



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Mission Statement

We are an innovative and progressive learning community of educators that honor passionate integrity and excellence as our core values. We are serving families that have entrusted their children to us. We will be deserving of that trust. We will be excellent role models; we will be highly skilled practitioners; and we will be dedicated and proactive in meeting the personal and academic needs of our students and their families. We embrace our responsibility to serve the community, and we define our personal success in terms of the success of our students.

Vision Statement

Our students will recognize and develop their talents, know that they are valued, and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors.

Delano Union School District Pledge

1. We will commit to providing an environment of academic excellence that will develop creative and critical thinkers. (LCAP Goal1)

2. We commit to providing a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens. (LCAP Goal 1)
3. We commit to educating all students in a safe and nurturing family environment where they will learn to be active citizens of a culturally diverse society. (LCAP Goal 2)
4. We commit to engaging each of our students as individuals in order to prepare them for college and career readiness. (LCAP Goal 3)

The Delano Union School District is home to approximately 6,400 students in grades TK-8. The district is comprised of 12 schools: five K-5 elementary schools, three K-6 elementary schools, three 6-8 middle schools, and one K-8 school. In addition, the district provides a variety of preschool programs that enroll approximately 300 students each year. The diversity of the community of Delano is reflected in its student population. The student demographics are as follows: Hispanic - 87.00%, White - 1.19%, American Indian - 0.23%, Asian - 0.80%, Pacific Islander - .00%, Filipino - 9.04%, African American - 0.42%, Multi - 0.64%, and Unknown - 0.67%. Our student population is also divided into the following subgroups: 79% socio-economically disadvantaged, 41% English Learners, 5% Migrant, .09% Homeless, .03% Foster Youth, 9% Special Education, 9% GATE, and 3% Immigrant. The district's total unduplicated student count is 83% of our total student population.

Through this LCAP, the Delano Union School District is committed to address the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. Each goal within this plan was strategically created to address our mission, vision, and goals.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Delano Union School District had a full year of distance learning in 2020-21 due to the COVID-19 pandemic. Much of the California School Dashboard data remained unchanged due to the pandemic and the cancellation of state assessments. Many of the data reported below is from the 2019-2020 school year, but additional local data has been included. The district is proud of the following achievements and areas of progress in spite of what proved to be a most challenging school year:

1. As per 2019-20 data, the chronic absenteeism rate for the district is at 3% per the California School Dashboard. The district's rate is well below Kern County's rate which is 12.1% and the state's rate which is 9%. The district's efforts to reduce chronic absenteeism have demonstrated to have a positive impact in school attendance. The district devotes many resources through Goal 2 to ensure that our attendance rate is high and that we reduce the chronic absentee rate.
2. The suspension rate for all students in the district maintained by .3% as reported by the California School Dashboard, placing the district in the yellow category. This is based on 2019-20 data since the students remained at home for the 20-21 school year. The district will continue its efforts to implement MTSS and provide behavior and mental health support via Goal 2.

3. Parent participation has significantly increased at all school sites per sign in sheets of all events. Even through the pandemic, the district continued its efforts to maintain a positive and ongoing outreach with parents. Parents received training on the use of the digital platforms. This enabled the district and all school sites to continue to consistently meet with parents via the Zoom platform. Most student events were continued to be held and parents were able to participate in their child's school events through this digital platform. The district will continue to support all efforts of parent involvement and will continue to offer multiple opportunities for parent involvement via Goals 2 and 3. The district will continue to focus on parents of unduplicated students and specifically parents of English learners.

4. The district is especially proud of our student accomplishments in the arts. The district was able to maintain all music classes, including band sectionals through distance learning. Music will continue to be supported through Goal 3, which includes programs such as; jazz band, band, chorus, flutophones, violin/guitar group, honor band, folklorico dance group and more. The district will continue to host art shows with featured student art pieces from various schools.

5. The district instructional coaches have been instrumental in providing targeted assistance to all teachers in the district. The coaches work with teachers individually and by grade levels. They model lessons and offer assistance with lesson planning and delivery and provide guidance with the implementation of ELA, ELD, technology, and math curriculum. Throughout the pandemic, the instructional coaches were instrumental in the development of the continuity of learning plan and helped teachers transition to digital platforms to support students. The instructional coaches were able to provide teachers with strategies and best practices to meet the needs of unduplicated pupils. Through Goal 1, the district will continue to support the efforts to provide professional development and support to all teachers in the district.

6. All middle schools have implemented STEAM labs into their curriculum. The STEAM labs provide students with hands-on activities that are instrumental in helping them attain the necessary skills for career and college readiness. The middle schools also included AVID as part of their program for students. The district will continue to support and expand both STEAM and Avid through Goal 3.

7. Stakeholder input from parents indicate that school safety is a priority for them. Via Goal 2, the district will continue to employ two school resource officers and vice principals at every school site. The district also continues to employ registered nurses who not only provide first aid assistance when necessary, but have served as liaisons with parents and have helped to improve our attendance rates.

8. Our Filipino subgroup continues to score high in all indicators measured by the California School Dashboard in 2019-20. They scored green in both ELA and Math.

9. In 2019-20, the district demonstrated growth in the CAASPP assessment. ELA scores increased by 6.8 and math increased by 5.8.

10. All three significant subgroups demonstrated growth in the English Language Arts portion of the CAASPP assessment in 2019-20: English Learners increased 5 points, Special Education students increased 3.9 points, and Socio-economically Disadvantaged students increased 6.4 points.

11. The district's technology department proved to be a true success during the 2020-21 school year during the transition to distance learning. The district was immediately able to supply all students in the district with a Chromebook laptop and with hotspots for connectivity. All students had immediate access to devices and connectivity to participate in distance learning. Throughout the school year, the

technology department continued to expand efforts to ensure that all students and teachers had all necessary devices for learning. Through Goal 3, the district will continue to expand its technology program by allowing the students to keep the technology issued at home to be used for completing homework and receiving an additional device for use at school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Delano Union School District had a full year of distance learning in 2020-21 due to the COVID-19 pandemic. Much of the California School Dashboard data remained unchanged due to the pandemic and the cancellation of state assessments. Many of the data reported below is from the 2019-2020 school year, but additional local data has been included. The district will continue its efforts to work with specific subgroups and provide extra support to unduplicated pupils.

1. Based on the suspension rate report on the California School Dashboard for 2019-20, the Homeless subgroup in our district scored in the red performance level. This is the only subgroup in the red performance level in the district. The Asian, Foster Youth, and Two or More Races subgroups are in the orange performance level. Upon return to in-person instruction, the district will continue to provide support via the Student Support Services team under goal 2. They will identify the causes and address them with each school site as necessary.

2. In ELA, the Students with Disabilities subgroup is in the orange performance level. The White, Hispanic, SED, and English Learner subgroups are in the yellow performance level. The district will focus specifically on these subgroups in the 2021-22 school year and provide targeted interventions as appropriate. The district will continue to support professional development under goal 1 to provide teachers and administrators with the necessary skills to address these subgroups. This subgroup increased from red to orange from last school year, therefore the efforts that the district has placed on these subgroups are working and will continue to be implemented. Progress will be monitored throughout the school year.

3. In Mathematics, our Students with Disabilities subgroup is in the orange performance level. The White, Hispanic, SED, and English Learner subgroups are in the yellow performance level. The district will focus specifically on these subgroups in the 2021-22 school year and provide targeted interventions as appropriate. The district will continue to support professional development under goal 1 to provide teachers and administrators with the necessary skills to address these subgroups. Progress will be monitored throughout the school year. While these groups are still in the orange performance level, they have all shown an increase from last school year. However; greater efforts will be made by the district by providing targeted intervention in an effort to show significant growth.

4. As indicated by CAASPP scores and local measures, our district needs to focus on improving results in the area of ELA and mathematics for all of our students. Our ELA and Math scores are in the yellow performance level of the California School Dashboard. Additionally, two of our three middle schools are in the orange category in both ELA and math. The district will continue to provide support to all teachers through goal 1 to increase professional development activities and continue to employ the academic coaches who will work with teachers and principals to increase student performance in these areas. Academic counselors and learning coordinators will focus services for these

middle schools. The district will also focus on intervention efforts to assist students with Math skills. Progress monitoring will also occur in these areas every semester.

5. Special attention will be directed towards the Students with Disabilities subgroup during the 2021-22 school year as they are the lowest performing subgroup in the district. The district will focus on providing professional development for the teachers so that they can acquire the necessary skills to better serve these students. The district will continue to fund a special education coach and a middle school reading intervention coach to work with this subgroup throughout the school year. The district is also implementing the co-teaching model where students are no longer being pulled out of class, but rather the special education teacher is co-teaching with the general education teacher and providing scaffolded instruction to the students. Teachers participating in the co-teaching program will receive extra support and training throughout the school year to better support their efforts in helping this group of students reach higher academic goals.

6. Based on stakeholder surveys, the following areas have been identified as needing improvement: increase technology upgrades, behavior and mental health support, STEAM, and professional development. The district will address these areas of need through strategic funding in goals 1, 2, and 3.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Delano Union School District met extensively with various groups of stakeholder groups to discuss and analyze each goal and action item of the the previous LCAP. Based on input from stakeholder collaboration as well as measuring student needs through local assessments and data, the district will continue to implement the three LCAP goals as in the previous LCAP, but will change the action items under each goal to address current needs.

Goal #1 - DUSD will work to 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 career and college readiness.

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.

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.

The following action items are addressed under each goal to meet specific student needs:

Goal 1:

*Curriculum and Instruction

*Professional Development for staff

- *Support for English learners
- *Specialized academic coaches to help all teachers with lesson design and lesson delivery
- *Special Education resource teacher to support all teachers with special education instruction
- *Tiered intervention opportunities for students

Goal 2:

- *Vice principals at all school sites to help monitor school safety and maintain a positive school culture
- *School nurses to assist in the health and safety of all students
- *Emergency management systems training and materials
- *Campus supervisors in the middle schools to promote and monitor student safety before, during, and after school
- *Culture building activities for students and parents
- *Social workers, Marriage and Family Therapist, and directors of safety and student support services to ensure that students' mental health needs are met
- *Social and Emotional Learning curriculum and character building supplies and materials
- *Additional costs incurred for clothing, health needs, dental, and eye wear for unduplicated pupils in need
- *Delano Union School District Vision Center

Goal 3:

- *Providing music, visual, and performing arts for all district students
- *Parent involvement activities both at the district and site levels
- *Providing clerks to serve as parent liaisons at every school site
- *AVID
- *Technology enhancement across the district
- *District-wide STEAM program implementation with labs at every middle school
- *SCICON opportunities to promote science education in grades five and six
- *GATE instruction and enrichment to all qualifying students
- *Adaptive physical education teacher to support students with special needs and elementary physical education teachers to provide specialized instruction to all students
- *Director of technology to oversee all of the district's technology programs and management of all the technology staff

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Delano Union School District values the input of all stakeholder groups for the completion of the annual LCAP. A strategic district LCAP team was formed to lead the annual review and analysis of the plan. The district team is comprised of the superintendent, four assistant superintendents, and the following directors: curriculum, ELD, data analysis, health, special education, safety, and student support services. The team gathered throughout the school year and attended trainings offered by the Kern County Superintendent of Schools office and actively participated in webinars offered by the California Department of Education. The team reviewed quantitative and qualitative data, progress on the goals and action steps, budget and expenditures, and recommendations from stakeholder meetings. The district team met throughout the school year to review the effectiveness of each action and services provided via the LCAP, and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones. The team also met to redirect funds as necessary to provide services in the areas of most need. As a result of the COVID-19 pandemic and a shift to distance learning instruction for the 2020-21 school year, the district made changes and redirected funding to provide students and teachers with all necessary items to teach and learn from home.

A series of stakeholder meetings were held with different groups. Stakeholder groups include: parents, teachers, students, administrators, principals, other school personnel, local bargaining units, and community members. The district had a consultation with the local SELPA to review the specific needs of students with exceptional needs. All parents were invited to attend the stakeholder meeting at their school site. Stakeholder meetings were also held for special groups which included: Migrant, GATE, DELAC, DAC, Foster Youth, Special Education, bargaining units, and administrators.

All meetings were held virtually and special sessions were provided for Spanish speaking parents. The stakeholder meetings included a review of the background and purpose of the grant along with information regarding the plan requirements. However; the main focus of the stakeholder meetings was to provide stakeholders the opportunity for input. Stakeholders had the opportunity to ask questions and to have meaningful conversations with district staff as well as with one another regarding the specific needs of their children. DAC and DELAC did not submit any comments during the LCAP consultation process. District staff took careful notes of the conversations during these meetings which in part guided the creation of this plan. Additionally, surveys were sent to all district parents to ensure that they all have the opportunity to provide input even if they could not attend the stakeholder meetings. The surveys were created in English and Spanish to eliminate language barriers and parents were offered assistance to complete the surveys if needed. Students in grades 4-8 were also provided with a survey as well as all staff which includes certificated and classified employees. Special efforts were made by district and site staff to reach out to parents and guardians of English Learners, Foster Youth, Special Education students, and at risk students for their contribution to this plan.

In addition to reviewing stakeholder input, the superintendent also reviewed the School Plan for Student Achievement from each school site to ensure that LCAP goals and actions are addressing the needs of students at the site level.

A summary of the feedback provided by specific stakeholder groups.

Based on the feedback provided by all stakeholder groups, the following is a summary of the feedback provided by specific stakeholder groups:

English Learner parents have requested that psychologists, social workers, or nurses offer sessions prior to the beginning of in-person instruction to all students. The sessions would focus on social emotional health and answer any questions to reduce students' anxiety to return back to campus. They have also requested to have additional personnel to be vigilant of and enforce social distance rules and appropriate use of PPE. They have also suggested for the district to offer dance classes to get the kids physically active again.

The Migrant Education Program parents requested opportunities for peer tutoring for older students. They stated that many of their children are not responding well to adult tutors and feel that perhaps they would be more comfortable if they were offered the choice of selecting a peer tutor.

The GATE parent stakeholder group emphasized the importance of continuing to provide enrichment opportunities for GATE students, especially during the summer academy. They actively support STEAM instruction and hands-on STEAM activities in the classrooms. They also expressed the need to expand AVID opportunities for students in lower grades.

All stakeholder groups, including teachers, administrators, and classified staff, emphasized the importance of expanding the district's technology for students both in and out of the classrooms. They would like the students to keep devices at home to help with homework, while still providing devices for them at school. Teachers communicated the need to offer Google Certification opportunities for them as well as continuous opportunities for professional development and training in the various platforms utilized for instruction. Many also expressed the need for the district to offer technology classes to all parents so that they can check their child's Google Classrooms and the Aeries parent portal. Another topic of discussion was the importance of continuing the efforts to keep the campuses safe. Many requested extra supervision, especially during dismissal times.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Delano Union School District places high value on the input of all stakeholder groups. As a result of all the stakeholder meetings with various groups, and a thorough review of all surveys received, the district has utilized the information to guide the creation of action items within this plan. Parents vocalized the need for mental health support for students before the beginning of the 2021-22 school year and on-going support throughout the entire year. As a result, the district will redirect funding to ensure that social workers and marriage family therapist are available to make student connections prior to the beginning of the school year to offer support and emotional reassurance to return to in-person instruction. The parents also reported a concern of how their children were inactive for an entire school year and requested extra efforts by the district to keep the students more physically active during the upcoming school year. The district will hire additional physical education teachers to have one at every school site. In addition, the district will offer folklorico dancing after school to all students in the district wishing to participate. Both parents and school personnel, such as teachers, administrators, and classified discussed the need to continue to increase and improve technology in our district. As a result, the district will continue to allocate funding for software,

devices, and infrastructure so that students and staff have access to all their technology needs. Additionally, the district will purchase additional devices for both students and teachers so that they are able to keep the current technology set up at home and have additional devices at school to eliminate students and staff having to carry the devices to and from school. This will facilitate homework completion and will additionally have students prepared in the event of a need to shift to distance learning instruction once again.

Goals and Actions

Goal

Goal #	Description
1	DUSD will provide a world class education through a supportive learning environment that sparks and attitude if 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.

An explanation of why the LEA has developed this goal.

Based on state and local assessments, the district has identified the need to continue to increase the quality of instruction. Based on the the California School Dashboard data, the English learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and math, while the student with disabilities subgroup is in the orange performance level for ELA and math. As specified in Metric 4 (a) below, the following subgroups are performing well below grade level: English learners, special education, socio-economically disadvantaged, and students experiencing homelessness. This data, along with stakeholder input has guided the creation of this goal and its corresponding actions. Furthermore; after a full school year of distance learning, the district will continue to focus on efforts to support all teachers through professional development and training opportunities and working with academic coaches to provide students with the best learning strategies to meet their learning needs. The district will make a continued effort to retain fully credentialed teachers and provide appropriate training for all teachers to improve instruction. Teachers need continuous support to ensure that students are receiving the best academic learning experience. The district will focus on providing ongoing support for all teachers via professional development opportunities, one on one coaching, and different tiers of support in all content areas. The district will focus on mitigating learning loss as a result of the COVID-19 pandemic and an entire academic school year of distance learning. All professional development efforts will focus on supporting teachers to successfully provide tiered academic supports for students along with extra opportunities for learning for all students. By building staff capacity through professional development and new teacher supports, content area coaches, supports for English learners, smaller class sizes, increased academic interventions and ongoing progress monitoring of metrics listed below the overall quality of instruction will improve leading to increased levels of student achievement.

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	The Delano Union School District has 306 teachers that are fully credentialed and 29 that are not. This				The desired outcome for the 23-24 school year is that the district is able to have 98% of all teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	indicates that 92% of all teachers in the district are appropriately assigned and fully credentialed.				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 sufficiency of materials.	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 Superintendent of Schools Williams web page.				The desired outcome for the 23-24 school year is to maintain a 100% sufficiency of standards-aligned textbooks.
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.				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				The desired outcome for the 23-24 school year is 98% of teachers achieving full implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 English proficiency as measured by classroom observations.	The English Language Development (ELD) standards are substantially implemented. Based on principal observations, 90% of the teachers are implementing the ELD standards during a designated ELD block. English learners receive daily Integrated and Designated ELD instruction using the adopted curriculum and the ELD standards, as evidenced by SBAC, ELPAC, local data, redesignation data and teacher lesson plans.				The desired outcome for the 23-24 school year is 98% substantial implementation by teachers during designated and integrated ELD.
Priority 4 (a) - Statewide assessments as measured by statewide assessment data in English Language Arts and Math.	Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year: All students: ELA: 42.88% Math: 32.67% English Learners: ELA: 14.21%				The desired outcomes for the 23-24 school year are as follows: All students: ELA: 46% Math: 36% English Learners: ELA: 18% Math: 16% Special Education:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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: 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%</p>				<p>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% 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:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 On/Above Grade Level: 37% Near Grade Level: 12% Below Grade Level: 16% Far Below Grade Level: 31%</p>				<p>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% Below Grade Level: 25% Far Below Grade Level: 15%</p>
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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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
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
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%</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>Overall Proficient: 25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 4 = 16.15% Overall Proficient: 16.15%				
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 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
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

Actions

Action #	Title	Description	Total Funds	Contributing
1	New Teacher Support	The District will provide staff development and ongoing support for all new teachers, teachers participating in the Induction program, and teachers that qualify as Interns. Professional Development topics will	\$145,672.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>include: ELD strategies, AVID, Literacy, Math, NGSS, classroom management, etc. The trainings and support sessions will take place at least bi-monthly throughout the entire school year. The district will provide all the necessary materials for successful program implementation. This action will allow the district to hire and retain the best teachers to meet the academic needs of all students and the specific needs of unduplicated subgroups.</p> <p>Priority 1 EL Roadmap Principle 3(D).</p>		
2	Professional Development	<p>The District will provide all staff with a plethora of professional development training opportunities. All professional development is selected to build staff capacity in the successful instruction of all content areas. All professional learning is content focused and will be sustained in duration with a goal of equitable access for all. Proposed staff development includes but is not limited to the following:</p> <ul style="list-style-type: none"> *ELD strategies *AVID *One day mandatory staff development for certificated staff *One day mandatory staff development for classified staff in the area of instruction and working with English learners *Two summer professional planning dates for each school site *Three summer planning dates for district curriculum facilitators *Five mid-year follow-up professional development days *Special education assessments and curriculum training *Special education co-teaching professional development *NGSS *Literacy Instruction *Mathematics *Emergent Literacy Battery and Analytical Reading Inventory assessments <p>Priorities 1, 2, 4 EL Roadmap Principle 2 (B&F)</p>	\$834,322.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	English Learner Support	<p>With nearly half of the student population classified as English learners, the district places top priority on offering high quality Integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English learners.</p> <p>Priority 2, 4 EL Roadmap Principle 2 (A, B, &F) and Principle 4 (C)</p>	\$50,778.00	Yes
4	Grade Span Adjustment in Upper Grades	<p>In a continued effort to mitigate learning loss, the district will provide additional teachers as needed to reduce class sizes in grades 4th-8th in order to increase opportunities for specialized and differentiated instruction. Classes with high concentrations of English learners, Long Term English Learners and Newcomers will receive priority for grade span adjustment.</p> <p>Priority 1, 4 EL Roadmap Principle 3(B)</p>	\$1,591,459.00	Yes
5	Instructional Program Support	<p>The district will provide instructional aides for all Kindergarten classes and all Special Education classes. Instructional aides will provide support for tiered interventions during the instructional day.</p> <p>Priority 1, 2, 4 EL Roadmap Principle 3</p>	\$739,022.00	Yes
6	Literacy Coaches	<p>The district will fund three literacy coaches to focus on assisting daily literacy instruction, provide modeling, and professional development,</p>	\$360,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
		They will give priority of services to schools with the highest needs based on local assessment data and unduplicated pupil need. Priority 2, 4 EL Roadmap Principles 2 & 3		
7	Math Coaches	The district will fund two math coaches to assist teachers and provide lesson modeling and professional development. Coaches will give priority of services to schools with highest needs based on local assessment data and unduplicated pupil counts. Priority 2, 4 EL Roadmap Principle 2 & 3	\$273,501.00	Yes
8	Technology Coaches	Due to the increased used of technology across all classrooms, the district will fund two technology coaches to assist teachers with technology professional development and specialized training for students as well. 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. Services for students will be directed to schools with highest need based on local data and unduplicated student counts. Priority 2, 4 EL Roadmap Principles 2 & 3	\$268,433.00	Yes
9	Student Intervention Academies	The district will offer after school, Saturday, summer, and/or winter/spring academies for intervention/enrichment, with outreach specifically targeting unduplicated students and prioritizing services for English learners, special education, and at-risk students. A supervisor will be responsible for ensuring recruitment and attendance of targeted students during the after school student intervention and enrichment program. Priority 4	\$208,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL Roadmap Principle 2		
10	Special Education Coaches	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. The coaches will also support the co-teaching program throughout the entire district. One coach will serve elementary schools and the other will serve the middle schools. Services will be principally directed to special education students. Priority 1, 2 EL Roadmap Principle 3	\$155,073.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

An explanation of why the LEA has developed this goal.

The Delano Union School District places top priority on providing all students a learning environment where they feel safe and connected. Addressing mental health needs and providing social emotional learning opportunities play an important part of creating a positive learning environment in every classroom. Current data collected from CALPADS, SIS platform, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicates that students need additional support to increase connectedness and student participation. The current attendance rate is at 96.14% chronic absentee rate is 6.3%. The district will make all efforts to encourage students to improve school attendance and be an active participant in their learning. Due to COVID-19 and a full year of distance learning, the district does not have current suspension and expulsion data, but will continue all efforts to keep these numbers at a minimum upon the return to in-person instruction. The actions within this goal support the district's efforts and commitment to provide all students, especially unduplicated subgroups, with social emotional and mental health support as part of their learning experience in the district. By providing additional health and vision services for students, increasing safety through the use of additional staff, field trips, incentives and increased opportunities for parent involvement, students will thrive in a positive school climate and progress will be sustained in these areas.

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 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 expected outcome for the 23-24 school year is 3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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
Priority 5 (e) - High school graduation rates	N/A				N/A
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 expected outcome for the 23-24 school year is to maintain a 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.				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 expected outcome for the 23-24 school year is for 80% of the students to feel safe and connected to school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Health Services	<p>The district will continue its efforts to enhance health services for all students. The district will expand the duties of the nurses to enhance parent communication to address the health and safety of students as well as 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 but not be limited to: epi-pens, chronic disease management, HIV/AIDS education for students, CPR certifications and use of AEDs. Nurses will continue to train all site administrators and designated classified staff on appropriate use of AEDs. Nurses will also train all special education staff on protocols for managing the health of medically fragile students. The nurses will be trained by the Director of Health Services who will ensure that services are principally directed to unduplicated pupils.</p> <p>Priority 5 EL Roadmap Principle 3 (B)</p>	\$662,263.00	Yes
2	Emergency Management Systems	<p>The district will provide annual training to all staff on emergency management systems. The district will provide all materials and supplies needed for the training. The district will supply all school sites and district office buildings with the necessary equipment to maintain a safe and secure environment. Personal Protective Equipment will be purchased and made readily available for staff and students to ensure their safety and well-being. Shade structures will be installed to allow for safe, outdoor instruction.</p> <p>Priority 6 EL Roadmap Principle 3 (B)</p>	\$802,134.00	No
3	School Safety	<p>The district will employ and train vice principals at each school site to oversee overall school safety, implement MTSS, and be responsible for creating a positive learning environment where students feel safe and connected to their school. The vice principals will also oversee attendance and discipline to ensure positive student engagement. Other duties will include providing additional services such as</p>	\$2,246,046.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased connection and outreach to families of unduplicated students. Priority 5, 6 EL Roadmap Principle 3 (B)		
4	Campus Security	The district will continue to promote student safety by employing campus security supervisors in each middle school. The district will increase supervision before, during, and after school by employing noon duty aides and crossing guards at all schools. Additional duties include participation in home visits as part of the school liaison team to ensure that students are connecting and attending school daily. They will also be part of the family outreach team at their school site to support families of unduplicated pupils. Priority 6 EL Roadmap Principle 1 (C)	\$615,699.00	Yes
5	Positive School Climate	The district will make all efforts to create a positive learning environment at each school site and will support activities that promote a positive school climate. Special efforts will be made to increase student attendance, drop the chronic absentee rate, promote positive behavior, and reduce the suspension rate at all school sites. The district will provide activities such as academic or incentive field trips, assemblies, and motivational speakers. The district will also offer activities that promote a positive culture for staff, students and parents each year. Examples include: family nights, medals, plaques, parent education nights, shirts, etc. Services will be principally directed and special focus will be placed on recruiting unduplicated pupils and their parents. Priority 6 Roadmap Principle 1 (D)	\$178,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Student Support Services	The district will continue to employ the Director of Safety and the director of Student Support Services to support the implementation of the MTSS program. The director of safety will focus on providing profession development and working with vice principals and campus security personnel to increase safety on all campuses. The director of Student Support Services will serve as a liaison for foster youth, McKinney-Vento families, students with chronic absenteeism, and discipline. Services will be principally directed and special focus will be given to unduplicated pupils. Priorities 5, 6 EL Roadmap Principle 1 (C)	\$376,598.00	Yes
7	Mental Health/Social Emotional Learning	The district will enhance and address the mental health needs of students by continuing to employ social workers and a marriage and family therapist to provide Tier 3 support for behavior intervention. This team will focus on assisting with the implementation of social emotional learning in the classrooms. The team will prioritize services to unduplicated pupils. Priorities 5, 6 EL Roadmap Principle 1 (C)	\$181,262.00	
8	Parent Training	The district will provide multiple training opportunities for parents through a Parent University consultant. The parents will receive informative meetings to address issues such as: gang awareness, drugs, behavior, communication, and bullying. Effectiveness will be measured based on surveys and evaluations at the end of each session. Services will be principally directed with special focus placed on recruiting unduplicated pupils and parents. Priorities 5, 6 EL Roadmap Principle 1 (C, B)	\$41,819.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Additional Student Supports	Additional costs incurred for clothing, health needs, dental and eye wear for students in need. Services will be principally directed to low income, foster youth and McKinney-Vento pupils. Priorities 5, 6 EL Roadmap Principle 3 (B)	\$10,000.00	Yes
10	DUSD Vision Center	The district will support the DUSD Vision Center to provide vision services to all district students in need of eye exams and eye wear. A full time employee will be hired to assist with parent outreach. Services will be principally directed with special attention to unduplicated pupils. Priorities 5, 6 EL Roadmap Principle 3(C)	\$77,458.00	Yes
11	Behavior Intervention Instructional Assistants	The district will continue to employ behavior intervention instructional assistants to help with Tier 3 students who are in special need of targeted behavior intervention and cannot be in a regular classroom setting after intensive behavior interventions. Services will be prioritized for unduplicated students. Priorities 5, 6 Principle 1(C)		Yes
12	Intervention Counselors	The district will employ intervention counselors to serve middle school students to ensure that at risk students are meeting their academic potential. Services will be prioritized and special attention will be placed on unduplicated pupils. Priorities 5, 6 EL Roadmap Principle 1 (C)	\$400,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Behavior Intervention Teachers	The district will fund 3 behavior intervention teachers to support MTSS and provide the Tier 2 behavior intervention. Two will be at the middle schools and one will be at the elementary schools. The district will also purchase character building curriculum and instructional materials. Services will be principally directed for unduplicated pupils. Priorities 5, 6 EL Roadmap Principle 1 (C)	\$458,032.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

An explanation of why the LEA has developed this goal.

Based on stakeholder input, there is a need to provide students more experiences and enrichment opportunities in STEAM. The actions within this goal will allow for students to receive hands-on experiences. This will provide unduplicated pupils to attain hands on learning opportunities. Low income students have less access to experience STEAM activities, especially outside of the school day. This goal will allow equitable access for all students to receive hands-on STEAM instruction during the school day and opportunities for hands-on STEAM activities outside of the classroom through extended day opportunities, field trips, and visits to colleges and universities. By increasing access to Visual and Performing Arts and STEM courses, parent involvement activities, extended hours opportunities offer equitable access for families, AVID implementation, and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve leading to increased access to a broad course of student and 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.	Increase efforts to encourage parent participation in school and district meetings that guide the decision making process. Increase the amount of parents that attend School Site Council, ELAC, DELAC, Parent Advisory Committees, and Stakeholder meetings. The district will seek additional				Based on sign in sheets, and recordings of meetings, the district will demonstrate an increase of parent participation of 10% by 2023-2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	efforts to increase the number of surveys returned by parents for various programs.				
Priority 3 (b) - How the school district will promote parental participation in programs for unduplicated pupils as measured by a review of attendance logs.	The district and all school sites will offer translation services for all parent meetings to promote parent participation. All surveys and communication sent home will be in English and Spanish to encourage parents to respond. Parents will have multiple opportunities to be involved such as: Migrant, DELAC, DAC, GATE, School Site Council, ELAC, HEARTS Connection, and stakeholder meetings amongst others. Special efforts will be made by the district and school sites to involved parents of unduplicated subgroups.				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%.
Priority 3 (c) - How the school district will promote parental	Parents of students with exceptional needs will be provided				Expected outcome for the 2023-24 school year is to have 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.</p>	<p>with opportunities to be involved in their child's education and school activities. Through regular communication, parents will be encouraged to attend IEP meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. Translation services will be offered for all meetings and trainings for parents.</p>				<p>of parents participating in IEP meetings and an increase of 10% of parents participating in other meetings and trainings.</p>
<p>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.</p>	<p>Students will 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</p>				<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	Unduplicated pupils will 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 Migrant and GATE programs.				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.
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.	Students with exceptional needs will have full access to extended learning opportunities including access to ASES, 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	The district will implement the following local progress monitoring assessments to measure pupil growth continuously: ARI ELB				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
measured by local data.	IXL STAR Math STAR Reading Fitnessgram Baseline data will be set during the 2021-22 school year. Each grade level will increase by 5% each subsequent year.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Visual/Performing Arts	The district will promote music, visual and performing arts at all school sites and expand participation to all students at all school sites. The programs offered include but are not limited to the following: Marching band, jazz band, mariachi, honor band, dance group, choir, art instruction, and piano labs. Unduplicated pupils will be encouraged to actively participate in the visual and performing arts programs offered. Priority 7 EL Roadmap Principle 2 (D)	\$901,593.00	Yes
2	Parent Involvement	The district will provide funds for parent involvement activities at the site and district levels. Activities include but are not limited to: Parent University, math family nights, literacy family nights, general information meetings, Kiddie parade, Math field day, parent trainings, and other student events. Special efforts will be made to involve parents of unduplicated pupils. Priority 3 EL Roadmap Principle 1 (D)	\$68,792.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Extended opportunities for parents/school liaisons	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, access to computer labs, access to front office and some Saturdays. They will serve as liaisons for parents of unduplicated pupils. Priority 3 EL Roadmap Principles 1(D) and 3(B)	\$1,348,668.00	Yes
4	AVID Instruction	The district will provide students the opportunities to have AVID instruction to prepare them for 21st Century learning. The district will provide training for teachers in AVID strategies, will provide all necessary materials and supplies, and will hire AVID tutors as needed. Special focus will be placed on unduplicated pupils. Priority 7 EL Roadmap Principle 4(C)	\$372,842.00	Yes
5	Technology	The district will enhance the current technology programs and will purchase platforms, software, and offer professional development to teachers. Services will be principally directed to ensure that unduplicated pupils have full access to all technology. Priority 7 EL Roadmap Principles 3(B) and 4(C)	\$95,000.00	Yes
6	STEAM Instruction	The district will promote the development and implementation of a district wide STEAM program and Project Lead the Way which include training and conference attendance for staff. STEAM labs and materials will be provided to all middle schools. Services will be	\$209,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
		principally directed and special focus will be placed on sites with greatest needs based on unduplicated pupil counts. Priority 7 EL Roadmap Principles 2(C) and 3 (D)		
7	Science Education - SCICON	The district will promote science education for students in grades five and six by supporting participation in SCICON camp for students. This action will ensure that unduplicated subgroups have equal access to participate in the SCICON outdoor science education program. Priority 7 EL Roadmap Principle 4(B)	\$0.00	Yes
8	Gifted and Talented Education - GATE	The district will enhance student opportunities in GATE activities. Students will receive year-long engagement opportunities culminating in the annual GATE festival. Students will also receive a one-week summer school enrichment program as part of the program. The district is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The district has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the district's demographics, the majority of students participating in the GATE program are unduplicated pupils. Priority 7 EL Roadmap Principle 2 (D)	\$73,290.00	Yes
9	Technology Equipment/Infrastructure	The district will purchase equipment needed to ensure that all staff and students have up to date devices to enhance daily classroom instruction. The district will update infrastructure continuously as stipulated in the District's Technology Plan. Services have been prioritized to best serve the needs of unduplicated pupils. Priority 7	\$1,461,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL Roadmap Principle (B)		
10	Adaptive Physical Education Teacher	<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. Services will be principally directed for students with exceptional needs.</p> <p>Priority 7 EL Roadmap Principle 1 (E)</p>	\$143,660.00	No
11	Physical Education Teachers	<p>Due to the high number of students in the obesity range based on the California Physical Fitness Test, the district will employ Physical Education teachers in the elementary schools to provide specialized services for elementary students in an effort to decrease the number of students falling within the obesity range. Current data shows that 16.3% of 5th grade students and 26.4% of 7th grade students met the 6 standards required in the assessment. Special attention will be focused on unduplicated pupils, especially low-income and foster youth as they are less likely to have access to memberships in local gyms or participate in community recreational sports due to the cost incurred. Physical Education teachers will also serve the social emotional needs of students since Social Emotional Learning is part of the California Model Content Standards for Physical Education.</p> <p>Priority 7 EL Roadmap Principle 4(C)</p>	\$458,671.00	Yes
12	Director of Technology	<p>The district will employ a director of technology to assist with the management of all technology programs and staff. The director will ensure that all students have appropriate technology devices and access to connectivity. Services have been prioritized to best serve the needs of unduplicated student groups to ensure that they have</p>	\$177,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
		equitable access to technology needs, including hotspots and WiFi for connectivity. Priorities 7 and 8 EL Roadmap Principle 3 (B)		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.50%	\$12,855,199

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The Delano Union School District continues to work on addressing the academic needs of students in ELA and Math. 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. As mentioned earlier in the identified needs section of this plan, achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average. In addition, stakeholder 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 college and career programs. While the following actions are being provided LEA or schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they 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. These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of improving academic achievement in Reading/Language Arts and Math:

- *Ensure equitable student access to educational technology -The director of technology will ensure that unduplicated subgroups are prioritized to receive access to devices and hotspots to eliminate any barriers with connectivity. They will also ensure that hardware, software and infrastructure is prioritized to meet the needs of unduplicated subgroups first.

- *Produce relevant and meaningful extensions of core instruction using technology - unduplicated students will have equitable access to devices and platforms to assist with homework and instructional needs to ensure their academic success.

- *Increase understanding and access to Common Core State Standards

- *Offer the latest CCSS curriculum to students

- *Ensure appropriate instructional staffing - This will provide unduplicated pupils the opportunity to receive reinforcement in their instruction and provide them with an additional opportunity to receive intervention within the school day and through expanded learning opportunities.
- *Provide stimulating and rigorous learning environments - unduplicated subgroups will be prioritized for learning opportunities especially through the student intervention academies that will be offered during calendared breaks in an effort to mitigate learning loss.
- *Alternatives to suspension and Tier I (PBIS) structured supports for reluctant learners - Social workers, MFT, and intervention counselors will monitor unduplicated subgroup students. Vice principals and campus security officers will serve as family liaisons and will make home visits to unduplicated pupils to ensure family/school connection. They will all be part of a team that will ensure having a positive school climate as part of the PBIS process.
- *Fully trained new teachers who receive ongoing support by district coaches and administrative staff will help identify the needs of unduplicated subgroup students and provide specific strategies to increase learning
- *Professional Development - While the needs of all students are considered when planning professional development and training for teachers and staff, the district recognizes that English learners, foster youth and low-income students will need additional support and interventions. The teachers will receive training to equip them with the knowledge and strategies to plan appropriate lessons and strategies to meet the needs of these students. Having all teachers trained and provided with knowledge and strategies to assist unduplicated pupils will provide the students opportunities to excel.
- *English Language Development - English learners require constant monitoring to ensure that they are progressing appropriately in language acquisition. This action is intended to meet the needs of English learners and pupils from other subgroups that are also classified as English learners. This action will be effective in meeting the learning goals for these students as they will have constant data analysis and will be provided with extra supports to meet their individual needs.
- *Grade Span Adjustment in upper grades - Grade span adjustment is typically provided for all students in grades TK-3. This action allows the district to provide grade span adjustment to some upper grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.
- *Coaches - All coaching staff attend training and professional development where they learn best teaching practices and strategies to help unduplicated students. They help equip classroom teachers with the necessary skills to provide intervention during the regular school day. Coaches help teachers to design lessons to specifically target the needs of unduplicated subgroups.
- *Health Services - Unduplicated pupils will receive priority for services of physical and mental health services. Physical education teachers will provide social emotional learning opportunities for students to increase overall physical and mental health. Nursing staff will serve as liaisons with parents as many families do not have access to regular healthcare or insurance.
- *Fulfilling additional student needs - unduplicated pupils will be monitored for additional needs that may serve as a barrier to their learning. Students will have access to the DUSD Vision Center free of charge for their vision health, they will also receive personal care items or clothing if needed to eliminate barriers that would interfere with their learning experience.
- *Parent Involvement - Offering parent involvement opportunities and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and parent involvement activities. District and school site personnel make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning. School liaisons will offer extended opportunities for parents to access school personnel during extended work hours.

*Well-rounded education - The district will prioritize opportunities for unduplicated pupils to receive a well-rounded education that will encompass visual and performing arts, AVID instruction, GATE opportunities, physical education for all grade levels by content area experts, hands-on science education via STEM labs and outdoor science via SCICON, and STEAM instruction to prepare them for college and career opportunities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In Addition to the actions provided on an LEA-wide or school-wide basis described above, the following actions are also aimed at increasing or improving services by the percentage required. The following actions are being provided to increase and improve services specifically for unduplicated student groups.

The following limited actions for English Learners are designed to improve language acquisition programs, and increase services by providing parent outreach, supporting academic needs for newcomers and Long Term English Learners to address their unique student needs.

- *Professional Development for teachers specifically in the area of ELD to ensure that language acquisition strategies are implemented daily
- *EL supplemental program curriculum and supplies
- *Access to Nearpod to assist with language acquisition
- *ELD coaches to assist with professional development and teacher training

The following limited action for Foster Youth is designed to increase supports for Foster Youth to ensure they have wraparound services including supplies, transportation, and health supports in order to facilitate full access to educational programs.

*Director of Student Support Services serves as the liaison to foster youth students as well as McKinney-Vento students. They ensure that families are connected to community resources as needed. They also monitor foster youth students and ensure that they have equitable access to all learning opportunities offered to all students.

The following limited action for low-income students is designed to increase supports and to ensure they have needed services including supplies, transportation, and health supports in order to facilitate full access to educational programs.

*Health services support - students will have access to health services via consultations with nursing staff, referrals to free or low cost clinics, dental screenings, vision care through the DUSD vision center, access to full mental health support via MFT, social workers, and intervention counselors. Via the school nurses, the students will be referred as needed to the community connections center where they will be connected with other resources including a food pantry.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$12,855,199.00			\$3,132,519.00	\$15,987,718.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$12,342,810.00	\$3,644,908.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	New Teacher Support	\$145,672.00				\$145,672.00
1	2	English Learners Foster Youth Low Income	Professional Development	\$834,322.00				\$834,322.00
1	3	English Learners Foster Youth Low Income	English Learner Support	\$50,778.00				\$50,778.00
1	4	English Learners Foster Youth Low Income	Grade Span Adjustment in Upper Grades	\$1,591,459.00				\$1,591,459.00
1	5	English Learners Foster Youth Low Income	Instructional Program Support	\$739,022.00				\$739,022.00
1	6	English Learners Foster Youth Low Income	Literacy Coaches	\$62,785.00			\$297,677.00	\$360,462.00
1	7	English Learners Foster Youth Low Income	Math Coaches				\$273,501.00	\$273,501.00
1	8	English Learners Foster Youth Low Income	Technology Coaches				\$268,433.00	\$268,433.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Student Intervention Academies	\$208,094.00				\$208,094.00
1	10	Students with Disabilities	Special Education Coaches	\$155,073.00				\$155,073.00
2	1	English Learners Foster Youth Low Income	Health Services	\$662,263.00				\$662,263.00
2	2	All	Emergency Management Systems	\$802,134.00				\$802,134.00
2	3	English Learners Foster Youth Low Income	School Safety	\$100,000.00			\$2,146,046.00	\$2,246,046.00
2	4	English Learners Foster Youth Low Income	Campus Security	\$615,699.00				\$615,699.00
2	5	English Learners	Positive School Climate	\$178,000.00				\$178,000.00
2	6	English Learners Foster Youth Low Income	Student Support Services	\$376,598.00				\$376,598.00
2	7		Mental Health/Social Emotional Learning	\$181,262.00				\$181,262.00
2	8	English Learners Foster Youth Low Income	Parent Training	\$41,819.00				\$41,819.00
2	9	English Learners Foster Youth Low Income	Additional Student Supports	\$10,000.00				\$10,000.00
2	10	English Learners Foster Youth Low Income	DUSD Vision Center	\$77,458.00				\$77,458.00
2	11	English Learners Foster Youth Low Income	Behavior Intervention Instructional Assistants					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Learners Foster Youth Low Income	Intervention Counselors	\$400,739.00				\$400,739.00
2	13	English Learners Foster Youth Low Income	Behavior Intervention Teachers	\$458,032.00				\$458,032.00
3	1	English Learners	Visual/Performing Arts	\$901,593.00				\$901,593.00
3	2	English Learners Foster Youth Low Income	Parent Involvement	\$68,792.00				\$68,792.00
3	3	English Learners Foster Youth Low Income	Extended opportunities for parents/school liaisons	\$1,348,668.00				\$1,348,668.00
3	4	English Learners Foster Youth Low Income	AVID Instruction	\$372,842.00				\$372,842.00
3	5	English Learners Foster Youth Low Income	Technology	\$95,000.00				\$95,000.00
3	6	English Learners Foster Youth Low Income	STEAM Instruction	\$63,000.00			\$146,862.00	\$209,862.00
3	7	English Learners Foster Youth Low Income	Science Education - SCICON					\$0.00
3	8	English Learners Foster Youth Low Income	Gifted and Talented Education - GATE	\$73,290.00				\$73,290.00
3	9	English Learners Foster Youth Low Income	Technology Equipment/Infrastructure	\$1,461,197.00				\$1,461,197.00
3	10	Students with Disabilities	Adaptive Physical Education Teacher	\$143,660.00				\$143,660.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	11	English Learners Foster Youth Low Income	Physical Education Teachers	\$458,671.00				\$458,671.00
3	12	English Learners Foster Youth Low Income	Director of Technology	\$177,277.00				\$177,277.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$11,573,070.00	\$14,705,589.00
LEA-wide Total:	\$11,573,070.00	\$14,705,589.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	New Teacher Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,672.00	\$145,672.00
1	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$834,322.00	\$834,322.00
1	3	English Learner Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,778.00	\$50,778.00
1	4	Grade Span Adjustment in Upper Grades	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,591,459.00	\$1,591,459.00
1	5	Instructional Program Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$739,022.00	\$739,022.00
1	6	Literacy Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,785.00	\$360,462.00
1	7	Math Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$273,501.00
1	8	Technology Coaches	LEA-wide	English Learners	All Schools		\$268,433.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	9	Student Intervention Academies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,094.00	\$208,094.00
2	1	Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$662,263.00	\$662,263.00
2	3	School Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$2,246,046.00
2	4	Campus Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$615,699.00	\$615,699.00
2	5	Positive School Climate	LEA-wide	English Learners	All Schools	\$178,000.00	\$178,000.00
2	6	Student Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$376,598.00	\$376,598.00
2	8	Parent Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,819.00	\$41,819.00
2	9	Additional Student Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	10	DUSD Vision Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$77,458.00	\$77,458.00
2	11	Behavior Intervention Instructional Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	12	Intervention Counselors	LEA-wide	English Learners Foster Youth	All Schools	\$400,739.00	\$400,739.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	13	Behavior Intervention Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$458,032.00	\$458,032.00
3	1	Visual/Performing Arts	LEA-wide	English Learners	All Schools	\$901,593.00	\$901,593.00
3	2	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,792.00	\$68,792.00
3	3	Extended opportunities for parents/school liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,348,668.00	\$1,348,668.00
3	4	AVID Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$372,842.00	\$372,842.00
3	5	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	\$95,000.00
3	6	STEAM Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,000.00	\$209,862.00
3	7	Science Education - SCICON	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4 & 5		\$0.00
3	8	Gifted and Talented Education - GATE	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd-8th grades	\$73,290.00	\$73,290.00
3	9	Technology Equipment/Infrastructure	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,461,197.00	\$1,461,197.00
3	11	Physical Education Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$458,671.00	\$458,671.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	12	Director of Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$177,277.00	\$177,277.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.