



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

Goal #	Description
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 students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement and ensure that students are ready for college, careers, and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a) - Basic Services - Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the CALPADS report 4.1 and local data from human resources.	The Delano Union School District has 306 teachers that are fully credentialed and 29 that are not. This indicates that 92% of all teachers in the district are appropriately assigned and fully credentialed.	The current rate of appropriately assigned and fully credentialed teachers for the district for 2021-2022 is 90%.	The current rate of appropriately assigned and fully credentialed teachers for the district for 2022-2023 is 95%.	The district currently has a total of 353 fully credentialed teachers and 18 that are not fully credentialed. This is 95% for the 23-24 school year.	The desired outcome for the 23-24 school year is that the district is able to have 98% of all teachers appropriately assigned and fully credentialed.
Priority 1 (b) - Every pupil in the school has sufficient access to the standards-aligned instructional materials as measured by the Williams Team review report on curriculum	Based on the Williams Team review in 2020, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County	Based on the Williams Team review in August 2021, the district has 100% sufficiency of standards aligned textbooks as per the Kern County	Based on the Williams Team review in August 2022, the district has 100% sufficiency of standards aligned textbooks as per the Kern County	The Williams Team visited three school sites in August 2023. Based on the Williams Team review, the district has 100% sufficiency of standards aligned textbooks.	The desired outcome for the 23-24 school year is to maintain a 100% sufficiency of standards-aligned textbooks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sufficiency of materials.	Superintendent of Schools Williams web page.	Superintendent of Schools web page.	Superintendent of Schools web page.		
Priority 1 (c) - School facilities are maintained in good repair as measured by the Facility Inspection Tool.	Based on the Facilities Inspection Tool form the Williams Team Review in 2020, the district received a rating of Exemplary.	Based on the Williams Team review in August 2021, the district received a rating of Exemplary on its facilities as measured by the Facility Inspection Tool.	Based on the Williams Team review in August 2022, the district received a rating of Exemplary on its facilities as measured by the Facility Inspection Tool.	In August 2023, the Williams team visited three school sites and based on the FIT tool, they received a rating of exemplary.	The desired outcome for the 23-24 school year is to maintain an Exemplary rating.
Priority 2 (a) - The implementation of state board adopted academic content and performance standards for all students as measured by classroom observations.	All schools will implement all content standards. Based on daily principal observations, 90% of teachers are fully implementing the Common Core State Standards	Based on daily principal observations for 2021-2022, 100% of teachers are fully implementing the Common Core State Standards.	Based on daily principal observations for the 22-23 school year, 100% of teachers are fully implementing the Common Core State Standards.	Based on daily principal observations, 100% of teachers are fully implementing the Common Core State Standards during the 23--24 school year.	The desired outcome for the 23-34 school year is 98% of teachers achieving full implementation.
Priority 2 (b) - How the programs and services will enable English learners to access the Common Core State Standards and English Language Development standards for purposes of gaining academic content knowledge and	The English Language Development (ELD) standards are substantially implemented based on administrator observations during the ELD designated block and during integrated ELD instruction.	For 2021-2022, the English Language Development (ELD) standards are substantially implemented based on daily administrator observations during the ELD designated block and during integrated ELD	For the 2022-23 school year, the English Language Development (ELD) standards are substantially implemented based on daily administrator observations during the ELD designated block and during integrated ELD	Based on classroom observations and lesson plans checked by principals during the 23-24 school year, the ELD standards are substantially implemented during designated and integrated ELD instruction.	The desired outcome for the 23-24 school year is to continue substantial implementation of ELD standards by teachers during designated and integrated ELD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English proficiency as measured by classroom observations.		instruction as reflected on daily lesson plans.	instruction as reflected on daily teacher lesson plans.		
Priority 4 (a) - Statewide assessments as measured by statewide assessment data in English Language Arts and Math.	<p>Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year:</p> <p>All students: ELA: 42.88% Math: 32.67%</p> <p>English Learners: ELA: 14.21% Math: 12.23%</p> <p>Special Education: ELA: 5.73% Math: 5.74%</p> <p>Socio-Economically Disadvantaged: ELA: 40.36% Math: 30.28%</p> <p>Homeless Students: ELA: 10.00% Math: 16.67%</p> <p>Local Assessments: All Students:</p>	<p>State Assessments were not due administered during 2020-2021. As result, the most current data available is from 2018-2019.</p> <p>All students: ELA: 42.88% Math: 32.67%</p> <p>English Learners: ELA: 14.21% Math: 12.23%</p> <p>Special Education: ELA: 5.73% Math: 5.74%</p> <p>Socio-Economically Disadvantaged: ELA: 40.36% Math: 30.28%</p> <p>Homeless Students: ELA: 10.00% Math: 16.67%</p>	<p>State and Local Assessment results of students meeting or exceeding standard:</p> <p>State Assessments 21-22: All students: ELA: 39.84% Math: 22.85%</p> <p>English Learners: ELA: 15.27% Math: 8.77%</p> <p>Special Education: ELA: 14.41% Math: 7.63%</p> <p>Socio-Economically Disadvantaged: ELA: 34.21% Math: 17.60%</p> <p>Homeless Students: ELA: 9.52% Math: 1.59%</p> <p>Local Assessments for 2022-23 school</p>	<p>State and local assessment results of students meeting or exceeding standard:</p> <p>State Assessments Spring 2023: All students: ELA: 42.47% Math: 29.85%</p> <p>English Learners: ELA: 15.69% Math: 10.85%</p> <p>Special Education: ELA: 13.49% Math: 11.73%</p> <p>Socio-Economically Disadvantaged: ELA: 40.12% Math: 27.67%</p> <p>Homeless Students: ELA: 14.55% Math: 12.73%</p>	<p>The desired outcomes for the 23-24 school year are as follows:</p> <p>All students: ELA: 46% Math: 36%</p> <p>English Learners: ELA: 18% Math: 16%</p> <p>Special Education: ELA: 9% Math: 8%</p> <p>Socio-Economically Disadvantaged: ELA: 44% Math: 34%</p> <p>Homeless Students: ELA: 13% Math: 19%</p> <p>Local Assessments: All Students: IXL ELA On/Above Grade Level: 35%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>IXL ELA On/Above Grade Level: 29% Near Grade Level: 21% Below Grade Level: 19% Far Below Grade Level: 31%</p> <p>All Students: IXL Math On/Above Grade Level: 22% Near Grade Level: 30% Below Grade Level: 24% Far Below Grade Level: 24%</p> <p>All Students: STAR ELA On/Above Grade Level: 28% Near Grade Level: 14% Below Grade Level: 19% Far Below Grade Level: 36%</p> <p>All Students: STAR Math</p>	<p>Local Assessments for 2021-22 school year: All Students: IXL ELA The district no longer uses this assessment as a local metric</p> <p>All Students: IXL Math The district no longer uses this assessment as a local metric</p> <p>All Students: STAR ELA On/Above Grade Level: 28% Near Grade Level: 15% Below Grade Level: 20% Far Below Grade Level: 37%</p> <p>All Students: STAR Math On/Above Grade Level: 38% Near Grade Level: 14% Below Grade Level: 20%</p>	<p>year (Please note: these assessments reflect results at the end of the first semester. Students will be assessed again at the end of the school year in late May).</p> <p>All Students: IXL ELA The district no longer uses this assessment as a local metric</p> <p>All Students: IXL Math The district no longer uses this assessment as a local metric</p> <p>All Students: STAR ELA On/Above Grade Level: 33% Near Grade Level: 16% Below Grade Level: 20% Far Below Grade Level: 31%</p> <p>All Students: STAR Math On/Above Grade Level: 48% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 21%</p> <p>All Students: STAR ELA On/Above Grade Level: 33% Near Grade Level: 14% Below Grade Level: 19% Far Below Grade Level: 34%</p> <p>All Students: STAR Math</p>	<p>Local Assessments for through December 2023: All Students: STAR ELA On/Above Grade Level: 33% Near Grade Level: 16% Below Grade Level: 20% Far Below Grade Level: 31%</p> <p>All Students: STAR Math On/Above Grade Level: 48% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 21%</p>	<p>Near Grade Level: 40% Below Grade Level: 20% Far Below Grade Level: 5%</p> <p>All Students: IXL Math On/Above Grade Level: 30% Near Grade Level: 40% Below Grade Level: 25% Far Below Grade Level: 5%</p> <p>All Students: STAR ELA On/Above Grade Level: 35% Near Grade Level: 25% Below Grade Level: 30% Far Below Grade Level: 10%</p> <p>All Students: STAR Math On/Above Grade Level: 45% Near Grade Level: 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	On/Above Grade Level: 37% Near Grade Level: 12% Below Grade Level: 16% Far Below Grade Level: 31%	Far Below Grade Level: 28%	On/Above Grade Level: 45% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 24%		Below Grade Level: 25% Far Below Grade Level: 15%
Priority 4 (b) - Percentage of pupils who have successfully completed courses that satisfy the requirement for entrance to the University of California or California State University	N/A	N/A	N/A	N/A	N/A
Priority 4 (c) - Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and framework	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (d) - The percentage of pupils who have successfully completed both types of courses described in subparagraphs (b) and (c)	N/A	N/A	N/A	N/A	N/A
Priority 4 (e) - The percentage of English learner pupils who have progress towards English proficiency as measured by the English Language Proficiency Assessments for California	<p>Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year: Current summative ELPAC assessment scores have not yet been released.</p> <p>Level 1 = 12.29% Level 2 = 29.13% Level 3 = 42.43% Level 4 = 16.15%</p> <p>2019 California School Dashboard indicates 52.1% of EL students are making progress towards English language proficiency</p>	<p>Based on the California Educator Reporting System (CERS) the following are results of the 2020-21 Summative ELPAC assessment:</p> <p>Level 1 = 18% Level 2 = 36% Level 3 = 34% Level 4 = 11%</p> <p>2019 California School Dashboard indicates 52.1% of EL students are making progress towards English language proficiency. According to the KiDS database, the estimated ELPI rate for 21-22 is 59.14%</p>	<p>Based on the California Educator Reporting System (CERS) the following are results of the 2021-22 Summative ELPAC assessment:</p> <p>Level 1 = 14.5% Level 2 = 33.15% Level 3 = 36.04% Level 4 = 16.32%</p> <p>2022 California School Dashboard indicates 56.2% of EL students are making progress towards English language proficiency. This places the district at the High performance level in the dashboard. According to the KiDS database, the estimated ELPI</p>	<p>Based on the California Educator Reporting System (CERS) the following are results of the 2022-23 Summative ELPAC assessment:</p> <p>Level 1 = 20.33% Level 2 = 29.40% Level 3 = 33.77% Level 4 = 16.50%</p> <p>2023 California School Dashboard indicates 59.3% of EL students are making progress towards English language proficiency. This places the district at the green performance level in the dashboard. According to the KiDS database, the current</p>	<p>The desired outcomes for the 23-24 school year are as follows:</p> <p>Level 1 = 5% Level 2 = 20% Level 3 = 50% Level 4 = 25%</p> <p>60% of English learners making progress towards English language proficiency.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			rate for 22-23 is 59.15%	estimated ELPI rate is 65.12%	
Priority 4 (f) - English learner reclassification rate as measured by local data.	Due to COVID-19 and the cancellation of state assessments, the current reclassification rate for English learners is at: 7%	The district's current reclassification rate for English learner for 2021-2022 is 10%	The district's current reclassification rate for English learner for 2022-2023 is 15%	According to the KiDS database, the current reclassification rate for the district is 16.88% for the 23-24 school year.	The desired outcome for the 23-24 school year is: 14%
Priority 4 (g) - Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	N/A	N/A	N/A	N/A	N/A
Priority 4 (h) - Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	N/A	N/A	N/A	N/A	N/A

Goal Analysis

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

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

The Delano Union School District made all efforts to successfully implement all 10 actions of Goal 1. The following describes successes, challenges, and any substantive differences in implementation:

Action 1.1 - New Teacher Support was fully implemented. A total of 24 new teachers were served under this action. All new teachers met on a bi-monthly basis for professional development and guidance on their Induction completion process. All new teachers successfully completed either year one or two of their induction program. New teachers met with their mentors once per week to complete their induction reviews. Teachers received professional development on classroom management, data analysis, lesson design, lesson delivery, etc. The district will focus on providing more professional development specifically targeted for new teachers next school year. There were no challenges in implementing this action. There were no substantive differences in the implementation of this action.

Action 1.2 - Professional Development and Instruction was successfully implemented. Teachers were provided multiple opportunities throughout the school year to participate in professional development. Professional development opportunities were targeted to improve instruction for unduplicated pupils served. The district focused on providing a summer professional development series which was open to all teachers. There were no challenges in the implementation of this action. There were no substantive differences in the implementation of this action.

Action 1.3 - English Learner Support - This action was partially implemented. English learners were provided with appropriate support, but this position was funded using an alternate funding source. The challenge with this action was that the district was not able to hire an ELD coach within the school year. Academic coaches had to provide the support needed. This action is changing for next year as far as how the support is provided. The district will be hiring a learning coordinator to ensure the appropriate implementation and support of this action.

Action 1.4 - Grade Span Adjustment - A total of nine teachers were hired to provide grade span adjustment in the upper grades where there were large numbers of unduplicated pupils. There were no challenges in the implementation of this action and there were no substantive differences.

Action 1.5 - Instructional Program Support - This action was fully implemented without challenges. Instructional aides were hired to support all TK, Kinder, and special education classrooms. There were no substantive differences in the implementation of this action.

Action 1.6 - Literacy Coaches - This action was not implemented. The district used alternate funding sources to fund literacy support. The district will combine this action into one action to provide instructional coaches in all subject areas to students for the next LCAP cycle.

Action 1.7 - Math Coaches/Intervention Teachers - This action was fully implemented. A total of two math coaches and two math intervention teachers were hired to support students in the area of math. There were no substantive differences in the implementation of this action.

Action 1.8 - Technology Coach - This action was not implemented and will be removed from future LCAPs. After multiple recruitment efforts, the district was unable to fill this position.

Action 1.9 - Student Intervention Academies - This action was not implemented through the LCAP. Intervention academies were funded through the ELOP program. This action will be removed from the LCAP.

Action 1.10 - Co-teaching Intervention Teacher - This action was partially implemented. The co-teaching intervention teacher was able to support all classrooms who are participating in the co-teaching inclusion model for the district. All middle schools have adopted the co-teaching inclusion model. Next year, this model will be implemented in the primary grades. The co-teaching intervention teacher will support all classrooms that participate in co-teaching. There were no challenges in the implementation of this action. The only substantive difference was that the district had planned for two co-teaching intervention teachers, but only one was hired.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 1 was \$8,258,628. The Estimated Actual Expenditures for Goal 1 was \$5,527,555. This is a difference of \$2,731,073. The substantive differences were in actions 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, and 1.10. For action 1.2, the district conducted its own trainings and professional development. Not hiring outside agencies to conduct our trainings was a cost savings to the district so the funds for this action were under expended. Action 1.3 was funded using an alternate funding source for the 23-24 school year. This action will change into a learning coordinator to better support English learners. Action 1.5 was not fully expended as the district did not have to hire as many instructional aides as originally projected. Action 1.6 was not implemented in the LCAP. Literacy intervention was funded using alternate funding sources. Action 1.8 was not implemented. After multiple attempts, the district was unable to recruit for this position. Action 1.9 was implemented but partially funded using alternate funding sources. Action 1.10 was implemented but originally 2 co-teaching coaches were budgeted, but the district only hired one coach. This will be adjusted for the 24-25 LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 1.1 and 1.2 were effective in achieving the district's goal of providing a high quality world class education for our students by providing ongoing professional opportunities for our teachers. These goals ensured that all teachers, including new teachers were provided with support to be able to address the specific needs of students with particular attention to unduplicated subgroups. According to staff surveys, 94.2% of staff stated that they receive the supplemental materials needed to provide appropriate instruction for students. 90.03% of staff stated that they are equipped through ongoing training with strategies to support English Learners, and 90.3% of staff state they have been provided with adequate training and professional development.

Actions 1.4, 1.5, 1.6, and 1.7 were somewhat effective in helping all students and all student subgroups either maintain or increase academic performance in ELA and Math according to the California School Dashboard. By providing direct support to teachers and students in the classroom through these actions, CAASPP scores in ELA and Math either maintained or improved. Although the district did not show the improvement necessary to meet the expected outcome, the district did see an increase in scores from post pandemic state assessments. Based on data from CAASPP state assessments in ELA and Math, the following growth was measured of students who Met or Exceeded

Standards from 2022 to 2023: All students ELA = +2.63%, Math = +7%, English Learners ELA = +.42%, Math = +2.08%, Special Education ELA = -0.92%, Math = +4.1% , SED ELA = +5.91%, Math = +10.07%, Homeless ELA = +5.03%, Math = 11.14%.

Action 1.3 was effective in providing English Learner Support. The district's ELPI increased by 5.98% over the last three years, and the percentage of students who score in Level 4 of the ELPAC increased by 5.5%.

Action 1.8 was not implemented. Effectiveness can not be evaluated.

Action 1.9 was fully implemented and somewhat effective. Student intervention academies helped to provide an extra layer of support to students.

As a result, state assessments demonstrated an increase in most subgroups. Although the district did not show the improvement necessary to meet the expected outcome, the district did see an increase in scores from post pandemic state assessments. Based on data from CAASPP state assessments in ELA and Math, the following growth was measured of students who Met or Exceeded Standards from 2022 to 2023: All students ELA = +2.63%, Math = +7%, English Learners ELA = +.42%, Math = +2.08%, Special Education ELA = -0.92%, Math = +4.1% , SED ELA = +5.91%, Math = +10.07%, Homeless ELA = +5.03%, Math = 11.14%.

Action 1.10 was somewhat effective in ensuring that students participating in the co-teaching inclusion program received adequate support to ensure a high quality education. Although the district did not show the improvement necessary to meet the expected outcome, the district did see an increase in scores from post pandemic state assessments. Special Education students scored as follows on the CAASPP assessment: ELA = -0.92%, Math = +4.1%. All Students scored ELA = +2.63%, Math = +7%. This was measured using post-pandemic scores and compared the 2022 and 2023 results.

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

Action 1.3 - The district will continue its efforts to support English learners and will look into employing a coordinator through the 2024-2025 LCAP to support language acquisition and compliance items of English learners.

Actions 1.6 and 1.7 will be combined into one action for the next LCAP because these positions served the same purposed but under different academic subject matter. The district will continue to provide this support with all of the subject matter coaches but they will all be under one action and will be measured by the same metrics.

Action 1.8 will be eliminated from the LCAP. Multiple efforts were made to fill this position, but the district did not have applicants.

Action 1.9 will be removed from the 24-25 LCAP cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 (a) - School attendance rates as measured by local data from SIS platform.	The district-wide current attendance rate is 96.14%	The current district-wide attendance rate for 2021-2022 is 91.95%.	The current district-wide attendance rate for the 2022-23 school year is 94.61%	The district's current attendance rate for the 23-24 school year is 96.10%.	The expected outcome for the 23-24 school year is 98% attendance rate district-wide.
Priority 5 (b) - Chronic absenteeism rate as measured by local data from SIS platform.	The district's current chronic absentee rate is 6.3%	The current chronic absentee rate for the district for 2021-2022 is 17.4%.	The current chronic absentee rate for the district for the 2022-23 school year is 11%.	The current chronic absentee rate for the district for the 23-24 school year is 14.5%	The expected outcome for the 23-24 school year is 3%.
Priority 5(c) - Middle School drop out rates as measured by CALPADS EOY report.	The current middle school drop out rate is 0 students.	The current middle school drop out rate for 2021-2022 is 0 students.	The current middle school drop out for the 2022-23 school year is 0 students.	The current middle school drop out rate for the 23-24 school year is 0 students.	The expected outcome for the 23-34 school year is to maintain the rate at 0.
Priority 5 (d) - High school dropout rates	N/A	N/A	N/A	N/A	N/A
Priority 5 (e) - High school graduation rates	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 (a) - Pupil suspension rate as measured by local data from SIS platform.	The district's current pupil suspension rate is at 0% due to the COVID-19 school closures for the 20-21 school year.	The district's current pupil suspension rate for 2021-2022 is 0.85%.	The district's current pupil suspension rate for the 2022-23 school year is 0.86%.	The district's current suspension rate for the 23-24 school year is .078%.	The expected outcome for the 23-24 school year is to maintain the pupil suspension rate under 2%.
Priority 6 (b) - Pupil expulsion rate as measured by local data from SIS platform.	The district's current pupil expulsion rate is at 0 due to the COVID-19 school closures for the 20-21 school year.	For 2021-2022, the district has had one suspended expulsion for this school year and one that is pending.	The current expulsion rate for the 2022-23 school year is 0 students.	Two students have been expelled this during the 23-24 school year.	The expected outcome for the 23-24 school year is to keep the expulsion rate to below 2 students.
Priority 6 (c) - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey.	Students were administered the CA Healthy Kids Survey. The results of the survey indicate that 60% of the students feel safe and connected to school.	The CA Healthy Kids Survey results run in a two-year cycle, therefore, the results of the survey remain the same. The results from the 2020-2021 survey indicate that 60% of the students feel safe and connected to school. Local student surveys revealed that 85% of students feel safe and connected to school.	The CA Healthy Kids Survey was administered on November 2022. The results of the survey indicated that 55% of the students surveyed feel connected to school and 52% of students surveyed feel safe at school.	The California Healthy Kids Survey was administered the week of November 13-17, 2023 to all 5th and 7th grade students. The results of the survey indicate that 76% of the students surveyed feel connected to school and 76% feel safe at school.	The expected outcome for the 23-24 school year is for 80% of the students to feel safe and connected to school.

Goal Analysis

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

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

The Delano Union School District made all efforts to successfully implement all 13 actions of Goal 2. The following describes successes, challenges, and any substantive differences in implementation:

Action 2.1 - Health Services was successfully implemented. A total of 6 school nurses and 6 health assistants were hired along with 1 clerk. This action was successful in helping to address the chronic absenteeism rate post pandemic. The rate went from 24% to 14.5% in one school year with many efforts coming from this action. There were no substantive differences in the implementation of this action nor were there any challenges in its implementation.

Action 2.2 - Emergency Management Systems - This action was not implemented out of the LCAP. All emergency management efforts by the district were funded using alternate funding sources. This action will be removed from the next LCAP cycle.

Action 2.3 - School Safety - This action was successfully implemented and was successful in efforts to provide all schools with a safe and secure learning environment. Vice principals were a key component of the district's efforts to reduce the chronic absenteeism rates. They also led the safety efforts at their school sites along with ensuring that they provided a positive learning environment which led to less suspensions and expulsions. There were not substantive differences or challenges in implementing this action.

Action 2.4 - Campus Security - The district has maintained its efforts to provide a safe and secure environment at all school sites. This action was key in ensuring that those efforts were successfully implemented. Educational partner input places this action very high on their priorities. There were no challenges or substantive differences with the implementation of this action.

Action 2.5 - Positive School Climate - The district worked with all school sites to ensure that the students felt safe, secure, and connected to their school. This action successfully helped to create a positive school culture where students felt connected to their learning environment. This action was fully implemented without challenges and there were no substantive differences.

Action 2.6 - Student Support Services - The district successfully implemented this action. The director of student support services and the director of safety were key to the implementation of goal 2. The director of safety worked hand in hand with site and district administrators to ensure that the district's safety protocols were implemented. The director of student support services served as a liaison to McKinney-Vento, foster youth and all unduplicated subgroups. They worked with parents and guardians to ensure that their child had full access to a well rounded world class education while being supported to connect with their schools. This action was implemented without challenges or substantive differences.

Action 2.7 - Mental Health/Social Emotional Learning - This action was fully and successfully implemented. The district works with a strong mental health team to ensure that student mental health needs are met and addressed immediately. There were no challenges in the implementation of this action and there were no substantive differences.

Action 2.8 - Parent Training - There were challenges implementing this action. Goal 3, action 2 was very similar. Many of the parent trainings were funded out of the action in Goal 3. This action will be combined with the action in goal 3 for the next LCAP cycle.

Action 2.9 - Additional Student Supports - This action was to ensure that unduplicated students had additional student supports that may be barriers to their education. This action provides items they need to attend school on a regular basis such as shoes, hygiene items, uniforms, etc. While this action was successfully implemented, there was a substantive difference in the budget allocated and the budget that was used. A separate funding source was also used for partial implementation of this action. This will be adjusted for the next LCAP cycle.

Action 2.10 - DUSD Vision/Health Clinic - This action successfully provided unduplicated pupils and all students access to health care which included vaccinations and vision care. This action was also key in ensuring that students attended school regularly and decreased chronic absentee rates. There were no challenges in implementing this action and there were no substantive differences.

Action 2.11 - Behavior Intervention Instructional Assistants - This action was fully implemented but was funded using alternate funding sources. This action will be funded through the LCAP for the next cycle. This will assist with Tier 2 and 3 behavior as part of the implementation of the MTSS program in the district.

Action 2.12 - Intervention Counselors - Intervention counselors were employed at all middle schools to ensure that any barriers to access a full academic program for all students were addressed. This action was successfully implemented and helped to reduce suspension and expulsion rates and decrease chronic absenteeism rates. There were no challenges with implementing this action and there were no substantive differences.

Action 2.13 - Behavior Intervention Teachers - This action was successfully implemented. Behavior intervention teachers helped with Tier 3 behavior and helped to keep students in school while providing them not only with regular instructional curriculum, but also with SEL lessons to help improve student behavior. The budget for this action was higher than what was actually spent. This will be adjusted for the next LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 2 was \$6,771,372. The Estimated Actual Expenditures for Goal 1 was \$6,350,422. This is a difference of \$420,950. The substantive differences were in actions 2.2, 2.8, 2.9, 2.11, and 2.13. Action 2.2 was implemented using an alternate funding source. This action will be removed from the 24-25 LCAP. Action 2.8 was implemented, but the schools used action 3.2 to cover the costs of this training. These two actions will be combined for the next LCAP cycle. Action 2.9 was implemented but alternate funding sources were used to partially fund this action. The allotment will be adjusted for the action for the next LCAP. Action 2.11 was implemented using alternate funding sources. This action will be fully funded by the LCAP next year. Action 2.13 was fully implemented but

was partially funded by alternate funding sources. Action 2.3 was over expended by \$77,870 and action 2.4 was over expended by \$140,502. This will be adjusted for the next LCAP cycle.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 2.1, 2.3, 2.4, 2.6, 2.7, 2.9, 2.11, 2.12, 2.13 were somewhat effective in achieving the district's goal of maintaining a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens. The expected measurable outcome for this goal was an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness. Although the three year expected outcome for the district attendance rate was not met, it significantly improved from year 1 to year 3 of LCAP implementation. The baseline for attendance was 96.14% and the current attendance rate for the 23-24 school year is 96.10%. However, looking at the attendance rate from year 1, which was 91.95% the district made a growth of 4.14% by year three. The chronic absentee rate was 6.3% for baseline and 14.5% for the current 23-24 school year. However, after the pandemic, in year one of the LCAP, the chronic absentee rate was 17.4%. The district was able to decrease the chronic absentee rate by 2.9%. The expected outcome for the suspension rates for the district was met and it was maintained under 2% over the three year LCAP cycle. The expected outcome for student connectedness rate was 80% by the end of the three year LCAP cycle. The district ended with a rate of 76% based on the CA Healthy Kids survey. However, this metric increased from the baseline year which was 60%. This marked a 16% increase in student connectedness.

Action 2.2 was not implemented, therefore effectiveness cannot be evaluated.

Action 2.8 was somewhat effective. Parents were provided with trainings and school-family events to increase school connectedness. Based on the CA Healthy Kids survey, 76% of students felt connected to school. However, most of the parent training offered were connected to a metric in Goal 3 and therefore this action will be combined with Goal 3, Action 2.

Action 2.9 and 2.10 were effective in ensuring that students that had any barriers for attending school regularly were eliminated. The baseline for attendance was 96.14% and the current attendance rate for the 23-24 school year is 96.10%. However, looking at the attendance rate from year 1, which was 91.95% the district made a growth of 4.14% by year three. The chronic absentee rate was 6.3% for baseline and 14.5% for the current 23-24 school year. However, after the pandemic, in year one of the LCAP, the chronic absentee rate was 17.4%. The district was able to decrease the chronic absentee rate by 2.9%.

Action 2.5 was effective in providing an environment that is engaging and stimulating for students and built more school connectedness. The California Healthy Kids Survey revealed an increase of 16% in students who felt connected to their school site.

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

Action 2.2 will be eliminated from the LCAP. Emergency Management Systems will be funded out of different budget sources and will not be part of the LCAP.

Action 2.3 will have a budget adjustment to increase the budget to cover all costs.

Action 2.6 will be separated into two separate actions since both will be measured by different metrics.

Action 2.8 will be combined with Goal 3, Action 2 and it will cover all aspects of parent trainings.

Action 2.9 will have a budget adjustment to decrease the allocation.

Action 2.11 and 2.13 will be combined into one action since they serve the same purpose and are measured by the same metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (a) - The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by a review of participation logs.	Due to COVID-19, data was not collected in this area as the entire year was conducted via distance learning. Many parent events were canceled. Baseline data is 0%	The district continued to provide all parent meetings virtually for the 2021-22 school year. Attendance logs and sign in sheets were not collected for parent events. Based on activities provided via Zoom, the district estimates a 60% parent participation rate.	Based on attendance logs and recordings of virtual meetings, the district's current parent participation rate is 79%.	Based on sign in sheets and attendance logs from virtual meetings, the current district participation rate for the 23-24 school year is 80%.	Based on sign in sheets, and recordings of meetings, the district will demonstrate an increase of parent participation by 10% annually.
Priority 3 (b) - How the school district will promote parental participation in programs for unduplicated pupils as measured by a review of attendance logs.	Due to COVID-19, data was not collected in this area as the entire year was conducted via distance learning. Many parent events were canceled. Baseline data is 0%	The district continued to provide all parent meetings virtually for the 2021-22 school year. Attendance logs and sign in sheets were not collected for parent events. All in-person events were canceled. Based on	In order to accommodate parent needs and to promote parent participation in all programs for unduplicated pupils, the district has provided hybrid opportunities. Most events and programs	The district has transitioned to full in-person activities, but continues to offer a hybrid option for parents wishing to attend certain events virtually. The current parent participation rate for the district for	Expected outcome for the 2023-24 school year is to increase the number of parents participating in all district and school site meetings, trainings, and activities by 10% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		activities provided via Zoom, the district estimates a 60% unduplicated pupil parent participation rate.	have transitioned to in-person, however; parents have the option of attending meetings such as School Site Council, Migrant, GATE, ELAC and DELAC virtually as well. The current parent participation rate for the district is 79%.	the 23-24 school year is 80%.	
Priority 3 (c) - How the school district will promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.	Due to COVID-19, data was not collected in this area as the entire year was conducted via distance learning. Many parent events were cancelled. Baseline data is 0%	For 2021-2022, 100% of parents of students with exceptional needs attended IEPs either virtually or in-person. Parents were invited to all events and trainings held virtually. Attendance logs were not collected for virtual trainings and events.	For the 2022-23 school year, 100% of parents of students with exceptional needs have attended IEPs either virtually or in person. Parents are invited and encouraged to attend all school and district events, meetings and trainings.	The district works in partnership with H.E.A.R.T.S. connection and holds monthly parent meetings for students with exceptional needs. The district has had four parent meetings with H.E.A.R.T.S. connection this school year. The district also holds IEPs throughout the school year. Parents are invited and encouraged to attend all school and district events, meetings, and trainings. The current participation rate for	Expected outcome for the 2023-24 school year is to have 100% of parents participating in IEP meetings and an increase of 10% of parents participating in other meetings and trainings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				parent attending IEPs for the 23-24 school year is 100%	
Priority 7 (a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules.	100% of general education students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level learning opportunities through high school level course offerings	For 2021-2022, 100% of students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher-level learning opportunities through high school level course offerings.	For the 2022-23 school year, 100% of students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher-level learning opportunities through high school level course offerings.	For the 23-24 school year, 100% of students are enrolled in and have access to all courses of study.	Expected outcome for the 2023-24 school year is for 100% of students to have access to all courses and for all qualifying students to have access to higher level learning opportunities.
Priority 7 (b) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data.	100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the	For 2021-2022, 100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have	For 2022-2023, 100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, ELOP, and AVID. Qualifying students will also have the opportunity to	For the 23-24 school year, 100% of unduplicated pupils have full access to participate in all programs and extended learning opportunities offered by the district through ASES, ELOP, and AVID. Qualifying students will also have the opportunity to	Expected outcome for the 2023-24 school year is for 100% of unduplicated pupils to have access to all programs and services they qualify for.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Migrant and GATE programs.	services through the Migrant and GATE programs.	have services through the Migrant and GATE programs.	have services through the Migrant and GATE programs.	
Priority 7 (c) Extent to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data.	100% of students with exceptional needs have full access to extended learning opportunities including access to ASES, summer school, and additional programs offered by the district.	For 2021-2022, 100% of students with exceptional needs have full access to all academic courses as stated in their IEP. Additionally, students with exceptional needs have access to extended learning opportunities including access to ASES, summer school, and additional programs offered by the district as stated in their IEPs.	For the 2022-2023 school year, 100% of students with exceptional needs have full access to all academic courses as stated in their IEP. Additionally, students with exceptional needs have access to extended learning opportunities including access to ASES, ELOP, intersession academies, summer school, and additional programs offered by the district as stated in their IEPs.	For the 23-24 school year, 100% of students with exceptional needs have full access to programs offered by the district that they qualify for as stated in their IEP including access to extended learning opportunities including access to ASES, ELOP, intersession academies, summer school, and additional programs offered by the district.	Expected outcome for the 2023-24 school year is for 100% of students with exceptional needs to have access to all programs and services they qualify for.
Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data.	The district will implement the following local progress monitoring assessments to measure pupil growth continuously: ARI ELB IXL STAR Math	Current local data for progress monitoring for the 2021-22 school year: ARI - Percent of students reading at grade level: Kinder - 19% 1st - 33% 2nd - 42%	Current local data for progress monitoring for the 2022-23 school year (This data only reflects scores of first semester. Second semester scores are finalized in June): ARI - Percent of students reading at	Due to the amount of time that the IXL assessment, the district was taking to implement, and the significant amount of time that it would impact on instruction, the district has decided not to utilize the IXL assessments	Expected outcome for the 2023-24 school year is to demonstrate a 5% growth each subsequent year after the baseline is set during the 2021-22 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>STAR Reading Fitnessgram Due to COVID 19, data was not collected this year. Baseline is 0%.</p>	<p>3rd - 63% 4th - 68% 5th - 76%</p> <p>ELB - This data was unavailable to report at the time that the LCAP was published. Data will be updated as soon as it is available.</p> <p>IXL - the district is no longer utilizing IXL as a local assessment tool.</p> <p>STAR Reading On/Above Grade Level: 26% Near Grade Level: 16% Below Grade Level: 21% Far Below Grade Level: 38%</p> <p>STAR Math On/Above Grade Level: 34.5% Near Grade Level: 14.8% Below Grade Level: 22.4%</p>	<p>grade level in first semester: 1st - 13% 2nd - 39% 3rd - 48% 4th - 62% 5th - 72%</p> <p>ELB - At this time, Kinder assesses at the end of the year. They take the ARI at the end of the year assessments in late May. ELB data from 21-22 is 52.5%</p> <p>IXL - the district is no longer utilizing IXL as a local assessment tool.</p> <p>Semester 1 data: STAR Reading On/Above Grade Level : 33% Near Grade Level: 14% Below Grade Level: 19% Far Below Grade Level: 34%</p> <p>STAR Math</p>	<p>to collect local data. To date, only STAR Math and STAR Reading results are available: The following are scores for the 23-24 school year:</p> <p>STAR Math: On/Above Grade Level: 33% Near Grade Level: 16% Below Grade Level: 20% Far Below Grade Level: 31%</p> <p>STAR Reading: On/Above Grade Level: 48% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 21%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Far Below Grade Level: 28.3%	On/Above Grade Level: 45% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 24%		

Goal Analysis

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

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

The Delano Union School District made all efforts to successfully implement all 12 actions of Goal 3. The following describes successes, challenges, and any substantive differences in implementation:

Action 3.1 - Visual/Performing Arts - The district successfully implemented this action. All schools had a band and all middle schools had a marching band. Middle schools also had opportunities for students to join color guard and choir. The district also offered folklorico classes and art. Based on feedback from educational partner surveys, the district will continue to expand visual and performing art opportunities for students. There were no substantive differences or challenges in the implementation of this action.

Action 3.2 - Parent Involvement - This action was successfully implemented. This action was over expended because most of the trainings for the district were funded out of this action. This action will be combined with Action 2, goal 8 in the next LCAP cycle. There were not challenges in the implementation of this action.

Action 3.3 - Extended Opportunities for Parents/School Liaisons - This action was successfully implemented. Each school site had two liaisons that helped with parent involvement and allowed parents access to the school site both before and after school hours. There were no substantive differences or challenges with the implementation of this action.

Action 3.4 - AVID Instruction/Electives - Although this action was fully implemented and was successful in providing students with a world class 21st century broad course of study, many of the professional development opportunities for staff were funded under a different budget source. There were no challenges in the implementation of this action.

Action 3.5 - Technology - This action was slightly over expended but it was not a substantive amount. This will be adjusted for next year's LCAP. This action was implemented successfully. All unduplicated student groups and all other students had access to technology programs that enhance their educational experience and prepares them for a 21st century environment. There were no challenges in implementing this action.

Action 3.6 - STEAM Instruction - This action had a substantive difference in what was budgeted and what was spent. However, this action was fully and successfully implemented. The reason for the substantive difference was that the district had access to an alternate funding source that covered professional development for staff. There were no challenges in implementing this action.

Action 3.7 - Science Education - SCICON - This action was slightly over budget but it was not substantive. All 5th grade students were able to attend SCICON for one day while 6th grade students were able to attend for a full week of outdoor science instruction. There were no challenges in implementing this action. The budget will be adjusted for next school year.

Action 3.8 - Gifted and Talented Education - GATE - This action was under expended because many GATE activities were funded out of a different source. This action was successfully implemented and provided GATE students with expanded opportunities for enrichment via a GATE summer academy, after school program and a GATE festival. There were no challenges in implementing this action.

Action 3.9 - Technology Equipment/Infrastructure - This action had a substantive difference in the allocated budget and the actual expenditures. The infrastructure and equipment was much less of an expense than what was initially projected. This will be adjusted for the 25-25 LCAP. There were no challenges in the implementation of this action.

Action 3.10 - Adaptive Physical Education Teacher - This action is being funded from a different funding source and will be removed from the next LCAP cycle.

Action 3.11 - Physical Education Teachers - This action was successfully implemented. All school, including elementary schools, had a physical education teacher to provide them with opportunities for physical activities and movement. They also received social emotional learning instruction since SEL is part of the content standards for physical education. There were no challenges or substantive differences with the implementation of this action.

Action 3.12 - Director of Technology - This action was fully and successfully implemented. There were no challenges and there were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 3 was \$7,425,932. The Estimated Actual Expenditures for Goal 3 was \$5,725,228. This is a difference of \$1,700,704. The substantive differences were in actions 3.2, 3.4, 3.6, 3.8, and 3.9. Action 3.2 was over expended by \$30,137 because Goal 2, action 8 was funded out of this action. These two actions will be combined in the next LCAP cycle. Action 3.4 was under expended by \$112,806 because the summer training for this action was taken from an alternate funding source. Action 3.6 was under expended by \$238,735 because many of the professional development opportunities for the teachers were funded through a different funding source. Action 3.8 is under expended because many of the activities for GATE fell under a different funding source for the school year and for the summer academy. Action 3.9 was under expended by \$1,178,993. The infrastructure and equipment was not as expensive as initially budgeted. All of these amounts will be adjusted for the 24-25 LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

Action 3.2 and 3.3 were effective in increasing opportunities for parent involvement. Educational partner surveys indicate a growth in parent involvement opportunities. The district will continue to offer multiple opportunities both at the site and district levels for parents to be involved in their child's educational experience. Parent participation increased significantly from the baseline year by 80%.

Actions 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.11 were effective in achieving the district's goal of increasing access to a broad course of study to include science, technology, engineering, arts and math. The expected measurable outcome for this goal was to implement 21st century learning and for students to access a broad course of study. These actions all contributed to the success implementation of this goal and an increase in all metrics utilized to measure effectiveness. 100% of students have access to a broad course of study. 100% of students with exceptional needs have access to programs that they qualify for under their IEP and 100% of unduplicated pupils have full access to not only a broad course of study, but to all programs offered by the district.

Action 3.10 was effective in providing students with special mobility needs the opportunity to participate in physical activity. 100% of students with exceptional needs have full access to programs offered by the district that they qualify for as stated in their IEP including physical education.

Actions 3.9 and 3.12 were effective in increasing access to technology programs, equipment and infrastructure. The district has successfully provided 1:1 devices to all students and some even have 2:1 access so that they are able to keep a device at home. Under the direction of the technology director, the district will continue to increase and improve services for unduplicated students so that they have full access to devices and connectivity.

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

Action 3.2 will be combined with Action 2.8 from goal 2 since they both address the same needs for parent involvement.

Action 3.10 will be removed from the LCAP since this position is funded using a different funding source.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023