

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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

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

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

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

- The DJUHSD will develop and implement procedures and systems to improve the preparedness and response efforts in providing a safe environment for our students. This includes quarantine procedures and adherence to CDC, CDPH, and Cal/OSHA COVID-19 safety guidelines as well as providing resources for communication of mask requirement, six feet social distancing, and campus walking directions.
- The DJUHSD will allocate resources for inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- The DJUHSD will implement the necessary protocols and procedures to ensure student and staff safety in accordance with CDC and CDPH guidelines to include:
  - a. COVID-19 screening and testing for pupils and staff during contact tracing
  - b. Weekly testing of non-vaccinated employees
- The DJUHSD will Implement evidence-based activities to meet the comprehensive needs of students and address learning loss. These activities include:

- a. Provide class size reduction in core academic subjects areas for COVID-19 social distancing guidance and to provide more effective instruction in addressing loss of learning for English learners, students with disabilities, foster and homeless youth, pupils not performing at grade level, and socioeconomically disadvantaged pupils.
- b. Fund two paraprofessionals for each comprehensive school site to provide supplemental instruction and support prioritized for English learners and pupils who are individuals with exceptional needs.
- The DJUHSD will ensure sufficient staffing for continuity of services for students in mitigating COVID-19. This action includes, but is not limited to:
  - a. Hiring short-term Health Care Assistants to assist with mitigation of COVID-19.
  - b. Contracting services for district RNs to assist with COVID-19 testing and contact tracing.
- The DJUHSD will provide on-going communication/updates to our parents on all relevant aspects of the COVID-19 safety procedures and protocols. All communications will be provided in English and Spanish.
- The DJUHSD will provide the necessary mental health services and supports for pupils and staff affected as a result of COVID-19.

These strategies include, but are not limited:

- a. Purchase ONEder Social-Emotional Learning Curriculum to conduct individual and group sessions that include strategies such as decision-making, developing self-management, and healthy relationships.
- b. Continue to provide social, emotional, and mental health education with the My Grief Journey Group curriculum.
- c. Conduct afterschool and Saturday social, emotional and mental health learning activities and programs
- The DJUHSD will provide Homeless Youth additional services to supplement strategies outlined in the LCAP Federal Addendum. These services are in accordance with CDE guidance.

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



- b. Purchase needed supplies (e.g., personal protective equipment [PPE], eyeglasses);
- c. Pay for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities (including summer school).
- The DJUHSD will provide extra duty time for classified and certificated staff to provide support services for students that include, but are not limited to, tracking student attendance, assisting with contact tracing and contacting parents, and conducting parental involvement activities to improve student engagement.
- The DJUHSD will implement activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- The DJUHSD will conduct other activities that are necessary to maintain the operation of and continuity of services in our district and continue to employ existing staff of the local educational agency to include, but not limited to:
  - a. Fund reassigned staff as a result of closed programs.
  - b. Maintain instructional staff at schools with declining enrollment
  - c. Pay substitute costs incurred as a result of COVID-19 quarantine
  - d. Provide for the increased substitute pay to ensure continuity of services for all students.

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

#### Goal 1 Provide a high quality education to improve student learning and academic performance

- The DJUHSD will provide high-quality professional development for teachers, administrators, counselors, paraprofessionals, health support staff, and other staff to improve student learning and support social, emotional, and mental health needs of our students.
- The DJUHSD will provide expanded learning time to address learning loss; provide additional credit recovery opportunities for pupils that are deficient in credits; and implement the necessary support to address learning gaps as a result of COVID-19 school closures. These services and strategies include, but are not limited to:
  - a. Offering summer school learning opportunities
  - b. Providing additional afterschool and Saturday tutorials and credit recovery sessions
  - c. Providing one-on-one tutorial for foster and homeless youth and small group tutorial for English learners and students with disabilities
- Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures.
- Allocate resources for supplemental online instructional materials to support student learning. These online resources include

Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support.

- Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.
- Provide no share instructional materials and supplies during COVID-19 pandemic.
- Fund an additional English and social studies teacher at CCHS and additional English teacher at RFK to reduce class size and close the learning gap as a result of the COVID-19 school closures.
- Provide class size reduction in other subject areas for COVID-19 social distancing guidance.
- Purchase the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students).
- Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement.
- Upgrade the technology infrastructure to support uninterrupted instruction and provide English learners and socioeconomically disadvantaged pupils learning opportunities beyond the school day.

### Goal 3 Provide all students with a high quality educational environment

- Purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease.
- Purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use.
- The DJUHSD will provide increased independent Study options to address COVID-19 parent and student safety concerns and to meet the educational needs of pupils.
- Fund a Director of Student Services to track student attendance, improve student engagement, and coordinate mental health support services for students affected by trauma and violence and prevention of suicide, bullying, and harassment.
- Modification to facilities in preparation for in-person instruction that include installation of plexi-glass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 feet social distancing; and installation of additional handwashing and hand sanitation stations.
- Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfect and disinfecting and cleaning any area used by any sick.



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

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

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

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

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

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

Parents (2608) and teachers (176) were surveyed in July 2020 via personal phone calls or texts on the instructional scheduling model preference for the upcoming school year. Parents were also surveyed on the preferred instructional model (hybrid, distance learning, or traditional), needed transportation to attend in-person instruction, and pupil access to connectivity and devices to participate in the educational program and complete assigned work. The parent phone and text surveys were conducted in English and Spanish. Survey results were used as a gauge in determining the needed instructional platform for our students and to guide the development of the Learning Continuity Plan. The Learning Continuity and Attendance Plan was posted on the District's website in English and Spanish for continued parent feedback and input. A hard copy of the plan was available for parents with no internet access. Parent input was solicited via text message to all parents/guardians of the DJUHSD. Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) parents were contacted via phone to inquire about the most suitable platform for input on the development of the Learning Continuity and Attendance Plan. PAC and DELAC conferred that a telephone meeting was the best venue for them. Documents and budgets were e-mailed to PAC and DELAC for review prior to the scheduled meeting. The Assistant Superintendent conducted the phone meeting in English and Spanish. All documents were translated in Spanish for DELAC review.

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

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

Student input was solicited August of 2020 via scheduled Microsoft Teams sessions.

The CARES Act use of funds (Learning Continuity and Attendance Plan) was presented in a public hearing of the governing board on September 8, 2020 and adopted in a subsequent public meeting of local governing board on September 22, 2020.

Participation in public meetings and public hearings was posted on the board agenda prior to the public meeting and public hearings. The public meetings and hearings are accessible to members of the public remotely via phone numbers and meeting identification codes published on the posted agenda. The public may dial in and provide comments or recommendations during the phone meetings. Comments or recommendations may be e-mailed as well. Comments may be submitted in English or Spanish. Translation service in Spanish is available during the phone meeting as well.



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

**Expanded Learning Opportunities Grant (CRRSA and ARP)**

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

**ESSER II (CRRSA) and ESSER III (ARP)**

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

**Principals and Administrators:**

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

**School Site Council:**

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

#### SELPA:

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

#### Teachers:

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

#### Other Staff:

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

#### Student Groups:

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

#### Parents and Parent Advisories:

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

#### Teacher Association:

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



California School Employees Association:

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

Notification to Members of the Public June 2021:

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

Public hearing:

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

Board Approval

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

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

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

#### **Strategies for continuous and safe in-person learning**

- Provided the necessary supplies and equipment to sanitize and clean district facilities. All staff and students are provided with the necessary personal protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) to meet the needs of students and teachers and reduce the spread of disease.
- Developed and implemented procedures and systems to improve the preparedness and response efforts in providing a safe environment for students and staff. The School Opening & Safety plan included quarantine procedures and adherence to CDC, CDPH, Kern County Public Health, and Cal/OSHA COVID-19 safety guidelines. This plan was revised on an ongoing basis to reflect the updated guidance from CDPH and the CDC.
- Implemented the necessary protocols and procedures to ensure student and staff safety in accordance with CDC and CDPH guidelines to include

provision of COVID rapid home test kits for students to reduce the spread of COVID: weekly testing of non-vaccinated employees (mandatory), vaccinated staff (optional), and selected athletic teams that are unable to wear masks due to choking hazard; biweekly testing for students and staff on modified quarantine; hosted four vaccination clinics with the option of receiving the booster; and provided N95 masks for staff opting to complete the required CDPH training.

- Improved the school facilities to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. These improvements included installation of plexiglass to reduce the spread of disease; removing counters and other classroom modifications to implement social distancing indoor guidance; and installation of additional handwashing and hand sanitation stations.
- Purchased air filters and ionization units to improve the indoor air quality in school facilities.
- Ensured sufficient staffing for continuity of services for students.
  - a. Hired three short-term Health Care Assistants to assist with mitigation of COVID-19.
  - b. Contracted services for district RNs with Maxim Health Care to assist with COVID-19 testing and contact tracing. However, there has been a high turnover rate due to the high demand in the health profession.
  - c. Established a COVID task force at each school site to streamline COVID testing and implementation of CDPH and Kern County Public Health guidance. The task force is comprised of the school site Principal, Assistant Principal, nurse, and the Health Care Aide.
- Provided on-going communication/updates to our parents on all relevant aspects of the COVID-19 safety procedures and protocols. All communications were provided in English and Spanish.

#### **Addressing Lost Instructional Time**

- Provided high-quality professional development for teachers, administrators, counselors, paraprofessionals, health support staff, and other staff to improve student learning and support social, emotional, and mental health needs of our students. Professional development activities conducted this school year include Explicit Direct Instruction, Increasing Literacy, CPM, Thinking Maps, Listenwise, Writing Learning Objectives, Unpacking Standards, and Forward Thinking for social-emotional learning
- Administered and used high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs. The DJUHSD implemented the following strategies:
  - a. Purchased and utilized supplemental online assessments (Formative, Renaissance, IXL, Star) to monitor student learning.
  - b. Provided teachers extra-duty time to refine and modify high-quality assessments and use data from those assessments to gauge student learning and instruction.
- Implemented evidence-based activities to meet the comprehensive needs of students and address learning loss. These include:
  - a. Hired an additional English and social studies teacher at CCHS and additional English teacher at RFK to reduce class size and close the learning gap as a result of the COVID-19 school closures.
  - b. Incorporated six additional class size reduction sections in core academic subject areas for COVID-19 social distancing guidance and to provide more effective instruction in addressing loss of learning for English learners, students with disabilities, foster and homeless youth, pupils not performing at grade level, and socioeconomically disadvantaged pupils.
  - c. Hired two paraprofessionals for each comprehensive school site to provide supplemental instruction and support prioritized for English learners and pupils who are individuals with exceptional needs.
  - d. Provided of extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent



quality curriculum and instruction when needed to improve student learning hindered as a result of mandated quarantine.

- Provided expanded learning time to address learning loss as a result of COVID-19 school closures that included summer school learning opportunities; afterschool and Saturday tutorials and credit recovery sessions; and one-on-one tutorial for foster and homeless youth and small group tutorial for English learners and students with disabilities.
- Provided the necessary instructional materials to improve student learning and reduce the spread of infection. This includes, but is not limited to the following:
  - a. Supplemental instructional materials to include Smart Suite to provide mathematical visuals to increase student understanding; Listenwise and News ELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Renaissance to close the learning gap in English and mathematics; and Reading Horizons.
  - b. No share instructional materials and supplies during pandemic to ensure students are afforded a healthy educational environment conducive to learning and to reduce the spread of infection.
- Provided the necessary mental health services and supports for pupils and staff affected as a result of COVID-19. The implemented strategies include the purchasing of ONEder Social-Emotional Learning Curriculum, and professional development on Suicide Assist, Why Try, Forward Thinking, and My Grief Journey for the provision of provide social, emotional, and mental health education.
- Purchased educational technology (including hardware, software, and connectivity) to ensure all quarantined pupils and students in independent study have access to connectivity and a laptop to participate fully in the educational program and complete assigned work. The DJUHSD also purchased the Canvas online platform for quarantined pupils to access their class assignments.
- Conducted student, parent, and staff communication and education sessions on COVID-19. The parent communications were facilitated in English and Spanish.
- Provided student support services that include:
  - a. A Director of Student Services was hired to track student attendance, increase student engagement, and coordinate health and support services for students affected by COVID19, trauma and violence, bullying, and harassment and prevention of suicide.
  - b. Extra duty time for classified and certificated staff to track student attendance, assist with contact tracing and parent communication, and assist in re-engagement strategies for students in independent study.
- Increased independent Study options to address COVID-19 parent and student safety concerns and to meet the educational needs of pupils
- Conducted other activities that are necessary to maintain the operation of and continuity of services. These activities encompass continued funding of reassigned staff as a result of closed programs and provision of substitute costs incurred as a result of COVID-19 quarantine.

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

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

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

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

#### **Addressing the Impact of Lost Instructional Time**

ESSER III Professional Development: Provide high-quality professional development to improve students learning and support social, emotional, and mental health needs of our students.

Alignment: LCAP Goal 1 Action 2 Professional Development on evidence-based instructional strategies

The district will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals to improve student learning and academic achievement.

Alignment: LCAP Goal 3 Action 1 Professional Development on Social-Emotional Education

The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence-based behavior intervention and social-emotional education strategies and practices.

ESSER III High Quality Assessments: Administer and utilize high quality assessments to assess students' academic progress and assist educators in meeting student needs.

Alignment: LCAP Goal 1 Action 1 High Quality Instruction

The DJUHSD will ensure all students are provided with high-quality instruction by continuing to utilize time during on Wednesdays for teachers to analyze data (interim and summative SBAC ELA & mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instructional strategies.

Alignment: LCAP Goal 2 Action 1 High Quality Instruction

The district will continue to ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction by utilizing time during the late start Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.

ESSER III Class Size Reduction and Academic Support: Provide class size reduction and academic supports to meet the comprehensive needs of students and address learning loss.



Alignment: LCAP Goal 1 Action 6 Reduced Class Size

The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners.

Alignment: LCAP Goal 1 Action 9 Classified Support Staff

The district will continue to provide support staff for improved student outcomes.

ESSER III Expanded Learning: Expand learning time by offering summer school, afterschool and Saturday tutorials and credit recovery opportunities, and one-on-one tutorial for foster and homeless youth and small group instruction for English learners and students with disabilities.

Alignment: LCAP Goal 1 Action 5 Supplemental Instruction and Interventions

The district will continue to maintain supplemental instruction and interventions for teachers to provide academic tutorials and summer school ELD, supplemental instruction for students not meeting standard, and core academic make-up classes.

Alignment LCAP Goal 3 Action 4b Credit Recovery Sections

Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.

ESSER III Supplemental Instructional Materials: Provide the necessary instructional materials to improve student learning and reduce the spread of infection (no share instructional materials).

Alignment: LCAP Goal 1 Action 4 Supplemental Instructional Materials

The district will continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve language acquisition for English learners and instruction and learning of pupils.

ESSER III Mental Health Services: Provide the necessary mental health services and supports for pupils and staff affected as a result of COVID-19;

Alignment: Goal 3 Action 2 Supplementary Materials

The district will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment.

Alignment Goal 3 Action 6 Support Services for Social Emotional Education

The district will continue to provide the additional social emotional education support staff to address barriers that impede learning.

ESSER III Technology: Provide the necessary technology to ensure continuity of instruction for students affected by COVID.

Alignment: Goal 1 Action 12 Technology

The district will continue to purchase updated technology to improve digital literacy of English learners and socioeconomically disadvantaged pupils.

ESSER III Parental Involvement: Conduct workshops and provide information and assistance to parents and families on how they can effectively support students.

Safe to In-Person Instruction and Continuity of Services Action: Provide families with academic and social emotional needs.

Alignment: Goal 3 Action 11 Parental Involvement

The district will continue to promote parental involvement to improve learning outcomes by conducting Parent Awareness workshops and providing resources for parent outreach and assistance.

### **Strategies for Continuous and Safe In-Person Learning**

ESSER III Sanitized Facilities: The DJUHSD will provide the necessary supplies to sanitize and clean district facilities.

Safe to In-Person Instruction and Continuity of Services Action: Students will be provided a mask should they not have their own (Pg.4). The district will use clean based on CDE and state public guidelines and use cleaning products that are approved for the use against COVID-19.

Alignment: Goal 3 action 2 Supplementary Materials

Purchase supplementary materials and equipment for student academic achievement and social-emotional education.

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

Alignment: Goal 3 Action 1 Professional Development on Behavioral and Social-Emotional Education

The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence-based behavior intervention and social-emotional education strategies and practices.

Alignment: Goal 3 Action 6 Support Services

The district will continue to provide the additional social emotional and health education support staff to address barriers that impede learning and improve graduation rates and chronic absenteeism.

ESSER III School Facility Repairs: The DJUHSD will repair and improve school facilities to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Alignment: Goal 3 Action 10 Facilities in Good Repair

The district will continue to maintain facilities in good repair.

ESSER III Facility Projects: The DJUHSD will allocate resources for inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Alignment: Goal 3 Action 10 Facilities in Good Repair

The district will continue to maintain facilities in good repair.

ESSER III Protocols and Procedures: The DJUHSD will implement the necessary protocols and procedures to ensure student and staff safety in accordance with CDC and CDPH guidelines to include COVID-19 screening and testing for pupils and staff during contact tracing as well as weekly testing of non-vaccinated employees.

Safe to In-Person Instruction and Continuity of Services Action: Health screening for students and staff; protective gear; and hygiene practices.

Alignment: Goal 3 Action 6 Support Services

The district will continue to provide the additional social emotional and health education support staff to address barriers that impede learning and improve graduation rates and chronic absenteeism.

ESSER III Contact Tracing and Health Services: The DJUHSD will ensure sufficient staffing for continuity of services for students in mitigating COVID-19 to include hiring short-term Health Care Assistants and contracting RNs to assist with COVID-19 testing and contact tracing.

Safe to In-Person Instruction and Continuity of Services Action: Health screening for students and staff (pg.3) and identification and contact tracing (pg. 6).

Alignment: Goal 3 Action 6 Support Services

The district will continue to provide the additional social emotional and health education support staff to address barriers that impede learning and



improve graduation rates and chronic absenteeism.

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

Safe to In-Person Instruction and Continuity of Services Action: Provide on-going communication/updates on all relevant aspects of the safety plan (pg. 9).

Alignment: Goal 3 Action 11 Parental Involvement

The district will continue to promote parental involvement to improve learning outcomes by conducting Parent Awareness workshops and providing resources for parent outreach and assistance.

### **Use of Remaining Funds**

ESSER III Homeless Youth Services: Purchase needed supplies (e.g., personal protective equipment [PPE], eyeglasses); and pay for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing.

Alignment: LCAP Federal Addendum Homeless Youth Services

The Delano Joint Union High School District will continue to provide McKinney-Vento services for students identified as homeless that include immediate enrollment in school, transportation to school of origin, provision of school supplies, referrals to appropriate health and social services, and ensuring all educational opportunities are provided to students identified as homeless.

ESSER III Student Services: Fund a Director of Student Services to track student attendance, increase student engagement, and coordinate health and support services for students affected by COVID-19, and provide extra duty time to track student attendance, and assist with contact tracing and contacting parents.

Alignment: Goal 3 Action 6 Support Services

The district will continue to provide the additional social emotional education support staff to address barriers that impede learning.

Alignment: Goal 3 Action 11 Parental Involvement

The district will continue to promote parental involvement to improve learning outcomes by conducting Parent Awareness workshops and providing resources for parent outreach and assistance.

ESSER III Increased Independent Study Offerings: The DJUHSD will provide increased independent Study options to address COVID-19 parent and student safety concerns and to meet the educational needs of pupils.

Alignment: Goal 3 Action 4 Additional Academic support and Options

The district will maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and socioeconomically disadvantaged youth.

ESSER III Strategies to Address Unique Needs of Students: The DJUHSD will implement activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Alignment: Goal 3 Action 6 Support Services

The district will continue to provide the additional social emotional education support staff to address barriers that impede learning.

Alignment: Goal 3 Action 7 Pupil Engagement and School Climate Support Staff

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

and improve graduation rates.

ESSER III Maintain Operations and Continuity of Services - Staff: The DJUHSD will conduct other activities that are necessary to maintain the operation of and continuity of services in our district and continue to employ existing staff of the local educational agency.

Alignment: Goal 3 Provide all Students with a High Quality Educational Where Pupil Engagement is Promoted.



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

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

## Introduction

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

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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

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

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

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



## Instructions

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

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

**Prompt 1:** *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

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

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

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

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

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

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



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

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

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

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

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

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

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

California Department of Education  
November 2021





# **Delano Joint Union High School District**



## **Local Control and Accountability Plan Mid Year Outcome Data**

February 2022



**Priority I (a) Basic Services- Teachers are appropriately assigned and fully credentialed**

<b>2021-2022</b>	<b>Total Teaching Staff</b>	<b>Provisional Internship Permit (PIP)</b>	<b>Short-Term Staff Permit (STSP)</b>
DJUHSD	185	8	4
Credentialed	93.5% Fully Credentialed	4.3%	2.2%
Appropriately Assigned	100%	100%	100%

**Priority I (b) Basic Services-** Pupils in the school district have sufficient access to the standards-aligned instructional materials.

***100% of students have sufficient access standards-aligned materials  
(Williams Act report)***



**Priority 1(c): Basic Services – School facilities are maintained in good repair.**

**California Dashboard: Three facilities do not meet “good repair”**

- Asphalt severely cracked between girls' gym and science and world language buildings at Delano High School
- Leaking roof at DHS north gym.
- Severe cracks on tennis courts at RFK and CCHS



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

Instructional Staff-Survey Fall 2021

### Full Implementation

#### **English Language Arts, ELD, Mathematics, Next Generation Science Standards, and History-Social Science**

- Providing professional learning (PLC time, etc.) for teaching to the **recently adopted** academic standards
- **Instructional materials** that are **aligned** to the **recently adopted** academic standards and/or curriculum frameworks
- **Implementing policies or programs to support staff** in identifying areas where they can improve in delivering instruction (e.g., **collaborative time, focused classroom walkthroughs, teacher pairing**).

#### **Career Technical Education, Health, Physical Education, Visual Performing Arts, World Languages**

- Implementing the academic standards adopted by the state board for all students

#### **DJUHSD success at engaging in the following activities with teachers and school administrators**

- Identifying the professional learning needs of **groups** of teachers or staff as a whole
- Identifying the professional learning needs of **individual teachers**
- Providing support for teachers on the standards they have not yet mastered



### **Priority 3: Parental Involvement regarding **parent input in making decisions and promoting parental participation** in programs**

#### **Metric: Parent and family engagement – Parent and student surveys Fall 2021**

The school/district involves parents in providing input in **making decisions** for the school/district.

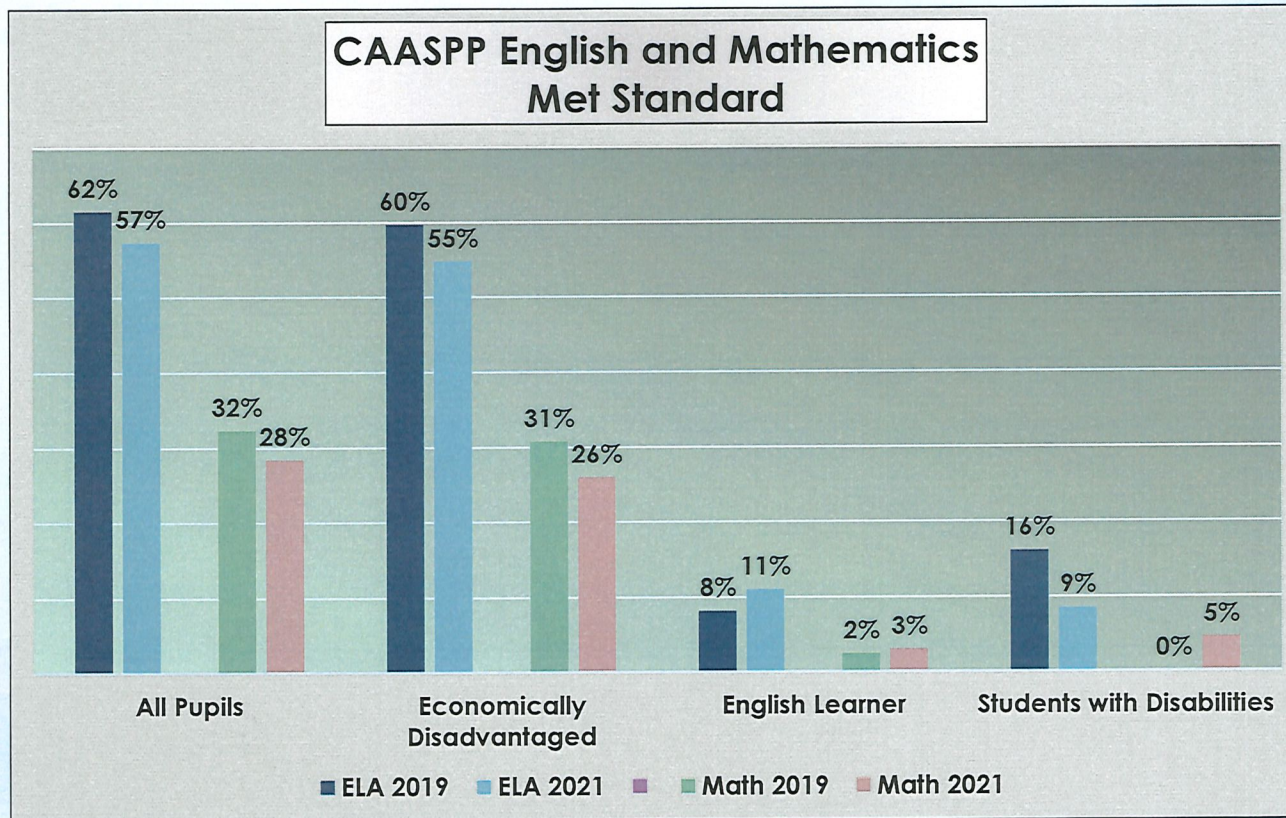
Parents agreed	Fall 2020	96.2%	Fall 2021	97.4%
Students agreed	Fall 2020	91.6%	Fall 2021	88.8%

The school provides **sufficient parent notices, invitations, and letters** regarding parent involvement activities.

Parents agreed	Fall 2020	95%	Fall 2021	93.5%
Students agreed	Fall 2020	95.4%	Fall 2021	89.8%

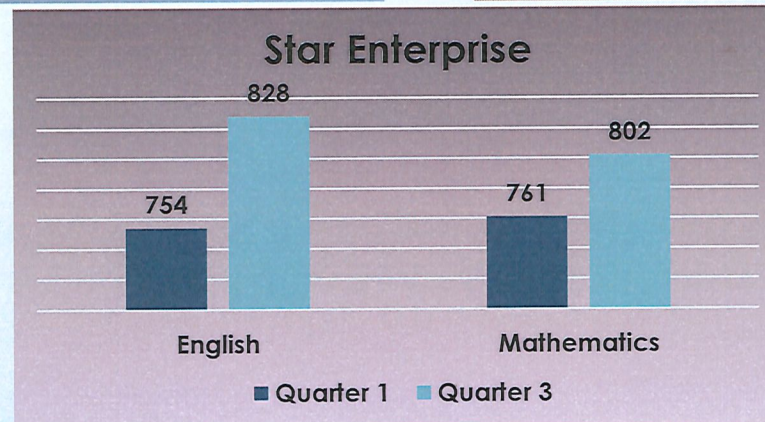
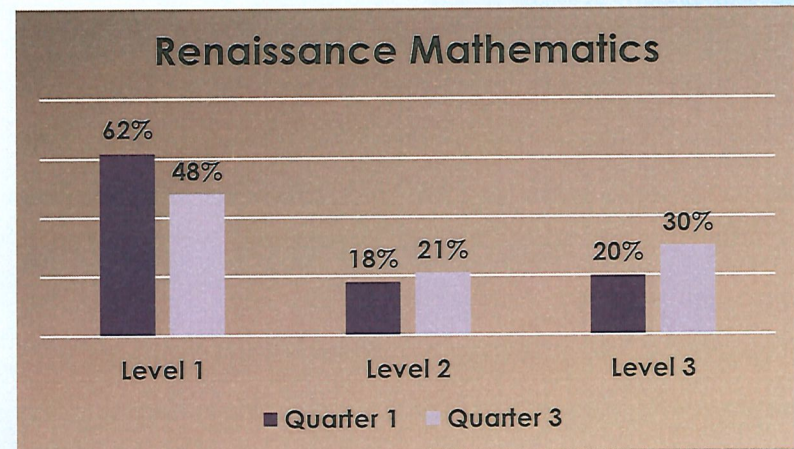
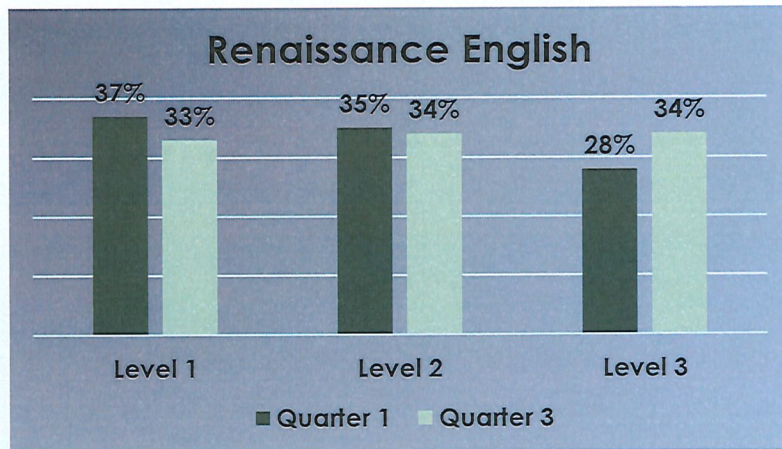


## Priority 4(a) Pupil achievement as measured by Statewide assessments



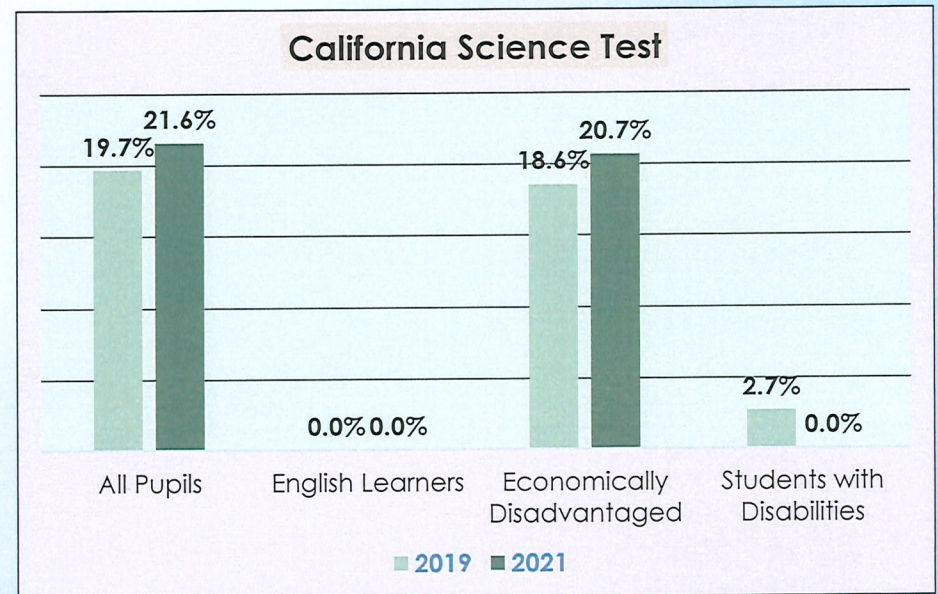
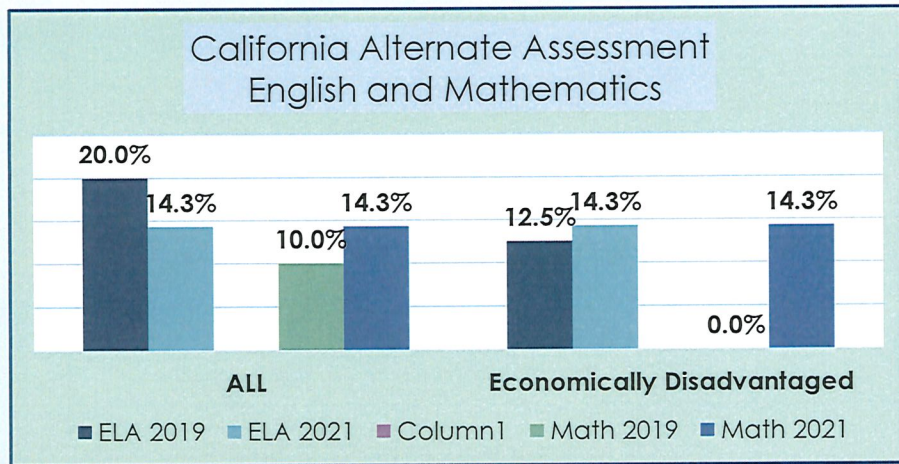


## Priority 4(a) Pupil achievement as measured by local assessments (ESSER) Fall 2021





**Priority 4(a)** Pupil achievement as measured by:  
(A) Statewide assessments



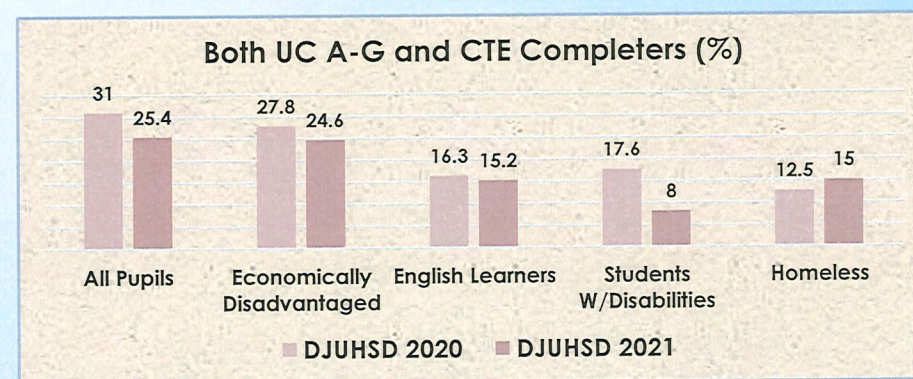
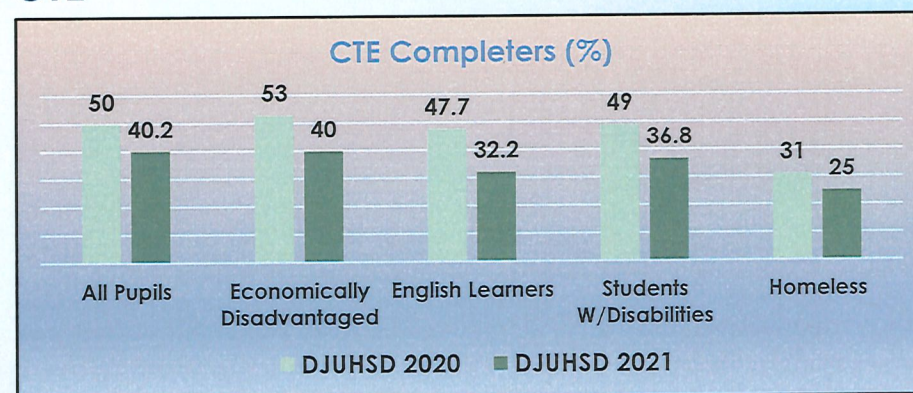
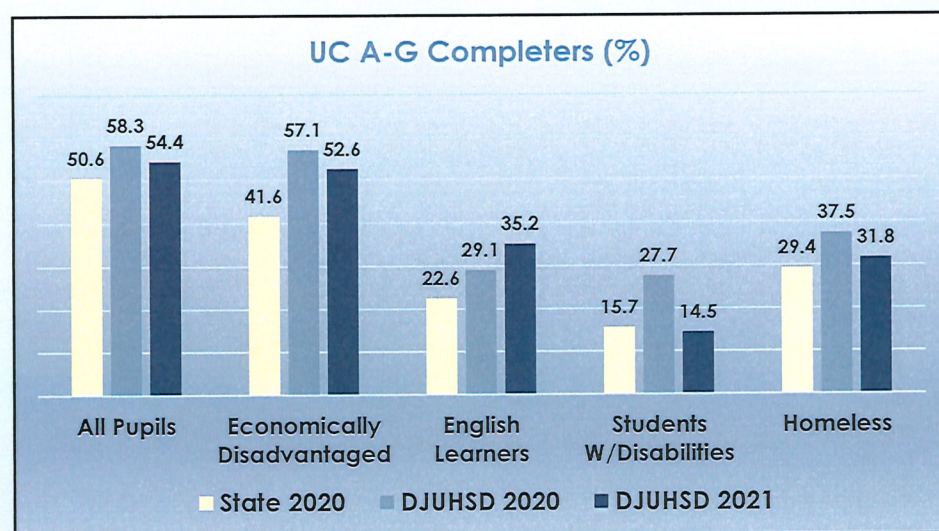


## Priority 4(a) Pupil achievement

(B) UC A-g Completers

(C) Career Technical Education Completers

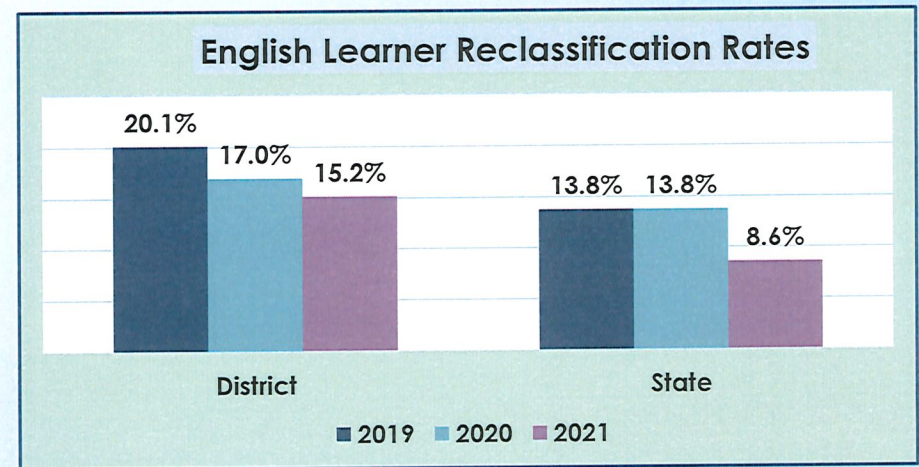
(D) Completed both UC a-g requirements and CTE





## Priority 4(a) Pupil achievement as measured by:

ELPAC English Learner Progress		
	2019	2021
District	49%	36.90%
District	'Medium'	'Low'





**Priority 4(a)** Pupil achievement as measured **advanced placement examination passing rate.**

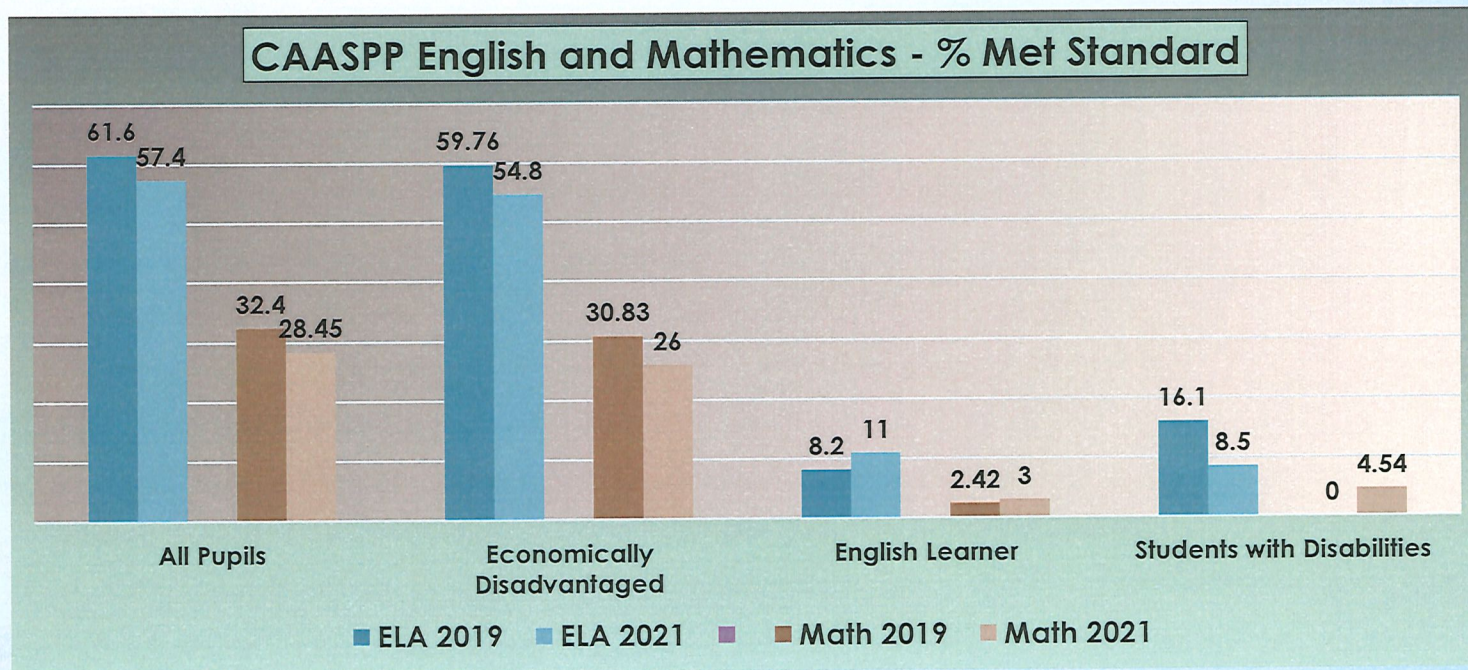
All Pupils DJUHSD AP Passing Rate			
	2019	2020	2021
Number of Exams	1365	1068	1135
Number passed	412	452	253
Percent passed	30%	42.3%	22%

DJUHSD AP Passing Rate - Economically Disadvantaged			
School	# pupils Passed	# students	Percent
2021	177	463	38.2%
2020	261	451	57.9%



**Priority 4(a)** Pupil achievement

**(H) College preparedness pursuant to the Early Assessment Program**

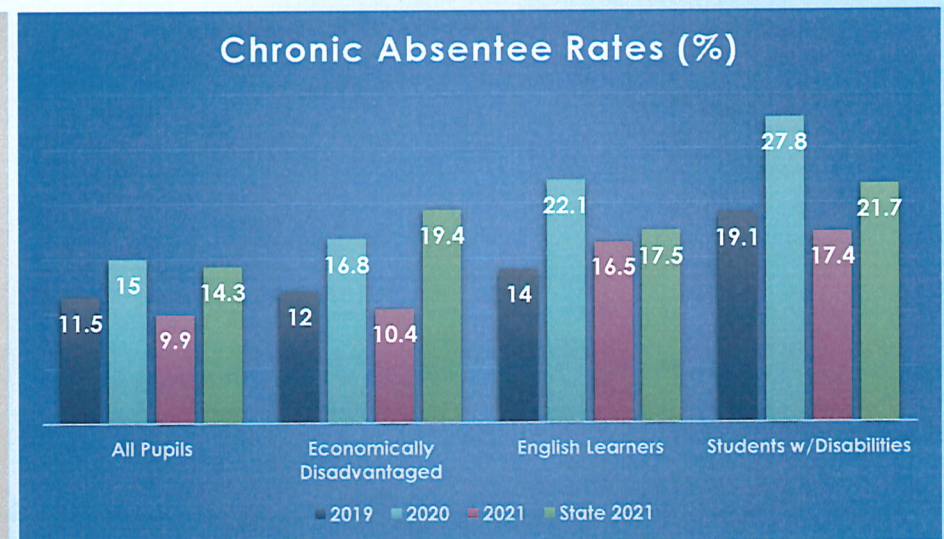
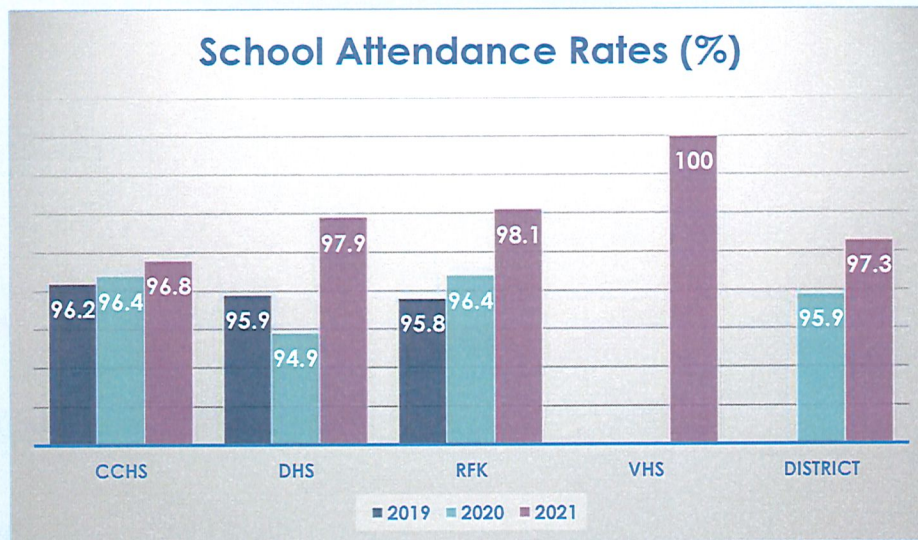




**Priority 5(a):** Pupil Engagement as measured by:

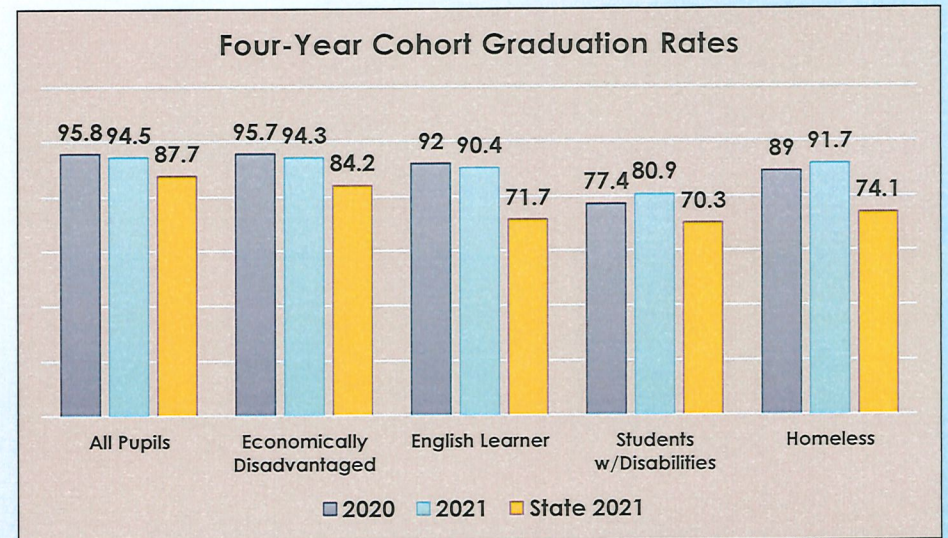
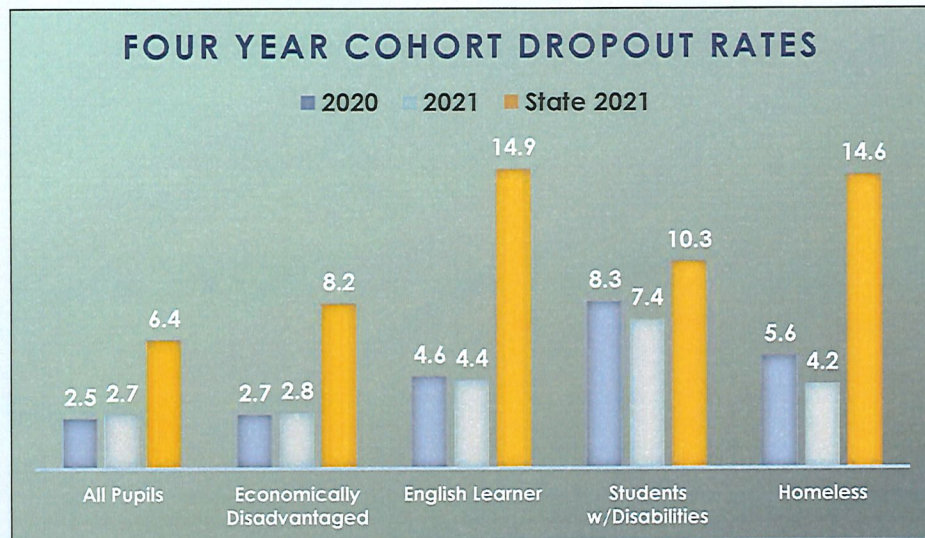
(A) School attendance rates

(B) Chronic absentee rates (**absent 10% or more** of the time)



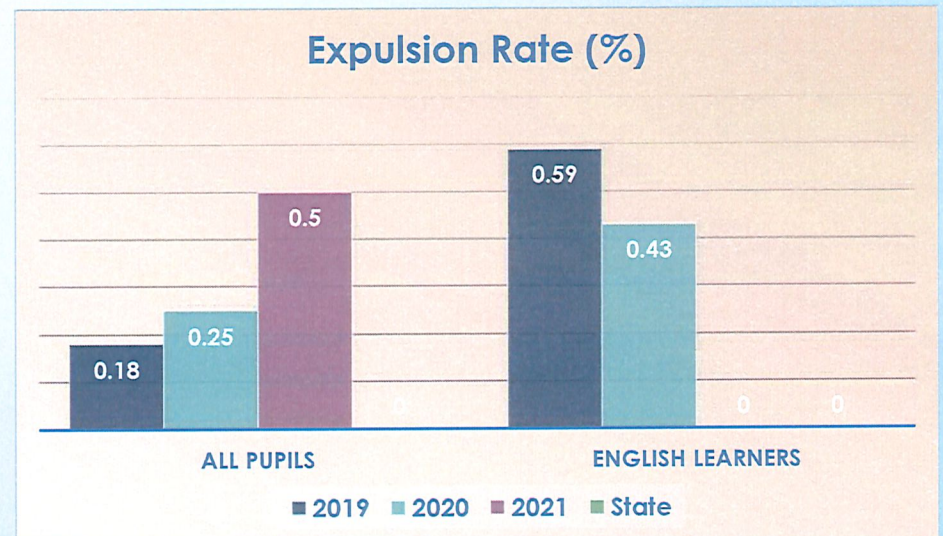
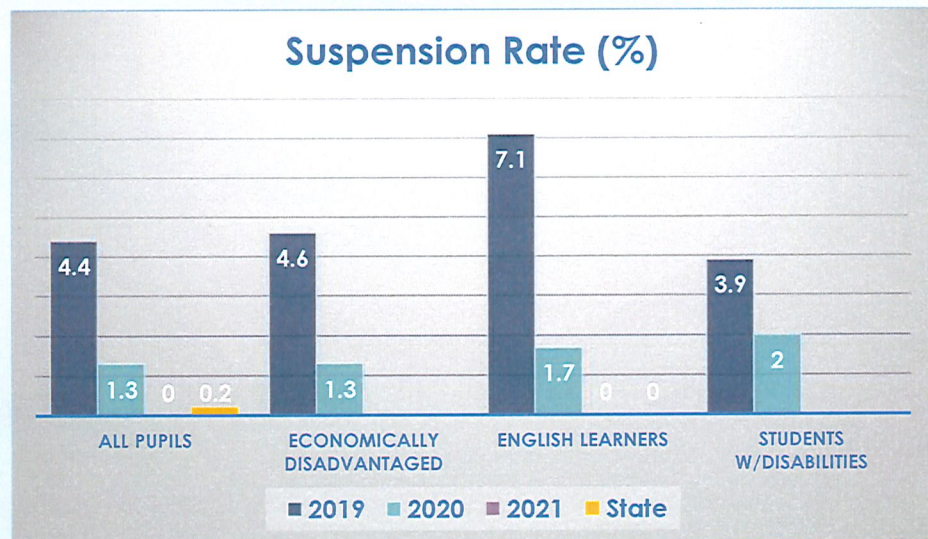


**Priority 5(a): Pupil Engagement**  
 (D) High School Dropout Rates (%)  
 (E) High school Graduation Rates (%)



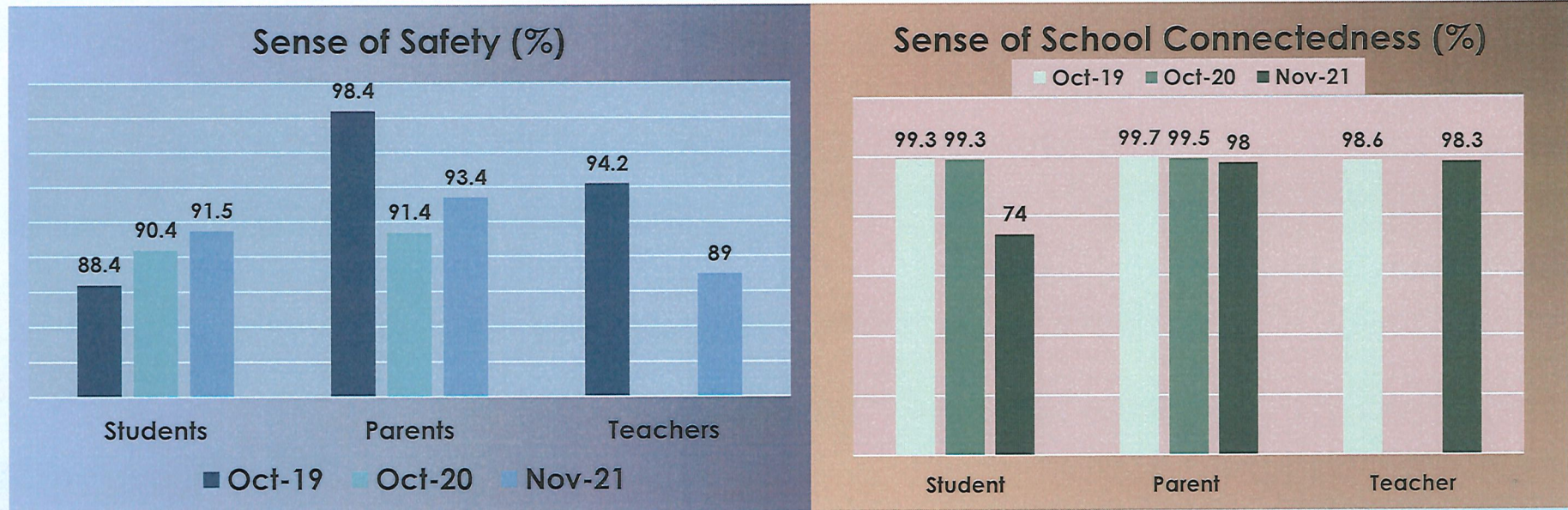


## Priority 6: School Climate: Suspension and expulsion rates





## Priority 6: School Climate surveys of pupils, parents, and teachers on the sense of safety and school connectedness



Experience Feelings of Sadness in the past 12 months– Student & Parent Surveys	
	Nov 2021
DJUHSD	29.6%



## Priority 7 Access to a Broad Course of Study

### Access to a Broad Course of Study Fall 2020 Survey

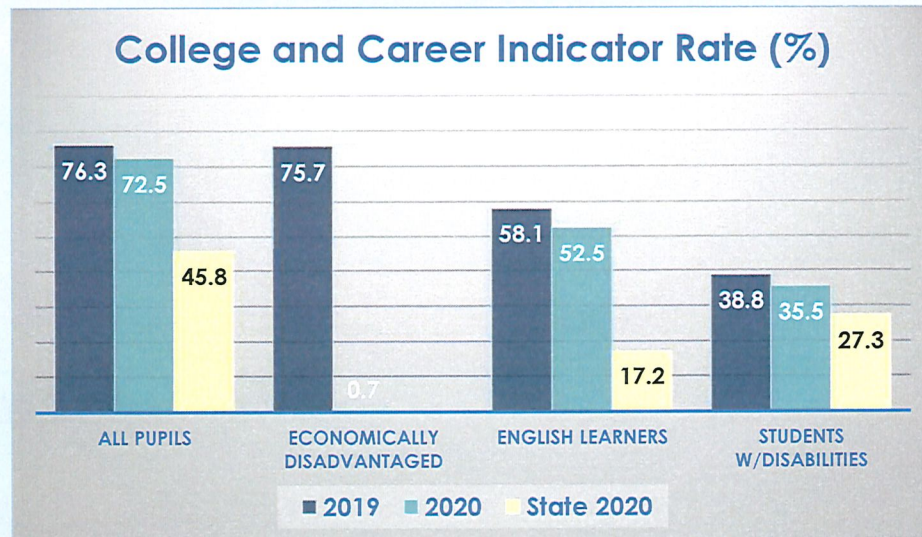
Pupils agree                      Fall 2020 98%                      Fall 2021 98.5%

Parents agree                      Fall 2020 97%                      Fall 2021 94.2% (more vocational courses)

2021 Four- Year Graduation Rate Cohort Results							
	AP Exams Passed	CTE completer	A-G Completer	A-G and CTE	College Credit		World Languages Biliteracy Seal
	Percent	Percent	Percent	Percent	# students	Percent	Percent
EL	0.60%	31.80%	31.80%	13.60%	228	65.90%	20.80%
SED	6%	39.80%	49.50%	23.70%	788	77.20%	16.70%
SWD	0	33.30%	10.80%	6.90%	45	44.10%	3.90%
Homeless		27.30%	31.80%	13.60%	13	59.10%	13.60%
DJUHSD	<b>6.60%</b>	<b>40.10%</b>	<b>51.20%</b>	<b>24.70%</b>	838	<b>77.90%</b>	<b>15.80%</b>
State	17.60%	16.30%	43.80%	9.20%		13.40%	12.40%



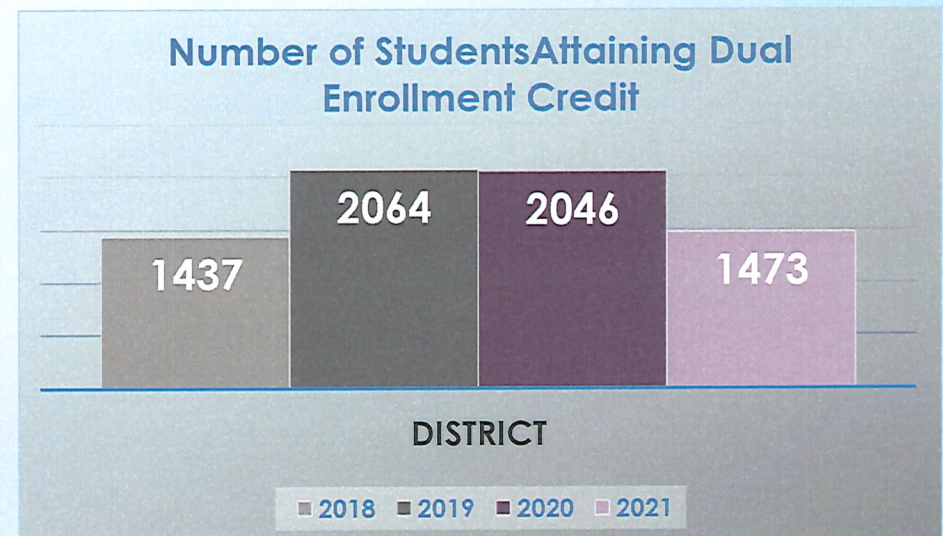
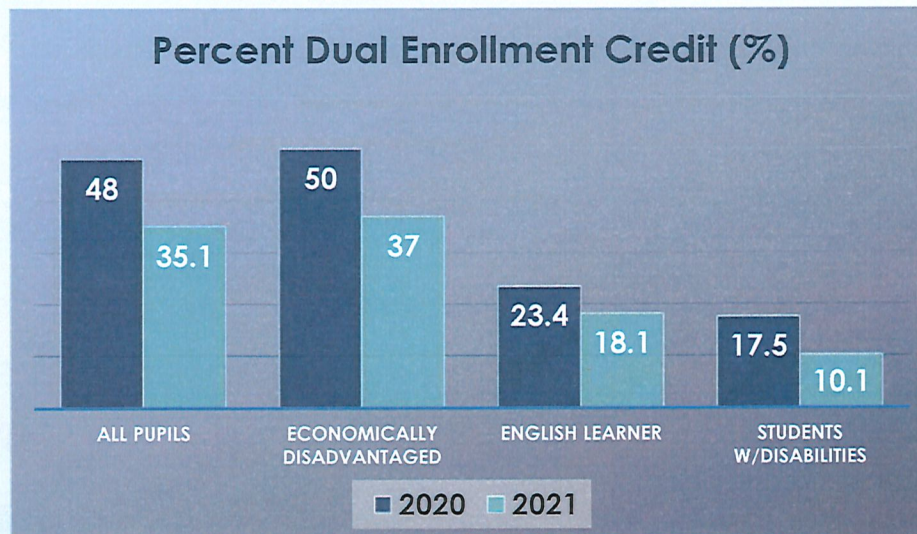
## Priority 7 Access to a Broad Course of Study



2020 CCI	All students	EL	Students w/Disabilities	Homeless	Economically Disadvantaged
DJUHSD	72.5%	52.5%	35.5%	66.7%	72%
Status	Very High Status	Medium Status	Medium Status	High Status	Very High Status

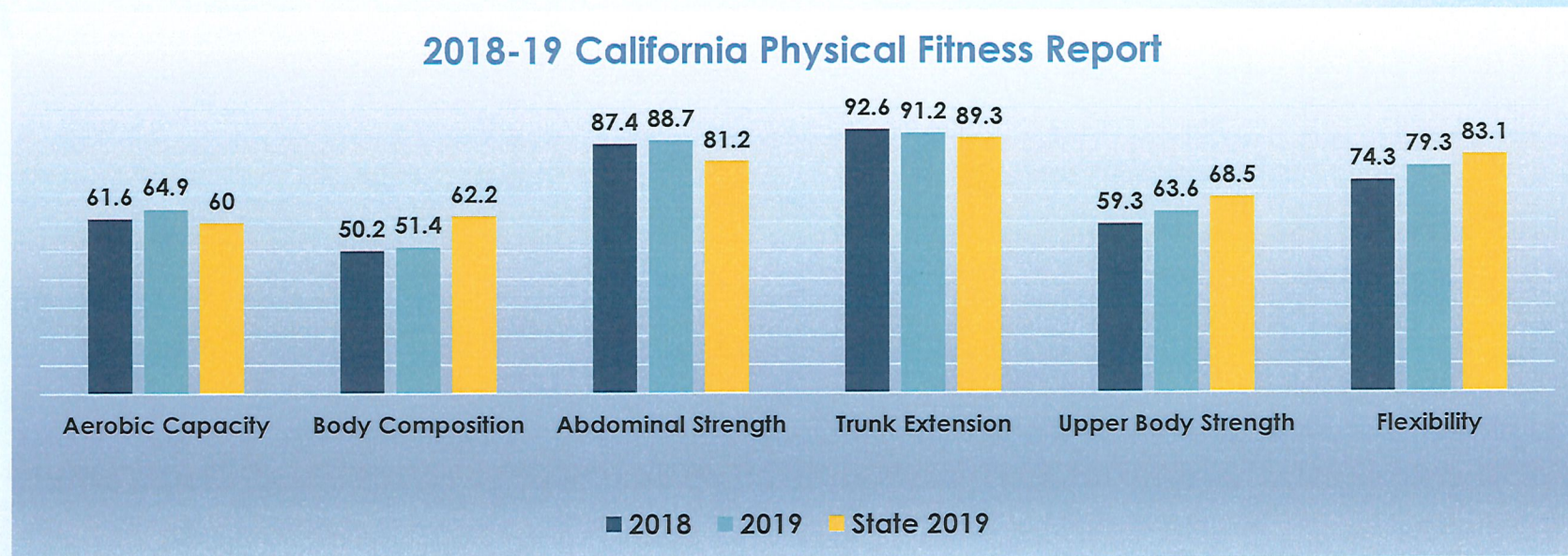


## Priority 7 Access to a Broad Course of Study





## Priority 8: Other pupil outcomes





## Priority 8: Other pupil outcomes

	Percussion Spring 2018		Color Guard & Band Fall PPAACC	Concert Choir Fall 2018
CCHS	National Open	1st Place	Division AAA	2019 - Sweepstakes
DHS	Senior National A	1st Place	Division A	2019 - 1st Place Superior Rating
				First place: 2018, 2019, & 2021  California Semi-finals – 3 <sup>rd</sup> place band; 1 <sup>st</sup> place color guard
RFK	Senior National A	2018 -2nd 2019-1st	Division 3A	State Championship Division 3A – 4 <sup>th</sup> place band; 2 <sup>nd</sup> place color guard Unanimous Superior





# Delano Joint Union High School District

## 2021-2022 Mid-year Expenditure and Implementation Data



Goal	Action	Action Implementation	LCFF Funds	Other State Funds (IPI & ELO)	Federal Funds	ESSER	Total Expended Funds
Goal 1: Provide a High Quality Education in all Core Academic Content Areas							
1	1	High quality instruction a. Wednesday data analysis and refinement of instruction b. Extra duty to refine/align to recent content standards c. Canvas lesson upload for quarantined pupils (ESSER)	\$149,382				\$149,382
1	2	Professional Development and Support	\$138,396		\$32,957		\$171,353
1	3	Teacher Retention Subs for Quarantined Staff (In-Person Instruction Grant)	\$188,562	\$88,917			\$277,479
1	4	Supplemental Instructional Materials COVID no-share instructional materials (ESSER)	\$167,192	\$28,816	\$311,869	\$26,712	\$534,589
1	5	Supplemental Instruction and Interventions a. Reading, writing, and mathematics intervention during the day b. Afterschool and Saturday academic tutorials c. Summer school d. Field trips (scheduled for second semester) f. Transportation for Summer school and after school and Saturday Tutorials	\$202,715	\$86,124	\$14,380	\$26,713	\$329,932
1	6	Reduced Class Size teachers and sections for improved student learning and COVID-19 social distancing	\$835,259	\$201,628	\$124,097	\$271,060	\$1,432,044
1	7	Certificated and administrative support staff to improve student outcomes: Learning Directors, EL Coordinators	\$109,961		\$352,479		\$462,440
1	8	Academic Coaches to improve teaching for pupils	\$28,428		\$82,031		\$110,459
1	9	Classified Support Staff Instructional Assistants and Tech Support	\$301,846	\$262,252	\$274,429		\$838,527
1	10	Increased UC a-g and AP sections	\$258,797				\$258,797



1	11	UC a-g Preparedness & AP Passing Strategies a. Fund UC a-g online program b. Resources for AP exam and dual enrollment fees c. University field trips (scheduled for second semester) d. Parent Workshops on college preparedness	\$77,367		\$2,437		\$79,804
1	12	Technology to improve digital literacy of unduplicated pupils and for COVID-19 Independent Study.		\$62,397	\$111,928	\$232,444	\$406,769
1	13	Student and Staff Recognition - progress on state accountability	\$2,304				\$2,304
Goal 2: Provide Access to a Broad Course of Study and Maximize Performance in World Languages, Physical Education, Visual Performing Arts, and Career Technical Education							
2	1	Content/CTE/CCR Standards Aligned curriculum & Instruction a. Wednesday data analysis and refinement of instruction b. Extra duty to refine, align recent content standards c. Canvas lesson upload for quarantined pupils (ESSER)	\$73,537				\$73,537
2	2	Professional Development to integrate rigorous academics into CTE, arts, physical education, and world languages					\$0
2	3	Supplemental Materials, Equipment, and Supplies	\$11,081				\$11,081
2	4	CTE and Dual Enrollment Opportunities	\$591,656				\$591,656
2	5	CTE and Dual Enrollment Support Staff	\$140,297				\$140,297
2	6	Access to a Broad Course of Study a. Additional instructional time to improve CCI b. Instructional assistant to provide individual or small group instruction c. Additional music teachers, music coaches, and jazz band, nutrition, and personal finance sections at VHS	\$131,856				\$131,856



2	7	Other Outcomes a. Athletic trainers to teach safe physical activity practices and improve Physical Fitness Test (PFT) results b. Reduced class size to improve PFT grade 9 c. Afterschool programs to improve student outcomes in VPA and PFT	\$90,287				\$90,287
2	8	Supplemental Activities Instructional field trips and visitations to four year universities, community colleges, and vocational institutions	\$11,898				\$11,898
2	9	Technology to meet 21st Century Standards (college and Career Ready)	\$0				\$0
Goal 3: Provide all Students with a High Quality Educational Environment							
3	1	Professional development on behavior and social-emotional education	\$1,371		\$1,075		\$2,446
3	2	Supplementary materials for social-emotional education and interventions as well as PPE and sanitization supplies and equipment to reduce the spread of COVID-19.	\$19,660	\$77,510			\$97,170
3	3	Alternative Educational Settings a. Opportunity Program teacher b. Three academic intervention teachers	\$86,050				\$86,050
3	4	Additional Academic Support and Options a. Additional sessions of Independent study b. Credit recovery; and c. Maintained the extended teacher duty day	\$460,993	\$5,672	\$7,158	\$100,668	\$574,491
3	5	Interventions Before school, afterschool, Saturday, and/or evening interventions (i.e. behavior, credit recovery)					\$0



3	6	Support Services: Social Emotional Education a. Portion of salary for school psychologist and nurses (LCAP); three intervention counselors (LCAP); three intern psychologists (ESSER) b. Director of Student Services to track student attendance, improve student engagement, and coordinate mental health support services (ESSER)	\$525,537			\$112,702	\$638,239
3	7	Pupil Engagement and School Climate Support Staff Four Discipline Liaisons, resource officers, and three additional security to provide positive behavior interventions, address chronic absenteeism, and reduce suspension rates	\$290,130				\$290,130
3	8	Technology and Information (Web page maintenance)	\$30,247				\$30,247
3	9	School Connectedness	\$43,124				\$43,124
3	10	Facilities in Good Repair a. Repair asphalt between girls 'gym and science and world language buildings at DHS; leaking at DHS north gym; and tennis courts at CCHS and RFK. b. Modification of facilities for 6 feet social distancing; installation of plexiglass to reduce spread of disease; install hands free hand washing and sanitation stations; and provide overtime to sanitize and disinfect student and staff facilities (ESSER funds).	\$81,888			\$17,833	\$99,721
3	11	Parental Involvement a. Conduct parent awareness workshops b. Parent outreach and assistance c. Modified classified staff work calendar to increase services for students. D. COVID parent communication	\$116,173			\$17,584	\$133,757
3	12	Parent, student, and staff decision making	\$281				\$281
		Total Midyear Expenditures	\$5,166,275	\$813,316	\$1,314,840	\$805,716	\$8,100,147
			LCFF Funds	Other State Funds (IPI & ELO)	Federal Funds	ESSER	Total Expended Funds



## LCFF Budget Overview for Parents 2021-2022 Update

Local Education Agency (LEA) name **Delano Joint Union High School District**  
 CDS code: **15-63412-0000000**  
 LEA contact information: **Adrian Maduena (661) 720-4104**  
 Current School Year: **2020-2021**

Projected General Fund Revenue for the 2021-2022 School Year:	Amount at Budget	Amount at First Interim	Variance	Explanation of Variance
Total LCFF Funds	\$ 57,815,317	\$ 59,334,319	\$ 1,519,002	The variance is attributed to the additional 15% Concentration Add-On revenue approved through the State Budget Enactment process.
LCFF Supplemental/Concentration Grants	\$ 15,079,796	\$ 17,091,591	\$ 2,011,795	
All other State Funds	\$ 3,193,420	\$ 3,484,994	\$ 291,574	The variance is due to the addition or inclusion of prior-year/carryover state grant revenues, the remaining ELO Paraprofessionals revenue, and a projected increase in State Lottery revenue
All Local Funds	\$ 3,437,261	\$ 3,626,917	\$ 189,656	The variance is due to an increase in State Special Education Apportionment projections, a State Special Education prior-year billback refund, the incorporation of local grant revenues (Resource 9010), and the change in recording of MAA revenue from federal (object 8290) to local revenue (object 8699).
All Federal Funds	\$ 5,391,988	\$ 13,588,966	\$ 8,196,978	The variance is due to the addition or inclusion of prior-year/carryover federal grant revenues, the inclusion of ESSER I and ESSER II revenues, and the projected increase in IDEA-Federal Special Education Revenue.
<b>Total Projected Revenue</b>	<b>\$ 69,837,986</b>	<b>\$ 80,035,195</b>	<b>\$ 10,197,209</b>	



Total Budgeted Expenditures for the 2021-2022 School Year:	Amount at Budget	Amount at First Interim	Variance	Explanation of Variance
Total Budgeted General Fund Expenditures	\$ 79,790,288	\$ 83,260,448	\$ 3,470,160	The variance or increase in expenditures is attributed to the following: the addition of several Independent Study Teachers to accommodate the need for an alternative to on-site instruction, the addition of three (3) new custodian positions, the addition of three (3) new computer technicians, the addition of temporary classified support staff to assist with COVID contact tracing, the projected increase in costs of a 3%, on-schedule salary increase and a one-time, 5% off-schedule bonus, an increase to services and operating services to assist with COVID related expenses, the inclusion of state categoricals, federal categoricals, and local grant expenses related to prior-year carryover, and finally, one-time capital outlay projects and equipment.
Total Budgeted Expenditures in the LCAP	\$ 29,859,412	\$ 29,859,412	\$ -	
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 29,859,412	\$ 29,859,412	\$ -	
Expenditures not in the LCAP	\$ 49,930,876			
Expenditures for High Needs Students in the 2021-2022 School	Amount at Budget	Amount at First Interim	Variance	Explanation of Variance
Total Budgeted Expenditures for High Needs Students in the	\$ 5,110,764	\$ 5,110,764	\$ -	
Actual Expenditures for High Needs Students in the Learning Continuity	\$ 6,931,623	\$ 6,931,623	\$ -	