Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Delano Joint Union High School District is a District of rich tradition, high expectations, and a century of outstanding achievement. Delano High School began in 1911 with fourteen students and two teachers. Over 110 years later, our District serves more than 4200 students and employs over 400 dedicated employees. Cesar E. Chavez opened its doors in 2003 and Robert F. Kennedy, our newest school, began in 2008. In addition, we have an alternative site, Valley High School, and an adult education agency which serves over 1200 students from Delano and the outlying area.

During the 2020-21 school year, Delano Joint Union High School District served approximately 4222 students in grades 9-12. Student subgroup enrollment is comprised of 8.9% receiving special education services, 26.2% qualifying for English Learner services, 4.1% qualifying for migrant education services, 0.3% foster youth, 0.1% homeless youth, and 91.5% socioeconomically disadvantaged. School enrollment by ethnicity included 87.85% Hispanic; 0.8% Asian; 0.1% American Indian or Alaska Native; 9.0% Filipino; 0.4% African American; 1.5% white; and 0.3% two or more races. The DJUHSD community includes feeder districts in the communities of Delano, Earlimart, Richgrove, Allensworth, Columbine, and Pond. The poverty level in these communities ranges from 30% in the city of Delano to just over 53% in the outlying communities. The largest industry of local employment is agriculture.

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

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

Reflections: Successes

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

The Delano Joint Union High School District's greatest progress is evidenced in the academic achievements of our schools as well as improvements in services for our English Learners, foster youth, and low-income students. All LCAP funds were principally directed towards our unduplicated count of 91.3% of our total student population.

As noted, our greatest accomplishments are evidenced in pupil academic achievement. Our district continues to perform above state averages on the SBAC English and mathematics with 62% and 32.4% of all students meeting standard, respectively. The socioeconomically disadvantaged subgroup performance SBAC English (60%) and mathematics (31%) is also above the state average. Performance on the California Alternate Assessment (CAA) continues above state averages, as well, with 20% attaining Level 3 (highest level) on the English and 10% on the mathematics for all pupils. University of California a-g completion rates are also noted above the state level with 58.3% of all pupils, 57.1% socioeconomically disadvantaged students, 29.10% English learners, 27.7% students with disabilities, and 37.5% homeless meeting UC a-g college readiness. These percentages represent a significant increase over the baseline year of at least 15% for all pupils and subgroups. The English Learner Proficiency Assessment for California (ELPAC) is at a 'medium' level (within state levels) for pupils making progress on the ELPAC and reclassification rates of 17% are above the state rate. The AP passing rate of 42.3% for all pupils and 57.7% for socioeconomically disadvantaged students has a similarly noted success representing a consistent 27% increase over the baseline year as well. The DJUHSD has made significant progress in closing the CTE completion gap among all pupils, socioeconomically disadvantaged pupils, English learners, and student with disabilities with a 50%, 53%, 48%, and 49% completion rate, respectively. English learner progress on the English Learner Proficiency Assessment is noted a ‘Medium’ status and reclassification rates of English learners attaining English proficiency of 17% is above the state average. Moreover, the district has been successful in attaining 61.6% and 32.4% college readiness (exceeding state average) on the EAP in English and mathematics, respectively, for all pupils and a 59.8% (EAP English) and 31% (EAP mathematics) of socioeconomically disadvantaged pupils attaining EAP college readiness. The district has maintained the 'Standard Met' on the California Dashboard and 98% of parents and students (October 2020 surveys) agreed that the district provides all students and students with disabilities access to a broad course of study for the unduplicated pupils and students with disabilities subgroup.

The DJUHSD continues to maintain progress in the other state priorities as well. Our district's progress on Priority 1 is evidenced in an increase to 93.5% of all teachers appropriately credentialed and assigned as well as maintaining all students with access to their own copies of instructional materials. The DJUHSD has continued to maintain 'Full Implementation' and 'Full Implementation and Sustainability' of the state academic standards in all subject areas. The College and Career Readiness Indicator remains well above the state average for all students (72.5%), socioeconomically disadvantaged pupils (72%), English learners (52.5%), students with disabilities (35.5%), and the

homeless subgroup (66.7%). One of the most recent marquee accomplishments is in dual enrollment course completion with 48% of all students, 50% of socioeconomically disadvantaged pupils, 23.4% of English learners, and 17.5% of students with disabilities earning college credit in 2019-2020, and World Language AP passing rate of 87.6% for the socioeconomically disadvantaged subgroup. Our socioeconomically disadvantaged pupils accomplished superior ratings and first place rankings in county and state competitions in the visual performing arts.

School climate is an important part of the overall success of our district. The district has been successful in maintaining chronic absentee rates below state level for all pupils (11.5%) and socioeconomically disadvantaged students (11.8%); maintaining 'High' to 'Very High' graduation status on the California Dashboard for English learners, foster youth, and socioeconomically disadvantaged pupils; increased student sense of safety to 95% based on student and parent surveys; increased sense of school connectedness (priority 6) with 99.6% of parents and students and 98.6% of teachers feel connected to school; increased parent involvement in making decisions for the school/district to a 99% based on the October 2020 parent survey; California Dashboard 'Full Implementation' with regards to promotion of parental involvement ; reduced suspension rates of 'Low' to 'Medium' status on the CA Dashboard for all pupils, socioeconomically disadvantaged students, English learners, and foster youth; maintaining low dropout rates (Dataquest) for all pupils (2.5%), socioeconomically disadvantaged pupils (2.7%), English learners (4.6%), and students with disabilities (8.3%); and reduced bullying and suicide ideation by 3% (California Healthy Kids Survey).

The DJUHSD intends on maintaining California Dashboard Met status on Priorities 1 (Basic Services), 2 (Implementation of academic standards), 3 (Parental Involvement), and 6c (Parent, student, and teacher surveys on sense of safety and school connectedness) by continuing to implement the actions outlined in the LCAP. The DJUHSD plans to continue our tradition of success by maintaining current actions. Additional actions for the 2021-2022 school year have been added to attain the goals outlined in the current plan.

Reflections: Identified Need

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

The DJUHSD has noted an academic achievement gap in the English learner and students with disabilities subgroups as it relates to the 2019 SBAC English and Mathematics achievement. Both the English learner and special education subgroups are at the Red performance level on the SBAC English and mathematics 2019 California Dashboard. An additional gap has been identified as well on the CAASPP California Alternate Assessment (CAA) in English among English learners (0%) and socioeconomically disadvantaged pupils (12.5%) when compared to all pupils (20%) in attaining a Level 3. The same gap is identified on the mathematics CAASPP California Alternate Assessment (CAA) with 10% of all pupils attaining a Level three in comparison to the English learner and socioeconomically disadvantaged subgroups with a 0% in both subgroups attaining a Level 3. There is also a noted achievement gap for English learners and student with disabilities on the California Science test with 0% and 2.67% attaining standard, respectively. Additional achievement gaps for these two subgroups are noted on the UC a-g completion rate (30% gap) and the College and Career Indicator (20%-30% gap) as well. The College and Career Indicator (CCI) gap for English learners and students with disabilities is at a 'Medium" performance level on the 2020 California Dashboard when compared to all students at a 'Very High' performance level. Dual enrollment has a similar gap for the English learners (25% gap) and students with disabilities (30% gap) when compared to all pupils in attaining college credit. The graduation status for students

with disabilities is at a 'Low' performance level on the 2020 California Dashboard when compared to a ‘Very High’ status for all students. Chronic absentee rates for the English learner subgroup or 12% is 2% above the state average.

The DJUHSD plans on taking the necessary steps to address these areas. To close the noted achievement gap on the CAST and SBAC and CAA English and mathematics, the district will continue to provide high-quality instruction outlined in Action 1; provide evidence based professional development and support for teachers, administrators, and paraprofessionals to refine instruction and improve student learning; provide supplemental instructional materials for increased learning; monitor student progress and the CAA English and mathematics, the district will continue to for English learners and These steps include provide the additional dual enrollment, credit recovery, UC a-g, and CTE opportunities to improve outcomes for all students and subgroups. Our district is committed to refining these areas and has included in the actions the need for continued tutorials, provision of supplementary instructional materials, interventions, support staff, class size reduction in the core academics, field trips to supplement instruction, incentives, technology, professional development, parent training to address the academic achievement gap, and social-emotional education and support. The district will continue to retain effective teachers by maintaining Action 3 of Goal 1. This action was implemented in the 2016-2017 LCAP to retain academic content teachers and principally directed to maintain high quality instruction and improved learning for English learners, foster youth, and socioeconomically disadvantaged pupils. This action has gradually reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 6% for the 2020-2021 school year. Teachers leaving our district affected quality instruction and hindered student learning. High-quality instruction takes about 3 to 4 years to develop.

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

LCAP Highlights

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

The Delano Joint Union High School District (DJUHSD) will continue to focus this year's LCAP on targeted, evidence-based professional development; the evaluation and refinement of curriculum and instruction; the continued provision of supplementary instructional materials; increased access to a broad course of study for all students including students with severe cognitive disabilities; providing supplemental instruction and intervention to improve student learning; class size reduction sections for improved student outcomes; repairs of student-use facilities; maintaining the increased UC a-g and dual enrollment opportunities for the unduplicated pupil population; close the CTE and College and Career Indicator (CCI) completion gap for English learners and students with disabilities; and provide a high-quality education and safe school environment for all our students. Additionally, the DJUHSD intends to hire three class size reduction teachers in the areas of English and social science to improve academic achievement for English learners and students with disabilities. The district also proposes to fund a Director of Student Services to track student attendance, improve student engagement, and coordinate services for the prevention of bullying, suicide, trauma, and violence. The social and emotional health of our students is of the highest priority, and, as such, the DJUHSD has included in this year’s plan the hiring of intern psychologists to assist in the prevention of suicide, bullying, and trauma. In concluding, the District will maintain current actions for continued improved student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

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

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

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

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

Title IV Student Support provides resources for students to participate in college programs not offered at our school sites; provides professional development for the counselor on federal financial aid and college workshops. Title IV also provides for student activities and

high-quality training for school personnel that is related to suicide prevention, bullying, drug abuse prevention, human trafficking, school-based violence prevention strategies, and effective and trauma-informed practices in classroom management.

LCFF Supplemental and Concentration funding provides for:

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

Monitoring and Evaluating Effectiveness

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

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

1. Monitoring of Students to ensure progress towards meeting of planned outcomes.
    - Pre-evaluation assessment either through Interim Summative Assessments or local formative and summative assessments to identify student academic needs.
    - Monthly (end of grading cycle) evaluation of academic progress to identify additional possible interventions or refine strategies to improve student learning and academic achievement.
    - Analysis of practice test and local formative assessment data for identification of progress and academic needs requiring further interventions.
    - Participation in after school and/or Saturday Boot-Camp tutorials that provide academic interventions for targeted students.
2. Monitoring of intervention activities and instructional strategies to ensure fidelity to planned outcomes.
    - Academic Coaching and Peer Instructional Rounds: The Math and ELA Coach will periodically make formal and informal observations to ensure fidelity of instructional strategies and provide on-site professional development assistance where needed via the peer-coaching model.
    - Administrative Monitoring and Lead Learner Protocol: Administrative staff will periodically make formal and informal observations using a monitoring tool protocol to ensure fidelity to instructional strategies and provide on-site professional development assistance where needed via the Lead-Learner Model.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The DJUHSD district conducted stakeholder meetings throughout the year with parent advisories, school and district administrators, teachers, students, and other staff members for input on developing the goals and actions for the Local Control Accountability Plan (LCAP) by means of phone conferences and Zoom and Microsoft teams sessions. The district also consulted with Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP. The LCAP stakeholder engagement serves as the basis for all LCAP actions in improving the areas of the state eight priorities. These active sessions provide the opportunity for teachers, staff, students, and parents to review data for our district and make recommendations on improving student services and learning. In addition to receiving, the Superintendent/designee also reviewed the Single School Plan for Student Achievement to ensure that the LCAP goals are addressing the needs at the site-level. Any changes that resulted from stakeholder input are summarized in the feedback prompt of this section. An LCAP public hearing was held on June 8, 2021 for review of the proposed actions and for comment from the public. A timeline of these meetings is outlined below.

Principals and Administrators:
LCAP stakeholder meetings were held on 8/2020; 03/18/2021, 05/06/2021; 05/10/2021.
LCAP data analysis, outcome analysis and performance analysis were conducted. Meetings were conducted via Microsoft Teams and e-mail communications for review of data, actions, and recommendations. District, school site administrators, and the Director of special education were involved in the development of the plan.

SELPA Consultation
SELPA Consultation was held on April 8, 2021.
The district consulted with the SELPA to determine that specific actions for individuals with exceptional needs are included in the plan.

Teachers:
LCAP stakeholder meetings were held on 3/25/2021; 4/08/2021; 4/20/2021; 4/22/2021.
LCAP data analysis, outcome analysis, and performance analysis was conducted with certificated staff at each high school via Microsoft Teams. Teacher stakeholders meetings were held with each comprehensive school site. All teachers were invited to attend. The site union representatives participated in these meetings as well. Teachers concurred with all the actions in the LCAP.

Other Staff:
Stakeholder meetings were held via Microsoft Teams with district staff that included counselors, psychologist, nurses and classified staff from each high school on 3/25/2021; 4/08/2021; 4/20/2021; 4/22/2021.
LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The site CSEA union representatives were present at each of these meetings.

Student Groups:

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

Parent Meetings and Advisories:
LCAP stakeholder meetings were held at the district level as well as at each school site on 09/2020; 4/22/2021; 5/27/2021; 6/8/2021
LCAP parent meetings were held at each school site in August and September of this school year. These meetings were held via phone meetings and Zoom sessions. Data and outcomes were reviewed and parents were given the opportunity to make any recommendations for new actions. Parents are very pleased with the overall performance of our schools. District level parent advisories were held with our DELAC and Parent Advisory Committee (PAC) via phone conference and e-mail correspondence. All actions were reviewed and approved unanimously by our parent advisories. The PAC and DELAC did not submit any comments during the LCAP consultation. The LCAP and consultation was provided in English and Spanish.

Teachers Association:
LCAP consultation with the Teachers Association was conducted via e-mail communication on 5/21/2021. Teacher Association representatives also participated in the LCAP stakeholder meetings on 3/25/2021; 4/08/2021; 4/20/2021; 4/22/2021
LCAP data analysis, outcome analysis, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The teachers' union was consulted on present actions and proposed changes as well as additional new actions added to the LCAP.

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

Public hearing:
LCAP public forum was held on 6/8/2021.

Governing Board Approval on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback is instrumental in evaluating the effectiveness of current actions and recommending any new actions that may be deemed essential in meeting the goals outlined in the LCAP. Principals and administrators communicated the need for class size reduction teachers at Cesar E. Chavez High School and Robert F. Kennedy High School in the areas of English and social studies. The administrative stakeholder group also expressed the need for a district administrator to improve student attendance, implement practices to reduce suspensions, and coordinate social-emotional education services. In evaluating the California Healthy Kids Survey, administrators and students noted the need for intern psychologists to increase social-emotional education opportunities for the unduplicated student population. Administration recommended removing the transportation for access to courses at other schools. This practice resulted in loss of

instructional time for our English learners, students with disabilities, and socio-economically disadvantaged students. Consultation with the SELPA reaffirmed actions for students with exceptional needs were targeted in improving the academic achievement and college and career readiness for this subgroup. Teacher and other staff stakeholder meetings were held with all school sites. Teachers and other staff concurred with all the actions in the LCAP. Classified staff indicated the need for an additional technology staff due to increased technology for student learning. Students concurred with current actions in the LCAP and also requested an online program option for independent study. The parent and parent advisory stakeholder meetings were held via phone meetings and Zoom sessions. Parents are very pleased with the overall performance of our schools. District level parent advisories were held with our DELAC, the Special Education Parent Advisory, and Parent Advisory Committee (PAC). All actions were reviewed and approved unanimously by our parent advisories. LCAP consultation with the Teachers Association and California School Employees association (CSEA) was conducted via e-mail communication. Both unions were consulted on present actions and proposed changes as well as additional new actions added to the LCAP. The Teachers Association and CSEA concurred with the actions outlined for the 2021-2022 LCAP.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

These consultations served as a basis to refine, modify or create new actions. As a result of the consultation with our administrative, parent, student, teacher, other staff, and the collective bargaining unit stakeholder groups, we included some additional actions in this year's LCAP. The new proposed actions included an additional social studies and English teacher at CCHS to reduce class size and an English class size reduction teacher at RFK to improve student learning. Our district will also add a Director of Student Services to improve attendance, reduce suspensions, and coordinate social-emotional services. In addition, we have proposed in the LCAP and Federal Addendum the addition of three intern psychologists to increase social-emotional education services for our students. Based on the evaluation of data of state and local indicators, all other actions have demonstrated to be effective in accomplishing our targets and student outcomes. These services are principally directed to improve services for English learners, foster and homeless youth, students with disabilities, and socioeconomically disadvantaged pupils.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The DJUHSD developed this goal for continued progress in closing the achievement gap of English learners and socioeconomically disadvantaged students. English language arts assessment results on the SBAC indicate an achievement gap for the English learner and students with disabilities subgroups when compared to the performance of all students and socioeconomically disadvantaged subgroup. The English learner and students with disabilities subgroups are in the ‘very low-red’ performance level compared to a 'medium-yellow' performance level for all students and socioeconomically disadvantaged pupils. The district has also identified the need to improve the socioeconomically disadvantaged subgroup SBAC English from a 'Medium-yellow' status to a 'High-green' status on the California Dashboard. Similarly in SBAC mathematics, the English learner and students with disabilities subgroups are in the 'red' (very low) performance level and the socioeconomically disadvantaged subgroup in the 'Low-orange' performance compared to all students in the 'yellow' (medium) performance level. An additional gap has been identified as well on the CAASPP California Alternate Assessment (CAA) in English among English learners (0%) and socioeconomically disadvantaged pupils (12.5%) when compared to all pupils (20%) in attaining a Level 3. The same gap is identified on the mathematics CAASPP California Alternate Assessment (CAA) with 10% of all pupils attaining a Level 3 in comparison to the English learner (0%)and socioeconomically disadvantaged (0%) subgroups attaining a Level 3. Performance on the CAST 2019 is below the state level for all students (20%), socioeconomically disadvantaged pupils (18.6%), English learners (0%), and students with disabilities (2.7%) as well as the noted achievement gap for English learners and student with disabilities on the California Science test. Additional achievement gaps for these two subgroups (English learner and students with disabilities) are noted on the UC a-g completion rate (30% gap) and the College and Career Indicator (20%-30% gap) as well. The actions in this goal have also been effective in maintaining or improving the socioeconomically disadvantaged subgroup UC a-g rates (57.1%), AP passing (57.7%), and EAP college readiness (59.8%) at levels that exceed statewide outcomes. Our district intends on improving the English learner progress on the ELPAC from a 'Medium' status to a 'High' status on Dataquest and improve the reclassification by at least 5%. Actions in this goal are also focused on closing the English EAP college preparedness gap for English learners (8%) and students with disabilities (16%) as compared to all students (61.6%) as well as improving the EAP preparedness of socioeconomically disadvantaged pupils (60%). Our focus also includes improving the mathematics EAP preparedness for the socioeconomically disadvantaged subgroup, English learners, and students with disabilities with 30.8%, 2%, and 0% attaining EAP preparedness, respectively.

The College and Career Indicator (CCI) gap for English learners (52.5%) and students with disabilities (35.5%) is at a 'Medium" performance level on the 2020 California Dashboard when compared to all students (72.5%) and the socioeconomically disadvantaged subgroup (72%) at a 'Very High' performance level. Dual enrollment has a similar gap for the English learners (23%) and students with disabilities (30% gap) when compared to all pupils (48%), foster youth (40%) and the socioeconomically disadvantaged subgroup (50%) in attaining college credit.

This goal was also developed to continue to retain highly qualified teachers (93.5% for 2020-2021) for improved student outcomes; ensure every student has sufficient instructional materials to complete their classwork at home; continue to maintain full implementation of academic content and performance standards in al subject areas including English learner access to the common core state standards and ELD standards; maintain the high UC a-g completion rates (57%) for socioeconomically disadvantaged pupils and CTE completion rates (53%); maintain the 'Very High' status on the College and Career Indicator for the socioeconomically disadvantaged subgroup; maintain the increased AP passing rate for the socioeconomically disadvantaged at or above the current 57.7%; improve or maintain EAP College Preparedness in English (59.8%) and mathematics (30.83%) for the socioeconomically disadvantaged subgroup; and improve or maintain the dual enrollment credit attainment for English learners, students with disabilities, foster youth, and socioeconomically disadvantaged pupils. The teacher retention action was implemented in the 2016-2017 LCAP to retain academic content teachers and principally directed to maintain high quality instruction and improved learning for English learners, foster youth, and socioeconomically disadvantaged pupils. This action has gradually reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 6% for the 2020-2021 school year. Teachers leaving our district affected quality instruction and hindered student learning. High-quality instruction takes about 3 to 4 years to develop.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 1(a) The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas,	2020 California Dashboard Reflection Tool Standard Met CALPADS 0% total teacher misassignment. 93.5% teachers fully credentialed in the subject areas, and, for the pupils they are teaching.				Maintain 100% appropriately assigned 93% fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and, for the pupils they are teaching.					
Williams Act Report Priority1(b) Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	2020 California Dashboard & Williams Act Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.				0% students without access to their own copies of standards-aligned instructional materials for use at school and at home.
California School Dashboard Priority 2(a) Implementation of the academic content and performance standards adopted by the state board.	As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys 'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following: • Professional Development • Instructional materials				Maintain full implementation

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Engagement of School Leadership				
California School Dashboard & Dataquest Priority 4(a) Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	California Dashboard 2019 Difference From Standard CAASPP English Language Arts Performance Level All students +26.7 'Medium-Yellow' Socioeconomically Disadvantaged Pupils +21.9 'Medium-Yellow' English Learners -53.1 'Very Low-Red' Students with Disabilities -94.1 'Very Low-Red' CAASPP Mathematics Performance Level All students -58.9 'Medium-Yellow' Socioeconomically Disadvantaged Pupils -65.1 'Low-Orange' English Learners -135 points below standard				California Dashboard Difference From Standard CAASPP English Language Arts All students +30 points Socioeconomically Disadvantaged Pupils +25 Points English Learners -40 points Students with Disabilities -80 points CAASPP Mathematics All students -50 points Socioeconomically Disadvantaged Pupils -59 English Learners -120 points Students with Disabilities -170 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities -183 points below standard				
California School Dashboard & Dataquest Priority 4(a) Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	CAASPP California Alternate Assessment Level 3 2019 English All pupils 20% Socioeconomically Disadvantaged 12.5% English Learners 0% Mathematics All pupils 10% Socioeconomically Disadvantaged 0% English Learners 0%				CAASPP California Alternate Assessment Level 3 2019 English All pupils 40% Socioeconomically Disadvantaged Pupils 20% English Learners 20% Mathematics All pupils 30% Socioeconomically Disadvantaged Pupils 20% English Learners 20%
California School Dashboard & Dataquest Priority 4(a) Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant	California Science Test (CAST) Met Standard 2019 All students 19.73% Socioeconomically Disadvantaged pupils 18.57%				California Science Test (CAST) Met Standard All students 30.0% Socioeconomically Disadvantaged pupils 25.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	English Learners 0% Students with Disabilities 2.67%				English Learners 10.0% Students with Disabilities 5.0%
Priority 4(a) Pupil achievement as measured by all of the following: (B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California state University	Dataquest UC a-g completers 2020 cohort: All students 58.3% Socioeconomically Disadvantaged pupils 57.1% English Learners 29.1% Students with Disabilities 27.7% Homeless 33.3%				Dataquest UC a-g completers: All students 62% Socioeconomically Disadvantaged pupils 60% English Learners 35% Students with Disabilities 30% Homeless 35%
Priority 4(a) Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences	CALPADS CTE completers 2020 cohort: All students 50% Socioeconomically Disadvantaged pupils 53% English Learners 47.7%				CALPADS CTE cohort completers: All students 55% Socioeconomically Disadvantaged pupils 56% English Learners 50% Students with Disabilities 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or programs of study that align with state board-approved career technical education standards and frameworks.	Students with Disabilities 49% Homeless 31%				Homeless 40%
Priority 4(a) Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	CALPADS UC a-g and CTE completers 2020 cohort: All students 31.% Socioeconomically Disadvantaged pupils 27.8% English Learners 16.3% Students with Disabilities 17.6% Homeless 12.5%				CALPADS CTE cohort completers: All students 35.0% Socioeconomically Disadvantaged pupils 30.0% English Learners 19.0% Students with Disabilities 20% Homeless 20%
Priority 4(a) Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency	Dataquest ELPAC 2019 Level 4 14.53% Level 3 37.2% Students with Disabilities Level 4 6.21% Level 3 13.66%				ELPAC Level 4 20.0% Level 3 42.0% Students with Disabilities Level 4 & 3 22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments for California.					
Priority 4(a) Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Dataquest Reclassification rate 2020 17%				Reclassification rate 21.0%
Priority 4(a) Pupil achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	College Board AP Passing 2020: Percent passed: All Pupils 42.3% Socioeconomically Disadvantaged 57.7%				College Board AP Passing 2020: Percent passed: 45.0% Socioeconomically Disadvantaged Pupils 59%
Priority 4(a) Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Dataquest EAP College Preparedness: English Language Arts All students 61.6% Socioeconomically Disadvantaged Pupils 59.8% English Learners 8.21%				EAP College Preparedness: English Language Arts All students 62.0% Socioeconomically Disadvantaged Pupils 61.0% English Learners 10.0% Students with Disabilities 17.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 16.13% Mathematics All students 32.39% Socioeconomically Disadvantaged Pupils 30.83% English Learners 2.42% Students with Disabilities 0.00%				Mathematics All students 35.0% Socioeconomically Disadvantaged Pupils 33.0% English Learners 8.5% Students with Disabilities 5.0%
Dataquest Priority 4(a) Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	California Dashboard College and Career Readiness Indicator 2020 status: All students 72.5% 'Very High' Socioeconomically Disadvantaged Pupils 72% 'Very High' English Learners 52.5% 'Medium' Students with Disabilities 35.5% 'Medium' Homeless 66.7% 'High'				California Dashboard College and Career Readiness Indicator status: All students 'Very High' Socioeconomically Disadvantaged Pupils 'Very High' English Learners 'High' Students with Disabilities 35.5% 'High' Homeless 66.7% 'High' CALPADS Dual Enrollment Credit Attainment 2020:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS Dual Enrollment Credit Attainment 2020: All students 48% Socioeconomically Disadvantaged Pupils 50% English Learners 23.4% Foster Youth 40% Students with Disabilities 17.5%				All students 50% Socioeconomically Disadvantaged Pupils 52% English Learners 25% Foster Youth 42% Students with Disabilities 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	High quality instruction	Ensure all students are provided with high quality instruction the district will continue to: a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instructional strategies. b. Provide teachers extra duty time for PLC and refinement of instruction, curriculum, and assessments based on data analysis focused on closing the achievement gap. For COVID-19 Cares ACT and CRRSA provisions: 1. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures.	$472,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is principally directed and effective in improving learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.		
2	Professional development and support	The district will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low- socioeconomic status. a) Maintain professional development that will improve instruction to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co- teaching. b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of of English learners and socioeconomically disadvantaged pupils. c) Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and socioeconomically disadvantaged pupils. The induction program provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and Differentiating Instruction targeted on improving student academic achievement. d) Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, Close Reading, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.	$899,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.		
3	Teacher Retention	The district will continue to fund a portion of salary increase to retain teachers in order to provide English learners and socioeconomically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population. This action is principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status.	$429,201.00	Yes
4	Supplemental instructional materials	The district will continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status. For COVID-19 improved student learning (Cares Act and CRRSA) and adherence to the California Department of Public Health guidelines: 1. Allocate resources for supplemental online instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support. 2. Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.	$559,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Provide no share instructional materials and supplies during COVID-19 pandemic. This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.		
5	Supplemental instruction and interventions	The district will continue to maintain supplemental instruction and interventions for teachers to provide: a. Reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and socioeconomically disadvantaged pupils. b. Academic tutorials, afterschool intervention, AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and socioeconomically disadvantaged pupils.. c. Summer school ELD, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and socioeconomically disadvantaged pupils. d. Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and socioeconomically disadvantaged pupils in English, science, and mathematics, e. Incentives for students completing intervention program noted in sub-actions a, b, or c. f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions a, b, c, and d. g. Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities.	$1,799,669.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These actions are principally directed and effective in improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.		
6	Reduced class size	The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners, foster youth, and socioeconomically disadvantaged pupils by: a. Maintaining the additional two English and five mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction. b. Maintaining class size reduction SH teacher and the two instructional assistants to close the academic achievement gap in the CAA English and mathematics for English learners and socioeconomically disadvantaged pupils. c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction. For COVID-19 Cares Act and CRRSA strategies implementation: 1. Fund an additional English and social studies teacher at CCHS and additional English teacher at RFK to reduce class size and close the learning gap as a result of the COVID-19 school closures. 2. Provide class size reduction in other subjects areas for COVID-19 social distancing guidance. These actions are principally directly and effective in improving the academic achievement of English learners, foster youth, and pupils of low socio-economic status.	$3,950,082.00	Yes
7	Support staff	The district will continue to provide support staff to improve student outcomes by:	$1,607,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Maintaining the two periods of an ELD coordinators at each site to monitor English learner progress and implement necessary interventions; b. Maintaining school site Learning Directors to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction; c. Maintaining the district level Director of Instruction, Data and Assessments for implementation of common instructional practices and common assessments; use data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and socioeconomically disadvantaged pupils; and d. Maintaining a portion of the Assistant Superintendent of Educational Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low socio-economic status. This action is principally directed and effective in improving the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.		
8	Academic Coaches	The district will continue to provide academic coaches to improve teaching for English learners, foster youth and socioeconomically disadvantaged students by: c. Maintaining the three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for socioeconomically disadvantaged students with disabilities. d. For CSI, provide one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and socioeconomically disadvantaged students.	$257,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is principally directed and effective in improving the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.		
9	Classified Support Staff	The district will continue to provide support staff for improved student outcomes by: a.. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions; b. Maintaining IT support staff to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy of English learners and socioeconomically disadvantaged students; c. Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for socioeconomically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and d. Maintaining instructional assistants to provide instructional support and small group instruction for English Learners, foster youth and pupils of low socio- economic status. This action is principally directed and effective to improving the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.	$1,956,510.00	Yes
10	Increased UC a-g and AP sections	The district will continue to fund the increased UC a-g and AP individual section costs as well as the additional foreign language teacher to improve student outcomes. The increased sections allow the school sites to offer more college readiness opportunities for our foster youth, English learners, and socioeconomically disadvantaged	$579,095.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pupils in attaining UC a-g college preparedness and improving student learning. This action is principally directed and effective in the increased UC a-g completion and AP passing rates for English learners, foster youth and socio-economically disadvantaged students.		
11	UC a-g preparedness and AP passing strategies	The district will continue to provide opportunities for the school sites to improve college readiness by: a. Funding UC a-g online program for pupils to make up coursework and maintain UC a-g completion rates above the state level for all student and subgroups. b. Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of socioeconomically disadvantaged pupils. c. Providing visitations to four year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population. d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g readiness for English learners and socioeconomically disadvantaged pupils. These services and activities are principally directed and effective in the improved UC a-g and CCI outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.	$203,178.00	Yes
12	Technology	The district will continue to purchase updated technology and data management (Illuminate/Aeries Analytics) system annual license to enhance and improve student digital literacy and close the achievement gap for English learners and socioeconomically disadvantaged students.	$3,940,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To improve student learning as a result of COVID-19 school closures: 1. Purchase the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students). 2. Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement. 3. Upgrade the technology infrastructure to support uninterrupted instruction and provide English learners and socioeconomically disadvantaged pupils learning opportunities beyond the school day. This action is principally directed to reduce the academic achievement gap and improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.		
13	Student and staff recognition	The district and school sites will continue to foster a culture that nurtures and recognizes student success by providing student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for English learners, foster youth and socioeconomically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment attaining high academic performance of our socioeconomically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English learners, foster youth, and socioeconomically disadvantaged pupils. Recognition of students and staff is principally directed to recognizing the attainment of State standards and state metrics of English Learners, foster youth and pupils of low socio-economic status.	$55,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The DJUHSD has identified the need to maintain access to a broad course of study for socioeconomically disadvantaged pupils, homeless and foster youth, English learners, and students with disabilities. Our district has a noted gap on the College and Career Indicator (CCI) among students with disabilities and English learners at a 'Medium' Performance Level when compared to all pupils and the socioeconomically disadvantaged subgroup who are attaining a 'Very High' Performance Level. The district intends on maintaining the 'Very High' California Dashboard CCI status for socioeconomically disadvantaged pupils and improving the English learner performance level. There is an additional gap in the dual enrollment credit attainment among all pupils (48%), socioeconomically disadvantaged pupils (50%), and foster youth (40%) when compared to English learners (23.4%) and students with disabilities (17.5%). Our district will continue to focus on the improved physical fitness outcomes of the socioeconomically disadvantaged subgroup. The 2019 Physical Fitness Test results for the socioeconomically disadvantaged improved in 5 of the 6 fitness zones over the baseline. Additionally, the district's goal is to continue maintaining or improving the CTE completion rate of socioeconomically disadvantaged pupils (53%), English learners (48%), and homeless youth (31%); performing in the top 25% in Visual Performing Arts, Mock Trial, and Academic Decathlon as well as improve the AP World Language passing rate for the socioeconomically disadvantaged pupils (87.6%) and increase the number of Biliteracy Seal eligible pupils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (a) Pupils have access to and are enrolled in a broad course of study	Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree Dual Enrollment Credit 2019-20:				Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including courses described under sections 51220 (a)-(i), as applicable.	All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5% College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status				All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20% College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which -	Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree				Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	Dual Enrollment Credit 2019-20: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5% College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status				Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20% College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status
Parent and Student Surveys, CALPADS,	California Dashboard Standard Met				Standard Met - Access to Broad Course of Study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
& California School Dashboard Priority 7 The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree Dual Enrollment Credit 2019-20: Students with Disabilities 17.5% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status				98% Pupils agree 98% Parents agree College and Career Indicator: Students with Disabilities 'High" Status
CALPADS, College Board AP passing Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	College Board AP Passing World Language: All pupils 87% Socioeconomically Disadvantaged Pupils 87.6% State Seal of Biliteracy 13.6% CALPADS CTE completers 2020 cohort: All students 50% Socioeconomically				World Language: AP Passing 88% Socioeconomically Disadvantaged 88.5% State Seal of Biliteracy 20% Career Technical Education Completers All students 55% Socioeconomically Disadvantaged 55% English Learners 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged Pupils 53% English Learners 47.7% Students with Disabilities 49% Homeless 31%				Students with Disabilities 50% Homeless 35%
Dataquest Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Dataquest Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 64.9% Socioeconomically Disadvantaged 63.4% Body Composition All pupils 51.4% Socioeconomically Disadvantaged 50.3% Abdominal Strength All pupils 88.7% Socioeconomically Disadvantaged 88.7% Trunk Extension				Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity All pupils 66% Socioeconomically Disadvantaged 65% Body Composition All pupils 53% Socioeconomically Disadvantaged 52% Abdominal Strength All pupils 89% Socioeconomically Disadvantaged 89% Trunk Extension All pupils 91.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All pupils 91.2% Socioeconomically Disadvantaged 91% Upper Body Strength All pupils 63.6% Socioeconomically Disadvantaged 62.8% Flexibility All pupils 79.3% Socioeconomically Disadvantaged 79.2%				Socioeconomically Disadvantaged 91% Upper Body Strength All pupils 65% Socioeconomically Disadvantaged 64% Flexibility All pupils 80% Socioeconomically Disadvantaged 80%
PPAACC finals Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	PPAACC finals Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings				Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings

Actions

Action #	Title	Description	Total Funds	Contributing
1	High quality instruction	The district will continue to ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction by: a. Utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve academic achievement for English learners, foster youth, and socioeconomically disadvantaged pupils. b. Providing teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis for improved outcomes for the unduplicated pupils. For the COVID-19 Cares Act and CRRSA provisions: c. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures. This action is principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status.	$172,967.00	Yes
2	Professional development	The district will continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs and improve student outcomes. The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.	$52,950.00	Yes
3	Supplemental materials, equipment, and supplies	The district will continue to purchase supplementary materials, equipment and supplies for the school sites to attain the outlined goals and outcomes for the unduplicated student population.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The supplementary materials and equipment are principally directed in maintaining or improving the College and Career Readiness indicator, attainment of dual enrollment credit, and access to a board course of study for English learners, foster and homeless youth, and pupils of low socio- economic status.		
4	CTE and dual enrollment	The district will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and socioeconomically disadvantaged pupils. a. Maintain Career Technical Education teachers: Home Ec., Health Pathway, and Industrial Technology teachers at CCHS; Business Education and welding teacher at RFK; and Health Science and Ag teacher at DHS. b. Maintain dual enrollment CTE Courses: Nursing Assistant and Clinical Medical Assistat two period block of each at the three comprehensive school sites. c. Maintain the additional CTE and dual enrollment sections.. These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.	$1,383,712.00	Yes
5	CTE and dual enrollment support staff	The district will continue to provide CTE and dual enrollment support staff for improved or 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and socioeconomically disadvantaged pupils. a. Maintain CTE Director for articulation of courses and coordination of dual enrollment nd work-based learning activities.	$321,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. Maintain the dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses. These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.		
6	Access to a broad course of study	The district will continue to provide the increased opportunities in access to a broad course of study for English learners, foster youth, and pupils of low socioeconomic status. a. Maintain the additional hour for the SH program staff to provide additional instruction and maintain or improve the College and Career Readiness Indicator for English learners and socioeconomically disadvantaged pupils. b. Maintain the three four-hour instructional aides - Two SH aides at CCHS and one RSP aide for the PAVE program to provide individual or small group assistance for English learners and socioeconomically disadvantaged students to attend a broad course of study and improve CCI outcomes. c. Continue to fund the increased music teacher at RFK and DHS at all three comprehensive high schools for pupil access to a broad course of study. d. Maintain access to a broad course of study for English learners and socioeconomically disadvantaged pupils at Valley High School by continuing to provide course offerings in jazz band, nutrition, and a personal finance. These actions are principally directed and effective in maintaining or improving the College and Career Readiness Indicator, and attainment of dual enrollment credit for English learners, foster youth, and pupils of low socio-economic status.	$525,311.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Other EC 51220 outcomes	The district will continue to provide opportunities to improve outcomes in other areas for English learners, foster youth, and pupils of low socioeconomic status. a. Maintain athletic trainers to provide and implement safe physical activity practices and improve outcomes in physical fitness for socioeconomically disadvantaged pupils. b. Maintain reduced class size in physical education grade 9 to meet Physical Fitness Test outcomes for socioeconomically disadvantaged students. c. Continue to provide afterschool programs and intervention to improve student outcomes. d. Continue to fund the music coaches at all three comprehensive high schools to maximize student performance and improved College and Career Readiness. These actions are principally directed and effective in providing English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improved College and Career Readiness (CCI) and Physical Fitness Results.	$457,000.00	Yes
8	Supplemental Activities	The district will continue to provide instructional field trips and visitations to four year universities, community colleges, and vocational institutions for students to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes. These supplemental educational activities are principally directed and effective in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low socio-economic status.	$33,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Technology	The district will continue to purchase technology for students and instructional staff to enhance and improve student performance in meeting 21st Century Learning Skills. The purchase of technology is principally directed and effective in improving digital literacy and student learning for pupils of low socio-economic status, English learners, and foster youth.	$950,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 1 (c) School facilities are maintained in good repair.	California Dashboard Self Reflection Tool & Facilities Inspection Tool Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including				Standard Met

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 3(A) Parental involvement and family engagement, including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.				Standard Met Full Implementation and Sustainability
California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication,	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys October 2020 95.4% parents agree the school promotes family engagement activities				Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
supporting pupil success, and empowering families to advocate for equity and access.	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve families in Parent University trainings and site and district stakeholder meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	contacted via phone, Blackboard messaging, social media, the school marquee, mailings, and posting events on our websites.				
Aeries Student Data System Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	Aeries School year 2019-20 Attendance rate 95.9%				Attendance rate 96.7%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	Dataquest 2018-19 Chronic Absenteeism All students 11.5% Socioeconomically Disadvantaged pupils 12% English learners 14.0% Students with Disabilities 19.1% Foster Youth 0% Homeless 16.4%				All students 11% Socioeconomically Disadvantaged pupils 10.5% English learners 12% Students with Disabilities 15% Foster Youth 0% Homeless 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (C) Middle school dropout rates	Not applicable				Not applicable
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	Dataquest 2020 Cohort Dropouts All students 2.5% English learners 4.6% Socioeconomically Disadvantaged pupils 2.7% Students with disabilities 8.3% Homeless 5.6%				All students 2.0% Socioeconomically Disadvantaged pupils 2.5% English learners 4.0% Students with disabilities 5.0% Homeless 4.0%
Dataquest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	Dataquest 2020 Cohort Graduation Rate All students 95.8% 'Very High' Status Socioeconomically Disadvantaged pupils 95.7% 'Very High' Status English learners 92% 'High Status'				All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'Very High' Status Foster Youth 'Very High' Status Students with disabilities 'Medium' Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth 100% 'Very High' Status Students with disabilities 77.4% 'Low' Status Homeless 89% 'Medium' Status				Homeless 'High' Status
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (A) Pupil suspension rates	Dataquest 2020 Suspension Rate All students 1.3% 'Low Status" Socioeconomically Disadvantaged pupils 1.3% 'Low Status"' English learners 1.7% 'Medium status' Foster Youth 0% 'Very Low Status' Students with disabilities 2.0% 'Medium Status' Homeless 8.3% 'High Status'				All students 1.2% 'Low Status' Socioeconomically Disadvantaged pupils 1.2% 'Low Status' English learners 1.5% 'Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 1.5% 'Low Status' Homeless 3.0% 'Medium Status'
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (B) Expulsion rates	Dataquest 2020 All students 0.25% Socioeconomically Disadvantaged pupils 0.26% English learners 0.59%				Maintain below 1% for all students and subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard - Local Climate Survey Priority 6 School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	Standard Met A local climate survey was administered in October of 2020 to students, parents, and teachers. The results of this survey indicate that 90.4% of students and parents and 94.2% of teachers have a sense of school safety. This survey also reflects that 99.6% of students and parents and 98.6% of the teachers feel connected to their school. The California Healthy Kids Survey was administered in the fall 2019 to 1880 ninth and eleventh grade students. Based on this survey, 90% of the students surveyed feel safe at school.				Standard Met 94% Student, parent and teacher sense of school safety. 99% Student, parent and teacher sense of school connectedness

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development on behavior and social-emotional education	The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence- based behavior intervention and social-emotional education strategies and practices. This action is principally directed to reduce suspensions, expulsions and chronic absenteeism improve student sense of safety for English learners, foster youth, and socioeconomically disadvantaged pupils.	$83,500.00	Yes
2	Supplementary materials	The district will continue to purchase supplementary, social-emotional education, and behavioral intervention materials and equipment to attain student goals. In adherence with California Department of Public Health COVID-19 guidance and CARES Act and CRRSA provisions: a. Purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease. b. Purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use. All supplementary materials are principally directed on improving chronic absenteeism, increasing graduation rates for the unduplicated pupil population.	$819,902.00	Yes
3	Alternative educational settings	The district will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and socioeconomically disadvantaged pupils. a. Maintain the district Opportunity Program teacher as an alternative educational setting to improve graduation rates of English Learners. b. Maintain three academic intervention teachers – one for each comprehensive school site to provide behavioral improvement	$531,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction and reduce suspension and expulsion rates for English learners and socioeconomically disadvantaged pupils.. This action is principally directed on improving outcomes for the unduplicated student population.		
4	Additional academic support and options	The district will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status. a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and socioeconomically disadvantaged youth.. b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population. c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities and improve graduation rates of English learners.. This action is principally directed and effective in providing the necessary support services to increase graduation rates and reduce chronic absenteeism for English learners, foster youth, and socioeconomically disadvantaged pupils.	$664,672.00	Yes
5	Interventions	The district will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs. This action is principally directed to improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.	$356,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Support Services: Social Emotional Education	The district will continue to provide the additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low socio-economic status. a. Maintain funding for portion of salary for school psychologists and nurses to provide health and social-emotional education for improved student academic achievement. b. Maintain funding for three intervention counselors, one for each comprehensive high school, to provide behavior and social-emotional education for improved student academic achievement. c. Hire three intern psychologists to provide services for the prevention of suicide, trauma, bullying, and violence and improve student learning. For COVID-19 CARES Act and CRRSA provisions: 1. Fund a Director of Student Services to track student attendance, improve student engagement, and coordinate mental health support services for students affected by trauma and violence and prevention of suicide, bullying, and harassment. This action is principally directed and effective in improving academic achievement, attendance, suspension and expulsion rates, and graduation rates of English learners, foster youth, and socioeconomically disadvantaged pupils.	$1,458,280.00	Yes
7	Pupil engagement and school climate support staff	The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; and improve graduation rates of English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.	$896,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Maintain Discipline Liaisons at each school to provide positive behavior intervention strategies and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates English learners, foster and homeless youth, and socioeconomically disadvantaged pupils. b. Maintain contract with Delano Police Department for three resource officers to conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; critical social-emotional evaluations; and serve as part of a team to develop and implement behavior plans in partnership with the parents and students. c. Maintain the additional security staff at each comprehensive school site for continued reduced suspension rates of English learners and socioeconomically disadvantaged youth by implementing positive behavior support strategies and assisting in afterschool programs that address specific behaviors in reducing suspensions and expulsions. The security staff will also assist in strategies to reduce chronic absenteeism of English learners and homeless youth. This action is principally directed and effective in providing for improved graduation rates, chronic absenteeism, suspensions and expulsions of English learners, foster and homeless youth, and socioeconomically disadvantaged pupils.		
8	Technology and information	The district will continue to purchase technology and fund maintenance of district web page to maintain the increased parental and community engagement. Results from the fall 2020 survey indicate that 96% of parents agreed the school/district provides sufficient notices and opportunities for parent and family engagement. This action is principally directed to improving the digital literacy and involving the parents of English learners, foster youth, and	$539,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		socioeconomically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.		
9	School connectedness	The district will continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and conducting schoolwide events for staff, pupils, and parents and families. This action is principally directed and effective on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, socioeconomically disadvantaged pupils and homeless and foster youth.	$54,000.00	Yes
10	Facilities in good repair	The district will continue to maintain facilities in good repair. a. Maintain additional traveling custodian to help keep school facilities clean. The 2014 student surveys indicated the need to have clean restrooms to improve services for our unduplicated student population. b. Repair asphalt between girls' gym and science and world language buildings at Delano High School. The student walkway has severe cracks posing a hazard to the unduplicated pupil count. c. Repair leaking roof at DHS north gym. This repair is principally directed to improving the educational environment for the unduplicated student population. The damaged roof causes leaks directly on classroom instruction and participation areas. d. Repair tennis courts and RFK and CCHS. The courts have severe cracks posing a hazard to the unduplicated pupil count during physical education. e. Carryover from the 2020-2021 LCAP, repair chiller at DHS to maintain interior temperatures in classrooms within normally acceptable ranges. These repairs will improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.	$3,828,000.00	No

Action #	Title	Description	Total Funds	Contributing
		For COVID-19 CARES Act and CRRSA school preparation: a. Modification to facilities in preparation for in-person instruction that include installation of plexi-glass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 foot social distancing; and installation of additional handwashing and hand sanitation stations. b. Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfect and disinfecting and cleaning any area used by any sick. This action is principally directed on providing English learners, foster youth and socioeconomically disadvantaged pupils with a quality learning environment and classrooms.		
11	Parental involvement	The district will continue to promote parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status. a. Continue to conduct Parent Awareness workshops. b. Continue to provide resources for parent outreach and assistance. c. Maintain modified classified staff work calendar to improve services for students.	$323,707.00	Yes
12	Parent, student, and staff decision making	The district will continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. This action is principally directed on improving outcomes of the State's Eight Priorities for the unduplicated pupil population.	$12,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.31%%	$15,079,796

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1
The needs of foster youth, English learners, students with disabilities, and socioeconomically disadvantaged pupils were considered first and foremost in developing all the actions in Goal 1. Stakeholders conducted data analysis to determine needs, assessed current actions for effectiveness and recommended any modifications or additions. All available data was disaggregated by significant subgroups which included all pupils, socioeconomically disadvantaged students, English learners, foster and homeless youth, and students with disabilities. Actions were developed based on the identified gaps on state assessments, UC a-g and CTE completers, English learner progress, AP passing, and EAP readiness for these subgroups. Actions in this goal have attributed to maintaining 'standard met' on the California Dashboard implementation of academic content standards and teachers appropriately credentialed and assigned.

Actions 1, 2, 3, and 4 encompass state approved evidence-based practices that include implementation of Solution Tree's Professional Learning Communities practices; retention of high-qualified teachers; targeted professional development to improve pupil outcomes; mentors for new teachers to improve instruction and student learning; and supplementary instructional materials to augment student academic achievement. These practices have been effective in maintaining implementation of content standards (CA Dashboard Standard Met); a noted increase (0.6%) in retaining fully credentialed teachers to 93.5%; SBAC English and mathematics above state averages for all pupils (61.6% Met standard in English and 32.4% in mathematics), socioeconomically disadvantaged pupils (610% Met standard in English and 31% in mathematics), and the students with disabilities subgroup (16% Met standard in English); maintaining UC a-g completion above state averages for all students (58%), socioeconomically disadvantaged pupils (57.1%), English learners (29.1%), and students with disabilities (27.7%); closing the CTE completion gap for English learners (48%), socioeconomically disadvantaged pupils (53%), and students with disabilities (48.6%); English learner progress in attaining English proficiency (49%); AP passing for socioeconomically disadvantaged pupils of 57.7%; dual enrollment credit attainment for the socioeconomically disadvantaged pupils (50%), English learners

(23.4%), foster youth (40%), and students with disabilities (18%);and attaining 59.8% and 31% college readiness (exceeding state average) on the EAP for our socioeconomically disadvantaged pupils in English and mathematics, respectively.

The support staff provided for in Action 7 and 9; academic coaches in Action 8; supplemental instruction and interventions provided for in Action 5; and class size reduction sections in Action 6 have been effective in closing the achievement gap noted in the results of UC a-g completion, dual enrollment credit attainment, and the College and Career Readiness Indicator for English learners, homeless and foster youth, students with disabilities, and socioeconomically disadvantaged pupils. These actions also attributed to the increased SBAC English and mathematics met standard, UC a-g completion, AP passing, CCI, and dual enrollment credit attainment for the socioeconomically disadvantaged pupils.

The additional UC a-g and AP sections in Action 10 have been effective in maintaining the increased UC a-g rates (15-20%) and AP passing (10-15%) over the 2016 results for all students and subgroups. This success is also attributed to the funding of the UC a-g online program to make up coursework; resources for AP exams and dual enrollments fees; university field trips; and parent trainings on college readiness in Action 11.

Action 12 has been effective in closing the digital divide and improving pupil outcomes, as noted previously, of English learners, foster and homeless youth, students with disabilities, and socioeconomically disadvantaged pupils. Celebrating and recognition of student success in Action 13 is essential in maintaining a culture that nurtures improved student outcomes noted on the SBAC ELA and mathematics; improved UC a-g and CTE completion rates for English learners, foster youth, and socioeconomically disadvantaged pupils; and college readiness on the EAP as previously indicated.

Goal 2
As noted in Goal 1, the needs of foster and homeless youth, English learners, students with disabilities, and socioeconomically disadvantaged pupils were considered first and foremost in developing all the actions in Goal 2. Stakeholders conducted data analysis to determine needs, assessed current actions for effectiveness and recommended necessary modifications or additions. All available data was disaggregated by significant subgroups which included all pupils, socioeconomically disadvantaged students, English learners, foster and homeless youth, and students with disabilities. Actions were developed based on the extent to which all pupils as well as unduplicated pupils and pupils with exceptional needs are provided access to and are enrolled in a broad course of study. This goal also includes actions to monitor student progress and improve services in other areas of study that include outcomes in world language, physical fitness, visual performing arts, and dual enrollment and articulated courses.

Actions 1, 2, 3, 7, 8, and 9 encompass state approved evidence-based practices that include implementation of Solution Tree's Professional Learning Communities practices; high-quality professional development for the purpose of integrating rigorous academics into the programs; and supplementary instructional materials, equipment, field trips, and technology to augment student learning. These services have been effective in maintaining State Seal of Bi-literacy rates (14%) above the state average; College and Career Indicator (CCI) well above the state average for all students (72.5%), English learners (52.5%), students with disabilities (35.5%), homeless youth (66.7%), and socioeconomically disadvantaged pupils (72%); and attainment of dual enrollment credit attainment for 48% of all pupils, 23.4% of English learners, 40% of foster youth, 50% of socioeconomically disadvantaged pupil, and 17.5% of students with disabilities. These actions have

also contributed to improved Physical fitness test results for socioeconomically disadvantaged pupils of up to 6% in 5 of the 6 fitness areas and maintaining 1st place and superior ratings in visual performing arts competitions.

The strategies in Actions 4 and 5 have increased the CCI and Career Technical Education (CTE) and dual enrollment opportunities of the unduplicated pupils. These actions have been effective in closing CTE completion gap for English learners (48%), students with disabilities (49%), and socioeconomically disadvantaged pupils (53%) when compared to all pupils (50%). These strategies have also been effective in an increased dual enrollment credit attainment of 42.4% over 2017-2018 school year. This resulted in 2046 pupils receiving dual enrollment credit in 2019-2020 which includes 48% of all pupils, 50% of socioeconomically disadvantaged pupils, 23.4% English learners, 40% foster youth, and 17.5% students with disabilities earning college credit. There is also a noted significant increase in the CCI to 72.5% for all students, 52.5% for English learners, 35.5% for students with disabilities, 72% for socioeconomically disadvantaged pupils and 66.7% for the homeless youth subgroup.

Action 6 includes services that increase access to a broad course of study for the unduplicated pupils, and services in Action 7 are targeted on improving outcomes in other courses of study that include physical fitness results and visual performing arts results. The improved results are noted in the increased outcomes on the CCI, CTE completion rate, and dual enrollment credit attainment for English learners, foster and homeless youth, socioeconomically disadvantaged pupils and students with disabilities as well as the accomplishment of superior ratings and first place rankings for the visual performing arts.

Goal 3

As noted in Goal 1 and 2, the needs of foster and homeless youth, English learners, students with disabilities, and socioeconomically disadvantaged pupils were considered first and foremost in developing all the actions in Goal 3. Stakeholders conducted data analysis to determine needs, assessed current actions for effectiveness and recommended any modifications or additions to the plan. All available data was disaggregated by significant subgroups which included all pupils, socioeconomically disadvantaged students, English learners, foster and homeless youth, and students with disabilities. Actions were developed based on increased or improved services for the unduplicated pupils with respect to school facilities maintained in good repair; parental involvement in making decisions for the school and district; promotion of parental participation in programs for unduplicated pupils and individuals with exceptional needs; family engagement efforts; pupil engagement as measured by school attendance, chronic absenteeism, dropout rates, and graduation rates; and suspension and expulsion rates as well as student, teacher, and parent sense of safety and school connectedness.

Strategies in Action 1, 2, and 3 that include evidence-based behavior intervention and social emotional education professional development, alternative educational settings, and supplementary instructional materials have been effective in reducing the number of suspensions to 1.3% (Low Status) for socioeconomically disadvantaged students, 1.7% for English learners, 0% for foster youth, and 2% for students with disabilities. These actions have also attributed to improved chronic absenteeism for socioeconomically disadvantaged pupils (12%) and foster youth (0%) as well as a 'High' to 'Very High' graduation status for socioeconomically disadvantaged pupils (95.7%), English learners (92%), and foster youth (100%).

The strategies in Actions 4, 5, and 6 have been evaluated by all stakeholders and deemed essential in improving student outcomes. These strategies include additional sessions of independent study; afterschool and Saturday credit recovery and intervention classes; extended

teacher duty day for availability to assist students after school; and school psychologists, intervention counselors, and nurses for the provision of health and social-emotional services. Overall, these services have demonstrated to be effective in maintaining chronic absenteeism rates below state level; maintaining 'High' to 'Very High' graduation status on the California Dashboard for English learners, foster youth, and socioeconomically disadvantaged pupils; increased student sense of safety to 90.4% based on student and parent surveys; reduced suspension rates of 'Low' to 'Medium' status on the CA Dashboard for all pupils, English learners, and foster youth; maintaining dropout rates (Dataquest) below county and state levels for socioeconomically disadvantaged pupils (2.7%), English learners (4.6%), and students with disabilities (8.3%); and reduced bullying and suicide ideation by 3% (California Healthy Kids Survey). These services were instrumental, as well, in the increased parent and student sense of safety of 90.4%.

Actions 7, 8, 9, 11, and 12 actions were effective in the previously noted data reflecting 'High' to 'Very High' graduation status for English learners and socioeconomically disadvantaged pupils; dropout rates well below the state averages for all students, socioeconomically disadvantaged pupils, English learners, students with disabilities, and homeless youth; parent engagement (96% parents agree); reduced suspension rates for the unduplicated pupils; and chronic absenteeism rates below the state averages as well. The strategies in these actions include support staff for the implementation of positive behavior interventions, reduced class size, technology, parent outreach and involvement, school connectedness activities, and stakeholder meetings for the development of this plan.

Action 10 has been effective in providing our students with an educational environment that is conducive to learning and improved student outcomes as addressed in the data presented in this section. This action has allowed for much needed repairs that included leaks over student desks and computers; severely cracked surfaces that posed a hazard to student walkways; repairs of outdoor fixtures; and adequate lighting to student areas.

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

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

The DJUHSD has demonstrated success on the academic indicator, CCI, UC a-g and CTE completion, and English learner progress for English learners, foster youth and socioeconomically disadvantaged pupils. Our district will continue to provide teachers, districtwide, with additional time to review data, collaborate with their cohort group, and modify and refine curriculum, assessments, and instruction to improve instruction and learning for the unduplicated pupil population. The DJUHSD will continue to provide districtwide mentors for new teachers and teachers eligible for the Induction Program in order to maintain high quality instruction and improve student learning. To improve services and

not hinder student learning of our unduplicated student population, the DJUHSD will continue to maintain the districtwide increased competitive teacher salaries to retain appropriately qualified teachers. In addition, the DJUHSD will continue to fund the increased UC a-g and AP sections; the additional CTE and dual enrollment courses and staff; and afterschool tutorials and interventions for improved foster youth, English learner, and socioeconomically disadvantaged pupil outcomes.

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$15,117,961.00	$6,035,485.00		$9,172,799.00	$30,326,245.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$16,824,782.00	$13,501,463.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	High quality instruction	$430,570.00	$42,376.00			$472,946.00
1	2	English Learners Foster Youth Low Income	Professional development and support	$451,707.00	$280,741.00		$166,556.00	$899,004.00
1	3	English Learners Foster Youth Low Income	Teacher Retention	$429,201.00				$429,201.00
1	4	English Learners Foster Youth Low Income	Supplemental instructional materials	$173,500.00	$100,000.00		$286,111.00	$559,611.00
1	5	English Learners Foster Youth Low Income	Supplemental instruction and interventions	$530,239.00	$717,519.00		$551,911.00	$1,799,669.00
1	6	English Learners Foster Youth Low Income	Reduced class size	$1,658,507.00	$798,845.00		$1,492,730.00	$3,950,082.00
1	7	English Learners Foster Youth Low Income	Support staff	$245,425.00	$685,198.00		$676,981.00	$1,607,604.00
1	8	English Learners Foster Youth Low Income	Academic Coaches	$63,961.00			$194,014.00	$257,975.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Classified Support Staff	$574,251.00	$685,198.00		$697,061.00	$1,956,510.00
1	10	English Learners Foster Youth Low Income	Increased UC a-g and AP sections	$579,095.00				$579,095.00
1	11	English Learners Foster Youth Low Income	UC a-g preparedness and AP passing strategies	$198,000.00			$5,178.00	$203,178.00
1	12	English Learners Foster Youth Low Income	Technology	$1,400,000.00	$1,432,066.00		$1,108,089.00	$3,940,155.00
1	13	English Learners Foster Youth Low Income	Student and staff recognition	$55,000.00				$55,000.00
2	1	English Learners Foster Youth Low Income	High quality instruction	$172,967.00				$172,967.00
2	2	English Learners Foster Youth Low Income	Professional development	$48,850.00			$4,100.00	$52,950.00
2	3	English Learners Foster Youth Low Income	Supplemental materials, equipment, and supplies	$150,000.00				$150,000.00
2	4	English Learners Foster Youth Low Income	CTE and dual enrollment	$1,383,712.00				$1,383,712.00
2	5	English Learners Foster Youth Low Income	CTE and dual enrollment support staff	$321,934.00				$321,934.00
2	6	English Learners Foster Youth Low Income	Access to a broad course of study	$525,311.00				$525,311.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Other EC 51220 outcomes	$457,000.00				$457,000.00
2	8	English Learners Foster Youth Low Income	Supplemental Activities	$30,000.00			$3,400.00	$33,400.00
2	9	English Learners Foster Youth Low Income	Technology	$450,000.00			$500,000.00	$950,000.00
3	1	English Learners Foster Youth Low Income	Professional development on behavior and social-emotional education	$39,500.00	$38,000.00		$6,000.00	$83,500.00
3	2	English Learners Foster Youth Low Income	Supplementary materials	$175,000.00	$275,303.00		$369,599.00	$819,902.00
3	3	English Learners Foster Youth Low Income	Alternative educational settings	$531,630.00				$531,630.00
3	4	English Learners Foster Youth Low Income	Additional academic support and options	$624,672.00			$40,000.00	$664,672.00
3	5	English Learners Foster Youth Low Income	Interventions	$63,000.00	$180,000.00		$113,809.00	$356,809.00
3	6	English Learners Foster Youth Low Income	Support Services: Social Emotional Education	$1,136,222.00	$120,000.00		$202,058.00	$1,458,280.00
3	7	English Learners Foster Youth Low Income	Pupil engagement and school climate support staff	$856,941.00			$40,000.00	$896,941.00
3	8	English Learners Foster Youth Low Income	Technology and information	$503,000.00	$30,000.00		$6,500.00	$539,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	English Learners Foster Youth Low Income	School connectedness	$54,000.00				$54,000.00
3	10	All	Facilities in good repair	$555,547.00	$582,670.00		$2,689,783.00	$3,828,000.00
3	11	English Learners Foster Youth Low Income	Parental involvement	$237,219.00	$67,569.00		$18,919.00	$323,707.00
3	12	English Learners Foster Youth Low Income	Parent, student, and staff decision making	$12,000.00				$12,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$14,562,414.00	$26,498,245.00
LEA-wide Total:	$14,562,414.00	$26,498,245.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	High quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$430,570.00	$472,946.00
1	2	Professional development and support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$451,707.00	$899,004.00
1	3	Teacher Retention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$429,201.00	$429,201.00
1	4	Supplemental instructional materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,500.00	$559,611.00
1	5	Supplemental instruction and interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$530,239.00	$1,799,669.00
1	6	Reduced class size	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,658,507.00	$3,950,082.00
1	7	Support staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,425.00	$1,607,604.00
1	8	Academic Coaches	LEA-wide	English Learners	All Schools	$63,961.00	$257,975.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	9	Classified Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$574,251.00	$1,956,510.00
1	10	Increased UC a-g and AP sections	LEA-wide	English Learners Foster Youth Low Income	All Schools	$579,095.00	$579,095.00
1	11	UC a-g preparedness and AP passing strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,000.00	$203,178.00
1	12	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,400,000.00	$3,940,155.00
1	13	Student and staff recognition	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	$55,000.00
2	1	High quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,967.00	$172,967.00
2	2	Professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,850.00	$52,950.00
2	3	Supplemental materials, equipment, and supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
2	4	CTE and dual enrollment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,383,712.00	$1,383,712.00
2	5	CTE and dual enrollment support staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$321,934.00	$321,934.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	Access to a broad course of study	LEA-wide	English Learners Foster Youth Low Income	All Schools	$525,311.00	$525,311.00
2	7	Other EC 51220 outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$457,000.00	$457,000.00
2	8	Supplemental Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$33,400.00
2	9	Technology	LEA-wide	English Learners Foster Youth Low Income		$450,000.00	$950,000.00
3	1	Professional development on behavior and social-emotional education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,500.00	$83,500.00
3	2	Supplementary materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	$819,902.00
3	3	Alternative educational settings	LEA-wide	English Learners Foster Youth Low Income	All Schools	$531,630.00	$531,630.00
3	4	Additional academic support and options	LEA-wide	English Learners Foster Youth Low Income	All Schools	$624,672.00	$664,672.00
3	5	Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,000.00	$356,809.00
3	6	Support Services: Social Emotional Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,136,222.00	$1,458,280.00
3	7	Pupil engagement and school climate support staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$856,941.00	$896,941.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	8	Technology and information	LEA-wide	English Learners Foster Youth Low Income	All Schools	$503,000.00	$539,500.00
3	9	School connectedness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,000.00	$54,000.00
3	11	Parental involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,219.00	$323,707.00
3	12	Parent, student, and staff decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	$12,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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