service:	LEA wide
X ALL			**X** ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4. Increase opportunity for all students to participate in other outcomes: Visual and performing arts, health, physical education, foreign language, applied arts, darer technical education, and other studies prescribed by the governing board.	Books and supplies $80,000 Services and other operating expenses $20,000 LCFF S&C	Purchased supplementary materials, equipment, and supplies such as marimbas, vinyl mats for band, generator, trailers, and props.	Books/supplies $165,125 Services and other operating expenses $3,345 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Provide student and staff recognition and incentives for students passing local and state targets.	Books and supplies $2,000 Services and other operating expenses $8,000 LCFF S&C	Recognized student outcomes by awarding plaques, t-shirts, certificates, and hosting recognition rallies and luncheons.	Books and supplies $10,780 Services and other operating expenses $902 LCFF S&C
Scope of Service: LEA wide _ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide _ ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	Books and supplies $500 Services and other operating expenses $1,000 LCFF S&C	Conducted stakeholder meetings regularly throughout the school year. Received constructive feedback and suggestions to improve student services.	Books/supplies $569 Services and other operating expenses $0 LCFF S&C
Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: LEA wide **X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes in actions for 2016-17. This goal and actions have been integrated into goal 3 for 2016-2017.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	**$10,506,399**

Delano Joint Union High School District has principally directed the Supplemental and Concentration grant funds to our unduplicated students. The district will expend the funds LEA wide to provide interventions, support services, professional development, align curriculum to standards, work-based learning experiences, foster and celebrate student success, and stakeholder engagement. In addition, we will ensure all students are provided with standards aligned instructional materials as well as technology needed to promote learning. Many of our school buildings are aged and are in need of repair. Thus, we have allocated funds to ensure our facilities are in good repair. Support staff as well as transportation for college and career readiness supplementary instruction will be provided as well as additional interventions to ensure student attainment of outcomes. Support staff for student health and social well-being is added as services to our students. DJUHSD will also increase career readiness by adding additional CTE pathways and hiring of CTE teachers. College preparation opportunities will be increased for students not able to afford exams as well as providing support services for students who require additional help. Foster youth will continue to be monitored and mentored to ensure student success and transition to post-secondary opportunities. Additional staff will be added to improve areas in Priority 8 as well as providing alternatives in meeting Priority 5. We also found that our district has a high number of certificated staff leaving to other districts thus hindering student learning. Data analysis confirms our district is among the lowest paying in the county. Thus, funds have been allocated to providing equitable salaries to retain teachers in our district. The district concluded this was the best use of funds.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

30.35	%

The unduplicated student count for Delano Joint Union High School District is approximated to be 88.93% in the 2016-2017 School year. Increased and improved services will be implemented district wide as a result of the unduplicated counts percentage. A portion of the Supplemental and Concentration Grant funds were also allocated to all schools for site-based level decisions. Delano Joint Union High School District Minimum Proportionality Percentage (MPP) for the unduplicated student subgroups in the 2016-2017 school year is estimated to be 30.35%. This minimum proportionality percentage will be met in the 2016-2017 school year by continuing existing services and increasing support, services, and programs for the unduplicated group and LEA wide. Additional support services as well as staff development, curriculum alignment, college and career readiness, supplies and equipment, and interventions will continue to be provided and improved. DJUHSD has also included a portion of salary increase for teacher retention in the LCAP. We have 30% of content teacher exiting our district to go to other higher paying districts. This hinders student learning and instruction. New teachers have be trained and quality of instruction takes about three years to develop.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]