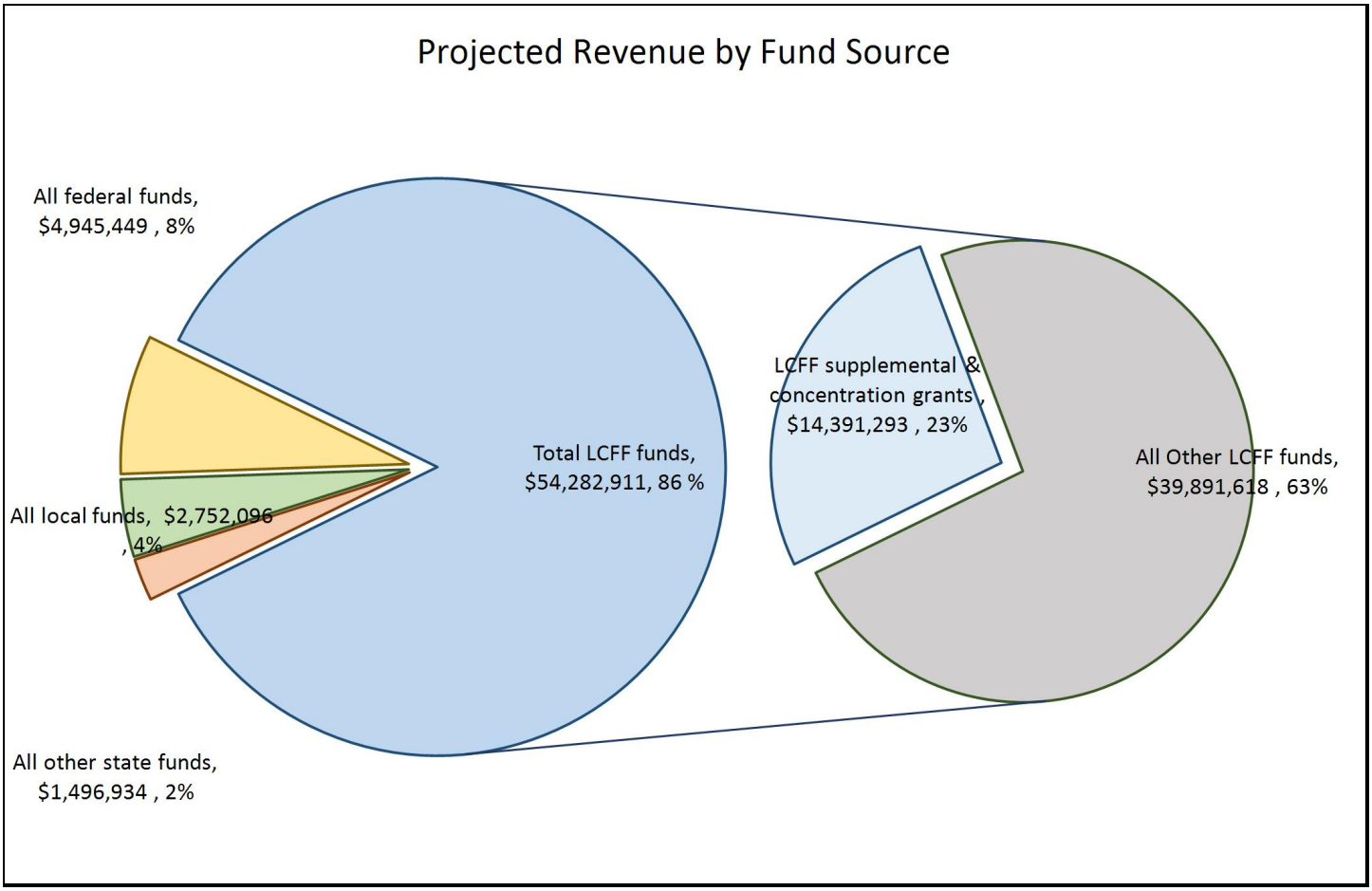
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delano Joint Union High School District
CDS Code: 15634120000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Jason Garcia, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

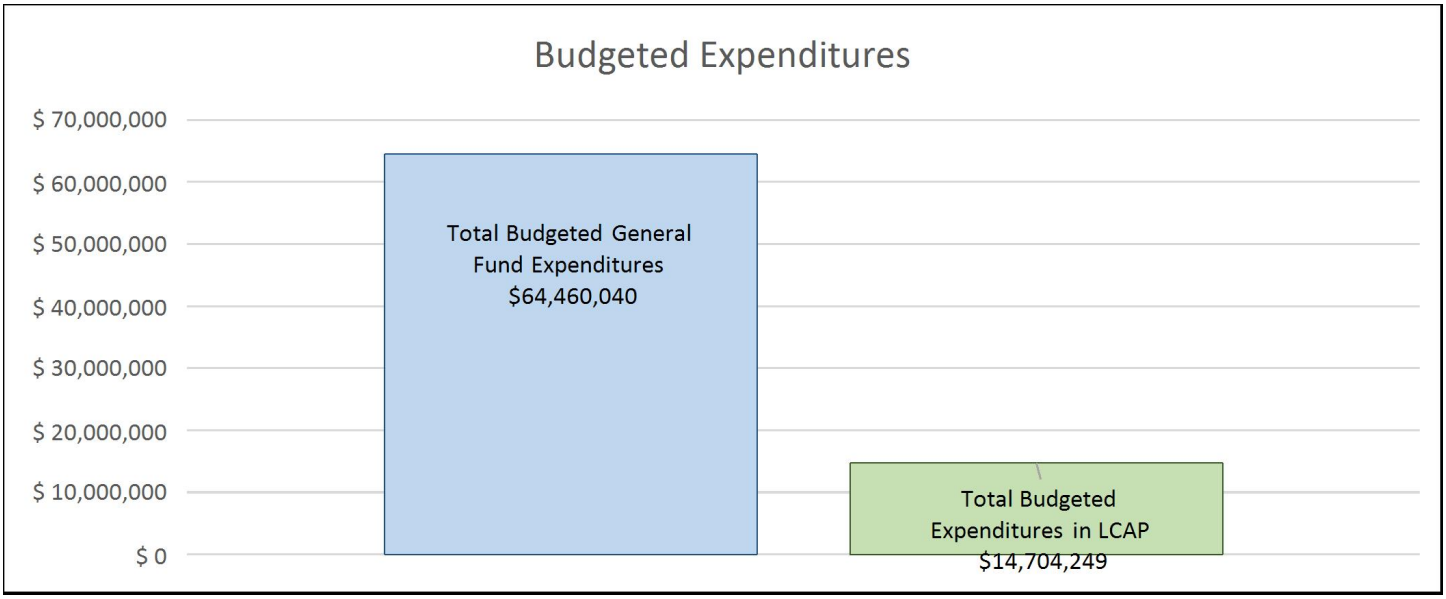


This chart shows the total general purpose revenue Delano Joint Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Delano Joint Union High School District is $63,477,390, of which $54,282,911 is Local Control Funding Formula (LCFF), $1,496,934 is other state funds, $2,752,096 is local funds, and $4,945,449 is federal funds. Of the $54,282,911 in LCFF Funds, $14,391,293 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Delano Joint Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Delano Joint Union High School District plans to spend $64,460,040 for the 2019-20 school year. Of that amount, $14,704,249 is tied to actions/services in the LCAP and $49,755,791 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

District expenditures not included in the LCAP are used to support the augmentation of a student's academic capacity while simultaneously providing and maintaining a safe and clean learning environment. These expenditures are used for regular, special, and career technical education and instruction. Budgeted expenditures are also used for instructional administration and support services used to develop curriculum and the professional acumen of instructional staff. At the site level, school administration expenses for Principal salaries and admin. support staff are budgeted in order to optimize the ebb and flow of operations and to support the channel of communication between parents, the community, and district staff. Instructional media and technology expenses such as providing librarians at each comprehensive site are also budgeted. Auxiliary support services such as school counseling, ASB, and athletics are also budgeted in order to promote college and career readiness and a positive school culture. We also budget expenses for a Speech Pathologist, other Health Services, home-to-school transportation, district office services such as business services, payroll, human resources, and district superintendents. Finally, included in the budget are security and safety expenses along with maintenance and operations expenses that are critical in ensuring that students learn in a positive, clean and in good repair classroom settings.

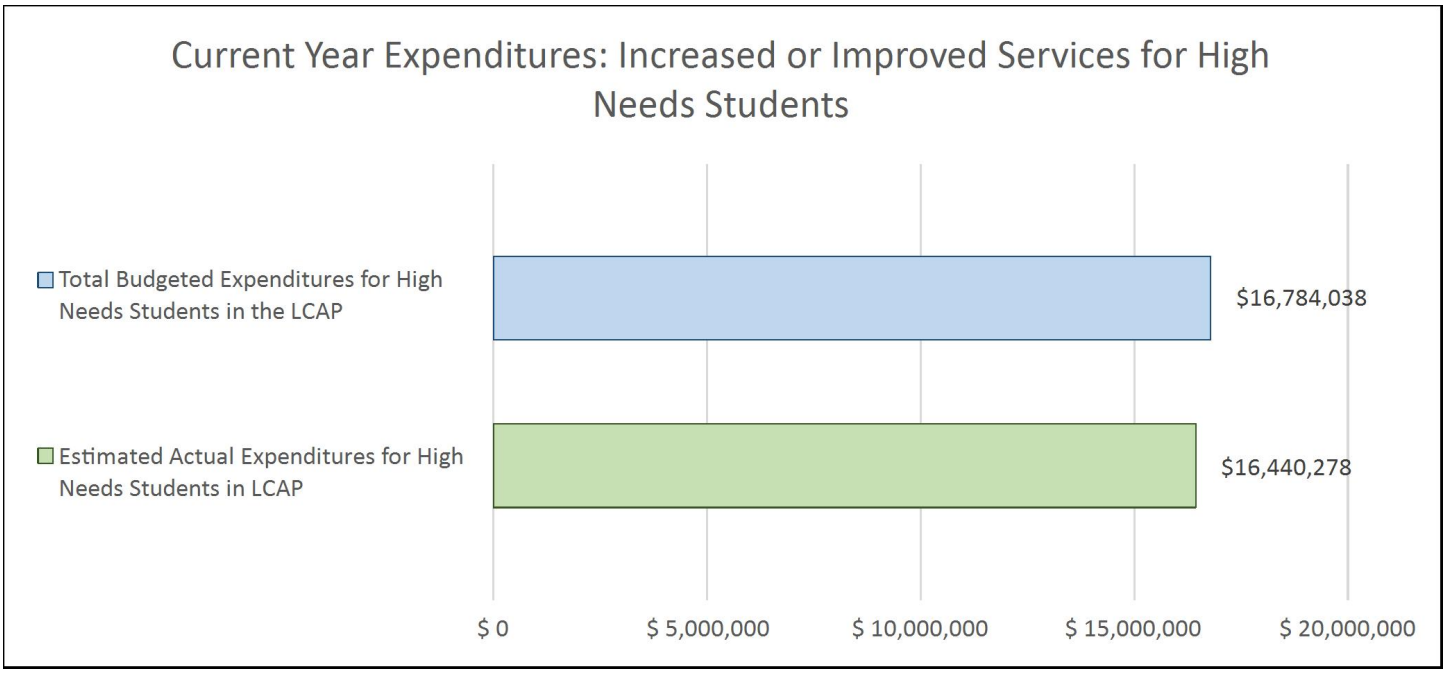
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Delano Joint Union High School District is projecting it will receive $14,391,293 based on the enrollment of foster youth, English learner, and low-income students. Delano Joint Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it

receives for high needs students. In the LCAP, Delano Joint Union High School District plans to spend $17,651,768 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Delano Joint Union High School District's LCAP budgeted $16,784,038 for planned actions to increase or improve services for high needs students. Delano Joint Union High School District estimates that it will actually spend $16,440,278 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-343,760 had the following impact on Delano Joint Union High School District's ability to increase or improve services for high needs students: There was no impact on the increased or improved services to the unduplicated pupil population. The DJUHSD had additional funds available for professional development (Goal 1 Action 2) and the extra-duty time (Goal 1 Action 1) from other resources. These resources were only available for the 2018-19 school year.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

During the 2018-19 school year, Delano Joint Union High School District served 4219 students in grades 9-12. Student subgroup enrollment is comprised of 8.7% receiving special education services, 26.4% qualifying for English Learner services, 4.6% qualifying for migrant education services, 0.1% foster youth, 0.9% homeless youth, and 92.4% socioeconomically disadvantaged. School enrollment by ethnicity included 87.1% Hispanic, 0.9% Asian, 0.1% American Indian or Alaska Native, 10.1% Filipino, 0.3% African American, 1.2% white and 0.2% two or more races. The DJUHSD community includes feeder districts in the communities of Delano, Earlimart, Richgrove, Allensworth, Columbine, and Pond. The poverty level in these communities ranges from 30% in the city of Delano to just over 53% in the outlying communities. The largest industry of local employment is agriculture.

Our district is committed in preparing all students to be college and career ready with a rigorous, high quality, standards-based academic program aligned to the needs of all learners in a safe and nurturing environment. The Delano Joint Union High School District mission is to develop citizens which learn actively, think critically, live responsibly and respectfully, and who will make positive contributions to their community. As a result, the Delano Joint Union High School District has adopted the following goals:

T - Teaching & Learning: To collaboratively support quality evidence-based instructional practices and analyze student outcomes using formative and summative assessments to advance student learning.
E - Enrichment: To provide enrichment opportunities that promote academic, college and career readiness, social responsibility, and emotional development.
A - Achievement: To promote high expectations and academic results, the educational community and District 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.

LCAP Highlights

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

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; increased access to a broad course of study for all students including students with severe cognitive disabilities; repairs for student-use facilities; maintain the increased UC a-g completers; Increase dual enrollment opportunities for the unduplicated pupil population; close the CTE completion gap for English learners and students on an active IEP; and provide a high-quality education and safe school environment for all our students. Student surveys administered in October of this year indicate a decline in student sense of safety. Thus, the DJUHSD proposes to hire an additional security officer for each comprehensive school site to increase student and staff sense of safety. The DJUHSD will also fund an additional bus driver to transport students to other district school sites for access to courses not available at their school. The additional bus driver will increase access to a broad course of study and reduce the CTE completion gap for English learners and students on active IEPs. The DJUHSD also plans to decrease the achievement gap in mathematics for English learners and students with disabilities by adding an additional mathematics teacher at CCHS for class size reduction. In addition, the District will maintain current actions for continued improved student outcomes.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

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 93.3% of our total student population.

The district's progress on Priority 1 is evidenced in attainment of all teachers appropriately credentialed and assigned; all students have access to their own copies of instructional materials for student use; and completion of the much needed repairs to student use facilities.

The DJUHSD has attained full implementation of the state academic standards in the core subject areas as well as the subject areas of Visual Performing Arts, World Languages, Career Technical Education, Health Education, and Physical Education.

Our greatest accomplishments are evidenced in pupil academic achievement. Sixty-four percent of all students met standard on SBAC English Language Arts and 36.4% percent of all students met standard in SBAC Mathematics. University of California a-g (UC a-g) completion rates of 48.9% remain at 10% above the baseline year. A similar increase of 11.6% is noted in the UC a-g completion rates for the students with disabilities. English Learner Progress on the English Language Proficiency Assessment reflects 60.7% of English learners attaining Level 3 or higher as well as an increase of 6.7% on the English learner reclassification rate. The College and Career Readiness Indicator increased from 5% to 14% for all students and subgroups. Our student's tremendous growth in various achievement areas is part of our District's rich tradition of outstanding achievement.

Priority 6, School Climate is an important part of the overall success of our district. The district works hard to keep students engaged and continues to maintain a very low dropout rate at 0.4%, as well as a high graduation rate, 95.1%, for all students. The suspension rates maintain a low status for all students in the district. Students have reached amazing heights in the area of visual performing arts. The band and percussion attained first and second places in the county with Cesar E. Chavez percussion promoted to World Class and finishing 16th in the World.

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 2019-2020 school year have been added to attain the goals outlined in the current plan.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The DJUHSD has noted an academic achievement gap in the special education subgroup as it relates to the 2018 SBAC English (14.5% met standard) and Mathematics (1.5% met standard) achievement. This achievement gap is also noted in the English Learner subgroup in SBAC English (12.5% met standard) and SBAC Mathematics (5.47% met standard) achievement in comparison to all student achievement on SBAC (English 63.7% met or exceeded standard; Mathematics 36.34% met or exceeded standard). An additional achievement gap is noted on the College and Career indicator amongst all students (56.3% College and Career Ready) compared to the English Learner subgroup (31.1% College and Career Ready) and the Students with Disabilities subgroup (19.1% College and Career Ready). The DJUHSD plans on improving the College and Career Readiness Indicator by providing additional dual enrollment, UC a-g, and CTE opportunities to improve to a High status for all students and subgroups. Our district is committed to improving in these areas and has included in the actions the need for continued tutorials, interventions, support staff, incentives, technology, professional development and parent training to address the academic achievement gap. The DJUHSD has added additional support staff to increase access to a broad course of study for all students. Student climate declined (16%) in the recent months as it relates to student safety. Student surveys indicate 77.1% of students feel safe at school. Student safety is a high priority in

our district. Accordingly, the DJUHSD proposes to add an additional security officer at each of our comprehensive high schools.
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.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

The District has made significant progress in many areas, but some performance gaps are noted in academic areas according to Smarter Balanced Assessment Consortium (SBAC) scores. Achievement scores for Students with disabilities indicate only 14.5% met or exceeded standards in English Language Arts (ELA) compared 67.44% of students with no reported disability. Scores in Mathematics showed similar discrepancies with only 1.5% of students with disabilities achieving met or exceeded standards compared to 38.92% of students with no reported disability. Similar gaps in achievement are noted on the SBAC ELA and math for the English Learner subgroup. In ELA, Fluent English proficient and English only students had 75.5% score standard met or exceeded compared to only of 12.5% for our English Learner subgroup. In mathematics for the English Learner subgroup, 5.5% met or exceeded standards compared to 43.49% of their Fluent English and English only peers. Additionally, another gap is noted in the Graduation Rate of our students with disabilities subgroup which is significantly low (79.8%) when compared to the graduation rate for all students (95.1%).

To address these academic indicator gaps, our district will use data to assess student strengths and weaknesses in efforts to refine and modify curriculum and instruction. The District will provide teachers with high-quality, evidenced-based professional development and provide the support staff (i.e. academic coaches, instructional assistants, information technology) needed to improve services for students and assist students in attaining learning outcomes. Supplementary instructional supplies and technology will be provided to supplement learning. Afterschool tutorials, and interventions during the school day will be utilized to provide targeted support. Lastly, reduced class size will be utilized provide a focused environment and improve student learning.

In efforts to address the graduation rate gap, our district will provide evidence-based professional development on intervention strategies and purchase supplementary instructional materials in addition to offering academic intervention and acceleration options. The District believes in supporting the whole student and funds support staff such as psychologists, discipline liaisons and nurses to help students stay in school. Students are provided additional student support services with an intervention counselor; and have their teachers available after school due to an extended teacher duty day. The extended day also ensures that teachers are available for parents to meet about student needs. The District is committed to providing our students a safe and nurturing learning environment and will continue to foster an educational environment where all students can attain success.

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.

Valley High School

Support for Identified Schools

Describe how the LEA supported 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.

The DJUHSD worked collaboratively with school staff in developing the CSI plan. Valley High School has been identified for low performance on the SBAC English Language Arts and mathematics assessments. A needs analysis was conducted with the school site to develop a plan for growth in these areas. The school has been provided instructional assistants to provide students with individual help, Math and English intervention during the day, reduced class sizes, and afterschool intervention opportunities. The school site submitted a professional development plan that include Mathematics at Work, Thinking Maps, Webb's Depth of Knowledge (DOK), Literacy - Deep Reading and Writing, and EDI. The district will provide an English and mathematics coach to improve instruction and student learning.

The DJUHSD will continue to include bi-weekly PLC meetings to analyze and review student data and identify students to be targeted for academic intervention; identify instructional strategies and intervention activities for implementation and monitoring; monitor progress, analyze outcomes and determine the success of targeted strategies and activities; and modify plan if needed to achieve student outcomes.

Valley High School is provided with the needed resources to implement the 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.

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

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. **18-19** 100% teachers fully credentialed and appropriately assigned **Baseline** California School Dashboard Fall 2017 Met All teachers (100%) are appropriately assigned relative to their credential.	California School Dashboard Fall 2018 Met 100% teachers fully credentialed and appropriately assigned
Metric/Indicator	California School Dashboard Fall 2018 Met

Expected	Actual
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials. **18-19** 100% of students will have standards-aligned materials **Baseline** 100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Metric/Indicator Priority 1(c): Basic Services-School facilities are maintained in good repair. **18-19** DHS 96% in “Good Repair”; CCHS 98.5% in “Good Repair”; RFK 100% in “Good Repair” **Baseline** Based on the 2017 Facility Inspection Tool: DHS 93.06% in “Good Repair” CCHS 96.67% in “Good Repair” RFK 99.48% in “Good Repair”	California School Dashboard Fall 2018 Met DHS 96% in “Good Repair”; CCHS 98.5% in “Good Repair”; RFK 100% in “Good Repair”
Metric/Indicator Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students. **18-19** California School Dashboard Fall 2018 100% implementation of state board adopted academic and performance standards. **Baseline**	California School Dashboard Fall 2018 100% implementation of state board adopted academic and performance standards.

Expected	Actual
95% implementation of state board adopted academic and performance standards.	
Metric/Indicator Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. **18-19** a. Maintain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction. b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily. **Baseline** a. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction. b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.	California School Dashboard Fall 2018 a. Professional Development for teaching recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' b. Instructional materials aligned to recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' c. Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks for ELD is at '5 Full Implementation and Sustainability.'
Metric/Indicator Priority 4(a) Pupil Achievement Statewide assessments as measured by statewide assessments **18-19** To Attain standard met based on new baseline data: CAASPP English: All Students 66% ELs 39% SWD 10%% CAASPP Mathematics: All Students 33% ELs 12% SWD 5% CAA (Formerly CAPA) ELA 10%	Attained standard met: CAASPP English: All Students 63.7% ELs 12.5% SWD 14.5% CAASPP Mathematics: All Students 36.34% ELs 5.47% SWD 1.49% CAA Level 3 (highest level) ELA 53.8% Mathematics 15.38%

Expected	Actual
Mathematics 20% **Baseline** Standard met: CAASPP English: All Students 66% ELs 37% SWD 4% CAASPP Mathematics: All Students 32% ELs 10% SWD 2% CAPA SWD 82%	
Metric/Indicator Priority 4(b): Pupil Achievement - The Academic Performance Index. **18-19** N/A **Baseline** N/A	N/A
Metric/Indicator Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy UC and CSU entrance requirements, or career technical education sequences or programs of study that align with state board approved career technical educational standards and frameworks. **18-19** To attain: UC a-g completion All Students 43% CTE completer All Students 36% SWDs 35% **Baseline** UC a-g completion	Dataquest UC a-g completion All Students 48.9% ELs 22.6% SWDs 14.3% CALPADS CTE completer (Grades 10-12) All Students 36% ELs 9.9% SWDs 35%

Expected	Actual
All Students 39.3% CTE completers All Students 28.4% SWDs 32%	
Metric/Indicator Priority 4(d): Pupil Achievement - The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT. **18-19** Attain: English Learner Progress: All Students 84% **Baseline** English Learner Progress: Status High - 79% Increase: 2.8%	Attained ELPAC Level 3 or 4: All students 60.7%
Metric/Indicator Priority 4(e): Pupil Achievement - The English learner reclassification rate. **18-19** Reclassification All Students 26.5% **Baseline** Reclassification All Students 25.4%	Attained reclassification rate on Dataquest All Students 19.8%
Metric/Indicator Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and	AP passing rate on Dataquest: Grades 11-12 23.4%

Expected	Actual
18-19 To attain- AP exams passed: 34.5% **Baseline** AP Exams Passed 33.2% Decline -0.9%	
Metric/Indicator Priority 4(g): Pupil Achievement - The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. **18-19** CAASPP English: All Students 66% CAASPP Mathematics: All Students 33% ACT Scores above 21 37% Increase 1% SAT Scores above 1500 33% Increase 1% **Baseline** 2016 Indicator Results: CAASPP English: All Students 66% CAASPP Mathematics:	CAASPP English: All Students 63.7% ELs 12.5% IEP 14.5% CAASPP Mathematics: All Students 36.34% ELs 5.47% SWD 1.49% ACT (Dataquest) Scores above 21 48.1% SAT (Dataquest) Met ELA Benchmark 59% Met Math Benchmark 35.94%

Expected	Actual
All Students 32% ACT Scores above 21 34.4% Decline -8.43 SAT Scores above 1500 31% Increase +7.56	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure all students are provided with high quality instruction: a. Continue utilizing time during the day on Wednesdays for teachers to improve teacher quality; analyze data (SBAC, ELPAC, AP, and local assessments); and refine and modify instructional strategies. b. Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis. c. Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.	Teachers analyzed data and local assessments to refine instruction. They utilized time on Wednesday mornings, after school and summer to collaborate, align and refine curriculum. Teachers participated in PLC with their cohort on Saturdays and during summer. The DJUHSD maintained the previous salary increase to retain teachers and continued to provide our teachers with competitive salaries. The resources were not fully expended due to availability of College Readiness grant monies. The College Readiness monies are not available next year.	Certificated Salaries and Benefits Supplemental and Concentration $904,069 Action 1b Certificated Salaries and Benefits Title I $79,000 Not Applicable Not Applicable NA Not Applicable Not Applicable NA	Certificated Salaries and Benefits Supplemental and Concentration $652,067 Certificated Salaries and Benefits Title I $60,480 Not Applicable Not Applicable NA Not Applicable Not Applicable NA

	This action is principally directed to improve the academic achievement o English learner, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals. a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), Illuminate (data), AVID, CPM, SDAIE, DOK, ELD, PLC, Thinking Maps, and Co-teaching. b) Continue to fund mentors for new teachers and Teacher Induction support services. c) Increase staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.	Provided targeted, evidence-based professional development. The professional development included training in One Note to improve instruction and student learning, PLC (Solution Tree), NGSS, NCTM Best Practices, DOK, Science workshops, Advanced Placement, RIAP, CUE, Integrating Literature workshop, and Data Analysis to improve instruction for English Learners and low-socio economic pupils. (b)Funded mentors and induction program to improve teacher quality and instruction principally directed to improve learning of English Learners, Foster and homeless youth, students with disabilities, and pupils of low-socioeconomic status. c) Conducted two district wide professional development days. The first was held two days before the start of the school year. The second professional development day was held on January 7th. DHS and CCHS participated in PLC	Certificated Salaries and Benefits Supplemental and Concentration $300,876 4000-4999: Books And Supplies Supplemental and Concentration $25,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $142,000 Action a 5000-5999: Services And Other Operating Expenditures Title I $65,000 Action a 5000-5999: Services And Other Operating Expenditures Title II $83,270 Action a 5000-5999: Services And Other Operating Expenditures Title III $14,000 Not Applicable Not Applicable NA	Certificated Salaries and Benefits Supplemental and Concentration $185,418 4000-4999: Books And Supplies Supplemental and Concentration $60,016 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $123,955 5000-5999: Services And Other Operating Expenditures Title I $228,380 5000-5999: Services And Other Operating Expenditures Title II $116,588 5000-5999: Services And Other Operating Expenditures Title III $0 4000-4999: Books And Supplies Title II $9,659

	training with Solution Tree; CCHS conducted Thinking Maps training principally directed to improve academic achievement for the unduplicated pupils; RFK conducted Illuminate data analysis training and One Note instructional strategies training; VHS conducted PLC model practices and Aeries data analysis. The staff professional development is principally directed to improve academic achievement of English learners, socioeconomic disadvantaged pupils, students with disabilities and foster youth.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Supplementary instructional materials were purchased to improve student outcomes. These included NEWSELA software, Geometers Sketchpad, Smart Learning Suite, Learn by Doing, Kuta software, and supplemental reading software and materials. These supplementary instructional materials were principally directed to the unduplicated pupil count to improve outcomes.	4000-4999: Books And Supplies Supplemental and Concentration $100,000	4000-4999: Books And Supplies Supplemental and Concentration $98,243
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $30,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0
		4000-4999: Books And Supplies Title I $120,500	4000-4999: Books And Supplies Title I $98,243
		4000-4999: Books And Supplies Title III $15,949	4000-4999: Books And Supplies Title III $0
		4000-4999: Books And Supplies Migrant $52,000	4000-4999: Books And Supplies Migrant $52,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the increased UC a-g sections, dual enrollment opportunities, and the additional foreign language teacher to improve college readiness for English learners, foster youth and pupils of low socio-economic status.	DJUHSD maintained the increased UC a-g offerings and the additional foreign language teacher. This action was maintained and contributed to an improved UC a-g rate above 10% and an increased CCI rate for all students, English learners, and students with disabilities. This action is principally directed to increase dual enrollment opportunities that will permit our English Learners, students with disabilities, foster and homeless youth, and pupils of low-socio-economic status earn college credit while enrolled in high school. The increased cost is attributed to additional dual enrollment opportunities for all students.	Certificated Salaries and Benefits Supplemental and Concentration $524,193	Certificated Salaries and Benefits Supplemental and Concentration $766,521

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support staff to improve student outcomes: a. Maintain ELD coordinators, Learning Directors. and a portion of the associate and assistant superintendents of Curriculum/ELD, ELD Clerks, work-based learning clerk, homeless/foster youth support staff, and instructional assistants. b. Fund three periods of a resource teacher in the area of special education to reduce the	Provided support staff to improve student outcomes: (a) Maintained ELD coordinators, portion salary Learning Directors and Associate and Assistant Superintendents of Curriculum/ELD, ELD Clerks, technology support staff, and instructional assistants. (b) Funded the resource teacher in special education to improve	Administrative Salaries & Benefits Supplemental and Concentration $410,865 Certificated Salaries and Benefits Supplemental and Concentration $186,471 Classified Salaries and Benefits Supplemental and Concentration $477,360	Administrative Salaries & Benefits Supplemental and Concentration $566,032 Certificated Salaries and Benefits Supplemental and Concentration $197,202 Classified Salaries and Benefits Supplemental and Concentration $439,478

achievement gap in English and mathematics for students with disabilities.	academic achievement for students with disabilities resulting. This action is principally directed to improve academic achievement of foster youth, English learners, socioeconomic disadvantaged pupils and students with disabilities.	Action a Administrative Salaries & Benefits Title I $344,205 Action a Certificated Salaries and Benefits Title I $94,481 Action a Classified Salaries and Benefits Title I $608,209 Action a Classified Salaries and Benefits Title III $90,611 Action a Administrative Salaries & Benefits Migrant $187,407 Action a 1000-1999: Certificated Personnel Salaries Migrant $49,503 Action a Classified Salaries and Benefits Migrant $182,912	Administrative Salaries & Benefits Title I $457,509 Certificated Salaries and Benefits Title II $115,771 Classified Salaries and Benefits Title I $610,938 Classified Salaries and Benefits Title III $93,410 Administrative Salaries & Benefits Migrant $187,407 Certificated Salaries and Benefits Migrant $49,503 Classified Salaries and Benefits Migrant $182,912

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to maintain: a. Reading, writing and mathematics intervention during the day. b. Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators. c. Summer school for ELD and core academic make-up classes. d. The additional two English and three mathematics (hired 2014-2015) teachers and fund an additional math teacher at CCHS for reduced class size. e. Reduced class size for students not attaining standard.	(a) Provided reading, writing and mathematics intervention during the day to reduce the academic achievement gap for English learners and students with disabilities. (b) Provided academic tutorials for academic intervention and AP passing, UC a-g preparedness, and other college readiness indicators. (c) Provided summer school for ELD and mathematics.	Certificated Salaries and Benefits Supplemental and Concentration $1,518,389 Classified Salaries and Benefits Supplemental and Concentration $94,075 4000-4999: Books And Supplies Supplemental and Concentration $6,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $245,000	Certificated Salaries and Benefits Supplemental and Concentration $1,353,704 Classified Salaries and Benefits Supplemental and Concentration $82,159 4000-4999: Books And Supplies Supplemental and Concentration $6,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $151,874

f. Instructional field trips to supplement learning g. Incentives for students completing intervention program. h. Transportation and the additional bus driver for the tutorials. These actions are principally directly to improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.	(d) Funded the additional class size reduction mathematics sections and provided the additional two English and three mathematics (hired 2014-2015) teachers for continued reduced class sizes. (e) Maintained reduced class size for students not attaining standard in ELD, Algebra I, English 9 and English 10 General. (f) Provided instructional field trips to the Zoo, Cesar E. Chavez Monument, the Japanese Internment Camp, La Paz Historical site, plays, and concerts. (g) Provided Incentives for students completing intervention program. (h) Provided transportation and the additional bus driver for the tutorials. All services were principally directed to the unduplicated student count. Each intervention section served a minimum of 92.42% English Learner, Foster Youth, and low socio-economic pupils. AP tutorials served a minimum of 75% low-socio economic status pupils.	Actions a, b, c, e Certificated Salaries and Benefits Title I $363,891 Action b Certificated Salaries and Benefits Migrant $130,809 action f 4000-4999: Books And Supplies Title I $3,000 Not Applicable Not Applicable NA Not Applicable Not Applicable NA Not Applicable Not Applicable NA	Actions a, b, c, e Certificated Salaries and Benefits Title I $36,052 Action b Certificated Salaries and Benefits Migrant $130,809 Actin f 5000-5999: Services And Other Operating Expenditures Title I $2,260 5000-5999: Services And Other Operating Expenditures Title III $6,199 Not Applicable Not Applicable NA Not Applicable Not Applicable NA

Action 7

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

Continue to provide opportunities to improve college readiness by: a. Funding UC a-g online program to make up coursework. b. Allocating resources for AP exam and dual enrollment fees. c. Providing visitations to four year universities, community colleges and post-secondary institutions. d. Conducting parent trainings/workshops on readiness for college and career.	DJUHSD continued to fund the Edgenuity UC a-g approved online program and pay for AP examination and dual enrollment fees. Field trips were conducted to Fresno State University, UC Merced, Pasadena College, CSUB, Bakersfield College, Porterville College, and Cal Poly. Our counselors provided UC a-g progress parent conferences and financial aid workshops for parents in the evenings. All these services were principally directed to the districtwide (92.42%) unduplicated student population.	Certificated Salaries and Benefits Supplemental and Concentration $18,000 Materials & Supplies Supplemental and Concentration $105,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $86,250 Action d 1000-1999: Certificated Personnel Salaries Title I $10,000 Action d Certificated Salaries and Benefits Migrant $15,000 Action d Materials & Supplies Migrant $15,000 Action a 5000-5999: Services And Other Operating Expenditures Migrant $50,000	Certificated Salaries and Benefits Supplemental and Concentration $280 Materials & Supplies Supplemental and Concentration $89,428 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $131,241 Certificated Salaries and Benefits Title I $2,723 Certificated Salaries and Benefits Migrant $15,000 Materials & Supplies Migrant $15,000 5000-5999: Services And Other Operating Expenditures Migrant $50,000 5000-5999: Services And Other Operating Expenditures Title III $5,479

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.	DJUHSD purchased technology for English, math, science, and social studies labs. These services improve instruction and learning for the English Learners, Foster Youth and pupils of low-socio economic status (92.42% districtwide). The increased cost is due to increased services	4000-4999: Books And Supplies Supplemental and Concentration $150,000 Data management system (Illuminate) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $50,000	4000-4999: Books And Supplies Supplemental and Concentration $485,498 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $50,658

	principally directed to improve digital literacy of English learners, foster youth, students with disabilities, and socioeconomic disadvantaged pupils.	4000-4999: Books And Supplies Title I $194,377 4000-4999: Books And Supplies Title II $10,000 4000-4999: Books And Supplies Migrant $2,000	4000-4999: Books And Supplies Title I $383,404 4000-4999: Books And Supplies Title II $0 4000-4999: Books And Supplies Migrant $2,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators. 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.	Students and staff were recognized for attaining or passing state indicators. Actions included recognition luncheons, t-shirts, polos, water bottles, and field trips. These actions were principally directed to the unduplicated count of 92.42% district-wide.	4000-4999: Books And Supplies Supplemental and Concentration $40,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $35,000 4000-4999: Books And Supplies Title I $5,000	4000-4999: Books And Supplies Supplemental and Concentration $72,146 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $37,950 4000-4999: Books And Supplies Title I $0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our staff continues to utilize time to evaluate data, collaborate, and modify and refine curriculum and assessments to meet student needs. Teachers continue to participate in targeted, high-quality professional development. The full implementation of content standards, the supplementary instructional materials, technology, tutorials, interventions and the increased UC a-g offerings attributed to attaining or surpassing the outlined goals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. These stakeholders are proud of the academic achievements attained by our district schools. These achievements include the SBAC English (63.7% met standard) surpassing county (41.8% met standard) and state levels (55.96% met standard). Similarly, the SBAC mathematics of 36.34% meeting standard exceed county and state rates as well. Students with disabilities who took SBAC English California Alternate Assessment performed extremely well with 53.8% at level 3 (the highest level). Our students continue attain high University of California UC a-g completion rates of 48.9% and a 'High' on the College and Career Indicator . Similarly, the DJUHSD English Learner Progress on the English Language Proficiency Assessment proficiency of 60.7% exceeds county and state rates. The stakeholders concurred the outlined actions and services are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no significant differences in budgeted expenditures. Action 2 resources were not fully expended due to availability of College Readiness grant monies. The College Readiness monies are not available next year. The increased expenditure in Action 4 is attributed to the increased dual enrollment opportunities for students. The resources not fully used in the actions outlined in this goal were used to purchase needed technology (Action 8) to attain the outlined goals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are only a couple of changes added to this goal. Our district will fund an additional bus driver to transport students to other district school sites for access to a broad course of study. The DJUHSD also added an additional mathematics teacher at Cesar E. Chavez for reduced class size. These added actions are principally directed to improve services for English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged pupils.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable. **18-19** Maintain 100% of pupils have access to a broad course of study. **Baseline** 98.5% of pupils have access to a broad course of study.	Student surveys October 2018 Approximately 91% of students indicate access to a broad course of study. CALPADS Dual Enrollment Passing: 2018 1773 Students CALPADS CTE Completers All Students 18.1% ELs 9.9% SWDs 16.1% Dashboard College and Career Indicator (CCI)-Prepared: 2018 56.3% ELs 31.1% SWDS 19.1% Homeless 48.6%
Metric/Indicator Priority 7(b): Course Access	Student surveys October 2018 Approximately 91% of students indicate access to a broad course of study.

Expected	Actual
Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils. **18-19** Maintain 100% of unduplicated pupils have access to a broad course of study. **Baseline** 98.5% of unduplicated pupils have access to a broad course of study.	Dashboard College and Career Indicator (CCI)-Prepared: Socioeconomically Disadvantaged 55.3% ELs 2018 31.1%
Metric/Indicator Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs. **18-19** Maintain100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs. **Baseline** 81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	Student surveys October 2018 Approximately 91% of students indicate access to a broad course of study. Dashboard College and Career Indicator (CCI): SWDs 2018 19.1%
Metric/Indicator Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220 **18-19** Attain: English AP Passing 78 UC a-g Completion 67% Mathematics AP Passing 89 UC a-g Completion 53% Science AP Passing 35 UC a-g Completion 74% Social Science AP Passing 49 UC a-g Completion 81%	CALPADS: English AP Passing 63 Dual Enrollment Passing 90 Students UC a-g Completion 74% of students enrolled in UC a-g Mathematics AP Passing 99 UC a-g Completion 70.4% of students enrolled in UC a-g Science AP Passing 20 UC a-g Completion 87.7% of students enrolled in UC a-g Social Science AP Passing 34 Dual Enrollment Passing 166 Students UC a-g Completion 87.4% of students enrolled in UC a-g Foreign Language AP Passing 222 Dual Enrollment Passing 329 students UC a-g Completion 84.7%of students enrolled in UC a-g Biliteracy Seal: 150 students

Expected	Actual
Foreign Language AP Passing 222 UC a-g Completion 78% Physical Fitness Test Fitness Zone Passing Gain Abdominal Strength 89.7% 0.1% Aerobic Capacity 69% 1% Body Composition 55% -1.7% Flexibility 77.5% 0.5% Trunk Extension 95.3% 0.1% Upper Body Strength 69.5% 0.5% Visual Performing Arts: Perform or achieve top 30% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 69% CTE Completers 36% **Baseline** Attain: English AP Passing 70 Gain +15 UC a-g 65% Mathematics AP Passing 85 Gain -7 UC a-g 50.8% Science AP Passing 33 Gain +6 UC a-g 72% Social Science AP Passing 46 Gain -12 UC a-g 79.3% Foreign Language AP Passing 217 Gain +44 UC a-g 74%	Fitness Zone Passing 2018 Aerobic Capacity 61.6% Body Composition 50.2% Abdominal Strength 87.4% Trunk Extension 92.6% Upper Body Strength 59.3% Flexibility 74.3% Visual Performing Arts: The Band, percussion, colorguard, winterguard, and choir continue to rank as champions, 1st place, 2nd place and superior rating in their division. The CCHS percussion placed champions in the county; promoted to World Class; and finished 16th in the world. The Mock Trial teams continue to perform in the top 15.

Expected	Actual
Physical Fitness Test Fitness Zone Passing Gain Abdominal Strength 89.5% 1.7% Aerobic Capacity 66.9% 5.8% Body Composition 52.7% -1.7% Flexibility 76.1% -0.6% Trunk Extension 95.2% 4.5% Upper Body Strength 68% 6.3% Visual Performing Arts: Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 65% CTE Completers 28.4%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction. a. Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum. b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis to improve learning for English Learners and pupils of low socio-economic status.	Data analysis and collaboration was conducted bi-weekly and curriculum was refined for the CTE pathways. The professional development is principally directed to improve the college and career readiness gap for English learners, foster youth, and students with disabilities.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 244,077 Not Applicable Not Applicable NA	Certificated Salaries and Benefits Supplemental and Concentration $166,980 Not Applicable Not Applicable

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs.	The engineering pathway teacher participated in Project Lead the Way online training to integrate rigorous academics into instruction. The World Language teachers attended the Central California World Language Project workshop to refine scaffolding strategies and "close" reading activities. The professional development is principally directed to improve learning for English learners, foster youth, students with disabilities and socioeconomically disadvantaged pupils.	Certificated Salaries and Benefits Supplemental and Concentration $ 31,400 4000-4999: Books And Supplies Supplemental and Concentration $ 10,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 21,000	Certificated Salaries and Benefits Supplemental and Concentration $84 4000-4999: Books And Supplies Supplemental and Concentration $0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,982

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population. The supplementary materials and equipment are principally directed to improve physical fitness, Career Tecnical Education completion, and access to a board course of study for English learners, foster	The DJUHSD purchased the following items to improve student outcomes: • Video equipment for the video class at the continuation high school. • Progress monitor devices, fitness equipment, and data software to improve physical fitness outcomes.	4000-4999: Books And Supplies Supplemental and Concentration $230,000	4000-4999: Books And Supplies Supplemental and Concentration $208,108

youth, and pupils of low socio-economic status.	• Props, costumes, digital music, and equipment to improve student learning and performance in the music program. • Supplemental instructional materials for the music and world language programs as well as student uniforms for work-based learning activities. The supplementary materials and equipment are principally directed to improve physical fitness, Career Technical Education completion, and access to a board course of study for English learners, foster youth, and pupils of low socio-economic status.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer CTE opportunities to decrease CTE completion gap for all students, including English learners and students with disabilities. a. Maintain Career Technical Education teachers: Home Ec. and Industrial Technology teachers at CCHS, Business Education teacher at RFK; Ag teacher at DHS. b. Maintain CTE Director for articulation, dual enrollment and work-based learning.	The DJUHSD maintained the Career Technical Education Teachers and Director of CTE for articulation, increased dual enrollment & coordination of CTE Work Based Learning. Our district also continued to maintain the increased CTE offerings and additional sections in physical education grade 9 to reduce class sizes. The DJUSHD also funded North Kern Vocational courses to increase CTE completion rates and a dual enrollment clerk second semester to assist the	Certificated Salaries and Benefits Supplemental and Concentration $ 1,111,291 Administrative Salaries & Benefits Supplemental and Concentration $ 195,815 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 648,000	Certificated Salaries and Benefits Supplemental and Concentration $1,064,734 Administrative Salaries & Benefits Supplemental and Concentration $190,749 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $648,000

c. Maintain additional CTE courses. d. Maintain North Kern Vocational Courses: Auto Body, Health Occupations, Nurse Assistant, Medical Assistant, and Marketing. e. Fund Welding pathway teacher for RFK and two Health pathway teachers one each for RFK and CCHS. These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.	unduplicated pupils in registering for college dual enrollment courses. These actions were principally directed to increase access to a broad course of study and improve physical fitness for English learners, foster youth, homeless youth, students with disabilities and socioeconomically disadvantaged pupils.	Not Applicable Not Applicable N/A	Classified Salaries and Benefits Supplemental and Concentration $11,754

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for students with disabilities. a. Maintain SH teacher and two SH Special Ed. aides for reduced class size. b. Maintain the additional hour for SH aides to increase course access for students with severe cognitive disabilities (approximately 75 students). c. Maintain three four-hour instructional aides to increase	The DJUHSD: • Maintained SH teacher and two SH Special Ed. aides for reduced class size (96% unduplicated pupils). • Maintained the additional hour for SH aides to increase course access for students with severe cognitive disabilities (approximately 75 students). • Maintained three four-hour instructional aides to increase access to a broad course of study for students with disabilities.	Certificated Salaries and Benefits Supplemental and Concentration $417,813	Certificated Salaries and Benefits Supplemental and Concentration $365,893
		Classified Salaries and Benefits Supplemental and Concentration $250,365	2000-2999: Classified Personnel Salaries Supplemental and Concentration $245,320
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $202,500	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $202,500
		Not Applicable Not Applicable NA	Not Applicable Not Applicable
		Not Applicable Not Applicable NA	Not Applicable Not Applicable

course access to SWD: Two SH aides at CCHS and one RSP aide for the PAVE program. d. Maintain athletic trainers to improve outcomes in safe physical activity practices and improve outcomes in physical fitness. e. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes. f. Continue to provide afterschool intervention to improve student outcomes. g. Fund choir teacher at RFK and a band teacher at DHS to provide pupils access to a broad course of study in visual performing arts. These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.	• Maintained athletic trainers to teach students safe physical activity practices and improve outcomes in physical fitness. • Continued to provide afterschool intervention to improve student outcomes in Spanish AP passing and Physical fitness grade 9. • Maintained reduced class size in physical education grade 9 to meet Physical Fitness outcomes. • Continued to provide afterschool intervention to improve student outcomes. • Funded choir teacher at RFK to provide pupils access to a broad course of study in visual performing arts. These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.	Not Applicable Not Applicable NA Not Applicable Not Applicable NA Not Applicable Not Applicable NA	Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable

Action 6

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

Continue to provide visitations to four year universities, community colleges, and/or vocational institutions. These supplemental educational activities are principally directed to improve learning for English learners, foster youth, and pupils of low socio-economic status.	Schools visited Fresno State University, Kern County Aviation, Bilingual Theatre in Los Angeles, LA Museum of Art, West Hills College, Bakersfield College, Taft College, Paul Mitchell industry, and the Bakersfield Symphony. These supplemental educational/vocational activities are principally directed to improve learning for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $25,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,762

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills. The purchase of technology is principally directed to improve technological literacy for pupils of low socio-economic status, English learners, and foster youth.	Purchased technology for dual enrollment, art, and band. The purchase of technology is principally directed to improve technological literacy for pupils of low socio-economic status, English learners, and foster youth.	4000-4999: Books And Supplies Supplemental and Concentration $100,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $40,000	4000-4999: Books And Supplies Supplemental and Concentration $134,541 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,913

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

DJUHSD provided professional development time on Wednesday to refine instruction and curriculum in CTE, foreign language, visual performing arts, and physical education. We maintained the additional CTE pathway teachers as well as funding North Kern Vocational Center to improve college readiness. Staff also participated in high quality professional development, purchased equipment

and supplies, purchased updated technology, provided tutorials, and provided filed trips to colleges, universities, and vocational institutions. Access to a broad of study increased for students with severe cognitive disabilities by utilizing the additional instructional assistants to accompany them to other subject areas such as music, art, choir, home economics, and computer literature. Our CTE Director was instrumental in aligning CTE course and articulating dual enrollment opportunities for our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. The College and Career Readiness Indicator increased to 15% for English learners and 13.8% for students with disabilities. This is attributed to the increased access to dual enrollment and CTE opportunities. The music program continues to excel. All schools attained Champions, first place and second place in the county. Cesar E. Chavez High School percussion was promoted to World Class and finished 16th in the world.Stakeholders concurred to keep the outlined actions and services to meet student outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There area a couple of areas with significant difference in budgeted expenditures. The first in noted in Action 1: Provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis. Teachers utilized the Wednesdays to collaborate and were able to analyze data and refine instruction and curriculum during this time. The second area of material difference is in Action 2: provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs. The College Readiness grant monies were utilized to provide professional development for this goal. The funding for the College Readiness grant ends June 2019. The unused funds were transferred to purchase much needed technology for students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

DJUHSD is attaining or exceeding the expected outcomes of this goal. Student and staff stakeholders analysis of the gap in College and Career Indicator for students with disabilities and English learners prompted the need for a designated staff to assist students with disabilities, English learners and socioeconomically disadvantaged pupils in registering for dual enrollment college courses. Thus, the DJUHSD funded a dual enrollment clerk to provide this much needed service.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. **18-19** 97.3% teachers fully credentialed and appropriately assigned **Baseline** 97.1% teachers are fully credentialed and three teachers not appropriately assigned.	California School Dashboard Fall 2018 Met 100% teachers fully credentialed and appropriately assigned
Metric/Indicator Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials. **18-19** 100% of students will have standards-aligned materials **Baseline**	California School Dashboard Fall 2018 Met 100% of students will have standards-aligned materials

Expected	Actual
100% of students will have standards-aligned materials	
Metric/Indicator Priority 1(c): Basic Services-School facilities are maintained in good repair. **18-19** DHS 96% in “Good Repair” CCHS 98.5% in “Good Repair” RFK 100% in “Good Repair” **Baseline** Based on the 2017 Facility Inspection Tool: DHS 93.06% in “Good Repair” CCHS 96.67% in “Good Repair” RFK 99.48% in “Good Repair”	California School Dashboard Fall 2018 Met DHS 96% in “Good Repair” CCHS 98.5% in “Good Repair” RFK 100% in “Good Repair”
Metric/Indicator Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site; **18-19** Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site. **Baseline** District Parent advisory participation increased by 31.7%. DJUHSD provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site Council, Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).	Dashboard: Standard Met Key finding: 98.3% (833 surveys) of the parents agree that the school/district involves parents in providing input in making decisions for the school or district.
Metric/Indicator Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils	Dashboard: Standard Met Key finding: 98% of parents (833) surveyed indicate DJUHSD promotes parental participation by providing parent notices, invitations, and letters regarding parent involvement activities. Notices are sent in English and Spanish.

Expected	Actual
18-19 Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings. **Baseline** Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.	
Metric/Indicator Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs. **18-19** Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. **Baseline** The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.	Dashboard: Standard Met Key finding: 98% of parents (833) surveyed indicate DJUHSD promotes parental participation by providing parent notices, invitations, and letters regarding parent involvement activities. Notices are sent in English and Spanish. The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.
Metric/Indicator Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: School attendance rates **18-19** Attain 96.3% **Baseline** 96%	CALPADS Attendance Rates All students 96.67%
Metric/Indicator	Dataquest 2018 All students 13.7%

Expected	Actual
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates **18-19** Reduce Chronic absenteeism to 12% **Baseline** 2015-16 Civil Rights Data Collection on Chronic Absenteeism: DJUHSD 13.7%	ELs 17.8% SWDs 20.9%
Metric/Indicator Priority 5(c): Pupil Engagement as measured by all of the following, as applicable: Middle school dropout rates – N/A **18-19** N/A **Baseline** N/A	N/A
Metric/Indicator Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates; and **18-19** 0.6% **Baseline** 0.8%	CALPADS 2018 All students 0.3% English learners 0.85% SWDs 0.5%
Metric/Indicator Priority 5: Pupil Engagement as measured by all of the following, as applicable: High school graduation rates	Dataquest new 2018 baseline based on new state criteria: All students 95.1% English learner 89.7% SWD 79.1%

Expected	Actual
18-19 New baseline metric based on new state criteria: All students 95% English Learner 95% SWD 83% **Baseline** Graduation Rates: All students 97.7% English Learner 97.1% SWD 83.6%	
Metric/Indicator Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates **18-19** Goal: All students 2.5% English Learner 4.4% SWD 4% **Baseline** All students 3.5% English Learner 6.7% SWD 7.9%	Dataquest 2018 All students 1.9% English Learner 2.1% SWD 3.0%
Metric/Indicator	Dataquest 2018

Expected	Actual
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates **18-19** Total number of expulsions: 8 **Baseline** Total number of expulsions: 10	All students 0.58% English Learner 0.69% SWDs 0.5%
Metric/Indicator Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. **18-19** Maintain: 100% Sense of Safety 100% connectedness to school **Baseline** Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.	The California Healthy Kids Survey administered in spring 2018 to 1944 ninth and eleventh grade students indicates 93% of the students feel safe at school and 90% feel connected to their school. Student surveys (2179) administered October 2019 to ninth, tenth, and eleventh graders indicated 77.1% feel safe at school and 87.5% feel connected to their school.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide high-quality professional development on evidence-based intervention	Provided evidenced-based professional development activities that included Project Toward No	4000-4999: Books And Supplies Supplemental and Concentration $15,000	4000-4999: Books And Supplies Supplemental and Concentration $2,749

strategies that is principally directed to reduce suspensions, expulsions, and improve school climate for English learners, foster youth and pupils of low socio-economic-economic status.	Drug Use, Alternatives to Suspension workshop, Methods to Reduce Suspensions and Expulsions workshop, Safe Schools Ambassador's training, Motivating Disruptive Students workshop, Bullying Prevention workshops, discipline workshops, intervention training, and suicide prevention.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $25,000 5000-5999: Services And Other Operating Expenditures Migrant $2,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7,137 5000-5999: Services And Other Operating Expenditures Migrant $2,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Recent stakeholder input and student surveys indicated a need and concern to add additional safety measures (training, reinforced gates, doors, locks, etc.) at the school sites so that students and teachers feel safer. All supplementary materials will improve services in intervention and increase graduation rates for student who are struggling.This action is principally directed to serve the unduplicated pupil population.	The DJUHSD purchased additional two way radios for designated teachers, installed an additional door locks to all classroom doors, installed more security cameras, and installed security doors at each school site to increase student and teacher sense of safety. Our district also purchased supplementary intervention instructional materials and supplies, listening devices for alternative program, Instructional software licenses, and medical training supplies. The added safety measures and student supplies were principally directed on improving services for English learners, foster and homeless youth, students with disabilities and socioeconomically disadvantaged students.	4000-4999: Books And Supplies Supplemental and Concentration $130,000 Rentals, Leases & Repairs Supplemental and Concentration $100,000 4000-4999: Books And Supplies Title I $8,000	4000-4999: Books And Supplies Supplemental and Concentration $99,211 Rentals, Leases & Repairs $0 4000-4999: Books And Supplies Title I $8,000

Action 3

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to provide alternative educational settings and add services to reduce suspensions and expulsions. a. Two Opportunity Program teachers district-wide b. Maintain three academic intervention teachers – one for each comprehensive school site c. Contract with canine detection services to deter controlled substances on school grounds This action is principally directed for the unduplicated student population.	Funded an opportunity teacher at DHS and VHS and maintained the three academic intervention teachers for each comprehensive school. The canine detection services were deemed not to meet the needs of the school district. Thus, the canine services have been removed from the LCAP. This action is principally directed for the unduplicated student population.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $640,729 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $20,000	Certificated Salaries and Benefits Supplemental and Concentration $606,754 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of the English Learner, students with disabilities and homeless subgroups. a. Maintain additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism. b. Maintain additional sections of credit recovery sections c. Extend teacher duty day to work with students and meet with parents after school.	The DJUHSD: • Maintained additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism. • Maintained additional sections of credit recovery sections • Extended teacher duty day to work with students and meet with parents after school. • Maintained Discipline Liaisons and funding for portion of salary for school psychologists and	Certificated Salaries and Benefits Supplemental and Concentration $1,353,431 Classified Salaries and Benefits Supplemental and Concentration $345,547 4000-4999: Books And Supplies Supplemental and Concentration $43,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $220,000	Certificated Salaries and Benefits Supplemental and Concentration $1,459,348 Classified Salaries and Benefits Supplemental and Concentration $315,565 4000-4999: Books And Supplies Supplemental and Concentration $8,979 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $220,000

d. Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses e. Maintain contract with Delano Police Department for three resource officers. f. Fund an intervention counselor for each comprehensive school site to reduce suspensions and expulsions. This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and pupils of low socio-economic status.	nurses. The district also purchased a vision screener, manikin for staff training, and an acanthosis and weight management monitor to increase support services for English learners, foster youth, students with disabilities, and socioeconomically disadvanteged pupils. • Maintained contract with Delano Police Department for three resource officers to increase student sense of safety. • Funded an intervention counselor for each comprehensive school site to reduce suspensions and expulsions. This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and pupils of low socio-economic status	Action f Certificated Salaries and Benefits Title I $162,000 Not Applicable Not Applicable NA Not Applicable Not Applicable NA	Certificated Salaries and Benefits Title I Not Applicable Not Applicable Not Applicable Not Applicable

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions	Provided before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions	Certificated Salaries and Benefits Supplemental and Concentration $191,060	Certificated Salaries and Benefits Supplemental and Concentration $63,974

for tutorials, credit recovery and behavior intervention to accommodate student needs.	for tutorials, credit recovery and behavior intervention to accommodate student needs. This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and pupils of low socio-economic status.	Certificated Salaries and Benefits Title I $10,000 Not Applicable Not Applicable NA	Certificated Salaries and Benefits Title I $224,307 Not Applicable Not Applicable

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement. This action is principally directed to improve graduation rates for English learners, foster youth, and pupils of low socio-economic status.	Purchased technology to improve SDAIE and ELD strategies for English Learner and improve student performance for low-socio economic pupils at all four schools. Additional technology was purchased to improve instruction and services for our teen parent program. The district continued to maintain our web-page for parent involvement and purchased a parent outreach mobile application. This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.	Certificated Salaries and Benefits Supplemental and Concentration $88,387 4000-4999: Books And Supplies Supplemental and Concentration $110,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $38,000	Certificated Salaries and Benefits Supplemental and Concentration $77,385 4000-4999: Books And Supplies Supplemental and Concentration $192,369 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $23,217

Action 7

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

Continue to maintain facilities in good repair. a. Maintain additional traveling custodian to help maintain school facilities clean. b. Repair stadium foot plank at DHS; repair physical education grounds at CCHS, RFK & DHS; repair air conditioning units in HM (mathematics) & LA (ELA) buildings at DHS; phase 4 asphalt repair at DHS (student parking lots East Cecil Avenue and front of Library building and auditorium); repair chiller at CCHS; install adequate lighting Norwalk (library) parking lot at DHS; install adequate lighting CCHS stadium parking lot; Repair walls and floors in boys locker room in north gym and pool area; repair water damaged walls in DHS science building; repair concrete in front/side of CCHS gym. This action is principally directed to provide English learners, foster youth and pupils of low socio-economic status a quality learning environment and classrooms.	a. Maintained additional traveling custodian to help maintain school facilities clean. b. Repaired stadium foot plank at DHS; repaired physical education grounds at CCHS, RFK & DHS; repaired air conditioning units in HM (mathematics) & LA (ELA) buildings at DHS; completed phase 4 asphalt repair at DHS (student parking lots East Cecil Avenue and front of Library building and auditorium); repaired chiller at CCHS; installed adequate lighting Norwalk (library) parking lot at DHS; installed adequate lighting at CCHS pathway to the gym; repaired walls and floors in boys locker room in north gym and pool area; repaired water damaged walls in DHS science building; repaired concrete in front/side of CCHS gym. This action is principally directed to provide English learners, foster youth and pupils of low socio-economic status a quality learning environment and classrooms.	Classified Salaries and Benefits Supplemental and Concentration $86,831 Materials & Supplies Supplemental and Concentration $630,000 Rentals, Leases & Repairs Supplemental and Concentration $525,000 Not Applicable Not Applicable NA	Classified Salaries and Benefits Supplemental and Concentration $52,518 Materials & Supplies Supplemental and Concentration $554,395 Rentals, Leases & Repairs Supplemental and Concentration $560,650 Not Applicable Not Applicable

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide an educational environment where students feel connected to school and can attain academic success by providing activities, presenters, and	Provided incentives, activities, Link Crew training, and trips. This action is principally directed to increase student and teacher	4000-4999: Books And Supplies Supplemental and Concentration $15,000	4000-4999: Books And Supplies Supplemental and Concentration $8,985

incentives for students meeting the goals outlined in the state's priorities.	sense of school connectedness for English learners, foster youth, homeless youth, students with disabilities, and pupils of low socio-economic status.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $20,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $38,261

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote additional parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status by: a. Continuing to conduct Parent Awareness workshops. b. Continuing to provide district for parent outreach and assistance. c. Maintaining modified classified staff work calendar to improve services for students.	Counselors conducted parent awareness workshops on graduation requirements, substance abuse, mental health, and parent portal training. Classified staff assisted in providing assistance and information to parents in the evenings. The district provided resources to accommodate the classified work calendar to improve and increase services to parents and students. This action is principally directed to provide support services and increase parental involvement and graduation rates for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.	Certificated Salaries and Benefits Supplemental and Concentration $25,000 Classified Salaries and Benefits Supplemental and Concentration $194,447 4000-4999: Books And Supplies Supplemental and Concentration $2,500 Action a 4000-4999: Books And Supplies Migrant $4,000 Not Applicable Not Applicable NA	Certificated Salaries and Benefits Supplemental and Concentration $576 2000-2999: Classified Personnel Salaries Supplemental and Concentration $175,900 4000-4999: Books And Supplies Supplemental and Concentration $6,379 4000-4999: Books And Supplies Migrant $4,000 Not Applicable Not Applicable

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	Stakeholder meetings were held during the day, after school, and evenings to accommodate parents, students, teachers, administrators,	4000-4999: Books And Supplies Supplemental and Concentration $10,000	4000-4999: Books And Supplies Supplemental and Concentration $6,080

	the community, and the collective bargaining unit members.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $6,173 4000-4999: Books And Supplies Migrant $1,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,623 4000-4999: Books And Supplies Migrant $1,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented during the 2018-19 school year. DJUHSD provided professional development opportunities to all staff. Staff participated in the two professional development days offered in Goal 1 Action 1. We provided all interventions and support for student success through our opportunity programs and academic intervention sessions. Students received additional support services from our psychologists, intervention counselors, nurses, discipline liaisons, and resource officers. The DJUHSD implemented additional measures for student sense of safety. These included additional locks for all classroom doors, cameras, and secure entrances at the school offices. The teacher day was extended an additional fifteen minutes to be available afterschool for students and parents. Technology was provided in credit recovery and intervention. The district was able to complete much needed repairs to student use facilities. Parent outreach and workshops were conducted in the evenings on a regular basis. The DJUHSD accommodated student needs by maintaining the classified staff work calendar to align to student school days.

These actions and services are principally directed to improve services for the unduplicated pupils.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions and services were evaluated by administrators, teachers, students, other staff and parents for effectiveness. Our stakeholders are pleased with the increased services for our students and the outcomes (graduation rates, low suspension rates, and low expulsion rates) that have been attained. The DJUHSD has attained 100% credentialed and appropriately teachers, full implementation of academic content standards, and facilities are much improved with the repairs completed this year. Ninety-eight percent of parents agree that the school/district involves parents in providing input in making decisions for the school or district. The same percentage of parents indicated that DJUHSD promotes parental participation by providing parent notices, invitations, and letters regarding parent involvement activities. Attendance rates improved to a 96.67% students attending daily. Chronic absenteeism declined for all students, English learners, and students with disabilities. Dropout rates declined second year in a row to a 0.3% which is considerably below county and state levels of 3.9% and 5.4%, respectively. Our district continues to maintain a "High" graduation

status of 95.1% for all students. Suspension rates declined for all students, English learners and students with disabilities. Stakeholder groups as well as our parent advisories are pleased with the outcomes the district has attained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences are in Action 2 and Action 5. The DJUHSD used approximately half of the $180,000 allocated towards student sense of safety (Action 2). The unused half was transferred to meet technology needs for student learning. Action 5 cost for reduced class size was significantly less than projected. The rest of the allocation will be carried over to the 2019-2020 LCAP actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The DJUHSD stakeholder groups conducted data, outcome, and performance analysis of the expected outcomes, metrics, and actions. Overall stakeholders are pleased with the district's performance on the state and local metrics outlined on the Eight Priorities. There is, however, a noted decline in student sense of safety. Accordingly, the district has proposed funding for an additional security officer at each of the comprehensive high schools for the 2019-2020 school year.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

DJUHSD district conducted stakeholder meetings throughout the year with parent advisories, school and district administrators, teachers, students, and other staff members. DJUHSD also consulted with Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP. An LCAP public forum was held on May 9, 2019 for review of the proposed actions and for comment from the public. A summary of those meetings is outlined below.

Principals and Administrators:
LCAP stakeholder meetings were held on 7/30/2018, 8/8/2018, 9/18/2018, 11/27/18;
LCAP data analysis, outcome analysis and performance analysis were conducted. Administration concurred with maintaining current actions. Administration also communicated the need for a class size reduction mathematics teacher at Cesar E. Chavez High School. The school site administrators indicated an additional need for a person to assist students in registering for the dual enrollment classes to improve the college and career readiness for our students. Administration recommended an additional security officer for each comprehensive school sites to improve student sense of safety. Valley High School requested support staff to help reduce suspensions. The administration at CCHS indicated the need for an additional computer lab to improve digital literacy and learning for all students. Site administrators also indicated the need for an additional bus driver for access to a broad course for students.

Teachers:
LCAP stakeholder meetings were held on 1/30/2019, 2/13/2019, 2/27/2019, 3/13/2019
LCAP data analysis, outcome analysis, and performance analysis was conducted with certificated staff at each high school. Teacher stakeholders meetings were held at each comprehensive school site. All teachers were invited to attend. One teacher at VHS requested the need for a truancy staff. At DHS, the teacher stakeholder group indicated the need for an additional bus driver for access to a broad course of study for all students.

Other Staff:
Stakeholder meetings were held with district staff that included counselors, psychologist, nurses and classified staff from each high school on 2/14/2019; 2/27/19, 3/13/2019; 3/14/2019
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 was present at each of these meetings. Classified staff indicated

the need for an additional security person at each high school for sense of safety and repair of severely cracked asphalt near the girls' gym at DHS. Other repairs noted by staff include: nonfunctioning chiller system at DHS as it does not provide the appropriate classroom environment for students; severely cracked student parking lots at CCHS; damaged doors at DHS; and damaged roof of the 600 wing at CCHS. Staff also noted the need an additional bus driver for access to a broad course for all students.

Student Groups:
Student stakeholder meeting were held at each high school on 2/15/2019; 3/20/2019; 3/27/2019; 4/1/2019
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. They requested sufficient materials for the industrial arts class at CCHS and repairs to damaged ceiling in the wrestling room and R10 at DHS. The student stakeholder group at VHS requested the additional cameras for student sense of safety and additional support staff in student discipline.

Parent Meetings and Advisories:
LCAP stakeholder meetings were held at the district level as well as at each school site on 11/29/18; 4/11/2019; 5/23/2019; 5/28/2019;
LCAP parent meetings were held at each school site in September and October. 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). All actions were reviewed and approved unanimously by our parent advisories.

Teachers Association:
LCAP consultation with the Teachers Association was held on 5/1/2019. Teacher Association representatives also attended the LCAP stakeholder meetings on 1/30/2019, 2/13/2019, 2/27/2019, 3/13/2019.
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. The teachers union concurred with the current actions and were consulted on the new proposed actions. The district reviewed all new proposed actions for the LCAP. The new proposed actions included a class size reduction mathematics teacher at CCHS; an additional bus driver for access to a broad course for students; a dual enrollment clerk to assist students in registering for college courses; and three additional security officers to improve student and teacher sense of safety..

California School Employees Association:
LCAP consultation was conducted with CSEA on 5/1/2019.
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 2018-19 and commented that LCAP has been of great benefit to our schools and students. There were no new recommended actions for the LCAP.

Public Forum:
LCAP public forum was held on 5/9/2019.

DJUHSD held a public forum at the Robert F. Kennedy High School Campus on May 9, 2019. This public forum was advertised in Delano Now, the school marquees, the district web site, and announced to all parents through the automated system. Data and actions were presented. The public was given the opportunity to submit written comments regarding the specific actions and expenditures proposed in the local control accountability plan.

Public Board Hearing
The governing board held public hearings for recommendations and comments from members of the public regarding the specific actions and expenditures on 2/12/2019, 3/12/2019, 4/9/2019, 5/10/2019, 5/14/2019, and 6/11/2019.

Adoption of LCAP
Public Board meeting 6/18/2019.

LCAP to County Office of Education for Approval
June 21, 2019

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations served as a basis to refine, modify or create new actions. As a result of the consultation with our stakeholder groups, we included some additional actions in this year's LCAP. The district proposed, based on consultation with site administration, to remove the canine detection service from goal 3. The new proposed actions included an additional mathematics teacher at CCHS to reduce class size and improve student learning. Our district will fund an additional bus driver to increase access to a broad course of study for all students and increase the college and career readiness of all students and subgroups. In addition, the district will fund a dual enrollment clerk to assist students in registering for college courses. Student sense of safety has declined in the last year. Thus, our district will fund three additional security officers to increase teacher and student sense of safety. 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, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

The SBAC English language arts assessment results indicate an achievement gap for the English learners and students with disabilities subgroups when compared to the performance of all students. The English learner and students with disabilities subgroups are in the 'very low' performance level compared to a high performance level for all students. In SBAC mathematics, the English learner, homeless, and students with disabilities are in the orange (low) performance level compared to all students in the green (high) performance level. DJUHSD also noted an achievement gap in the English learner and students with disabilities subgroups in completing UC a-g requirements and/or a career technical educational program. DJUHSD intends to continue providing the support needed to meet or exceed the performance outcomes. Delano Joint Union High School District has an unduplicated pupil population of approximately 92%. The unduplicated pupil count for Delano High School is 93.8%; 87.6% at Cesar E. Chavez High School; 94.8% at Robert Kennedy High School; and 99% at Valley High School. Accordingly, all services and actions are principally directed to increase or improve services for our unduplicated pupil population.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	California School Dashboard Fall 2017 Met All teachers (100%) are appropriately assigned relative to their credential.	California School Dashboard Fall 2017 Met 100% teachers fully credentialed and appropriately assigned	California School Dashboard Fall 2018 Met 100% teachers fully credentialed and appropriately assigned	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	California School Dashboard Fall 2017 Met 100% of students have standards-aligned materials	California School Dashboard Fall 2018 Met 100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 1(c): Basic Services-School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool: DHS 93.06% in “Good Repair” CCHS 96.67% in “Good Repair” RFK 99.48% in “Good Repair”	California School Dashboard Fall 2017 Met DHS 95% in “Good Repair”; CCHS 98% in “Good Repair”; RFK 100% in “Good Repair”	California School Dashboard Fall 2018 Met DHS 96% in “Good Repair”; CCHS 98.5% in “Good Repair”; RFK 100% in “Good Repair”	DHS 97% in “Good Repair”; CCHS 99% in “Good Repair”; RFK 100% in “Good Repair”
Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.	95% implementation of state board adopted academic and performance standards.	California School Dashboard Fall 2017 Met 100% implementation of state board adopted	California School Dashboard Fall 2018 100% implementation of state board adopted	100% implementation of state board adopted academic and performance standards.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		academic and performance standards.	academic and performance standards.	
Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	a. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction. b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.	California School Dashboard Fall 2017 Met a. Attain 100% ELs with 57-171 daily minutes of CCSS ELA and ELD instruction. b. Maintain ELD standards implementation in all English, ELD and ELA intervention classes daily.	California School Dashboard Fall 2018 a. Professional Development for teaching recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' b. Instructional materials aligned to recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' c. Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks for ELD is at '5 Full Implementation and Sustainability.'	a. Professional Development for teaching recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' b. Instructional materials aligned to recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.' c. Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks for ELD is at '5 Full Implementation and Sustainability.'
Priority 4(a) Pupil Achievement Statewide assessments as	Standard met: CAASPP English: All Students 66%	To Attain standard met: CAASPP English:	To Attain standard met: CAASPP English:	To Attain standard met: CAASPP English:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by statewide assessments	ELs 37% SWD 4% CAASPP Mathematics: All Students 32% ELs 10% SWD 2% CAPA SWD 82%	All Students 65.49% ELs 23.38% SWD 14.08% CAASPP Mathematics: All Students 30.75% ELs 5.22% SWD 4% 1.41% CAA Field test year - No data	All Students 63.7% ELs 12.5% SWD 14.5% CAASPP Mathematics: All Students 36.34% ELs 5.47% SWD 1.49% CAA Level 3 (highest level) ELA 53.8% Mathematics 15.38%	All Students 67% ELs 40% SWD 16% CAASPP Mathematics: All Students 37% ELs 12% SWD 5% CAA ELA 54% Mathematics 17%
Priority 4(b): Pupil Achievement - The Academic Performance Index.	N/A	N/A	N/A	N/A
Priority 4(c): Pupil Achievement - The percentage of pupils who have successfully completed courses that satisfy UC and CSU entrance requirements, or career technical education sequences or programs of study that align with state board approved career technical educational standards and frameworks.	UC a-g completion All Students 39.3% CTE completers All Students 28.4% SWDs 32%	Dataquest UC a-g completion All Students 52.3% ELs 25.8% SWDs 2.7% CALPADS CTE completer (Grades 10-12) All Students 17.1% ELs 8.9% SWDs 17.2%	Dataquest UC a-g completion All Students 48.9% ELs 22.6% SWDs 14.3% CALPADS CTE completer (Grades 10-12) All Students 36% ELs 9.9% SWDs 35%	Dataquest UC a-g completion All Students 52% ELs 28% SWDs 15% CALPADS CTE completer All Students 38% ELs 30% SWDs 36%
Priority 4(d): Pupil Achievement - The percentage of English	English Learner Progress: Status High - 79%	ELPAC Field test year - no scores	Attained ELPAC Level 3 or 4: All students 60.7%	Attain ELPAC Level 3 or 4: All students 62%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
learner pupils who make progress toward English proficiency as measured by the ELPAC.	Increase: 2.8%			
Priority 4(e): Pupil Achievement - The English learner reclassification rate.	Reclassification All Students 25.4%	Goal: Reclassification rate on Dataquest All Students 13.1%	Attained reclassification rate on Dataquest All Students 19.8%	Attain reclassification rate on Dataquest All Students 21%
Priority 4(f): Pupil Achievement - The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and	AP Exams Passed 33.2% Decline -0.9%	AP passing rate on Dataquest: Grades 11-12 20.7%	AP passing rate on Dataquest: Grades 11-12 23.4%	To attain- AP exams passed: Grades 11-12 24%
Priority 4(g): Pupil Achievement - The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	2016 Indicator Results: CAASPP English: All Students 66% CAASPP Mathematics: All Students 32% ACT Scores above 21 34.4% Decline -8.43 SAT Scores above 1500 31% Increase +7.56	CAASPP English: All Students 65.49% ELs 23.38% IEP 14.08% CAASPP Mathematics: All Students 30.75% ELs 5.22% IEP 1.41% ACT (Dataquest) Scores above 21 37.04% SAT (Dataquest) Met ELA Benchmark 60.42%	CAASPP English: All Students 63.7% ELs 12.5% IEP 14.5% CAASPP Mathematics: All Students 36.34% ELs 5.47% SWD 1.49% ACT (Dataquest) Scores above 21 48.1% SAT (Dataquest) Met ELA Benchmark 59%	CAASPP English: All Students 66% EL 26% IEP 15% CAASPP Mathematics: All Students 37% EL 5.8% IEP 2% ACT (Dataquest) Scores above 21 49% SAT (Dataquest) Met ELA Benchmark 61%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Met Math Benchmark 41.45%	Met Math Benchmark 35.94%	Met Math Benchmark 38%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure all students are provided with high quality instruction: a. Continue utilizing time during the day on Wednesdays for teachers to analyze data	Ensure all students are provided with high quality instruction: a. Continue utilizing time during the day on Wednesdays for teachers to improve	Ensure all students are provided with high quality instruction: a. Continue utilizing time during the day on Wednesdays for teachers to improve

(SBAC, CELDT, AP, and local assessments) and collaborate and refine appropriate instruction and curriculum. b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum, and assessments based on data analysis. c. Continue funding a portion of salary increase to retain teachers and provide our staff with competitive salaries.	teacher quality; analyze data (SBAC, ELPAC, AP, and local assessments); and refine and modify instructional strategies. b. Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis. c. Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.	teacher quality; analyze data (SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments); and refine and modify instructional strategies. b. Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis. c. Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils. This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$400,998	$904,069	$669,969
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	$75,000	$79,000	$145,305
Source	Supplemental and Concentration	Title I	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits Action 1b	3000-3999: Employee Benefits

Amount	$430,637	NA	$8,425
Source	Supplemental and Concentration	Not Applicable	Title I
Budget Reference	Certificated Salaries and Benefits	Not Applicable	1000-1999: Certificated Personnel Salaries Action 1b
Amount	$30,000	NA	$1,575
Source	Title I	Not Applicable	Title I
Budget Reference	Certificated Salaries and Benefits	Not Applicable	3000-3999: Employee Benefits Action 1b

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide support for teachers and high quality professional development for teachers, administrators, and paraprofessionals. a) Continue funding professional development that is: I.) Targeted, coherent, relevant and sequential II.) Aligned to the academic content standards III.) Incorporated with Twenty-First Century Standards (Critical Thinking, Communication, Collaboration, Creativity). IV.) Evidence-based to provide strategies that improve student outcomes. Some of these include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, and Co-teaching. b) Continue to fund mentors and/or BTSA support services. c) Increase staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.	Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals. a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), Illuminate (data), AVID, CPM, SDAIE, DOK, ELD, PLC, Thinking Maps, and Co-teaching. b) Continue to fund mentors for new teachers and Teacher Induction support services. c) Increase staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.	Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low-socioeconomic status. a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, PLC, NCTM Best Practices, Thinking Maps and Co-teaching. b) Continue to fund mentors for new teachers and Teacher Induction support services. c) Maintain increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$300,876	$251,747
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries

Amount	$25,000	$25,000	$47,073
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount	$25,000	$142,000	$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount	$20,000	$65,000	$112,400
Source	Supplemental and Concentration	Title I	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	5000-5999: Services And Other Operating Expenditures Action a	5000-5999: Services And Other Operating Expenditures
Amount	$45.000	$83,270	$105,364
Source	Supplemental and Concentration	Title II	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Action a	5000-5999: Services And Other Operating Expenditures Action a
Amount	$213,738	$14,000	$116,588
Source	Supplemental and Concentration	Title III	Title II
Budget Reference	Certificated Salaries and Benefits	5000-5999: Services And Other Operating Expenditures Action a	5000-5999: Services And Other Operating Expenditures Action a
Amount	$107,000	NA	$10,049
Source	Title I, Title II	Not Applicable	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures	Not Applicable	5000-5999: Services And Other Operating Expenditures Action a

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$70,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$15,000	$30,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$52,000	$120,500	$154,500
Source	Title I & Migrant	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	$15,949	$2,820
Source	Not Applicable	Title III	Title III
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	$52,000	$52,000
Source	Not Applicable	Migrant	Migrant
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain the increased UC a-g offerings sections and the additional foreign language teacher. Provide dual enrollment opportunities.	Maintain the increased UC a-g sections, dual enrollment opportunities, and the additional foreign language teacher to improve college readiness for English learners, foster youth and pupils of low socio-economic status.	Maintain the increased UC a-g and AP sections as well as the additional foreign language teacher to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements. This action is principally directed to increase UC a-g completion and AP passing rates for English learners, foster youth and socio-economically disadvantaged students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	492,610	$524,193	$414,983
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount			$117,088
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide support staff to improve student outcomes: • Maintain ELD coordinators, portion salary Assistant Principals of Learning and associate and assistant superintendents of Curriculum/ELD, ELD Clerks, and instructional assistants. • Maintain two additional SH aides to increase access for students with disabilities to a broad course of study.	Provide support staff to improve student outcomes: a. Maintain ELD coordinators, Learning Directors. and a portion of the associate and assistant superintendents of Curriculum/ELD, ELD Clerks, work-based learning clerk, homeless/foster youth support staff, and instructional assistants. b. Fund three periods of a resource teacher in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities.	Provide support staff to improve student outcomes: a. Maintain ELD coordinators, school site Learning Directors, a Director of Instruction and a portion of the assistant superintendents of Curriculum/ELD to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status. b. Maintain ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio-economic status. c. Fund three periods of a resource teacher in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities. This action is principally directed to improve the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$376,665	$410,865	$374,285
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Administrative Salaries & Benefits	Administrative Salaries & Benefits	1000-1999: Certificated Personnel Salaries
Amount	$254,393	$186,471	$290,816
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	2000-2999: Classified Personnel Salaries
Amount	$446,738	$477,360	$300,881
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Salaries and Benefits	Classified Salaries and Benefits	3000-3999: Employee Benefits
Amount	NA	$344,205	$599,883
Source	Not Applicable	Title I	Title I, Title II
Budget Reference	Not Applicable	Administrative Salaries & Benefits Action a	1000-1999: Certificated Personnel Salaries Action a
Amount	NA	$94,481	$289,528
Source	Not Applicable	Title I	Title I
Budget Reference	Not Applicable	Certificated Salaries and Benefits Action a	2000-2999: Classified Personnel Salaries Action b
Amount	NA	$608,209	$334,744
Source	Not Applicable	Title I	Title I
Budget Reference	Not Applicable	Classified Salaries and Benefits Action a	3000-3999: Employee Benefits

Amount	NA	$90,611	$62,938
Source	Not Applicable	Title III	Title III
Budget Reference	Not Applicable	Classified Salaries and Benefits Action a	2000-2999: Classified Personnel Salaries
Amount	NA	$187,407	$34,354
Source	Not Applicable	Migrant	Title III
Budget Reference	Not Applicable	Administrative Salaries & Benefits Action a	3000-3999: Employee Benefits
Amount	NA	$49,503	$200,739
Source	Not Applicable	Migrant	Migrant
Budget Reference	Not Applicable	1000-1999: Certificated Personnel Salaries Action a	1000-1999: Certificated Personnel Salaries Action a
Amount	NA	$182,912	$124, 048
Source	Not Applicable	Migrant	Migrant
Budget Reference	Not Applicable	Classified Salaries and Benefits Action a	2000-2999: Classified Personnel Salaries Action b
Amount			$124,422
Source			Migrant
Budget Reference			3000-3999: Employee Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to maintain: • Reading, writing and mathematics intervention during the day. • Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators. • Summer school for ELD and mathematics. • The additional two English and three mathematics (hired 2014-2015) teachers. • Reduced class size for students not attaining standard. • Incentives for students completing intervention program. • Transportation and the additional bus driver for the tutorials.	Continue to maintain: a. Reading, writing and mathematics intervention during the day. b. Academic tutorials for intervention and AP passing, UC a-g preparedness, and other college readiness indicators. c. Summer school for ELD and core academic make-up classes. d. The additional two English and three mathematics (hired 2014-2015) teachers and fund an additional math teacher at CCHS for reduced class size. e. Reduced class size for students not attaining standard. f. Instructional field trips to supplement learning g. Incentives for students completing intervention program. h. Transportation and the additional bus driver for the tutorials.	Continue to maintain: a. Reading, writing and mathematics intervention during the day. b. Academic tutorials for intervention, AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects. c. Summer school to provide ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes. d. The additional two English and three mathematics (hired 2014-2015) teachers and fund an additional math teacher at CCHS for reduced class size. e. Reduced class size for students not attaining standard. f. Instructional field trips to supplement learning.

	These actions are principally directly to improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.	g. Incentives for students completing intervention program. h. Transportation and the additional bus driver for summer school and the tutorials. I. Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English learners and students on an active IEP. These actions are principally directly to improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$549,060	$1,518,389	$1,190,968
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	$88,052	$94,075	$109,187
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries
Amount	$75,900	$6,000	$482,351
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	4000-4999: Books And Supplies	3000-3999: Employee Benefits

Amount	$5,000	$245,000	$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount	$391,069	$363,891	$233,798
Source	Supplemental and Concentration	Title I	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits Actions a, b, c, e	5000-5999: Services And Other Operating Expenditures
Amount	$340,158	$130,809	$40,439
Source	Supplemental and Concentration	Migrant	Title I
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits Action b	1000-1999: Certificated Personnel Salaries Actions a, b, c, e
Amount	$30,000	$3,000	$7,561
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	Materials & Supplies	4000-4999: Books And Supplies action f	3000-3999: Employee Benefits Actions a, b, c, e
Amount	$80,807	NA	$5,000
Source	Supplemental and Concentration	Not Applicable	Title I
Budget Reference	Classified Salaries and Benefits	Not Applicable	5000-5999: Services And Other Operating Expenditures Action f
Amount	$90,000	NA	$15,164
Source	Supplemental and Concentration	Not Applicable	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures	Not Applicable	1000-1999: Certificated Personnel Salaries Action c

Amount	$124,580	NA	$2,836
Source	Title I	Not Applicable	Title IV
Budget Reference	Certificated Salaries and Benefits	Not Applicable	3000-3999: Employee Benefits Action c
Amount			$109,973
Source			Migrant
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			$20,836
Source			Migrant
Budget Reference			3000-3999: Employee Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide opportunities to improve college readiness by: a. Funding UC a-g online program to make up coursework. b. Allocating resources for AP fees. c. Providing visitations to four year universities, community colleges and post-secondary institutions. d. Conducting parent trainings/workshops to educate parents on readiness for College	Continue to provide opportunities to improve college readiness by: a. Funding UC a-g online program to make up coursework. b. Allocating resources for AP exam and dual enrollment fees. c. Providing visitations to four year universities, community colleges and post-secondary institutions. d. Conducting parent trainings/workshops on readiness for college and career.	Continue to provide opportunities to improve college readiness by: a. Funding UC a-g online program to make up coursework. b. Allocating resources for AP exam and dual enrollment fees. c. Providing visitations to four year universities, community colleges and post-secondary institutions. d. Conducting parent trainings/workshops on readiness for college and career. These services and activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$63,000	$18,000	$12,637
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	84,000	$105,000	$2,363
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Materials & Supplies	Materials & Supplies	3000-3999: Employee Benefits

Amount	$30,000	$86,250	$80,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount	$12,200	$10,000	$93,000
Source	Supplemental and Concentration	Title I	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries Action d	5000-5999: Services And Other Operating Expenditures
Amount	$3,000	$15,000	$8,425
Source	Supplemental and Concentration	Migrant	Title I
Budget Reference	4000-4999: Books And Supplies	Certificated Salaries and Benefits Action d	1000-1999: Certificated Personnel Salaries Action d
Amount	$2,000	$15,000	$1,575
Source	Supplemental and Concentration	Migrant	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	Materials & Supplies Action d	3000-3999: Employee Benefits Action d
Amount	NA	$50,000	$12,637
Source	Not Applicable	Migrant	Migrant
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures Action a	1000-1999: Certificated Personnel Salaries Action d
Amount			$2,363
Source			Migrant
Budget Reference			3000-3999: Employee Benefits Action d

Amount			$15,000
Source			Migrant
Budget Reference			4000-4999: Books And Supplies Action d
Amount			$50,000
Source			Migrant
Budget Reference			5000-5999: Services And Other Operating Expenditures Action a

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.	Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals.	Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals. For this year, there is a need to convert a couple of rooms at CCHS as an intervention lab. This entails purchasing some desktop computers and tables to convert the room to a computer lab. This action is principally directed to reduce the academic achievement gap and improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$140,000	$150,000	$250,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$30,000	$50,000	$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Data management system (Illuminate)	5000-5999: Services And Other Operating Expenditures Data management system (Illuminate)
Amount	$170,000	$194,377	$210,000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	NA	$10,000	$10,000
Source	Not Applicable	Title II	Title II
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	$2,000	$2,000
Source	Not Applicable	Migrant	Migrant
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts,	Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts,	Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts,

recognition luncheons, field trips) for attaining or passing state indicators.	school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators. 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.	school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators. 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$40,000	$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$35,000	$35,000	$35,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	$5,000	$3,000
Source	Not Applicable	Title I	Title I
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

DJUHSD has identified the need for pupils to have access to a broad course of study at all comprehensive high schools and close the gap between CTE completers and UC a-g completers among English Learners and students with disabilities. Additionally, DJUHSD goal is to continue performing in the top 25% in Visual Performing Arts, Mock Trial, Academic Decathlon, and improve the Physical Fitness test results. Our goal is also to improve AP Foreign Language passing rate and increase the number of students attaining the Biliteracy Seal as well as increasing the number of students attaining dual enrollment credit.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	98.5% of pupils have access to a broad course of study.	Attained 100% of pupils have access to a broad course of study. CALPADS Dual Enrollment Passing: 2017 599 Students	Student surveys October 2018 Approximately 91% of students indicate access to a broad course of study. CALPADS Dual Enrollment Passing:	Attain 100% of pupils have access to a broad course of study. CALPADS Dual Enrollment Passing: 2019 1800 Students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		CALPADS CTE Completers All Students 17.1% ELs 8.9% SWDs 17.4% Dashboard College and Career Indicator (CCI) - Prepared: DJUHSD 2017 51.6% ELs 2017 16.2% SWDs 2017 5.3% Homeless 2017 36.9%	2018 1773 Students CALPADS CTE Completers All Students 18.1% ELs 9.9% SWDs 16.1% Dashboard College and Career Indicator (CCI)-Prepared: 2018 56.3% ELs 31.1% SWDS 19.1% Homeless 48.6%	CALPADS CTE Completers All Students 19% ELs 11% SWDs 17% Dashboard College and Career Indicator (CCI)-Prepared: 2018 56.5% ELs 34% SWDS 19.5%
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	98.5% of unduplicated pupils have access to a broad course of study.	Attained 100% of unduplicated pupils have access to a broad course of study. Dashboard College and Career Indicator (CCI)-Prepared: Socioeconomically Disadvantaged 46.2% ELs 24.4%	Student surveys October 2018 Approximately 91% of students indicate access to a broad course of study. Dashboard College and Career Indicator (CCI)-Prepared: Socioeconomically Disadvantaged 55.3% ELs 2018 31.1%	Attain 100% of unduplicated pupils have access to a broad course of study. Dashboard College and Career Indicator (CCI)-Prepared: Socioeconomically Disadvantaged 56% ELs 34%
Priority 7(c): Course Access	81.4 % pupils with exceptional needs have	Attain 100% pupils with exceptional needs have	Student surveys October 2018	Attain100% pupils with exceptional needs have

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	access and are enrolled in programs and services developed and provided to meet their needs.	access and are enrolled in programs and services developed and provided to meet their needs. Dashboard College and Career Indicator (CCI): SWDs 2017 2.7%	Approximately 91% of students indicate access to a broad course of study. Dashboard College and Career Indicator (CCI): SWDs 2018 19.1%	access and are enrolled in programs and services developed and provided to meet their needs. Dashboard College and Career Indicator (CCI): SWDs 21%
Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220	Attain: English AP Passing 70 Gain +15 UC a-g 65% Mathematics AP Passing 85 Gain -7 UC a-g 50.8% Science AP Passing 33 Gain +6 UC a-g 72% Social Science AP Passing 46 Gain -12 UC a-g 79.3% Foreign Language AP Passing 217 Gain +44 UC a-g 74% Physical Fitness Test	CALPADS: English AP Passing 45 UC a-g Completion 66% Mathematics AP Passing 88 UC a-g Completion 52% Science AP Passing 14 UC a-g Completion 73% Social Science AP Passing 48 UC a-g Completion 80% Foreign Language AP Passing 220 UC a-g Completion 76% Biliteracy Seal: 132 students Physical Fitness Test Fitness Zone Passing	CALPADS: English AP Passing 63 Dual Enrollment Passing 90 Students UC a-g Completion 74% of students enrolled in UC a-g Mathematics AP Passing 99 UC a-g Completion 70.4% of students enrolled in UC a-g Science AP Passing 20 UC a-g Completion 87.7% of students enrolled in UC a-g Social Science AP Passing 34 Dual Enrollment Passing 166 Students	CALPADS: English AP Passing 65 Dual Enrollment Passing 100 Students UC a-g Completion 75% of students enrolled in UC a-g Mathematics AP Passing 105 UC a-g Completion 71% of students enrolled in UC a-g Science AP Passing 25 UC a-g Completion 88% of students enrolled in UC a-g Social Science AP Passing 35 Dual Enrollment Passing 170 Students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Fitness Zone Passing Gain Abdominal Strength 89.5% 1.7% Aerobic Capacity 66.9% 5.8% Body Composition 52.7% -1.7% Flexibility 76.1% -0.6% Trunk Extension 95.2% 4.5% Upper Body Strength 68% 6.3% Visual Performing Arts: Perform or achieve top 40% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 65% CTE Completers 28.4%	Aerobic Capacity 59.8% Body Composition 50.4% Abdominal Strength 85.3% Trunk Extension 93.3% Upper Body Strength 61.1% Flexibility 76.2% Visual Performing Arts: Perform or achieve top 35% of the competitors in visual and performing arts, Mock Trial, Academic Decathlon, agriculture, and Home Economic UC a-g 67% CTE Completers 35%	UC a-g Completion 87.4% of students enrolled in UC a-g Foreign Language AP Passing 222 Dual Enrollment Passing 329 students UC a-g Completion 84.7%of students enrolled in UC a-g Biliteracy Seal: 150 students Fitness Zone Passing Aerobic Capacity 2018 61.6% Body Composition 2018 50.2% Abdominal Strength 2018 87.4% Trunk Extension 2018 92.6% Upper Body Strength 2018 59.3% Flexibility 2018 74.3% Visual Performing Arts: The Band, percussion, colorguard, winterguard, and choir continue to rank as champions, 1st place, 2nd place and superior rating in their division. The Mock Trial	UC a-g Completion 87.4% of students enrolled in UC a-g Foreign Language AP Passing 225 Dual Enrollment Passing 331 students UC a-g Completion 84.7%of students enrolled in UC a-g Biliteracy Seal: 170 students Fitness Zone Passing Aerobic Capacity 2019 62% Body Composition 2019 51% Abdominal Strength 2019 87.6% Trunk Extension 2019 93% Upper Body Strength 2019 61.2% Flexibility 2019 76% Visual Performing Arts: The Band, percussion, colorguard, winterguard, and choir continue to rank as champions, 1st place, 2nd place and superior rating in their division. The Mock Trial

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			teams continue to perform in the top 15.	teams continue to perform in the top 15.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Ensure all students are provided with high quality standards (subject/CTE/CCR) aligned curriculum and instruction. a. Continue utilizing time during the day on Wednesdays for teachers to analyze and collaborate and refine appropriate instruction and curriculum. b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum, and assessments based on data analysis.	Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction. a. Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum. b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis to improve learning for English Learners and pupils of low socio-economic status.	Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction. a. Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum. b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis. This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 286,534	$ 244,077	$ 166,303
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$ 35,000	NA	$28,823
Source	Supplemental and Concentration	Not Applicable	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Not Applicable	3000-3999: Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide targeted, evidence-based professional development opportunities for teachers, counselors and administrators.	Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs.	Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs. The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 31,400	$ 31,400	$ 22,241
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	$ 10,000	$ 10,000	$4,159
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount	$ 21,000	$ 21,000	$ 3,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount			$ 13,500
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			$13,000
Source			Title IV
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase supplementary materials, equipment and supplies to attain goals and student outcomes.	Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population. The supplementary materials and equipment are principally directed to improve physical fitness, Career Tecnical Education completion, and access to a board course of study for English learners, foster youth, and pupils of low socio-economic status.	Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population. The supplementary materials and equipment are principally directed to improve physical fitness, Visual Performing Arts education, Career Tecnical Education completion, and access to a board course of study for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$230,000	$230,000	$160,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			$9,000
Source			Title IV
Budget Reference			4000-4999: Books And Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Offer CTE opportunities to decrease CTE completion gap. a. Continue to maintain Career Technical Education teachers: Home Ec. and Industrial Technology teachers at CCHS, Business Education teacher at RFK; Ag teacher at DHS. b. Continue to maintain CTE Director for articulation, dual enrollment and work-based learning. c. Continue to maintain additional CTE courses. d. Fund North Kern Vocational Courses: Auto Body, Health Occupations, Nurse Assistant, Medical Assistant, and Marketing.	Offer CTE opportunities to decrease CTE completion gap for all students, including English learners and students with disabilities. a. Maintain Career Technical Education teachers: Home Ec. and Industrial Technology teachers at CCHS, Business Education teacher at RFK; Ag teacher at DHS. b. Maintain CTE Director for articulation, dual enrollment and work-based learning. c. Maintain additional CTE courses. d. Maintain North Kern Vocational Courses: Auto Body, Health Occupations, Nurse Assistant, Medical Assistant, and Marketing. e. Fund Welding pathway teacher for RFK and two Health pathway teachers one each for RFK and CCHS. These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.	Offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English learners and students with disabilities. a. Maintain Career Technical Education teachers: Home Ec. and Industrial Technology teachers at CCHS, Business Education teacher at RFK; and Ag teacher at DHS. b. Maintain CTE Director for articulation, dual enrollment and work-based learning. c. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses. c. Maintain additional CTE and dual enrollment courses. d. Maintain CTE Courses: Auto Body, Nurse Assistant, Medical Assistant, Clinical Medical Assisting, and Security Law. e. Maintain two Health pathway teachers and one welding teacher. These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 336,435	$ 1,111,291	$ 1,076,257
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	$ 186,758	$ 195,815	$ 29,847
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Administrative Salaries & Benefits	Administrative Salaries & Benefits	2000-2999: Classified Personnel Salaries
Amount	$ 340,866	$ 648,000	$373,025
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits
Amount	$ 405,000	N/A	$648,000
Source	Supplemental and Concentration	Not Applicable	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Not Applicable	5000-5999: Services And Other Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for students with disabilities. a. Maintain Work-based learning support staff and SH special Ed. aides to provide work-based learning experiences and increase access to a broad course of study for all students. b. Maintain athletic trainers to improve outcomes in safe physical activity practices and improve outcomes in physical fitness. c. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes. d. Continue to provide afterschool intervention to improve student outcomes. e. Fund three four-hour instructional aides to increase course access to SWD: Two SH aides at CCHS and one RSP aide for the PAVE program.	Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for students with disabilities. a. Maintain SH teacher and two SH Special Ed. aides for reduced class size (96% unduplicated pupils). b. Maintain the additional hour for SH aides to increase course access for students with severe cognitive disabilities (approximately 75 students). c. Maintain three four-hour instructional aides to increase course access to SWD: Two SH aides at CCHS and one RSP aide for the PAVE program. d. Maintain athletic trainers to improve outcomes in safe physical activity practices and improve outcomes in physical fitness. e. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes.	Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for English learners, foster youth, pupils of low socioeconomic status, and students on an active IEP. a. Maintain SH teacher and two SH Special Ed. aides for reduced class size. b. Maintain the additional hour for the SH program staff to increase access to a broad course of study for students with severe cognitive disabilities. c. Maintain three four-hour instructional aides to increase course access to SWD: Two SH aides at CCHS and one RSP aide for the PAVE program. d. Maintain athletic trainers to improve outcomes in safe physical activity practices and improve outcomes in physical fitness. e. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes.

f. Fund an additional hour for SH aides to increase course access or CTE industry recognized job skills and provide instructional field trips for students with special needs.	f. Continue to provide afterschool intervention to improve student outcomes. g. Fund choir teacher at RFK and a band teacher at DHS to provide pupils access to a broad course of study in visual performing arts. These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.	f. Continue to provide afterschool intervention to improve student outcomes. g. Continue to fund the choir teacher at RFK, the jazz band section at VHS, and a band teacher at DHS to provide pupils access to a broad course of study. These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 92,021	$417,813	$466,703
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	$ 93,908	$250,365	$156,053
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries
Amount	$ 140,000	$202,500	$286,242
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits

Amount	$ 132,108	NA	$210,000
Source	Supplemental and Concentration	Not Applicable	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Not Applicable	5000-5999: Services And Other Operating Expenditures
Amount	$ 20,000	NA	NA
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	Certificated Salaries and Benefits	Not Applicable	Not Applicable
Amount	$ 55,538	NA	NA
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	Classified Salaries and Benefits Aides	Not Applicable	Not Applicable
Amount	$ 110,000	NA	NA
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	Classified Salaries and Benefits	Not Applicable	Not Applicable
Amount	$ 6,000	NA	NA
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures	Not Applicable	Not Applicable

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide visitations to four year universities, community colleges, and/or vocational institutions.	Continue to provide visitations to four year universities, community colleges, and/or vocational institutions. These supplemental educational activities are principally directed to improve learning for English learners, foster youth, and pupils of low socio-economic status.	Continue to provide visitations to four year universities, community colleges, and/or vocational institutions. These supplemental educational activities are principally directed to improve learning for English learners, foster youth, and pupils of low socio-economic status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount			$15,000
Source			Title IV
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.	Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills. The purchase of technology is principally directed to improve technological literacy for pupils of	Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills. The purchase of technology is principally directed to improve technological literacy

	low socio-economic status, English learners, and foster youth.	for pupils of low socio-economic status, English learners, and foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$100,000	$80,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$20,000	$40,000	$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

The DJUHSD facilities are in need of repair. The air condition system at DHS is in poor functioning condition and does not provide adequate amount of air to classrooms; doors are aged (105 yeas old), in disrepair and do not close properly; grounds and parking lots have severe cracks, holes and deterioration; and the 600 building roof is lifted and severely damaged. The DJUHSD has also 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. Pupil surveys indicate that student sense of safety and school connectedness declined from spring of 2018 to fall of 2018. The expulsion rates for 2018 increased for all students, English learners, and students with disabilities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Basic Services-Teachers in the LEA are appropriately assigned	97.1% teachers are fully credentialed and three teachers not appropriately assigned.	California School Dashboard Fall 2017 Met	California School Dashboard Fall 2018 Met	100% teachers fully credentialed and appropriately assigned

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and fully credentialed in the subject area and for the pupils they are teaching.		100% teachers fully credentialed and appropriately assigned	100% teachers fully credentialed and appropriately assigned	
Priority 1(b): Basic Services-Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	California School Dashboard Fall 2017 Met 100% of students have standards-aligned materials	California School Dashboard Fall 2018 Met 100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 1(c): Basic Services-School facilities are maintained in good repair.	Based on the 2017 Facility Inspection Tool: DHS 93.06% in “Good Repair” CCHS 96.67% in “Good Repair” RFK 99.48% in “Good Repair”	California School Dashboard Fall 2017 Met DHS 95% in “Good Repair” CCHS 98% in “Good Repair” RFK 100% in “Good Repair”	California School Dashboard Fall 2018 Met DHS 96% in “Good Repair” CCHS 98.5% in “Good Repair” RFK 100% in “Good Repair”	DHS 97% in “Good Repair” CCHS 99% in “Good Repair” RFK 100% in “Good Repair”
Priority 3(a): Parental Involvement addresses: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;	District Parent advisory participation increased by 31.7%. DJUHSD provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site Council,	Dashboard: Standard Met Delano Joint Union High School administered a local survey to parents/guardians of our schools across grades 9 through 12. Approximately 1250 of	Dashboard: Standard Met Key finding: 98.3% (833 surveys) of the parents agree that the school/district involves parents in providing input in making	Dashboard: Standard Met Increase Parent Advisory participation by 10% over previous year to seek input in making decisions for the district and each individual school site.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).	our parents responded to the survey. The results of the survey indicate that 96% of parents agree that the school involves parents in providing input in making decisions for the school or district.	decisions for the school or district.	
Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.	Dashboard: Standard Met Delano Joint Union High School administered a local survey to parents/guardians of our schools across grades 9 through 12. Approximately 1250 of our parents responded to the survey. The results of the survey indicate that 96% of parents also agree that the school promotes parental participation in programs.	Dashboard: Standard Met Key finding: 98% of parents (833) surveyed indicate DJUHSD promotes parental participation by providing parent notices, invitations, and letters regarding parent involvement activities. Notices are sent in English and Spanish.	Dashboard: Standard Met Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.
Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.	The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. DJUHSD	Dashboard: Standard Met Delano Joint Union High School administered a local survey to parents/guardians of our	Dashboard: Standard Met Key finding: 98% of parents (833) surveyed indicate DJUHSD promotes parental	Dashboard: Standard Met Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	will conduct SEPAC advisory committee meetings at least twice a year.	schools across grades 9 through 12. Approximately 1250 of our parents responded to the survey. The results of the survey indicate that 96% of parents also agree that the school promotes parental participation in programs. The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.	participation by providing parent notices, invitations, and letters regarding parent involvement activities. Notices are sent in English and Spanish. The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.	decisions for the school district and school sites.
Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: School attendance rates	96%	CALPADS Attendance Rates All students 95.85%	CALPADS Attendance Rates All students 96.67%	Attain 96.8%
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates	2015-16 Civil Rights Data Collection on Chronic Absenteeism: DJUHSD 13.7%	Dataquest 2017 All students 15.3% ELs 21.4% SWDs 24.2%	Dataquest 2018 All students 13.7% ELs 17.8% SWDs 20.9%	Reduce Chronic absenteeism to 11%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5(c): Pupil Engagement as measured by all of the following, as applicable: Middle school dropout rates – N/A	N/A	N/A	N/A	N/A
Priority 5(d): Pupil Engagement as measured by all of the following, as applicable: High school dropout rates; and	0.8%	Dataquest 2017 All students 0.4% ELs 0.9%	CALPADS 2018 All students 0.3% English learners 0.85% SWDs 0.5%	All students 0.28% English learners 0.8% SWDs 0.5%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: High school graduation rates	Graduation Rates: All students 97.7% English learner 97.1% SWD 83.6%	Dataquest 2017 All students 97% English learner 97% SWD 83.6%	Dataquest new 2018 baseline based on new state criteria: All students 95.1% English learner 89.7% SWD 79.1%	Dataquest 2019 All students 95.5% English learner 92% SWD 84%
Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates	All students 3.5% English Learner 6.7% SWD 7.9%	Dataquest 2017 All students 2.7% English Learner 4.5% SWD 4.8%	Dataquest 2018 All students 1.9% English Learner 2.1% SWD 3.0%	Dataquest All students 1.8% English Learner 2% SWD 2.9%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates	Total number of expulsions: 10	Dataquest 2017 All students 0.41% English Learner 0.47% SWDs 0.00%	Dataquest 2018 All students 0.58% English Learner 0.69% SWDs 0.5%	All students 0.4% English Learner 0.3% SWDs 0.0%
Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.	Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.	The California Healthy Kids Survey administered in spring 2018 to 1944 ninth and eleventh grade students indicates 93% of the students feel safe at school and 90% feel connected to their school. Student surveys (2179) administered October 2019 to ninth, tenth, and eleventh graders indicated 77.1% feel safe at school and 87.5% feel connected to their school.	100% Sense of Safety 100% connectedness to school

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide professional development on evidence-based intervention strategies.	Continue to provide high-quality professional development on evidence-based intervention strategies that is principally directed to reduce suspensions, expulsions, and improve school climate for English learners, foster youth and pupils of low socio-economic-economic status.	Continue to provide high-quality professional development on evidence-based intervention strategies. This action is principally directed to reduce suspensions and expulsions and improve student sense of safety for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$20,000	$25,000	$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	$2,000	$2,000
Source	Not Applicable	Migrant	Migrant
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			$28,000
Source			Title IV
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase supplementary instructional materials and supplies to attain student goals.	Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Recent stakeholder input and student surveys indicated a need and concern to add additional safety measures (training, reinforced gates, doors, locks, etc.) at the school sites so that students and teachers feel safer. All supplementary materials will improve services in intervention and increase graduation rates for student who are struggling.This action is principally directed to serve the unduplicated pupil population.	Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Recent stakeholder input and student surveys indicated the need for additional safety measures (training, reinforced gates, doors, locks, etc.). All supplementary materials are principally directed on improving student sense of safety and increasing graduation rates for the unduplicated pupil population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$130,000	$110,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$3,000	$100,000	$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Rentals, Leases & Repairs	5000-5999: Services And Other Operating Expenditures
Amount	NA	$8,000	$3,000
Source	Not Applicable	Title I	Title I
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			$12,389
Source			Title IV
Budget Reference			4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide alternative educational settings in lieu of suspension and expulsion. a. Fund an Opportunity Program teacher at each high School (DHS, CCHS, RFK, VHS) b. Maintain three academic intervention teachers – one for each comprehensive school site	Continue to provide alternative educational settings and add services to reduce suspensions and expulsions. a. Two Opportunity Program teachers district-wide b. Maintain three academic intervention teachers – one for each comprehensive school site c. Contract with canine detection services to deter controlled substances on school grounds This action is principally directed for the unduplicated student population.	Continue to provide alternative educational settings and services to reduce suspensions and expulsions. a. Maintain the two district Opportunity Program teachers b. Maintain three academic intervention teachers – one for each comprehensive school site This action is principally directed on improving outcomes for the unduplicated student population

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$764,193	$640,729	$419,706
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	NA	$20,000	$154,344
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide support, academic interventions and academic acceleration options for students to stay on track for graduation. • Supplement academic instruction by providing hands on experience	Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of the English Learner, students with disabilities and homeless subgroups.	Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status.

through field trips or other instructional activities. • Maintain additional periods of independent study and independent study teacher in Earlimart to meet student needs. • Maintain additional sections of credit recovery sections at VHS • Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses • Maintain contract with Delano Police Department for three resource officers.	a. Maintain additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism. b. Maintain additional sections of credit recovery sections c. Extend teacher duty day to work with students and meet with parents after school. d. Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses e. Maintain contract with Delano Police Department for three resource officers. f. Fund an intervention counselor for each comprehensive school site to reduce suspensions and expulsions. This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and pupils of low socio-economic status.	a. Maintain additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism. b. Maintain the additional credit recovery sections. c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school. d. Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses e. Maintain contract with Delano Police Department for three resource officers. f. Maintain funding for an intervention counselor for each comprehensive high school to reduce suspensions and expulsions. g. Fund an additional security staff at each comprehensive school site to increase student and teacher sense of safety. This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and socioeconomically disadvantaged pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$1,353,431	$1,348,030
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	$167,563	$345,547	$336,401
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries
Amount	$130,170	$43,000	$634,980
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount	$579,963	$220,000	$43,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Salaries and Benefits	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount	$43,000	$162,000	$230,000
Source	Supplemental and Concentration	Title I	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Certificated Salaries and Benefits Action f	5000-5999: Services And Other Operating Expenditures

Amount	$554,580	NA	$30,329
Source	Supplemental and Concentration	Not Applicable	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	Not Applicable	1000-1999: Certificated Personnel Salaries Action b
Amount	$206, 633	NA	$5,671
Source	Supplemental and Concentration	Not Applicable	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	Not Applicable	3000-3999: Employee Benefits Action b

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.	Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs. This action is principally directed to improve graduation rates for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$139,000	$191,060	$59,211
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	$11,700	$10,000	$11,072
Source	Supplemental and Concentration	Title I	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	3000-3999: Employee Benefits
Amount	$10,000	NA	$149,906
Source	Title I	Not Applicable	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	Not Applicable	1000-1999: Certificated Personnel Salaries
Amount			$28,031
Source			Title I
Budget Reference			3000-3999: Employee Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement.	Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement. This action is principally directed to improve graduation rates for English learners, foster youth, and pupils of low socio-economic status.	Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement. This action is principally directed on improving the digital literacy of English learners, foster youth, and socioeconomically disadvantaged pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$96,308	$88,387	$61,347
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries
Amount	$110,000	$110,000	$20,681
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount	$35,000	$38,000	$105,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount			$25,000
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			$20,455
Source			Title IV
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to maintain facilities clean and in good repair. a. Maintain additional traveling custodian to help maintain school facilities clean. b. Repair restrooms and floor in pool locker area at DHS; repair asphalt, outdoor basketball court, HM roof & fence at DHS; repair grounds under bleachers at RFK; repair chill water plant and wiring in 601 & 605 at CCHS.	Continue to maintain facilities in good repair. a. Maintain additional traveling custodian to help maintain school facilities clean. b. Repair stadium foot plank at DHS; repair physical education grounds at CCHS, RFK & DHS; repair air conditioning units in HM (mathematics) & LA (ELA) buildings at DHS; phase 4 asphalt repair at DHS (student parking lots East Cecil Avenue and front of Library building and auditorium); repair chiller at CCHS; install adequate lighting Norwalk (library) parking lot at DHS; install adequate lighting CCHS stadium parking lot; Repair walls and floors in boys locker room in north gym and pool area; repair water damaged walls	Continue to maintain facilities in good repair. a. Maintain additional traveling custodian to help maintain school facilities clean. b. Repair CCHS south and west student parking lot; repair DHS damaged classroom doors in LA, L, BE HM and science buildings; Repair lifted roof of the 600 wing at CCHS; repair chiller at DHS. These repairs will provide for increased student sense of safety; maintain interior temperatures in classrooms within normally acceptable ranges; and improve student facilities and grounds that are free of trip hazards, significant cracks, and evident damage.

	in DHS science building; repair concrete in front/side of CCHS gym. This action is principally directed to provide English learners, foster youth and pupils of low socio-economic status a quality learning environment and classrooms.	This action is principally directed on providing English learners, foster youth and socioeconomically disadvantaged pupils with a quality learning environment and classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,399	$86,831	$31,582
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Salaries and Benefits	Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries
Amount	$350,000	$630,000	$23,572
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Materials & Supplies	Materials & Supplies	3000-3999: Employee Benefits
Amount	$530,000	$525,000	$980,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Rentals, Leases & Repairs	Rentals, Leases & Repairs	4000-4999: Books And Supplies
Amount	$35,000	NA	$600,000
Source	Supplemental and Concentration	Not Applicable	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Not Applicable	5000-5999: Services And Other Operating Expenditures

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	Continue to provide an educational environment where students feel connected to school and can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities.	Continue to foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities and increase student sense of school connectedness. a. Implement Link Crew program to improve school connectedness for all students including English learners, students with disabilities, homeless, and foster youth subgroups.

		This action is principally directed to improve school connectedness for the unduplicated pupil population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$20,000	$20,000	$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			$11,000
Source			Title IV
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote parental involvement by: • Continue to conduct Parent Awareness workshops. • Continue to provide district for parent outreach and assistance. • Provide resources to train classified staff on the district's customer service standards and provide other services.	Promote additional parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status by: a. Continuing to conduct Parent Awareness workshops. b. Continuing to provide district for parent outreach and assistance. c. Maintaining modified classified staff work calendar to improve services for students.	Promote additional parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status by: a. Continuing to conduct Parent Awareness workshops. b. Continuing to provide district for parent outreach and assistance. c. Maintaining modified classified staff work calendar to improve services for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	$16,849
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries

Amount	$15,000	$194,447	$164,452
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries
Amount	$1,000	$2,500	$50,018
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount	$41,000	$4,000	$2,500
Source	Supplemental and Concentration	Migrant	Supplemental and Concentration
Budget Reference	Classified Salaries and Benefits	4000-4999: Books And Supplies Action a	4000-4999: Books And Supplies
Amount	$127,707	NA	$4,000
Source	Supplemental and Concentration	Not Applicable	Migrant
Budget Reference	Classified Salaries and Benefits	Not Applicable	4000-4999: Books And Supplies Action a

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	Continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures
Amount	$10,000	$6,173	$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Migrant
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies

Amount	NA	$1,000	
Source	Not Applicable	Migrant	
Budget Reference	Not Applicable	4000-4999: Books And Supplies	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$14,391,293	37.19%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Delano Joint Union High School District has principally directed the Supplemental and Concentration grant funds to our unduplicated students. The district will expend the funds LEA wide to provide interventions, increased UC a-g and CTE opportunities, support services and staff, evidence-based professional development, reduced class size, work-based learning experiences, a safe school environment, and stakeholder engagement. Field trips and other educational activities will be utilized to supplement instruction and learning for the unduplicated pupil count. We will continue to purchase supplementary materials and equipment as well as foster and celebrate student success. In addition, we will ensure all students are provided with standards aligned instructional materials as well as technology needed to promote learning. The DJUHSD has demonstrated success on the academic indicator. Our district will continue to provide teachers with additional time to review data, collaborate with their cohort group, and modify and refine curriculum, assessments, and instruction. The DJUHSD will continue to provide mentors for new teachers and teachers eligible for the Induction Program in order to maintain high quality instruction. To improve services and not hinder student learning of our unduplicated student population, the DJUHSD will continue to maintain the increased competitive teacher salaries to retain appropriately qualified teachers. Many of our school buildings and grounds are damaged and are in need of repair. Thus, we have allocated funds to ensure our facilities are in good repair. Transportation for college and career readiness supplementary instruction and interventions will be provided to ensure student attainment of outcomes. The District goal is to provide opportunities for college and career readiness. As a result, the DJUHSD has allocated resources for North Kern Vocational courses, dual enrollment, and access to broad course of study for students at all DJUHSD schools. The unduplicated pupil count will continue to be provided with the added career pathway courses in home economics, industrial arts, health pathway, welding and business. We increased access to a broad course of study for the unduplicated pupil populations by adding a music teacher at RFK, an additional bus driver to transport student for access to courses at other district schools, and dual enrollment clerk so that students may take dual enrollment college courses. The 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. To keep students in school and improve graduation rates, we will continue to fund the academic intervention teachers at each comprehensive school site and two opportunity program teachers for the district. 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 resources to provide students with a more secure environment. The district will fund three additional security officers 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 an unduplicated student population of 92.42% and has principally directed all actions and services to improving student outcomes for our unduplicated pupil population.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$14,028,477	37.08%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Delano Joint Union High School District has principally directed the Supplemental and Concentration grant funds to our unduplicated students. The district will expend the funds LEA wide to provide interventions, increased UC a-g and CTE opportunities, increased access to a broad course of study, support services and staff, evidence-based professional development, reduced class size, work-based learning experiences, a safe school environment, and stakeholder engagement. Field trips and other educational activities were utilized to supplement instruction and learning for the unduplicated pupil count. We will continue to purchase supplementary materials and equipment as well as foster and celebrate student success. In addition, we will ensure all students are provided with standards aligned instructional materials as well as technology needed to promote learning.

The DJUHSD has demonstrated outstanding success on the academic indicator. Our district will continue to provide teachers with additional time to review data, collaborate with their cohort group, and modify and refine curriculum, assessments, and instruction to improve student learning and academic achievement. The DJUHSD will continue to provide mentors for new teachers and teachers eligible for the Induction Program in order to maintain high quality instruction for our English learners, socioeconomically disadvantaged pupils, and foster youth. To improve services and student learning of our unduplicated student population, the DJUHSD will continue to maintain the increased competitive teacher salaries to retain appropriately qualified teachers. Transportation for tutorials and access to a broad course of study will be provided to ensure improved services and attainment of outcomes for the unduplicated pupils. The District goal is to provide opportunities for college and career readiness. As a result, the DJUHSD has allocated resources for North Kern Vocational courses, dual enrollment, and access to broad course of study for students at all DJUHSD schools. The unduplicated pupil count will continue to be provided with the added career pathway courses in home economics, industrial arts, and business. We have increased the access to a broad course for the unduplicated pupil populations in music, health and welding pathways at DHS, RFK and CCHS. College and Career Readiness continues to be a high priority for our district. Thus, the CTE director will continue to coordinate and articulate academic and career courses for dual enrollment credit. To facilitate this process, our district proposes funding for a dual enrollment clerk to assist pupils in registering for college dual enrollment courses. These actions are principally directed to improve college and career readiness for our unduplicated pupils.

The DJUHSD is committed to providing all of our students with a safe and supportive learning environment. Many of our school buildings and grounds are damaged and in need of repair. Thus, we have allocated funds to ensure our facilities are in good repair. Student safety is highly important in our district. We have proposed to fund an additional security officer at each comprehensive high school principally directed to increase student sense of safety for the unduplicated pupils. To keep students in school and improve graduation rates, we will continue to fund the academic intervention teachers at each comprehensive school site and two opportunity program teachers for the district. Additional staff time has been added to the teacher duty day and the classified staff work calendar has been adjusted so that staff is available for students and parents. Parent trainings and workshops on readiness for college and career readiness, suicide prevention, 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 resources to provide students with a more secure environment. Thus, we will continue to maintain the school site

registered nurses, psychologists, and discipline liaisons and have added intervention counselors to provide support services to improve school conditions for student learning. The district concluded this was the best use of funds.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$11,751.565	33.36%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Delano Joint Union High School District has principally directed the Supplemental and Concentration grant funds to our unduplicated students. The district will expend the funds LEA wide to provide interventions, CTE opportunities, support services and staff, evidence-based professional development, reduced class size, work-based learning experiences, and stakeholder engagement. The district will continue to purchase supplementary supplies and equipment as well as foster and celebrate student success. In addition, we will ensure all students are provided with standards aligned instructional materials as well as technology needed to promote learning. DJUHSD has demonstrated success on the academic indicator. Our district will continue to provide teachers with additional time to review data, collaborate with their cohort, and modify and refine curriculum, assessments, and instruction. Many of our school buildings are aged and are in need of repair. Thus, we have allocated funds to ensure our facilities are in good repair. Transportation for college and career readiness supplementary instruction and interventions will be provided to ensure student attainment of outcomes. The District goal is to provide opportunities for college and career readiness. As a result, DJUHSD has allocated resources for North Kern Vocational courses, dual enrollment, and access to broad course of study for students with significant cognitive disabilities. Additional staff time will be added to improve areas in Priority 8 as well as providing alternatives in meeting

Priority 5. To improve subgroup suspension and graduation rates, DJUHSD included in Goal 3 to provide an opportunity teacher at each school site. The district concluded this was the best use of funds.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary]

[Annual Update]

[Stakeholder Engagement]

[Goals, Actions, and Services]

[Planned Actions/Services]

[Demonstration of Increased or Improved Services for Unduplicated Students]

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	16,784,038.00	16,440,278.00	12,175,801.00	16,784,038.00	17,651,768.00	46,611,607.00
	0.00	0.00	0.00	0.00	0.00	0.00
Migrant	691,631.00	691,631.00	0.00	691,631.00	596,970.00	1,288,601.00
Supplemental and Concentration	13,810,914.00	13,289,245.00	11,682,221.00	13,810,914.00	14,704,249.00	40,197,384.00
Title I	2,067,663.00	2,112,296.00	334,580.00	2,067,663.00	1,387,073.00	3,789,316.00
Title I & Migrant	0.00	0.00	52,000.00	0.00	0.00	52,000.00
Title I, Title II	0.00	0.00	107,000.00	0.00	599,883.00	706,883.00
Title II	93,270.00	242,018.00	0.00	93,270.00	126,588.00	219,858.00
Title III	120,560.00	105,088.00	0.00	120,560.00	110,161.00	230,721.00
Title IV	0.00	0.00	0.00	0.00	126,844.00	126,844.00

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	16,784,038.00	16,440,278.00	12,175,801.00	16,784,038.00	17,651,768.00	46,611,607.00
1000-1999: Certificated Personnel Salaries	944,309.00	0.00	1,095,727.00	944,309.00	7,727,156.00	9,767,192.00
2000-2999: Classified Personnel Salaries	0.00	421,220.00	554,580.00	0.00	1,470,804.00	2,025,384.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	3,245,945.00	3,245,945.00
4000-4999: Books And Supplies	1,402,326.00	1,947,610.00	1,093,000.00	1,402,326.00	2,447,709.00	4,943,035.00
5000-5999: Services And Other Operating Expenditures	2,068,193.00	2,065,979.00	1,178,045.00	2,068,193.00	2,760,154.00	6,006,392.00
Administrative Salaries & Benefits	1,138,292.00	1,401,697.00	563,423.00	1,138,292.00	0.00	1,701,715.00
Certificated Salaries and Benefits	7,525,561.00	7,595,565.00	5,082,853.00	7,525,561.00	0.00	12,608,414.00
Classified Salaries and Benefits	2,330,357.00	1,788,734.00	1,614,173.00	2,330,357.00	0.00	3,944,530.00
Materials & Supplies	750,000.00	658,823.00	464,000.00	750,000.00	0.00	1,214,000.00
Rentals, Leases & Repairs	625,000.00	560,650.00	530,000.00	625,000.00	0.00	1,155,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	16,784,038.00	16,440,278.00	12,175,801.00	16,784,038.00	17,651,768.00	46,611,607.00
1000-1999: Certificated Personnel Salaries	Migrant	49,503.00	0.00	0.00	49,503.00	323,349.00	372,852.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	884,806.00	0.00	1,085,727.00	884,806.00	6,551,236.00	8,521,769.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00	0.00	10,000.00	10,000.00	237,524.00	257,524.00
1000-1999: Certificated Personnel Salaries	Title I, Title II	0.00	0.00	0.00	0.00	599,883.00	599,883.00
1000-1999: Certificated Personnel Salaries	Title IV	0.00	0.00	0.00	0.00	15,164.00	15,164.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	421,220.00	554,580.00	0.00	1,118,338.00	1,672,918.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	289,528.00	289,528.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	0.00	0.00	62,938.00	62,938.00
3000-3999: Employee Benefits	Migrant	0.00	0.00	0.00	0.00	147,621.00	147,621.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	0.00	0.00	2,681,977.00	2,681,977.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	0.00	379,157.00	379,157.00
3000-3999: Employee Benefits	Title III	0.00	0.00	0.00	0.00	34,354.00	34,354.00
3000-3999: Employee Benefits	Title IV	0.00	0.00	0.00	0.00	2,836.00	2,836.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Migrant	59,000.00	59,000.00	0.00	59,000.00	74,000.00	133,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	986,500.00	1,389,304.00	871,000.00	986,500.00	1,969,000.00	3,826,500.00
4000-4999: Books And Supplies	Title I	330,877.00	489,647.00	170,000.00	330,877.00	370,500.00	871,377.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
4000-4999: Books And Supplies	Title I & Migrant	0.00	0.00	52,000.00	0.00	0.00	52,000.00
4000-4999: Books And Supplies	Title II	10,000.00	9,659.00	0.00	10,000.00	10,000.00	20,000.00
4000-4999: Books And Supplies	Title III	15,949.00	0.00	0.00	15,949.00	2,820.00	18,769.00
4000-4999: Books And Supplies	Title IV	0.00	0.00	0.00	0.00	21,389.00	21,389.00
5000-5999: Services And Other Operating Expenditures	Migrant	52,000.00	52,000.00	0.00	52,000.00	52,000.00	104,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,853,923.00	1,655,073.00	1,071,045.00	1,853,923.00	2,383,698.00	5,308,666.00
5000-5999: Services And Other Operating Expenditures	Title I	65,000.00	230,640.00	0.00	65,000.00	110,364.00	175,364.00
5000-5999: Services And Other Operating Expenditures	Title I, Title II	0.00	0.00	107,000.00	0.00	0.00	107,000.00
5000-5999: Services And Other Operating Expenditures	Title II	83,270.00	116,588.00	0.00	83,270.00	116,588.00	199,858.00
5000-5999: Services And Other Operating Expenditures	Title III	14,000.00	11,678.00	0.00	14,000.00	10,049.00	24,049.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	0.00	0.00	0.00	87,455.00	87,455.00
Administrative Salaries & Benefits	Migrant	187,407.00	187,407.00	0.00	187,407.00	0.00	187,407.00
Administrative Salaries & Benefits	Supplemental and Concentration	606,680.00	756,781.00	563,423.00	606,680.00	0.00	1,170,103.00
Administrative Salaries & Benefits	Title I	344,205.00	457,509.00	0.00	344,205.00	0.00	344,205.00
Administrative Salaries & Benefits	Title I, Title II	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Salaries and Benefits	Migrant	145,809.00	195,312.00	0.00	145,809.00	0.00	145,809.00
Certificated Salaries and Benefits	Supplemental and Concentration	6,670,380.00	6,960,920.00	4,928,273.00	6,670,380.00	0.00	11,598,653.00
Certificated Salaries and Benefits	Title I	709,372.00	323,562.00	154,580.00	709,372.00	0.00	863,952.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Certificated Salaries and Benefits	Title II	0.00	115,771.00	0.00	0.00	0.00	0.00
Classified Salaries and Benefits	Migrant	182,912.00	182,912.00	0.00	182,912.00	0.00	182,912.00
Classified Salaries and Benefits	Supplemental and Concentration	1,448,625.00	901,474.00	1,614,173.00	1,448,625.00	0.00	3,062,798.00
Classified Salaries and Benefits	Title I	608,209.00	610,938.00	0.00	608,209.00	0.00	608,209.00
Classified Salaries and Benefits	Title III	90,611.00	93,410.00	0.00	90,611.00	0.00	90,611.00
Materials & Supplies	Migrant	15,000.00	15,000.00	0.00	15,000.00	0.00	15,000.00
Materials & Supplies	Supplemental and Concentration	735,000.00	643,823.00	464,000.00	735,000.00	0.00	1,199,000.00
Rentals, Leases & Repairs		0.00	0.00	0.00	0.00	0.00	0.00
Rentals, Leases & Repairs	Supplemental and Concentration	625,000.00	560,650.00	530,000.00	625,000.00	0.00	1,155,000.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	8,234,672.00	8,461,596.00	5,508,650.00	8,234,672.00	8,018,589.00	21,761,911.00
Goal 2	3,527,261.00	3,255,320.00	2,657,568.00	3,527,261.00	3,806,653.00	9,991,482.00
Goal 3	5,022,105.00	4,723,362.00	4,009,583.00	5,022,105.00	5,826,526.00	14,858,214.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					