



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delano Union School District

CDS Code: 1563404

School Year: 2024-25

LEA contact information:

Rosalina Rivera

Superintendent

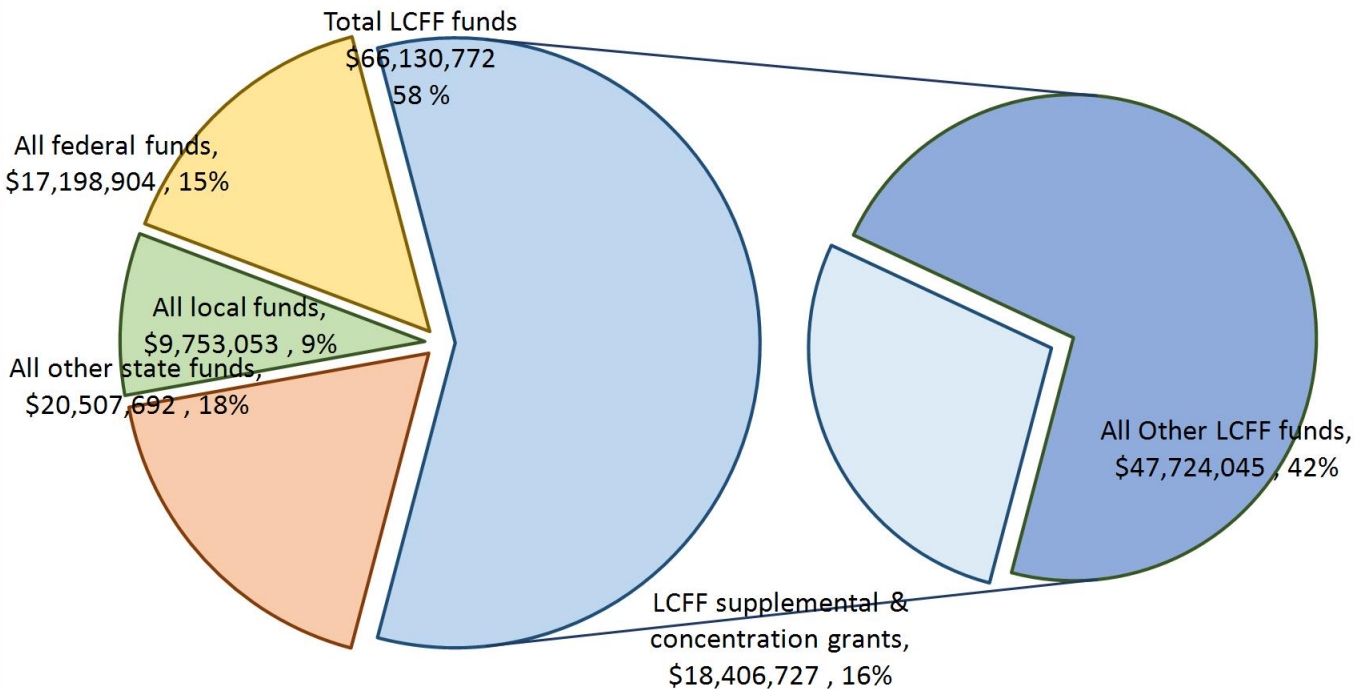
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

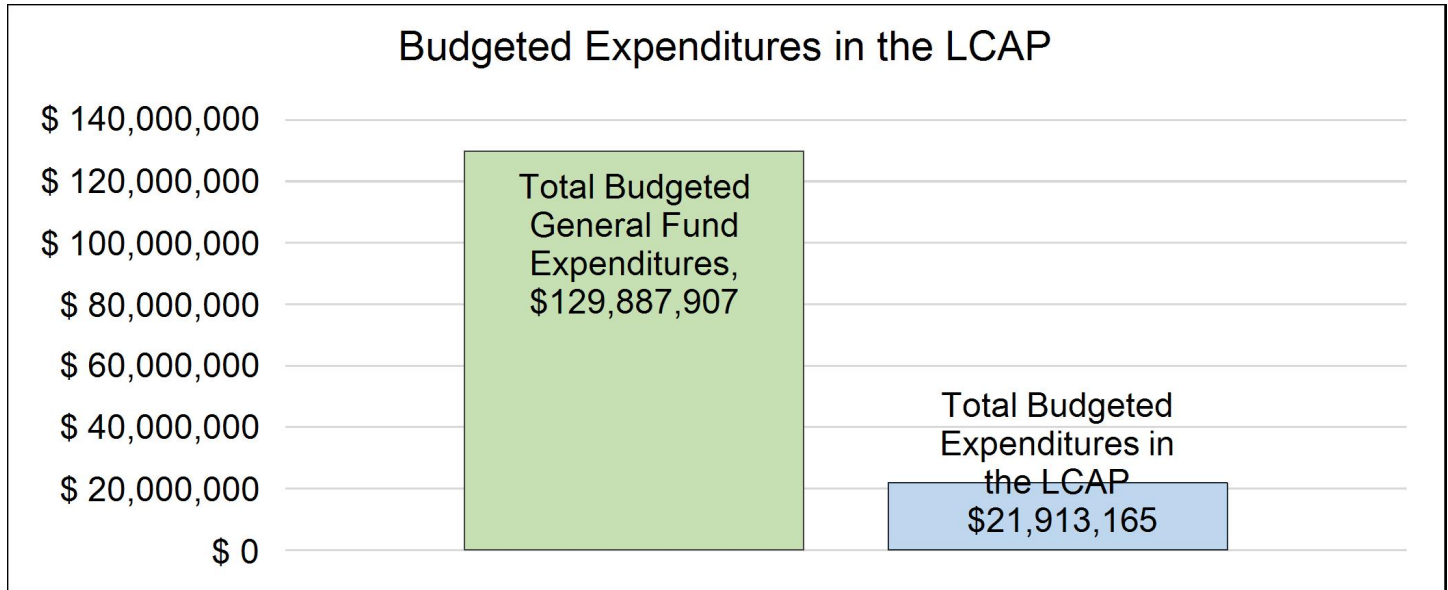


This chart shows the total general purpose revenue Delano Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delano Union School District is \$113,590,421, of which \$66,130,772 is Local Control Funding Formula (LCFF), \$20,507,692 is other state funds, \$9,753,053 is local funds, and \$17,198,904 is federal funds. Of the \$66,130,772 in LCFF Funds, \$18,406,727 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Delano Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Delano Union School District plans to spend \$129,887,907 for the 2024-25 school year. Of that amount, \$21,913,165 is tied to actions/services in the LCAP and \$107,974,742 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the funds that are allocated in the Local Control and Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high need students. The budget includes expenditures for supplemental instructional materials, additional staffing to support mental health and social emotional learning, after school intervention programs and opportunities for expanded learning and enrichment programs (art, music, etc.). The General Fund also supports the core academic program by providing the staff to maintain a staff to pupil ratio of 24:1 in grades K-3rd. Learning Coordinators are also provided at all schools to support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated English Language Development instruction. The District uses state funds to support reading intervention teachers. Funds are also utilized to maintain all facilities in good repair and provide a safe learning environment for students and staff.

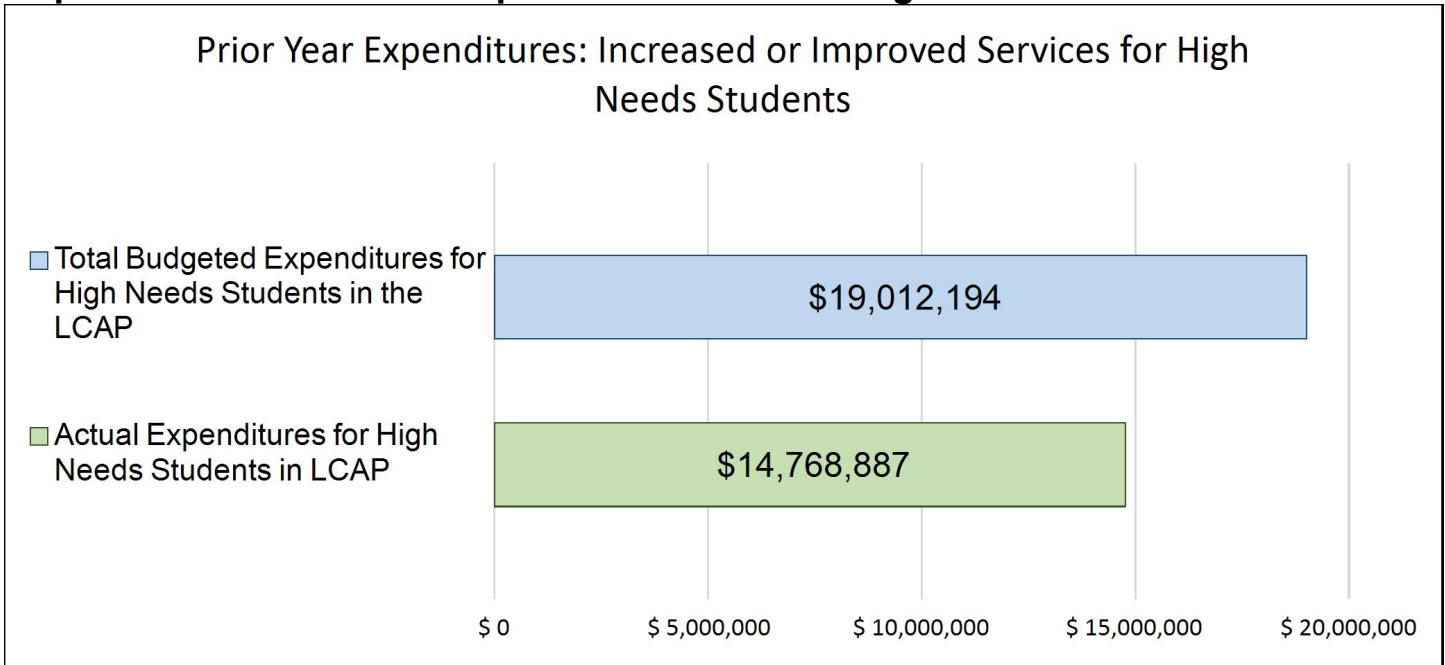
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Delano Union School District is projecting it will receive \$18,406,727 based on the enrollment of foster youth, English learner, and low-income students. Delano Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delano Union School District plans to spend \$21,913,165 towards meeting this requirement, as described in the LCAP.



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## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Delano Union School District's LCAP budgeted \$19,012,194 for planned actions to increase or improve services for high needs students. Delano Union School District actually spent \$14,768,887 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-4,243,307 had the following impact on Delano Union School District's ability to increase or improve services for high needs students:

The Delano Union School District continues to work on addressing the academic and social-emotional needs of students. As demonstrated by data on the California School Dashboard and local data, growth continues to be made by most subgroups, however; the growth has been limited and the district still has many students performing below grade level. Achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners foster youth, and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average.

### English Learners:

While our ELs have made increases in academic areas, and the English Learner Progress is at a very high 59.3%, they are in the orange performance level for ELA and in the yellow performance level in Math. All students are 15.9 points below standard in ELA while English learners are 74.8 points below standard. In Math, All Students are 47.8 points below standard and English learners are 90.6 points below standard.

### Low Income:

Our low income students are in the yellow performance level in ELA and Math as per the California State Dashboard. Further desegregation of data from 2023 from the California School Dashboard indicates that

All Students are 15.9 points below standard in ELA while low income students are 21.7 points below standard. In Math, All Students are 47.8 points below standard and low income students are 53.1 points below standard.

#### Foster Youth:

Foster Youth students had no performance level reported in either ELA or Math on the California State Dashboard. However, local data reports that 71.43% are below grade level in math and 80.95% are below grade level in reading. They also have 13% that are chronically absent.

The district has also utilized local data for the 2023-2024 school year to measure student progress. According to the STAR data, there is a need for additional reading and math intervention. Since this data does indicate that unduplicated groups such as English Learners, foster youth, and low income students are achieving at lower levels than all students as a whole, these groups will continue to be prioritized for interventions and monitored closely. STAR reading and math scores indicate that all unduplicated subgroups are scoring below the all students category. 51% of SED students are scoring below grade level in math and 63% are scoring below grade level in ELA. 85% of English Learners are scoring below grade level in ELA and 75% are below grade level in math. Foster youth has scored 86% below grade level in ELA and 69% in math. This is a significant gap that needs to be addressed. Supporting students through small group instruction with a focus on foundational reading and math skills, fluency, and comprehension at their instructional levels will be a key to increasing student achievement. In order to provide more intensive intervention for students who are in need of those skills, additional professional development will be needed. These needs will be addressed through the actions in goal 1.

Based on the 2023 data from the California Schools Dashboard, English learners, Hispanic, Homeless, and Students with Disabilities scores in the Orange performance level. SED students are in the green performance level and Foster Youth are in the blue performance level. Although the district has seen a significant decrease in chronic absentee rates, the district needs to continue its efforts to improve attendance rates. The California Schools Dashboard indicates that All Students have a chronic absentee rate of 14.5%. English Learners 13.4%, Foster Youth 12.9%, Low Income is 15.4%. Actions in goal 2 of this LCAP will provide resources, such as a chronic absentee taskforce, to ensure that unduplicated students feel more connected to school and improve overall attendance rates. Educational Partner feedback also highlighted the need to continue to address the physical health needs, as well as social-emotional and mental health needs of students. The actions in goal two are designed to meet the needs of unduplicated students first as they often lack access to health services such as medical and mental health services.

Our unduplicated pupils will have full access to a broad course of study and a well-rounded education for students. As evidenced by our school district's demographics, most of our students fall within at least one unduplicated subgroup. Providing not only academic and social/emotional intervention opportunities but a wide array of enrichment activities will improve the goals of unduplicated pupils and encourage them to participate in activities that inspire 21st century skills such as critical thinking and problem-solving. In addition, educational partner feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, and access to programs that will increase exposure to all STEAM, college and career programs, AVID and GATE. This is addressed in the actions in goal 3 of this LCAP.

The Delano Union School District believes that these actions will be effective in increasing the academic achievement of unduplicated pupils and provide them with the necessary timely interventions to address the academic gaps. These actions will also address attendance, health services and social emotional and mental health support to unduplicated pupils. Constant and consistent data review will allow for the district to make necessary adjustments in the approach of each action. These actions are critical to the success

of low-income students, foster youth, and English Learners who do not have the same access to academic supports outside of the regular school day.