



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

DUSD will provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure student success in college and career readiness.

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
<p>Metric/Indicator Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment</p> <p>19-20 The expected outcome is 98% for the 2019-2020 school year.</p> <p>Baseline The Delano Union School District has 24 teachers that are not fully credentialed and 359 teachers that are fully credentialed. This indicates that 93% of all teachers in the district are appropriately assigned and fully credentialed.</p>	<p>The Delano Union School district currently employs 326 teachers. A total of 94% are fully credentialed and appropriately assigned.</p>
<p>Metric/Indicator Priority 1 (b) – pupils access to standards-aligned materials</p> <p>19-20 The expected outcome for 2019-2020 school year is 100%</p> <p>Baseline Based on the Williams Team visits in August, 2016, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.</p>	<p>The results of the Williams Team visit on August 2019 indicate that 100% of students have access to standards-aligned instructional materials.</p>

Expected	Actual
<p>Metric/Indicator Priority 1 (c) – School facilities maintained in good repair</p> <p>19-20 The expected outcome for 2019-2020 school year is Exemplary.</p> <p>Baseline Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary.</p>	<p>All facilities are in good repair based on the FIT tool completed upon the inspection of the Williams Team visit from the Kern County Superintendent of Schools in August 2019.</p>
<p>Metric/Indicator Priority 2 (a) – Implementation of CCSS</p> <p>19-20 Expected outcome for 2019-2020 is 100% of teachers achieving full implementation.</p> <p>Baseline All school sites will implement all content performance standards. Based on principal observations and district walkthroughs, 90% of teachers are fully implementing CCSS.</p>	<p>All school sites are implementing all content performance standards. Based on data collected from site administrator’s daily classroom observations and from district team walkthroughs, in addition to 2 yearly data/standards accountability meetings with site and district staff 100% of teachers are fully implementing CCSS.</p>
<p>Metric/Indicator Priority 2 (b) – Programs/Services that enable EIs to access CCSS and ELD standards for academic content knowledge and English proficiency</p> <p>19-20 Expected outcome for 2019-2020 is 100% substantial implementation of ELD standards during the ELD block.</p> <p>Baseline The ELD standards were substantially implemented. Based on classroom walkthroughs by the ELD director and principals, 90% of teachers are implementing the ELD standards during an additional 30-45 minute ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. The implementation is only partial for Integrated ELD, as evidenced by SBAC, CELDT and Redesignation Data and lesson plans. The Next Generation Science Standards are still in the initial stages of implementation. A baseline will be</p>	<p>Based on daily classroom observations conducted by school administrators in collaboration with the ELD director, 95% of teachers are substantially implementing the ELD standards during Designated and Integrated ELD instruction.</p>

Expected	Actual
<p>established in 2017-2018 using classroom observations and lesson plans.</p>	
<p>Metric/Indicator Priority 4 (a) – Statewide Assessments</p> <p>19-20 Expected Outcomes for 2019-2020: All Students: ELA: 45% Math: 35% ELs ELA: 20% ELs Math: 20% SPED ELA: 10% SPED Math: 10% SED ELA: 45% SED Math 40%</p> <p>Baseline CAASPP Results – All students: ELA: 34% Math: 22% ELs ELA: 28% ELs Math: 5% SPED ELA: 12% SPED Math: 3% SED ELA: 30% SED Math: 18%</p>	<p>Assessment Outcomes: SBAC - Actual Outcomes - All Students ELA = 42.88% Math = 32.67% ELs ELA: 14.21% ELs Math: 12.23% SPED ELA: 5.73% SPED Math: 5.74% SED ELA: 40.36% SED Math: 30.28%</p>
<p>Metric/Indicator Priority 4 (b) – API</p> <p>19-20 The Academic Performance Index – N/A</p>	<p>N/A</p>

Expected	Actual
<p>Baseline The Academic Performance Index – N/A</p>	
<p>Metric/Indicator Priority 4 (c) – A-G courses and CTE</p> <p>19-20 The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p> <p>Baseline The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p>	N/A
<p>Metric/Indicator Priority 4 (d) – Els who became English proficient</p> <p>19-20 The expected outcome for the 2019-2020 school year of the percentage of ELs progress toward English proficiency on the ELPAC results are: Level 1 = 10% Level 2 = 15% Level 3 = 40% Level 4 = 35%</p> <p>Baseline The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2018-2019 are: Level 1 = 16%, Level 2 = 17%, Level 3 = 35%, Level 4 = 26%, and Level 5 = 6%</p>	<p>The percentage of ELs making progress toward English proficiency on the 18-19 summative ELPAC: Level 1 = 12.29% Level 2 = 29.13% Level 3 = 42.43% Level 4 = 16.15%</p>
<p>Metric/Indicator Priority 4 (e) – Els reclassification rate</p> <p>19-20 Expected outcome for 2019-2020 is 15%.</p> <p>Baseline</p>	The current EL reclassification rate is 11.62%.

Expected	Actual
The EL reclassification rate – For the 2016-2017 school year the rate was .07%.	
<p>Metric/Indicator Priority 4 (f) – Students who passed AP exams</p> <p>19-20 The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p> <p>Baseline The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p>	N/A
<p>Metric/Indicator Priority 4 (g) – percent of pupils who passed EAP program</p> <p>19-20 The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p> <p>Baseline The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p>	N/A

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district will provide transportation for students from the middle schools to attend classes at the high school. Students will participate in Algebra and Spanish classes. Funds will be principally directed and priority will be given to unduplicated students.</p> <p>Priority 4 Roadmap Principle 4</p>	<p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$1,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p>	<p>5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district will provide staff development for new teachers, teachers participating in the Induction Program, and the Intern program. Topics will include Literacy, Math, NGSS, AVID, classroom management, and ELD. The trainings will take place at least bi-monthly throughout the school year. The district will provide materials necessary for successful program implementation. Funds will be principally directed and priority will be given to unduplicated students</p> <p>Priority 2, Roadmap Principle 3 (D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$5,450</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$7,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$105,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,400</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,112</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,053</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$215</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$80,975</p>
<p>The District will provide staff with professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development.</p> <ul style="list-style-type: none"> • Common Core trainings July 2019 • CCSS Summit July 2019 • AVID Training • One day mandatory staff development for certificated staff • One day mandatory staff development for classified staff in the area of student learning. • Two summer professional development planning dates for each site • Three summer planning dates for district curriculum facilitators • Five mid-year follow-up professional development days • Special Education assessments and Goalbook training • Special Education Rethink Training • Special education co-teaching professional development 	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$590,900</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$131,197</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$251,827</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$51,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$439,771</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$105,237</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$167,221</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$320,093</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district will provide professional development for all new teachers and any teachers in need of additional training in the area of literacy instruction and Emergent Literacy Battery and Analytical Reading Inventory assessments.</p> <p>The district will also provide quarterly professional development for administrators to focus on CCSS, NGSS, ELD, leadership skills, collaboration time, and data analysis. Special attention directed for unduplicated students.</p> <p>Priority 1, 2, 4 Roadmap Principle 2 (B &F)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$175,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$32,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,503</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$181,148</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,946</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$390</p>
<p>The district will provide funds for a district ELA/ELD literacy specialist to guide the implementation of designated and integrated ELD. The specialist will work with all students, but will give priority to the following subgroups: ELs, Newcomers, and RFEPs.</p> <p>Priority 2, 4 Roadmap Principle 2 (A, B & F) & Principle 4 (C)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$73,388</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$22,734</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$75,547</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$24,868</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p>
<p>All professional development for the district will now be funded out of Goal 1, Action 3. This action will no longer be funded.</p>	<p>Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable N/A</p>	<p>Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable N/A</p>
<p>The district will continue to provide teachers, as needed, to reduce class sizes in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th-8th grades at the schools with high concentration of EL's to target the Long Term English Learners and newcomers. Funding will be principally directed to improve learning for unduplicated pupils.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$470,155</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$458,748</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Priority 1, 4 Roadmap Principal 3 (B)	3000-3999: Employee Benefits Supplemental and Concentration \$192,910	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$199,383
All professional development for the district will now be funded out of Goal 1, Action 3. This action will no longer be funded.	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A
The district will support the instructional program with instructional aides for full day Kindergarten classes and Special Education students including English Learners. Funding is principally directed to unduplicated students. Priority 1, 2, 4 Roadmap Principle 3	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$591,997 3000-3999: Employee Benefits Supplemental and Concentration \$261,094	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$558,981 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$215,054
All professional development for the district will now be funded out of Goal 1, Action 3. This action will no longer be funded.	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A
All professional development for the district will now be funded out of Goal 1, Action 3. This action will no longer be funded.	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A
The district will fund three literacy coaches. These coaches will focus on assisting daily literacy instruction; provide modeling, and professional development. They will give priority of services to schools with highest needs based on SBAC scores. In addition, the district will continue to fund two literacy resource teachers to assist with literacy instruction in	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$313,235	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$144,565

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the schools with greatest need. Funds are principally directed and priority for service will be provided to unduplicated pupils. Priority 2, 4 Roadmap Principles 2 & 3</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$111,668 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50,292 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p>
<p>The district will fund two math coaches. These coaches will assist teachers and provide modeling and professional development. Funds will be principally directed and will give priority of services to schools with highest needs based on SBAC scores. Priority 2, 4 Roadmap Principle 2 & 3</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$175,491 3000-3999: Employee Benefits Supplemental and Concentration \$84,857 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$175,424 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$71,298 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,614 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5</p>
<p>Due to the increased use of technology across all classrooms, the district will continue to fund two technology coaches to assist teachers with technology development for students. The coaches will provide modeling and professional development for all district teachers on the use of technology platforms for data analysis and also on accessing digital curriculum. Funds will be principally directed and will provide services to schools with highest needs and unduplicated students. Priority 2, 4 Roadmap Principles 2 & 3</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$175,211 3000-3999: Employee Benefits Supplemental and Concentration \$67,903 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$176,303 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$71,484 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p>
<p>This district will offer after school, Saturday, summer, and/or winter/spring academies for intervention/enrichment, with outreach specifically targeting unduplicated students and principally directing funds for these students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,216</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Priority 4 Roadmap Principle 2</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$8,757</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$37,373</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,964</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$22,955</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$210</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$17,580</p>
<p>The district will fund three elementary school reading intervention teachers to support students directly who are lacking foundational literacy skills. The teacher will provide selected students with intensive reading intervention in an effort to have them read at an appropriate grade level. Funds will be principally directed and priority will be given to unduplicated students as they comprise 84% of the total student population.</p> <p>Priority 1, 2, 4 Roadmap Principle 2</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$291,290</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$107,396</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$284,920</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$111,589</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$655</p>
<p>The district will fund two special education coaches to provide assistance to all special education and general education staff. The coaches will focus on assisting with classroom strategies and provide professional development on lesson differentiation to all teachers including general education teachers. The coaches will focus on ensuring that special education students are receiving the best learning experience with lessons that are scaffolded and conducive to learning at their level of instruction. One coach will serve the K-5 population and the other will serve the middle schools. Services will be principally directed to special education students.</p> <p>Priority 1, 2,</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$107,329</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$37,790</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$107,214</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$39,789</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Roadmap Principle 3		
The district did not fund this position with LCFF funding.	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 school closures, the Delano Union School District shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. To accommodate to the new form of teaching and learning, the district redirected funding to provide teachers with professional development that focused on utilizing digital learning platforms to deliver their core content and interventions to all students. Teachers received specialized training from the district's content area coaches on ways to support their students learning. Special efforts were made by the district ELD coaches to ensure that our English learner's received support through integrated and designated ELD times during distance learning. Coaches provided one on one and small group professional development for teachers to ensure that English learners needs were met. Other content area academic coaches for reading and math assisted teachers in providing tiered interventions for our significant subgroups of English learners, foster youth, low socioeconomic, and special education. The district purchased additional technology to equip every student with a Chromebook. In an effort to relieve any financial burden on parents and families, the district provided hotspots to any student if they had connectivity problems or lack of WiFi in the home. This allowed for all students, especially unduplicated student groups, to have full access to all learning opportunities including after school tutorials. Additionally, unspent funds from this goal were utilized to enhance and/or replace the technology resources for both teachers and students to better equip them to continue their distance learning instruction.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

As soon as the district made the decision to close in-person instructional services for students, district staff designed a continuity of learning plan that was immediately implemented. As a result of this planning and rapid implementation of the plan, not a single day of

instruction was lost during the shift to the distance learning model. All district coaches and content specialists funded through this goal were instrumental in the development and implementation of the continuity of learning plan. This ensured that high needs students such as English learners and special education students were fully supported during this shift in instruction. Content area coaches worked closely with teachers and administrators to ensure that student needs were met and provided them with lesson design support to provide tiered interventions throughout the school day.

The district was able to immediately change the direction of all of the professional development that had been planned. The district utilized in-house content specialists, funded through this goal, to ensure that teachers had the knowledge to carry on instruction virtually. Teachers were provided with videos from the technology coaches that included step by step instructions on the use of Zoom and Google Classroom to support their new mode of teaching. Additionally, teachers were offered specialized training in various digital platforms to support their online instruction. The district's content area coaches such as the ELD and special education coaches were able to provide training and support to all district teachers on high quality instruction and tiered interventions to facilitate learning for English learners and special education students. ELD coaches offered support on lesson design and delivery in a virtual format to focus on each of the four language domains during both Integrated and Designated English Language Development Instruction. All special education students in the Moderate/Severe program were equipped with iPads to facilitate their skill building lessons as well as their communication boards. The special education coach offered support to the teachers in the transition to a virtual mode of instruction and the use of iPads for their instruction.

Challenges:

Many of the planned professional development opportunities, including those scheduled to be offered in the summer of 2020 were cancelled due to the COVID-19 school closures. The district had planned to have teams of teachers and administrators attend conferences in the areas of ELD, AVID, and STEAM. The district then had to shift the professional development focus to provide teachers and staff with trainings to support distance learning and knowledge of different platforms. Staff had to learn how to shift their instruction and lesson delivery to a complete online format. This required a plethora of trainings in technology use and incorporating different platforms to continue to deliver high quality instruction. This presented a challenge especially for servicing English learners, special education students, and other unduplicated subgroups. The district had to provide additional support in those areas for staff. All of these trainings were provided in-house by district staff, so the funding for the planned trainings was unused and had to be redirected.

Goal 2

DUSD will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 5 (a) – School attendance rates</p> <p>19-20 Expected outcome for 2019-2020 is 98.3% attendance rate.</p> <p>Baseline The District wide attendance rate is 97.2%.</p>	<p>At the closure of the schools in March 2020, the school attendance rate was at 97.22%</p>
<p>Metric/Indicator Priority 5 (b) – Chronic absenteeism rates</p> <p>19-20 Expected outcome for 2019-2020 is 2% absentee rate.</p> <p>Baseline The district wide chronic absenteeism rate is 4.1%.</p>	<p>The current chronic absentee rate for the district is 3.2%, which is below both county and state rates.</p>
<p>Metric/Indicator Priority 5 (c) – Middle School dropout rate</p> <p>19-20 Expected outcome for 2019-2020 is to maintain rate at 0.</p> <p>Baseline Middle school drop-out rate is 0 students</p>	<p>The middle school drop out rate is 0 students.</p>
<p>Metric/Indicator Priority 5 (d) - High school dropout rate</p>	<p>N/A</p>

Expected	Actual
<p>19-20 High school dropout-N/A</p> <p>Baseline High school dropout-N/A</p>	
<p>Metric/Indicator Priority 5 (e) - High School Graduation rate</p> <p>19-20 High School Graduation rates-N/A</p> <p>Baseline High School Graduation rates-N/A</p>	N/A
<p>Metric/Indicator Priority 6 (a) – Pupil suspension rates</p> <p>19-20 Expected outcome for 19-2020 is 1%</p> <p>Baseline The current suspension rate for the district is 2.1%</p>	The Delano Union School District had a suspension rate of .09% up until the school closures due to COVID-19.
<p>Metric/Indicator Priority 6 (b) – Pupil expulsion rates</p> <p>19-20 Expected outcome for 2019-2020 is 1</p> <p>Baseline Only one student has been expelled from the district this school year.</p>	The Delano Union School District had a total of 1 expulsion up until the school closures due to COVID-19.
<p>Metric/Indicator Priority 6 (c) – Other local measures on sense of safety and school connectedness</p> <p>19-20 Expected outcome for 2019-2020 is 85%.</p> <p>Baseline</p>	Due to the COVID-19 school closures, the student surveys were not collected, therefore the last data to report indicates that 81.5% of students feel safe and connected at school.

Expected	Actual
Students in grades 4-8 were surveyed. The surveys collected indicate that 81.5% of students feel safe and connected at school.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district will expand the duties of the nurses to enhance parent communication and the health and safety of the students, including attendance. The nurses and the health services clerk will serve as liaisons for the school sites and provide parent and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Director of Health Services in the following areas: HIV/AIDS, growth and development classes with special attention to unduplicated students, and any other areas that need professional development.</p> <p>Priority 5 Roadmap Principle 3 (B)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$365,220</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$143,749</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,294</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$28,272</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,500</p> <p>5900: Communications Supplemental and Concentration \$5,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$365,196</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$147,591</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$37,205</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$28,826</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,575</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$11,742</p> <p>5900: Communications LCFF Supplemental and Concentration \$5,385</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$11,417</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district will provide materials and supplies to provide training in emergency management systems for all administrators, teachers, and support staff. The district will also provide one mandatory training for classified staff to address student safety.</p> <p>Priority 6</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$89,881</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$23,692</p>
<p>The district will continue to employ and train vice principals on MTSS, attendance, pupil engagement and instruction at each of the school sites with special attention to unduplicated students, to continue to promote student safety and continued support of teachers. Funds are principally directed.</p> <p>Priority 5, 6</p> <p>Roadmap Principle 3 (B)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$593,464</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$199,338</p> <p>Not Applicable Not Applicable N/A</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$603,372</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$213,966</p> <p>Not Applicable Not Applicable N/A</p>
<p>The district will employ one School Resource Officer (SRO) or contracted services to assist students, staff, and parents. They will assist with attendance and truancy. They will also provide training on school safety, and other related topics. Funds will be principally directed and special attention will be given to unduplicated students.</p> <p>Priority 5, 6</p> <p>Roadmap Principle 1 (C)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$90,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$177,379</p>
<p>The district will continue to promote student safety and visibility by employing campus security supervisors in each middle school and noon duty aides/crossing guards at all schools. They will assist in providing student supervision before, during, and after school. Funds will be principally and priority will be given to unduplicated students.</p> <p>Priority 6</p> <p>Roadmap Principle 1 (C)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$474,602</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$111,663</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$477,094</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$114,603</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration \$3,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,613
<p>In an effort to increase student attendance, drop the chronic absentee rate, and promote positive behavior, the district will provide academic and incentive field trips for all students with funds being principally directed and special focus on unduplicated students.</p> <p>Priority 5, 6 Roadmap Principle 4 (B)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$120,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,015</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$87,047</p>
<p>The district will promote a positive school culture by providing at least five culture building activities for students, staff and parents per year, and by providing student and staff recognition. Examples: Assemblies, family nights, rallies, parent education nights, shirts, medals, plaques, etc. Funds will be principally directed and special focus will be placed on recruiting unduplicated students and their parents.</p> <p>Priority 6 Roadmap Principle 1 (D)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$154,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$24,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$141,619</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$15,157</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$4,113</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$270</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,023</p>
<p>The district will continue to employ the Director of Safety and Director of Student Support Services to support implementation of the MTSS program. The director of safety will focus on providing professional development and working with vice principals and SROs to increase safety at all campuses. The director of student support services will serve as liaison to foster youth, homeless, and students with chronic</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$257,687</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$271,294</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>absenteeism and discipline, with principally directed funds and special focus on unduplicated pupils. Priority 5, 6 Roadmap Principle 1 (C)</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$83,155 4000-4999: Books And Supplies Supplemental and Concentration \$2,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$91,766 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,162 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,297</p>
<p>The district will enhance and address the emotional and mental health needs of students by hiring three social workers and continue to employ one marriage and family therapist to provide Tier 3 support for behavior intervention, funds will be principally directed with special focus on English learners, low income students, special education students, and foster youth. Priority 5, 6 Roadmap Principle 1 (C)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$104,297 3000-3999: Employee Benefits Supplemental and Concentration \$147,176 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$220,572</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,468 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$95,568 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$156,122 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$176,092 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,896</p>
<p>The district will contract a Parent University consultant to provide informative meetings for parents and/or students to address issues such as: gang awareness, drugs, behavior, communication and bullying. Effectiveness will be measured based on surveys and evaluations of the sessions. Funds will be principally directed with special focus placed on recruiting unduplicated students and parents. Priority 5, 6</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$8,136 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$12,723 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,756</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Roadmap Principle 1 (C, B)		1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,180 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,927 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$921
The district will continue to employ and train three intervention teachers to support MTSS and provide the Tier 2 behavior intervention at the elementary and middle schools. Funds will be principally directed with special attention to unduplicated students Priority 6 Roadmap Principle 1 (C)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$299,020 3000-3999: Employee Benefits Supplemental and Concentration \$108,901 Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$301,441 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$119,054 Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A
In an effort to better address social emotional learning of all students, the district will provide social/emotional relevant information and positive incentives to support MTSS Tier 1. Funds will be principally directed with special attention placed on unduplicated pupils. Priority 6 Roadmap Principle 1 (C)	4000-4999: Books And Supplies Supplemental and Concentration \$22,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$14,960 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,934 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$332

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46
<p>Additional costs incurred for clothing, health needs, dental and eye wear for students in need. Funds will be principally directed to unduplicated pupils.</p> <p>Priority 5, 6 Roadmap Principle 3 (B)</p>	4000-4999: Books And Supplies Supplemental and Concentration \$10,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,632
<p>The district will support the DUSD Vision Center to provide vision services to all district students in need of eye exams and eye wear and will hire a full time employee to assist with parent outreach. Funds will be principally directed with special attention to unduplicated students.</p> <p>Priority 5, 6 Roadmap 3(C)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,015</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$27,595</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$23,848</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,601</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$197</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3263</p>
<p>The district will continue to employ a behavior intervention instructional assistants to help Tier 3 students who are in special need of targeted behavior intervention and cannot be in a regular classroom setting. All efforts will be made to transition the students back into a regular classroom setting after intensive behavior intervention. Funds will be principally directed with special attention paid to unduplicated students.</p> <p>Priority 5, 6 Principle 1 (C)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$4,180</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$14,076</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,441</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$14,110</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental and Concentration \$0 \$0 4000-4999: Books And Supplies Supplemental and Concentration \$0	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0
The district will hire three intervention counselors to serve middle school students to ensure that at risk students are meeting their academic potential. Funds will be principally directed with special attention being placed on unduplicated pupils. Priority 5, 6 Roadmap Principle 1(C)	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$315,087 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$112,028	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$262,546 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$106,821

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 school closures, the Delano Union School District shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. Funds typically utilized to maintain and secure learning environment for students had to be redirected since many actions were not completed due to the school closures. Funds directed for staff safety training was redirected to provide PPE such as masks and safety goggles to all employees who continued to work in person for the remainder of the school year. During the school closures, our mental health team, funded under this goal, became our front line employees helping many families cope with new social emotional behaviors from many of our students. Funds were redirected to provide these services after hours. Special efforts were made to reach out and provide extra support to our English learners, foster youth, homeless students, special education students, and other unduplicated subgroups. Funds from this goal were also redirected to purchase additional technology to equip every student with a Chromebook. In an effort to relieve any financial burden on parents and families, the district provided hotspots to any student if they had connectivity problems or lack of WiFi in the home. This allowed for all students, especially unduplicated student groups, to have full access to all learning opportunities including after school tutorials. Additionally, unspent funds from this goal were utilized to place safety glass in all classrooms to prepare for the return of students and staff to in-person instruction. The safety glass was placed on all student desks, teacher desks, kidney tables, etc. Funds were also redirected to cover the cost of an additional SRO. Initially, there were plans to hire only one SRO, but the district hired two SROs to provide additional support with truancy and school safety. Funds from other actions that were not implemented were redirected to cover the cost of the additional SRO.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

One of the most important successes from the implementation of this goal is the mental health support team. Through this goal, the district has funded vice principals, school nurses, social workers, and marriage and family therapist. This team played an essential part in the transition to distance learning instruction. We had many students who struggled with the shift to an online format, and the team made special efforts to reach out to each individual student and their family. The team made home visits when necessary and they carefully monitored those students that were not logging on. They followed up daily with those students and ensured that they helped with any barriers that impeded the students from daily instruction. Special efforts were made by this team to reach out to unduplicated subgroups such as English learners, newcomers, special education, homeless, foster youth, and low socioeconomic students. This group served as a link between home and school and they were essential in removing obstacles for learning. This included providing students with desks and chairs to do their work, hot spots to homes that lacked WiFi, portable desks for homeless students, translation services for non-English speakers and connections to extra support for English learners, and any other materials or supplies needed by any of the students.

Challenges:

Several actions funded through this goal were not completed. Many of the planned parent events such as trainings and the parent university did not come to fruition due to the school closures. Many activities to support a positive school climate for students were also canceled. This included many field trips and special events that served as incentives to promote positive discipline and school engagement. Although school sites continued to provide students with many incentives and special events virtually, many planned events had to be completely canceled and funds were redirected to support distance learning efforts.

Goal 3

DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Arts and Mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3 (a) – Efforts to seek parent input in making decisions for district and school sites</p> <p>19-20 Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.</p> <p>Baseline Based on sign in sheets, school sites had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.</p>	<p>All school sites continue to demonstrate an increase in parent participation, based on sign in sheets and agendas. Activities include; parent education nights, School Site Council, ELAC, parent university, parent conferences, data talks, etc. Due to the COVID-19 school closures, many of the events planned for parents were canceled therefore not all actions were completed.</p>
<p>Metric/Indicator Priority 3 (b) – How district promotes participation of parents for unduplicated pupils</p> <p>19-20 Expected outcome for 2019-2020 is to continue to meet with parents and provide them with opportunities to be involved in their child’s school site activities and meetings. A continued special emphasis will be placed on inviting and promoting</p>	<p>The district makes extra efforts to reach out to all parents, including the parents of unduplicated pupils. All surveys administered were provided in English and Spanish for all parents. The results of the surveys were utilized in creating the LCAP goals and action steps. All parents were invited to stakeholder meetings which were held at every school site. Extra efforts were made to have parents of unduplicated pupils attend the stakeholder meetings. All meetings were conducted translated and special accommodations were made for parents when needed.</p>

Expected	Actual
<p>participation of parents of unduplicated pupils and parents of children with disabilities.</p> <p>Baseline At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant, DELAC, and GATE. The district increased the number of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and/or school site activities.</p>	<p>Stakeholder meetings were also held with special subgroups such as GATE, Migrant, and DELAC. The district increased the number of parent engagement activities for English Learners, foster youth, and other unduplicated subgroups as evidenced by agendas and sign in sheets. After the school closures, all parent meetings were held virtually, but they were still held.</p>
<p>Metric/Indicator Priority 3 (c) – How district promotes participation of parents for pupils with exceptional needs</p> <p>19-20 Expected outcome for the 2019-2020 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.</p> <p>Baseline Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p>	<p>The district highly promotes and encourages participation of all parents, including parents of students with special needs. Parents of children with exceptional needs are invited to participate in parent activities both at the school and district level. Parents are invited to participate in activities such as assemblies, parent education nights, school carnivals, back to school night, etc. In addition, they are encouraged to join parent groups such as School Site Council, ELAC and DELAC. Parents are also highly encouraged to actively participate in their child's IEP meetings as well as trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S Connection. The special education director hosts monthly parent meetings at the district office with collaboration with H.E.A.R.T.S. Connection staff. The special education director reaches out to parents and holds personal meetings or parent conferences when needed, 100% of parent attended IEP and 504 meetings either in person or via telephone conferencing as evidenced through the 504 and IEP documents.</p>
<p>Metric/Indicator Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study</p>	<p>100% of students had access to ELA. Math, Science, Social Students, PE, Visual/Performing Arts, and Music. In addition, course access in higher level learning opportunities have been</p>

Expected	Actual
<p>19-20 Expected outcome for the 2019-2020 school year is 100%</p> <p>Baseline 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site. In addition, course access in higher level learning opportunities have been addressed through high school course offerings in Math and Science. 100% of qualifying students attended the high school courses.</p>	<p>addressed through high school course offerings in Algebra and Spanish. 100% of qualifying students attended the high school courses.</p>
<p>Metric/Indicator Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils</p> <p>19-20 Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p>Baseline 100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.</p>	<p>100% of unduplicated pupils had access to programs and services including but not limited to site based extended day intervention opportunities, expanded learning through our ASES (POWER) program, and additional programs and services such as Migrant and GATE for qualifying students. Middle school students had the opportunity for electives and AVID instruction as evidenced through class schedules and program attendance records.</p>
<p>Metric/Indicator Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <p>19-20 Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p>Baseline 100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District.</p>	<p>100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day intervention, ASES, Summer School, and additional extra curricular programs and services offered by the district as evidenced through class schedules, and program attendance records.</p>

Expected	Actual
<p>Evidenced through class schedules and program attendance records</p> <p>Metric/Indicator Priority 8 – Other indicators of pupil performance in required areas of study</p> <p>19-20 Expected outcome for 2019-2020 is to set baseline data for ADEPT, ARI, and writing benchmark. . Each grade level will increase at least by 5% each subsequent year.</p> <p>Baseline Will implement assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2017-2018 school year.</p> <p>ARI assessments for all K-5 students to measure literacy. Implementation of district writing benchmarks to measure improvement in writing skills.</p>	<p>* The district continued student participation in high school course work and offered advanced courses for students. 100% of qualifying middle school students attended the classes as evidenced by class scheddules, assessment results, and successful completion rates.</p> <p>* The district will continue to implement assessments in ARI for all students in K-5 to measure growth in literacy, and will implement writing benchmark data for K-8 students.</p> <p>*The district continues to provide access to visual and performing arts to all students and have implemented piano labs in all schools to provide support in the arts across all grade levels.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district will continue to promote the arts and expand participation in current programs to all students at all school sites. The programs will be offered in the following areas; music, visual and performing arts. Students will have the opportunity to participate in groups such as; jazz band, honor band, dance group and mariachi.</p> <p>Priority 7 Roadmap Principle 2 (D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$503,878</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$199,473</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$71,900</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$469,509</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$201,548</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$90,350</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,100 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$36,000 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$5,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$15,228 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$29,035 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$2,615
<p>The district will provide funds for parent involvement activities at the site and district levels. Activities may include: Parent university, math nights, literacy nights, general information meetings, Kiddie Parade, Math Field Day and technology.</p> <p>Priority 3 Roadmap Principle 1 (D)</p>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,300 3000-3999: Employee Benefits Supplemental and Concentration \$642 4000-4999: Books And Supplies Supplemental and Concentration \$57,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$31,400	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,690 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,254 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,958 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,882 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,904
<p>The district will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours and some Saturdays. They will also serve as a liaison for parents of unduplicated pupils.</p> <p>Priority 3</p>	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$754,710 3000-3999: Employee Benefits Supplemental and Concentration \$562,961	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$733,655 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$563,931

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Roadmap Principle 1 (D) 7 & Principle 3 (B)		
<p>The district will provide middle school students the opportunity to take elective classes/AVID to prepare them for 21st century learning. All elementary schools will implement AVID at their schools. The district will also hire AVID tutors. Special focus will be placed on low income and English Learners.</p> <p>Priority 7 Roadmap Principle 4 (C)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$257,350</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$50,090</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$39,500</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$99,540</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$197,892</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$41,120</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$39,644</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$59,204</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$41</p>
<p>Most of the new adopted curriculum adopted by the district requires the use of technology to access certain components. As a result, the need for technology has increased. The district will enhance the current technology programs through the purchase of software and professional development/ accessibility of programs offered by consultants.</p> <p>Priority 7 Roadmap Principle 4 (C) & Principle 3 (B)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,000</p>
<p>The district will promote the development and implementation of a district wide STEAM program and Project Lead the Way which will include training and conference attendance for staff. Funds have been principally directed and special focus will be placed on sites with greatest need based on unduplicated students.</p> <p>Priority 7</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$70,000</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,130</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Roadmap Principle 2 (C) & Principle 3 (D)</p> <p>OVERAGE- Science Coach</p>	<p>Supplemental and Concentration \$15,000</p>	<p>Supplemental and Concentration \$15,805</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$100,832</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$428</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$38,370</p>
<p>The district will continue to promote Science education for students in grades five and six by supporting participation in SCICON camp for students. Funds have been principally directed with special attention to unduplicated students.</p> <p>Priority 7</p> <p>Roadmap Principle 4 (B)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$11,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$2,141</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$147,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,815</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,287</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$214,773</p>
<p>The district will enhance and expand student opportunities in GATE activities. Students will receive year-long engagement opportunities including a Summer School enrichment program for students in grades 2-8. The GATE festival will be their culminating event.</p> <p>Priority 7</p> <p>Roadmap Principle 2 (D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$9,732</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$15,144</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,055</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$9,823</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,800	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$756
<p>The district will continue to fund the following platforms to assist in providing appropriate and adequate instruction for all students. Special attention will be placed on meeting the needs of all unduplicated pupils. Illuminate platform service for student database, item bank, data analysis, subgroup analysis. Allvue budget platform for principals to direct funds at their school site. Aeries Analytics platform to desegregate student data.</p> <p>Priority 8 Roadmap Principle 3 (B & C)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$72,200</p> <p>Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable N/A</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$81,599</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable N/A</p>
<p>With the new state ELPAC assessment, the district will no longer need to train teachers on language assessments through KCSOS. The district will not continue to fund this action.</p>	<p>Not Applicable Not Applicable N/A</p>	<p>Not Applicable Not Applicable N/A</p>
<p>The district will purchase technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction. Funds have been principally directed to best serve unduplicated students.</p> <p>Priority 7 Roadmap Principle 3 (B)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$520,000</p> <p>6000-6999: Capital Outlay Supplemental and Concentration \$314,354</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$444,313</p> <p>6000-6999: Capital Outlay LCFF Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	6000-6999: Capital Outlay Supplemental and Concentration N/A	6000-6999: Capital Outlay LCFF Supplemental and Concentration \$0 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$66,875
<p>The district will employ an Adaptive Physical Education teacher to provide services for students with special needs. The teacher will serve all schools in the district. Principally directed services for special needs students All students in the SWD subgroup are in an unduplicated subgroup. They are either English learners, low income, or both.</p> <p>Priority 7 Roadmap Principle 1 (E)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,629</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$35,697</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$6,039</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$562</p>
<p>The district will employ four Physical Education teachers to provide specialized services for elementary students. The teachers will serve all schools in the district. Special attention will be focused on unduplicated students.</p> <p>Priority 7 Roadmap Principle 4 (C)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$288,627</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$123,778</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$60,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$393,294</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$168,127</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,637</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,710
<p>The district will employ a director of technology to assist the district with management of all technology programs and staff. Principally directed for unduplicated student groups.</p> <p>Priority 7, 8</p> <p>Roadmap Principle 3 (B)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$119,281</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$52,323</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$117,445</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$54,127</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 school closures, the Delano Union School District shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. Many of the trainings and special events for parents had to be canceled. Many classes did not have the opportunity to attend their trip to SCICON for either the one day trip for 5th grade students, or the week long trip for 6th grade students. Additionally, the GATE festival for parents and students was also canceled. Funds from all of these action items were redirected to support the distance learning model. The district hired a science coach who played a key role in implementing the continuity of instruction plan. Together with other content area coaches, the science coach helped design and implement a learning plan with integrated interventions for special subgroups such as; English learners, at-risk students, and students with exceptional needs. The coaches assisted all staff with the shift to a virtual teaching model by helping them with lesson design and delivery via Google Classroom and other platforms. Many of the planned parent activities were reformatted to a virtual delivery so that parents could still have the opportunity to participate in planned trainings, meetings, and other school site events such as awards assemblies for their children. Parents and students received training from the district's coaching staff on the use of technology so that they could have accessibility to all the platforms being utilized for instruction and student events. The remainder of the funding from this goal was redirected to support the need for technology for the distance learning model. All students received a Chromebook to take home to facilitate their learning from home. Students who did not have access to WiFi received hotspots to ensure connectivity. All students also received a set of noise cancelling headphones to help with concentration.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success:

Most of the action items within this goal were able to be fulfilled even upon the school closures and the shift to distance learning. The district's learning continuity plan offered students the opportunity to continue with STEAM based instruction. All students continued to have access to music instruction via virtual sectionals provided by the band teachers. Students had access to the district's art consultant who also created art projects with students through the Zoom platform. Due to the action items within this goal that addressed technology, the district had nearly achieved a 1:1 technology model where almost all students had access to their own device. The transition to an online model was smooth and there were no days of instruction lost. The funds that were redirected from all three LCAP goals were utilized to complete the 1:1 technology model. Additionally, the district purchased hotspots to ensure connectivity of all students, especially those who could not access WiFi in their homes. The students were also provided with noise reduction headphones. This helped with concentration as many students live with several sibling who were also having to do classes via Zoom in the same home.

Challenges:

One of the main challenges in implementing the actions within this goal was the parent involvement. All meetings held at the district and site level had to be switched to a virtual format. Many parents struggled with accessing the meetings and therefore the parent attendance to meetings dropped significantly. Although site and district staff have provided trainings for parents on the use of the new learning and communication platforms, many parents have been unable to connect due to lack of technology knowledge. Although the school sites continued to provide virtual student recognition assemblies, student events, and parent meetings, many parents did not connect, therefore; attendance to many events dropped. Other items that were challenging to implement during the school closures were the music festivals, GATE festival, science field trips, and the annual trip to SCICON for all 5th and 6th grade students. These activities had to be completely canceled and the remaining funds were redirected to provide technology to support distance learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In preparation for the return to in-person instruction, the district will need to provide personal protective equipment (PPE) for all students and staff. Equipment will include: face shields, gloves, face coverings, hand sanitizer, protective barriers, disposable smocks, etc. School sites will have contactless temperature kiosks and triage tents at every school site to monitor students and staff.	\$ 450,000	\$580,946	No
The district will purchase sanitizing equipment and supplies to maintain disinfected classrooms.	\$ 250,000	\$166,662	No
Social distancing signage will be placed throughout all school sites and the district office to ensure that all students, staff and parents maintain appropriate social distancing upon their return to campus.	\$ 30,000	\$41,501	No
The district will provide appropriate training for all staff to prepare for in-person instruction. Training would include: appropriate use of sanitation supplies, adhering to physical distancing of staff and students, hand washing, symptom screening including temperature checks, use of PPE, etc.	\$ 5,000	\$0	No
The district will transition to provide meals in the classrooms and will need to purchase items needed to implement the change to facilitate the delivery and serving of meals. Items to include: delivery carts, coolers, insulated bags, etc.	\$ 100,000	\$ 61,563	No
The district will purchase individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination within each classroom. Items to include: math manipulatives and counters, pencils, dry erase markers, dry erase boards, sharpeners,	\$ 250,000	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
glue sticks, notebooks, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.			
The district will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic.	\$ 5,000	\$0	Yes
In an effort to mitigate learning loss, the district will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for specific support for English learners and immigrant students.	\$ 15,000	\$ 24,683	Yes
The district will hire temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first.	\$ 250,000	\$0	Yes
Each school site will purchase large screens, sound systems, and projectors for parent meetings to be held outdoors upon the return to in-person instruction. This will allow for active parent participation in a setting that is more conducive to adhere to social distancing. These efforts will be made to reach parents of unduplicated pupils as they have less access to meetings in a virtual format.	\$ 75,000	\$9,990	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All school sites will have the opportunity to offer outdoor instruction weather permitting. The district will purchase shade structures and furniture to support outdoor instruction.	\$ 700,000	\$178,405	No
Purchase of additional technology for classroom instruction so that teachers have resources needed to provide instruction from home and in-person upon the reopening of the school sites.	\$ 80,000	\$730,676	No
Purchase of additional technology devices so that students have access to devices at home and at school. These funds are principally directed to serve unduplicated pupils as they are less likely to have the means to purchase an additional device to use at home.	\$ 1,600,000	\$1,295,821	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

- *Personal Protective Equipment - The district under-budgeted this item. The cost of PPE equipment exceeded the projections made by the district at the time the plan was written. Additional funds were transferred from other actions within this section to cover the excess cost of PPE.
- *Sanitizing equipment and supplies - Sanitizing supplies cost less than what was initially projected by the district, therefore, the excess funds were redirected toward purchasing PPE.
- *Social distancing signage - The signage was more than projected. Excess funds from other actions were redirected toward signage.
- *Training to prepare for in-person instruction- The District did not offer in-person instruction for the 2020-2021 school year, therefore did not conduct the training for re-opening procedures.
- *Items to provide meal distribution- The expenses for the insulated bags and wagons were less than projected.
- *Instructional supplies and manipulatives - The district did not offer in-person instruction for the 2020-2021 school year and therefore did not incur the cost of purchasing these supplies.
- *Personal clothing and health care items for McKinney-Vento and foster students- The district did not offer in-person instruction for the 2020-2021 school year and therefore did not incur expenses to assist students with items needed to return to school.
- *Nearpod platform- The cost of the software was more than projected. Funds from other actions were redirected toward this purchase.

*Academic support personnel - The district did not offer in-person instruction for the 2020-2021 school year and therefore did not incur the cost of additional academic personnel to support in-person instruction.

*Large screens and sound systems to hold outdoor parent meetings upon return to in-person instruction - These expenses were less than projected because the district is still in the process of researching the equipment.

*Outdoor instruction - The district has entered into a contract for the installation of five shade structures. The expenses are lower than projected because the structures are in the DSA approval process and have not been installed. This project will continue into the 2021-2022 school year.

*Additional technology for classroom instruction - Excess funds from other actions were redirected toward purchasing additional technology to have available for in-person instruction.

*Additional devices for students to have one device at home and one at school - The cost of the devices was lower than projected due to competitive pricing and the allocation of expenditures to the charter schools.

Excess funds for actions related to in-person offerings were redirected toward the installation of GPS ionization units across district facilities to improve the indoor air quality and reduce the risk of COVID-19 transmission.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

The Delano Union School District adopted three different calendars for the 2020-21 school year in anticipation of the different scenarios that the COVID-19 pandemic may bring and how it would impact the return for in-person instruction. The district actively prepared all summer for the return to in-person instruction by creating a plan with a three phase approach. The district was able to fully attain personal protective equipment for students and staff as well as sanitizing supplies to clean all facilities. In addition, the district was able to install GPS ionization units in the HVAC systems throughout all district facilities. This technology is 99.4% effective in removing COVID-19 from the air and surfaces. The district also installed social distancing signage in all buildings and equipped all work areas and student desks with protective glass barriers. However; with the safety of all students and staff in mind, and after careful and ongoing review of the community's COVID-19 positivity rates, the district opted for a distance learning model the entire 2020-21 school year. Beginning in September, 2020, the district began to plan the implementation of Phase I of the return to in-person instruction for the students with exceptional needs population. Due to the high positivity rates in COVID-19 cases in the community of Delano, and the surge that put the county in the Deep Purple Tier for most of the fall and winter seasons, Phase I of the plan was not able to come to fruition until April of 2021. The district opened its schools for in-person instruction for the moderate/severe students

with exceptional needs population following a 1:1 rotation schedule that would allow for students to begin their transition to in-person instruction while at the same time continue to receive support via distance learning. This group will continue in-person instruction for four additional weeks in the summer to provide students with extra support and expanded opportunities to continue to work on IEP goals. Even though most students remained on a distance learning instructional program for the 20-21 school year, district was able to implement many of these actions and prepared all classrooms and district buildings with the necessary technology, protective glass barriers, and PPE necessary to welcome students back as soon as it is deemed safe to do so.

Challenges:

Due to the very high positivity rates in the community of Delano, the district was unable to open for in-person instruction during the 2020-21 school year. The district began planning for Phase I of a reopening to in-person instruction which began with bringing students with exceptional needs back first followed by Phase II which added at-risk subgroups such as English learners, students experiencing homelessness, foster youth, and students failing to connect to distance learning. Phase III would then bring bring all students back in a staggering block schedule to allow for appropriate social distancing within the classroom. During the fall and winter season of the 2020-21 school year, the county of Kern experienced a surge in COVID-19 cases, making it unsafe for the return to in-person instruction plan to be implemented. As spring approached and the county's numbers were improving, the community of Delano still maintained a very high positivity rate which delayed the re-opening plan even further. In April of 2021, the district was able to provide in-person instruction to students with exceptional needs in the moderate/severe classes only. In-person instruction for the moderate/severe classes will continue through the summer of 2021. The district continues to prepare for the return to in-person instruction for all students in the fall of 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district purchased chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi however, all students will be provided with the devices and hotspots.	\$1,900,000	\$986,914	Yes
Technology was purchased for teachers and auxiliary staff to support distance learning instruction. Technology included laptops, chromebooks, cell phones, printers, and hotspots.	\$ 200,000	\$63,642	No
All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. Although all students received the learning kits, they were purchased to assist unduplicated pupils as they are less likely to be able to provide their own supplies needed for instruction.	\$ 50,000	\$267,878	Yes
All students in grades 3-8 received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. All students received the physical education kits, but they were purchased to assist unduplicated students as they are less likely to have access to the equipment or to be able to purchase it.	\$ 98,000	\$261,469	Yes
McKinney-Vento students received lap desks so that they can have a designated mobile work space.	\$ 2,000	\$1,071	Yes
The district purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and Screencastify. All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these	\$ 975,000	\$795,683	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support.			
The district's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. Special efforts are made to meet the Social Emotional Learning needs of unduplicated students.	\$ 5,000	\$225	Yes
The district provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, and Google classroom among others.	\$ 10,000	\$0	Yes
Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers.	\$ 1,000	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

- * Chromebooks, hotspots, and WiFi vouchers - Expenses were lower than projected due to competitive pricing and the allocation of expenditures to the charter schools. The need for hotspots and WiFi vouchers was also lower than originally anticipated.
- *Technology for teachers and auxiliary staff to support distance learning instruction - The expenditures for technology were lower than projected due to the availability of existing technology in classrooms. Teachers were able to use their existing equipment for distance learning.
- *Learning kit for students- The expenditures for learning kits were more than projected due to student needs. Additional instructional materials and supplies were purchased to ensure that students had the resources necessary for distance learning.
- *PE kits for students - The physical education kits expenses were greater than projected because the scope was increased to include all K-8th grade students.

*Lap desks for McKinney-Vento students - no substantive difference

*Online platforms to support distance learning instruction -The expenditures for online platforms were lower than projected.

*Professional development for the district's mental health team - The professional development expenditures were lower than projected because the training was provided during the contracted day.

Professional development for teachers and staff on learning platforms for distance learning - Expenses for professional development are reported in the section "Additional actions to implement the Learning Continuity Plan"

*Professional development in ELD - The District provided ELD professional development for teachers through a different funding source.

Excess funds for actions related to the distance learning program were redirected to support existing staff (instructional coaches) that were diverted to distance learning and direct student services. Funds were also redirected to maintain district operations and the continuity of services provided by the social workers, for expenses related to the conversion to touchless restrooms, and for additional materials and supplies necessary to support distance learning and preparing for in-person offerings.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

Successes:

In order to provide a robust distance learning program during the 2020-2021 school year, administrators, teachers, and staff engaged in the following five-pronged strategic approach to ensure that DUSD students were able to engage in meaningful daily live instruction as well as receive support in social-emotional learning: ensuring access to appropriate technology, providing relevant professional development, developing effective lessons, engaging students in meaningful learning experiences, and addressing student learning gaps through ongoing monitoring of assessment results. Teachers participated in ongoing professional development supported by our team of academic coaches with a specific focus on using instructional technology to increase student engagement.

Challenges:

Distance learning created several challenges requiring district team members to adjust our approach to meeting the needs of students and families. One of those key challenges was ensuring that staff and students had access to appropriate technology to deliver and

access daily live virtual instruction. Each district family was contacted to identify needs for hotspots and vouchers, and those services were deployed expeditiously. These items were distributed through site-level distributions as well as through home visits. If there were any situations where the deployment of technology was delayed, teachers provided temporary written packets and support, and district staff provided additional tutorial services. Parents contacted the district technology hotline regarding technology issues, and academic coaches provided additional assistance to parents who were developing their technology skills. Parents were also provided with step-by-step instructions for how to log into chromebooks and connect to Wi-Fi. One of the keys to our successes this year is having 100% of DUSD students connected to a device and hotspot with an average of a 98.6% daily connectivity rate. Another key success was creating site and district parent hotlines allowing parents to have their child's needs addressed in a timely manner.

Access to Devices and Connectivity:

Successes:

DUSD procured sufficient inventory to provide all students with a chromebook for distance learning. In order to simplify the login process for younger students, all Transitional Kindergarten, Kindergarten and First grade students were provided with touchscreen Chromebooks with QR logins, while students with special needs received Ipads to support visual, auditory and tactile learning opportunities. The District maintained additional chromebooks to replace damage or defective devices, with minimal disruption to the instructional program. All devices were equipped with web-based content filtering to provide a safe internet experience during distance learning. The District established a support mechanism for students, staff and teachers by creating a technology hotline. The hotline provided troubleshooting steps and assistance related to accounts, apps, and connectivity. With remote access, staff were able to help parents and teachers successfully navigate through any technical difficulties. To ensure connectivity for all students, the District offered three options for families in need of WiFi services, including: mobile hotspots, installation of WiFi in the home, and vouchers for families in need of financial assistance to maintain existing or upgraded services. The district provided nearly 1,000 AT&T/Verizon hotspots to families at no cost, to provide secure connections for students. To further increase security, the connections were limited to District provided devices. The District also installed cable internet services in 90 homes, and provided broadband service to select homes outside of the city limits, with monthly services billed directly to the District. The access was limited to district devices and was solely for educational use. The Technology Department granted access/blocked sites and apps, controlled device policies and web access and monitored online activities at all times.

Challenges:

The greatest challenge was ensuring that all students had access to the distance learning program. There were 1,250 students with limited or no connectivity. While the District purchased hotspots, the signal strength varied by location, making it necessary to purchase both Verizon and AT&T hotspots to obtain the best signal strength. For families unable to acquire services due to their remote location outside of the city limits, the District partnered with Unwired Broadband to provide services to their homes. The deployment of the devices was also challenging with limited staff. The technology department worked diligently to configure 600 laptops, configure and deploy thousands of chromebooks, while simultaneously supporting District staff with distance learning and remote work.

Distance Learning Professional Development:

Successes:

During the 2020-2021 school year, there was a need to increase access and use of the following three platforms: Google Classroom, Zoom, and Screencastify. All teachers, administrators, and paraprofessionals received virtual training at the start of the school year to build their capacities with all three platforms. Our technology instructional coaches held office hours over the course of several weeks in order to provide ongoing, relevant support for teachers who had specific needs related to Google Classroom, Zoom, or Screencastify. Throughout the year, as the instructional coaches and admin team received feedback from the teachers, two professional development series were added specifically to address increasing student engagement. One series was held in October and addressed topics such as increasing student talk, digital whiteboards, enhancing Google Slides, virtual math routines, SeeSaw, Jamboard, and virtual phonemic awareness activities. The second series for increasing student engagement was held in December. This series included sessions on Adobe Spark, building websites, increasing student talk through the use of Thinking Maps, live proctoring in Illuminate, SeeSaw intermediate use, and The Distance Learning Playbook. Teachers were able to select their sessions based on interest and their own classroom needs. The DUSD instructional team established a Google Classroom to house all training materials allowing teachers the opportunity to review content asynchronously as needed. The following professional development opportunities were provided during the 2020-2021 school year:

All Staff:

- *Trauma-Informed Care
- *Self-Care for Educators

Distance Learning Professional Development:

- *Google Classroom
- *Zoom
- *Screencastify
- *Increasing Student Engagement PD Series 1
- *Increasing Student Engagement PD Series 2

Special Education and At-Risk Students and Assessments

- *STAR/Renaissance - CBM, Reading, Early Literacy, Math, MyOn, Freckle

IXL - Friday Professional Developments - ELA, Math

Social Emotional Learning

- *Suicide Prevention 7/8 Grade Teachers & Instructional Counselors

Curriculum Training

- *STEMtaught Science - K-5 teachers (ongoing PD and labs in the teacher classrooms)

*IQWST Activate Science - 6-8 Science Teachers

Music Teachers

*Quaver

Challenges:

The shift to providing virtual professional development to staff created its own set of challenges. This district remained focused on providing quality professional development opportunities for staff while remaining 100% virtual. This created the need to train the district coaches in the use of virtual platforms to provide their trainings. The district had to purchase and upgrade devices required for these trainings for both the coaches and the teachers. WiFi connectivity also became a challenge at times during the trainings. The duration of the trainings had to be adjusted to avoid zoom fatigue of staff and trainers. Prior to the pandemic, teachers and classified staff had a wide range of technology abilities, but these skills had to be strengthened in order to provide access to quality professional development.

Pupil Participation and Progress:

Successes:

Teachers and students engaged in daily live instruction each school day with a schedule that adhered to the mandatory instructional minutes for the 2020-2021 school year. The levels of student engagement were closely monitored by sites and the district. Attendance clerks reviewed proper attendance entries daily, weekly engagement reports were sent to all sites for review and planning. Teachers completed and certified weekly engagement records and daily attendance sheets to account for student attendance and participation. Students who did not attend live zoom sessions were immediately contacted by site and district through a phone call or home visit.

Challenges:

One of the greatest challenges with pupil participation and progress was ensuring that each student not only connected to their daily classes, but that they were actually actively engaged in the lessons. The school sites reported having a daily struggle with students turning on their cameras in their chromebooks, therefore the teachers could not verify that students were actively engaged. Each school site had a team that was deployed daily to make home visits to check up on students and ensure that they were actively participating. The teachers also reached out to the homes daily by telephone to those parents whose child was not actively engaged in the lesson.

Staff Roles and Responsibilities:

Successes:

During the 2020-21 school year, as with other school years, the Delano Union School District ("District") established and communicated expectations for all employees. 2020-21 was a very unusual and challenging year, due to the COVID-19 pandemic, and employee expectations were modified accordingly. Throughout the 2020-21 school year, all DUSD students engaged in remote

learning, and most DUSD employees engaged in some degree of remote work. This was, and continues to be, an unprecedented situation, with challenges across the full spectrum of District operations: instruction, budget, health and safety, labor relations, governance, and many other areas. The District has engaged in continuous planning to prepare for a full reopening, which is scheduled for August 2, 2021. In June 2020, the Board of Trustees adopted Board Policy 4113.5 to establish a policy framework for remote work. This policy includes the following provisions: “The Board of Trustees recognizes that working remotely at home or at another alternative location may be necessary at times when widespread illness, natural disaster, or other emergency condition makes the school or worksite unsafe or otherwise interrupts the district's ability to effectively conduct operations at the school or worksite.”

“A full-time, part-time, or short-term remote work arrangement may also be granted, for special circumstances by the Superintendent or designee (Human Resources) to an individual employee(s), consistent with the terms and provisions of the collective bargaining agreements, provided that the position is suitable for remote work, the employee has consistently demonstrated the ability to work independently and meet performance expectations, and the work arrangement does not hinder district operations.”

“The opportunity to work remotely shall be at the discretion of the District, subject to the terms and conditions of the collective bargaining agreements.”

“Employees approved for remote work shall comply with all collective bargaining agreements, district policies, administrative regulations, work schedules, and job assignments. Except when specifically agreed, approval of remote work shall not change the compensation, benefits, or other terms and conditions of employment of an employee.”

“Unless otherwise approved in advance by the Superintendent or designee (Human Resources), employees working remotely shall do so within regular work hours established for the position. Employees are entitled and expected to take appropriate, uninterrupted meal and rest breaks, and shall keep accurate records of the hours they work. Employees shall notify their supervisor when unable to perform work assignments due to illness, equipment failure, or other unforeseen circumstances.”

“Employees working remotely are expected to conduct their work in a location that is safe and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace or in connection with their employment as soon as practically possible in accordance with Board policy.”

“The district shall provide to employees who work remotely all supplies, materials, apparatus, and equipment reasonably necessary to perform their jobs, including, as necessary, a technology device and Internet access. Employees shall use caution in accessing the Internet from public locations and in accessing information from networks outside of the district in order to safeguard confidential information. Employees shall be responsible for maintaining and protecting District equipment and shall adhere to the district's Acceptable Use Agreement. The employee's personally owned equipment may only be used for district business subject to the district's Acceptable Use Agreement.”

“Work done at a remote work location is considered official public business. District records and communications shall be retained and safeguarded against damage or loss, and shall be kept confidential or made accessible to the public in accordance with law.”

“Any employee working remotely shall be available during work hours to the employee's supervisor and other staff, students, parents/guardians, and members of the public, as appropriate, via email, phone, or other means. Lack of responsiveness on the part of the employee may result in discipline and/or termination of the remote work assignment. Employees shall be required to attend virtual or in-person meetings within a two-hour window when directed by their supervisor, the Superintendent or designee (Human Resources).”

“The job performance of employees working remotely shall be evaluated consistent with the terms and conditions of the collective bargaining agreements, in the same manner as all employees in the same position at the assigned school or office unless otherwise negotiated.”

“Remote work arrangements may be discontinued at any time at the discretion of the Superintendent or designee (Human Resources).”

At the time BP 4113.5 was adopted, DUSD staff had been engaged in full time or part time remote work for only three months. The challenges of converting to remote work and distance learning were unprecedented in scope and difficulty, and this was true not only at DUSD, but throughout public education and the broader economy. It was necessary to learn the tools, the work patterns and habits, and the mindset necessary to effectively address the needs of the students as far as possible under pandemic circumstances. For many staff members, remote work was and continues to be very challenging: not only because instruction via distance learning with elementary age students is a monumental challenge in relation to methodology, technology, etc., but also because remote work places staff members in situations very different from their normal work day, and the psychological demands impacted some staff members more than others. Classified staff members performed duties consistent with the applicable job description, with terms of the classified collective bargaining agreement, and board policies and administrative regulations. During 2020-21, there were many adjustments in work duties due to COVID-19, school closures, and distance learning. This was very challenging for individual employees, departments, and school sites, as most of these adjustments had no prior example, and moreover, the public health situation and related requirements was very dynamic and subject to many unanticipated changes. The District and the California School Employees Association Chapter 175 (“CSEA”) negotiated several agreements in connection with COVID-19 response, dealing with job duties and safety protocols. This was very challenging, because fundamental issues of health and safety, compensation, working hours, job duties, etc. were involved. The District and CSEA agreed and established procedures allowing classified bargaining unit members to be assigned duties outside of the scope of their regular duties in order to meet the public health needs of and provide essential services to the community. It was also agreed that classified staff would not be assigned to any duty that exceeds the essential physical functions contained in an employee’s regular job description. In addition, the negotiated agreements between the District and CSEA also established procedures for remote work, temporary changes in working hours, and the equitable distribution of duties among classified staff. For the 2021-22 school year, all classified staff members are expected to return to working in-person. The District continues to provide reasonable accommodation for employees who have a qualifying medical condition. The negotiated agreements between the District and CSEA have allowed the District to maintain the instructional program and related operations throughout the COVID-19 pandemic, including the 2020-21 school year. While some classified staff members worked remotely for some or all of the 2020-21 school year, many classified staff members reported for in-person duties, including staff

members in Food Services, Custodial, Grounds, Maintenance, and Technology; and many classified staff members have worked in-person for much of the school year, especially since Spring 2021. There were challenges associated with employee safety and morale, given that some employees had more in-person responsibilities than others, given the circumstances, and this had to be managed with the individual employee and with the exclusive representative. Certificated staff members also perform duties consistent with the applicable job description, with terms of the classified collective bargaining agreement, and board policies and administrative regulations. During 2020-21, certificated staff members in teaching positions provided instruction via remote learning. Certificated staff members in support positions, such as counselors, nurses, and psychologists, worked remotely throughout the school year, and provided occasional services in-person at the school sites, with such in-person work increasing with the arrival of Spring 2021. Some certificated staff members, such as site resource teachers, provided in-person services at their assigned school sites throughout the 2020-21 school year. As with the classified staff, there was many adjustments in work duties due to COVID-19, school closures, and remote learning. Again, this was very challenging for individual employees, departments, and school sites, as most of these adjustments had no prior example, and moreover, the public health situation and related requirements was very dynamic and subject to many unanticipated changes. The District and the Delano Union Elementary School Teachers Association (“DUESTA”) negotiated several agreements in connection with COVID-19 response, dealing with job duties and safety protocols. This was very challenging, because fundamental issues of health and safety, compensation, working hours, remote work and distance learning, etc. were involved. In addition to Board Policy 4113.5, the District and DUESTA also negotiated in connection with remote learning and working conditions, agreeing to the following:

“Bargaining unit members shall: be reachable (remotely via phone, email, or other electronic means) at all times during their regular work hours; adhere to the instructional schedules established by the District for instructional delivery and student support; abstain from use of alcohol or other controlled substances during regular working hours; refrain from any social media activity of a personal nature on personal social media platforms during regular working hours (exclusive of duty free lunch); and report to work within one hour of notification (notifying the District if there is a need for a delay) to perform assigned duties as directed.”

“Bargaining unit members shall be available during their regular assigned work hours (as specified in Article VI) for communication with students, parents, other staff members, and administration on a regular basis.”

“Bargaining unit members shall provide appropriate instructional services as directed and as consistent with applicable job descriptions, including but not limited to, developing lessons and instructional materials, providing feedback to students, and maintaining student contact logs. All lessons, videos, and instructional materials shall be linked/posted and archived on the District Landing Page.”

“Bargaining unit members shall utilize Zoom, ScreenCastify, or shall use the equivalent District-approved delivery platforms to present lessons and connect with students; and shall utilize Google Classroom to post lessons, videos, and instructional materials. Bargaining unit members shall utilize other District-approved technology platforms and systems as directed. The District shall provide appropriate training to bargaining unit members in relation to these technology platforms and systems.”

Challenges:

The challenges associated with distance learning should not be underestimated. In March 2020, there was little or no experience with any kind of distance learning model. DUSD faced the unprecedented challenge of designing and implementing an effective distance learning model in a matter of days, not weeks. The time, effort, leadership, creativity, flexibility, innovation, and determination needed to do this was truly extraordinary. To sustain and improve on this model, with all the planning, training and family/student engagement involved, from March 2020 to June 2021 has been a challenge that has redrawn the boundaries of what public education can achieve.

For the 2021-22 school year, all certificated staff members are expected to return to working in-person. The District continues to provide reasonable accommodation for employees who have a qualifying medical condition.

District and site administration, as well as classified managers, are responsible for coordinating the efforts of classified and certificated staff, for ongoing supervision, and for evaluating the job performance of classified and certificated staff members. The District consults, collaborates, and negotiates with CSEA and DUESTA on an ongoing basis in connection with staff roles and responsibilities.

Support for Pupils with Unique Needs:

Successes:

DUSD was able to transition to a distance learning model for all students without any instructional time being lost. Students with IEPs continued to receive their allotted minutes and their instruction continued to focus on their IEP goals even while learning from home. Each teacher was equipped with all the technology necessary to connect with their students from home. Students were also equipped with the technology they needed to actively participate in their learning, including assistive technology to help them access their curriculum. Non verbal students were equipped with iPads preloaded with communication applications to assist their communication goals from home. Teachers utilized different platforms to connect with parents and students based on each child's different needs. Students were provided with activities, videos, and live Zoom sessions to address the very specific needs of each child. Teachers kept an ongoing open communication with parents via phone calls, email, Zoom meetings, Class Dojo and other platforms. Instructional aides provided additional support via one on one Zoom instruction with activities tailored to address specific skills outlined in each child's IEP. All students were provided with all auxiliary services as written into their IEPs. Speech pathologists continued to hold speech sessions with all students and actively used the district provided iPads to provide students with therapy exercises and taught them how to use the iPad as a communication device. Psychologists provided support with behavior plans and assessments as needed for each child. The district's Adaptive Physical Education Teacher was able to provide services via distance learning as well. Students were provided with any necessary equipment to do the required exercises from home. Moderate/Severe students were provided with a backpack containing digital thermometers and different styles of face masks and face shields. As part of their curriculum, the teachers incorporated daily temperature checks and practice using the provided PPE. This provided students with the opportunity to practice having their temperatures checked and wearing a mask to prepare them for the return to in-person instruction.

Challenges:

One of the biggest challenges noted for the Pupils with Unique Needs was the ability for the Moderate/Severe students to participate in the daily Zoom classes with the teacher. Many students were not able to focus on the Chromebook screens and therefore could not

participate in the daily lesson. The teachers pre-recorded lessons for the students to watch on their own with their parents, but many students were still not able to participate. Even though the teachers supplemented the instruction with hands-on activities, many students still had difficulty fully participating. The teachers were challenged to create lessons in various formats to not only address the needs of each child, but to ensure that they were receiving the support required to address their IEP goals.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district hired temporary academic support personnel to provide intervention services for all students in need. Tutoring services were principally directed to unduplicated subgroups.	\$250,000	\$19,243	No
A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents in our district are farm laborers and are considered essential workers who are unavailable during the day for communication. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning.	\$550,000	\$471,855	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

*Temporary academic support personnel - The expenses for academic support personnel were lower than projected because the district struggled for find candidates to fill the open positions.

*Stipends for parent communication and outreach after hours - The expenses for outreach were lower than projected for certificated staff.

Excess funds for actions related to pupil learning loss were redirected to support existing staff (instructional coaches) that were diverted to distance learning and direct student services. Funds were also redirected to maintain district operations and the continuity of services provided by the social workers.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Teachers utilized ongoing assessment throughout the school year to monitor student progress. Along with their regular lesson assessments, TK-2 teachers used Educational Software for Guiding Instruction (ESGI) to monitor student growth on basic literacy and math skills. Teachers of grades K-5 and special education teachers (K-8) used the Emerging Literacy Battery (ELB) for foundational reading skills as needed, and the Analytical Reading inventory (ARI) to monitor word recognition and comprehension. There were some challenges that arose that were related to completing the ARI and ELB remotely. We had to assist teachers and make some modifications to the way the assessments were delivered in order to ensure that the data gathered accurately reflected student learning. IXL, STAR Reading, and STAR Math was used by all teachers grades 1-8 to track progress in language arts and math. Students were given a diagnostic exam in IXL and were asked to continually take a few questions each week as a means of progress monitoring on a regular basis. Teachers were also offered an opportunity to take part in an assessment pilot using the STAR CBM and STAR Early Literacy programs. There were several modifications made to the master schedules on each site to allow for one on one and small flexible group instruction and remediation. There was time built in at the end of each day specifically to provide targeted instruction for small groups. Friday schedules were designed to provide synchronous strategic support by the classroom teachers as well. Tutors supported predominantly middle school (some were deployed to elementary schools as well) students in the evenings who were falling behind in class. Classified staff also supported students through tutoring after school whenever possible. All teachers had time built into their master schedule for data review. Teachers analyzed their data on a weekly basis to determine if their strategies were working or if a student needed additional supports. The IXL, ARI, ELB, ESGI, and STAR Reading assessments provided live diagnostic updates for all students. This allowed for constant monitoring of student growth in ELA, ELD, and Mathematics. The OPTEL observational tool helped teachers determine if adequate growth occurred with English Learners. Monitoring also happened at the district level and allowed the district to deploy interventions to assist struggling students. Unduplicated subgroups of students received additional supports for both academics and social emotional needs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

- *Teachers did a great job in reporting concerns they had for students
- *Site administrators and support staff were phenomenal in reaching out to families
- *Home visits where a big part of reaching out and staying connected to students and families
- *Intentional relationship building proved to be very helpful as parents reached out when there was an emotional need or concern
- *The district established a district Mental Health Team that includes, social workers, academic counselors, school psychologist, marriage & family therapist, and directors with representatives from all schools to support their site Wellness Teams. The Wellness Teams are designed to focus on the well-being of the whole child
- *The District Mental Health Team developed a daily SEL check-in system to support students and gather data to decide who required additional support
- *The survey data is monitored by the site administrator and site Mental Health Team to decide upon the needed response. This information is also made available to teachers in an effort to provide a Tier I approach for the classroom
- *Site Mental Health Team members are available to consult with the teacher as needed
- *The District Mental Health Team also developed a referral system that made it easier for staff to refer students for social emotional support
- *Second Steps, an SEL curriculum, is being used at the elementary sites and became available to the middle school sites this year.
- *Academic Counselors and the School Social Workers worked together to ensure SEL was taught every week at the middle school level through targeted lessons
- *Ripple Effects, a Tier II SEL curriculum was also introduced for all students in 5th-6th grade (Kids version) and 7th-8th grade (Teens version). This is largely used by site administration and site MH Team members for added support of our students.
- *The PE Department is also working to ensure SEL is being addressed during PE time with the use of SEL resources and CASEL focus: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

Challenges:

- *The greatest challenge has been not being able to see students every day and truly assess their needs
- *There was an increase in families identified as homeless. This made it even more difficult to locate families when trying to do a home visit. High mobility was a challenge.
- *While seeing students online was ok, it was a challenge to not be able to see some of their faces when many refused to turn on their cameras (especially our middle schoolers).
- *There seemed to be an increase in referrals for site mental health services and an increase to our local mental health partners.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

The Delano Union School District places top priority on pupil and family engagement at all times. Even with a full year of distance learning, the district continued its efforts to connect with pupils and parents. For the 20-21 school year, all parent and student events were held in a virtual format. The district continued to host most student events such as; Oral Language Festival, Science Fair, Henry Greve Speech Contest, and GATE festival. Students had the opportunity to prepare presentations and/or research projects and present them virtually via recorded videos through Flipgrid. The district then held an awards or a presentation ceremony for all families virtually after each event via Zoom. Additionally, all school sites continued to have student celebrations and assemblies virtually such as student of the month and other awards assemblies. Most school sites offered monthly virtual field trips. Students received materials, supplies, and books via a drive-thru distribution to prepare them for fun activities related to their virtual field trips. One of our school sites, Nueva Vista Language Academy, was featured on the Wall Street Journal highlighting the efforts made to provide students with virtual field trip opportunities. All school site and district parent committees continued to fully function virtually. All schools actively met with their School Site Council and English Learner Advisory Committees. These committees were able to continue to oversee all compliance items under their responsibility. The district also continued to meet virtually with all district sponsored committees such as the District English Language Advisory Committee, the Migrant Parent Advisory Committee and the GATE Parent Advisory Committee. The district also hosted several stakeholder meetings to provide a platform for input in the development of the new district LCAP. All meetings were held regularly throughout the entire school year at both the site and district level.

One success that the district is very proud of is the efforts made to ensure that students remained connected during the entire school year. When students were struggling with either the knowledge to log on to their online classes, or the motivation to join their classes, each school site deployed a team to the home to help each child individually either by helping them problem solve the connectivity issue or by providing social emotional support and motivation to encourage the students to log in daily. Each day after the teacher's submitted their attendance, the school sites began to call each child that had not connected. When necessary, a home visit was made to help problem solve the situation. Students who were having issues with chronic absenteeism were visited by a district team. All teachers were paid an additional stipend to connect with families in the evening hours in an effort to accommodate the parents' working schedules. The district team provided additional supports or interventions to ensure that the students connected with their teachers daily. Members of the district team included social workers, marriage and family therapist, or site administration. Through these home visits, the teams discovered barriers that the students were encountering and therefore not connecting daily. Each barrier was addressed and the team provided a resolution whenever possible. Many students were provided with desks to do their work, additional technology to ensure connectivity, individual tutors to support their academic needs, and even clothing and toiletry items if needed. Parents were taught how to help their child log into Zoom and they received help on how to check the parent portal and Google classrooms for assignments. Students with even more chronic attendance issues received a special home visit by the district superintendent who met with families and provided special outreach services to support the needs of each family.

Challenges:

In spite of all the efforts that district and site staff made to connect with pupils and families on an ongoing basis, there were many families that failed to connect even after multiple attempts. The district offered multiple resources to provide connectivity into the home, including vouchers for home Wi-Fi, hotspots, and Chromebooks or iPads for the students. The district provided one to one trainings on how to log on to multiple learning and communication platforms, but some families still did not connect. Some site and district parent meetings were received low attendance. In an effort to simplify the process of connecting to meetings with parents, the district provided various means to connect to the specific meeting link. Many school sites created their own Google classrooms where they posted the Zoom links to the meetings. This allowed for students to assist their parents in accessing their meetings. Links were also disseminated via text, email, and letters. Some school sites created QR codes so that the parents could access the link through their camera phones. Although a plethora of assistance was offered, there were still some families that struggled with connecting with their child's teacher, the school site, and the district office. The district will continue all efforts to continue to provide daily outreach to all pupils and parents for the remainder of the school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes: DUSD has successfully provided off site meal service to all enrolled students throughout the 2020-2021 school year. Meals were distributed via drive thru and walk-up service in a non-congregate setting, while maintaining social distancing practices, consistent with the requirements of the California Department of Education and the U.S. Department of Agriculture. The distribution sites were spread out across the District and in the communities with the greatest need. The "grab and go" meals were distributed every Wednesday, with students receiving meals for the whole week. Meals were distributed at the following nine locations: Albany Park, Almond Tree Middle School, Cecil Avenue Math & Science Academy, Del Vista Math & Science Academy, Harvest Elementary School, Nueva Vista Language Academy, Nutrition Services, Princeton Street School and Pioneer School. In the Fall of 2020, the District added evening distribution times to accommodate working parents.

In order to limit student exposure to COVID-19, the District took full advantage of the federal flexibility waiver that allowed parents to pick up meals without students being present. To protect the distribution staff, the meal distributions were scheduled only once per week. Every Wednesday, parents would pick up grab and go meals and bulk food items that provided a supply of nutritious meals for the entire week. In August 2020, the food distribution expanded to include supper and snacks through participation in the Child and Adult Care Food Program. Supper and snacks were provided throughout the 2020-2021 school year to ensure that students had access to nutritious meals throughout the pandemic.

Outreach was conducted in English and Spanish through parent phone calls, social media, flyers and online resources to ensure that families were aware of the the availability of free breakfast, lunch, supper and snacks. The program was very successful because of the efforts of the school nutrition team. Coordinating the menu with holidays, promoting special dress up days and decorating the distribution sites are a few examples of how the staff created excitement for the meal distributions. Distribution times were coordinated around the distance learning instructional schedule so that students did not miss instructional time in order to pick up

meals. In addition to scheduling evening distributions for working parents, the District also accommodated special meal requests for students with allergies or restricted diets, as stipulated by their medical providers. A total 2,842,234 meals have been served as of May 18, 2021.

Challenges: The greatest challenge was maintaining the integrity of the school nutrition program. DUSD implemented new operating procedures that included a DUSD Meal Passport Card to ensure that meals were distributed only to parents and guardians of eligible children and that duplicate meals were not distributed. Given the nine distribution locations, and number of meals being distributed each week, staffing was also a challenge. With staffing shortages due to illness and quarantine, the District temporarily assigned employees from all departments to assist with the distribution of meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development for teachers - 4 hours. All teachers will be offered the opportunity to participate in a training to address the Social and Emotional Learning needs of their students.	\$ 67,000	\$64,871	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional Development for Teachers - 16 hours. All teachers will be offered the opportunity to participate in professional development of supplemental platforms to provide additional supports to all students, but principally directed to unduplicated subgroups.	\$ 266,000	\$73,239	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner trainings - Nearpod professional development for the use of the platform for English Learners. In addition, the ELD director and coaches will be providing professional development opportunities for all staff on lesson design and language acquisition strategies for English learners.	\$15,000	\$0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

*Social Emotional Learning professional development for teachers - No substantive differences.

*Supplemental platforms professional development for teachers - The expenditures for professional development were lower than projected because the training was provided by district staff during contracted time.

*ELD professional development for teachers - The District provided ELD professional development for teachers through a different funding source.

Excess funds for additional actions to implement the Learning Continuity Plan were redirected to support existing staff (instructional coaches) that were diverted to distance learning and direct student services. Funds were also redirected to maintain district operations and the continuity of services provided by the social workers.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One of the many lessons learned through the experience of a global pandemic that caused the Delano Union School District to provide distance learning instruction for the entire 2020-21 school year is the importance of continuing to upgrade technology hardware, software, and the district's infrastructure. Through prior years' LCAPs, the district has placed top priority in ensuring that the students have access to technology devices, platforms and appropriate infrastructure to ensure connectivity and making technology part of the learning experience for all students. Due to the continuous efforts over multiple years to update the district's technology, the district was able to transition immediately to the distance learning model and provided 100% of students with a device to take home to continue their learning. Throughout the 2020-21 school year, the district has continued to upgrade the technology devices for students and staff. Through this experience and after meeting with stakeholder groups, the district will continue its efforts in the advancement of technology in the 2021-24 LCAP. Several actions have been created to address the growing need for connectivity and to purchase enough devices for students and staff to have access to devices both at home and at school to facilitate learning.

As a result of an entire year of distance learning, stakeholder groups have expressed the need to address mental health and social emotional learning. Parents have reported students with anxieties and other mental health concerns. Through goal 2 of the 2021-24 LCAP, the district will address the mental health needs of students and provide additional support through social emotional learning which will now be part of the daily schedule for every student. The district has procured a Marriage and Family Therapist along with several social workers to work with students and provide teachers with the necessary tools to help identify students struggling with mental health problems. Physical Education teachers, who are part of goal 3 for the 2021-24 LCAP will be teaching Social Emotional Learning as part of their curriculum as it is part of the California Model Content Standards for Physical Education.

Implementing a distance learning program redirected the way daily instruction was provided to students. This created a need for teachers to receive training in digital platforms for instruction. Even though students will be returning to in-person instruction in 2021, the use of technology to deliver content and lessons will continue to be utilized. Through goal 1 of the 2021-24 LCAP, the district will be providing teachers with professional development and trainings to continue to support their efforts of utilizing technology in the classrooms. In addition, they will receive ongoing professional development in various areas of instruction through the district coaches also funded from goal 1.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Delano Union School District will continue to address and assess learning loss in the 2021-24 LCAP. All teachers will have time built into their master schedules to do data analysis on a weekly basis to determine if their strategies are working. They will be able to identify students who need additional support on a weekly basis they will be able to design lessons with strategies to address the specific student needs. Goal 1 of the 2021-24 LCAP will provide teachers with professional development and training on how to effectively use data to identify students with needs. Additionally, the content area coaches funded through goal 1 will provide ongoing support to teachers both individually and as grade levels. They will assist in data analysis and provide the teachers with the necessary skills to address learning loss. Additionally, goal 1 provides funding for a special education coach who provides guidance to special education and general education teachers on addressing students with unique needs. The special education coach provides research based strategies to address specific IEP needs or special learning needs of each child. The IXL, ARI, ELB, ESGI and STAR assessments will provide live diagnostic updates for all students. This will allow for constant monitoring of student growth in ELA, ELD and mathematics. The OPTEL observation tool will help teachers determine if adequate growth is occurring with English learners. Each school site will compile its data with the assistance of the director of data analysis for the district. The director will monitor data at the district level and deploy additional district interventions to assist struggling students. Services will be prioritized for unduplicated subgroups to receive additional supports for both academic and emotional needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The district has provided a description of the of substantive differences to actions and/or services identified as contributing towards meeting the increase or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, and Additional Actions section of the Annual Update. Please refer to those sections for the descriptions.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Delano Union School District places top priority on delivering a high quality instructional program with equitable access to all students including unduplicated subgroups. During the school closures due to the COVID-19 pandemic during the 2019-20 school year, followed by a full year of distance learning during the 2020-21 school year, the district made all efforts to continue to deliver uninterrupted instructional programs, enrichment opportunities, and interventions to all students. There were many lessons learned through the experience of a global pandemic that caused the transition to a distance learning instruction program for part of the 2019-20 school year, and the entire 2020-21 school year. One of the greatest success accomplished by the district was the ability to create a continuity of learning plan that allowed for a seamless transition to a digital learning format. This provided students with uninterrupted instruction as the shift to distance learning began. This pivot in teaching and learning highlighted some areas that need to be enhanced and has identified areas that need to continue to be addressed as part of the 2021-24 LCAP.

The transition to a virtual format also created challenges. Pupil participation became a challenge at times and the district had to create teams of personnel to serve as liaisons and make home visits and daily phone calls to ensure that students were actively participating in the lessons. This home/school connection became widely successful and as a result, the district created actions within goal 2 of the 2021-24 LCAP that will facilitate the continuance of this process through a team that may involve vice principals, school nurses, social workers, MFT, campus supervisors, and other school personnel as appropriate and depending on the needs of each child.

As a result of school closures, parents expressed concern regarding student mental health and social emotional needs after being home for the entirety of the 2020-21 school year. The district has created actions within goal 2 that provide social emotional learning supports for all students. Via goal 1, teachers will receive professional development on Social Emotional Learning and will have time built in within their daily schedules to address SEL. Goal 3 funds elementary physical education teachers that are also actively participating in providing SEL to all students as part of their curriculum. The social workers, MFT, academic counselors, and teachers have all been provided access to an SEL digital platform that is interactive with students and other teachers. This platform additionally serves the specific needs of English learners as the lessons are highly interactive and promote language acquisition as they target SEL and coping mechanisms.

Quality instruction continues to be a top priority for the Delano Union School District. The district acknowledges that as a result of the COVID-19 pandemic, the steady gains that were achieved by each subgroup in the district, as measure by state and local assessments, may see some decline. The district has developed actions in all three of the LCAP goals that address key areas to improve learning and help mitigate learning loss. The following areas addressed within the LCAP will focus on providing quality instruction that promote career and college readiness while creating a safe learning environment where students feel connected with their school:

*Professional Development

- *Instructional program support via content area coaches and instructional aides for additional support for unduplicated subgroups
- *Student intervention academies through expanded learning opportunities
- *Health services including vision services free of charge
- *School safety including campus security and training for all staff
- *Positive school climate activities to create a better learning environment
- *Student support services specifically geared towards foster youth and McKinney-Vento students to ensure equitable services for all
- *Parent engagement and involvement opportunities
- *Mental Health/SEL support
- *Focus on a well-rounded education for each child that includes hands on science, technology, engineering, arts, and mathematics

The district will continue to analyze and reflect the needs of all students and will take special consideration of the specific needs of English learners, foster youth, and low-income pupils. The district will continue all efforts to provide quality and equitable services while providing opportunities for enrichment and interventions as appropriate for each student.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	13,674,388.00	12,698,804.00
LCFF Supplemental and Concentration	719,785.00	12,698,804.00
Supplemental and Concentration	12,954,603.00	0.00
	12,954,603.00	0.00
	12,954,603.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	13,674,388.00	12,698,804.00
1000-1999: Certificated Personnel Salaries	5,417,558.00	5,003,326.00
2000-2999: Classified Personnel Salaries	2,281,547.00	2,155,195.00
3000-3999: Employee Benefits	3,044,153.00	2,980,197.00
4000-4999: Books And Supplies	1,639,936.00	1,277,184.00
5000-5999: Services And Other Operating Expenditures	914,840.00	1,234,450.00
5700-5799: Transfers Of Direct Costs	6,000.00	2,615.00
5800: Professional/Consulting Services And Operating Expenditures	51,000.00	40,452.00
5900: Communications	5,000.00	5,385.00
6000-6999: Capital Outlay	314,354.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	13,674,388.00	12,698,804.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	315,087.00	5,003,326.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	5,102,471.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	252,572.00	2,155,195.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	2,028,975.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	149,126.00	2,980,197.00
3000-3999: Employee Benefits	Supplemental and Concentration	2,895,027.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	3,000.00	1,277,184.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,636,936.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,234,450.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	914,840.00	0.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	2,615.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	6,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	40,452.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	51,000.00	0.00
5900: Communications	LCFF Supplemental and Concentration	0.00	5,385.00
5900: Communications	Supplemental and Concentration	5,000.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	314,354.00	0.00
		314,354.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,592,455.00	4,158,219.00
Goal 2	4,372,027.00	4,273,179.00
Goal 3	4,709,906.00	4,267,406.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,810,000.00	\$3,090,247.00
Distance Learning Program	\$3,241,000.00	\$2,376,882.00
Pupil Learning Loss	\$800,000.00	\$491,098.00
Additional Actions and Plan Requirements	\$348,000.00	\$138,110.00
All Expenditures in Learning Continuity and Attendance Plan	\$8,199,000.00	\$6,096,337.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,615,000.00	\$1,759,753.00
Distance Learning Program	\$200,000.00	\$63,642.00
Pupil Learning Loss	\$250,000.00	\$19,243.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,065,000.00	\$1,842,638.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,195,000.00	\$1,330,494.00
Distance Learning Program	\$3,041,000.00	\$2,313,240.00
Pupil Learning Loss	\$550,000.00	\$471,855.00
Additional Actions and Plan Requirements	\$348,000.00	\$138,110.00
All Expenditures in Learning Continuity and Attendance Plan	\$6,134,000.00	\$4,253,699.00