

LEA: **DELANO UNION SCHOOL DISTRICT**

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LCAP Year: 2016-2019

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Vision:

We are a learning community of educators that holds 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.

Mission:

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.

Goals:

- We will provide an environment of academic excellence that will develop creative and critical thinkers.
- We will engage each of our students as unique individuals in order to prepare them for college and career readiness.
- We will commit to provide 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.
- We will educate all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.
- Every employee will honor students, parents, and community members by providing exemplary customer service.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Delano Union School District values the input of all stakeholder groups for the completion of the annual LCAP. Stakeholder groups include parents, teachers, students, administrators, other school personnel, local bargaining units, and community members.</p> <ul style="list-style-type: none"> ● A strategic LCAP team was formed during the 2015-2016 school year. This team took the lead role in acquiring stakeholder input, analyzing data, and providing input for the LCAP. The team was comprised of the Superintendent, three Assistant Superintendents, a Curriculum Director, and a Director of English Language Development. The team met together frequently throughout the school year and also attended trainings by the Kern County Superintendent of Schools Office. 	<ul style="list-style-type: none"> ● The Delano Union School District held numerous stakeholder meetings throughout the 2015-2016 school year to gather input for the revision of the LCAP. ● The strategic LCAP planning team reviewed all input received from all stakeholder groups as well as other site and district data. ● After careful analysis of the data and input gathered from stakeholders, the Delano Union School District will focus on the following goals with consideration to the eight state priority areas and with special attention paid to the unduplicated student subgroups of Foster Youth, English Learners, and Low Income: Goal 1: DUSD will work to increase the quality and rigor of the core curriculum and standards-based instruction to assure student success in career and college readiness.

During the meetings, the team reviewed both quantitative and qualitative data, progress on the goals and action steps, budget and expenditures, and recommendations from stakeholder meetings. The team met on the following dates: 9/30/15, 10/29/15, 11/20/15, 12/15/15, 1/12/16, 1/15/16, 1/25/15, 2/12/16, 2/22/16, 3/11/16, 4/15/16, 5/6/16, 5/26/16, 6/6/16, and 6/7/16.

- A series of stakeholder meetings were held with different groups, and a parent stakeholder meeting was held at each school site. Stakeholder meetings were held for special groups which included: Migrant, GATE, DELAC, bargaining units, and administrators. A stakeholder meeting was held at each school site for parents and community members. Stakeholder meeting dates were as follows: 11/29/15, 1/12/16, 1/21/16, 1/26/16, 2/9/16, 2/11/16, 2/16/16, 2/17/16, 2/18/16, 2/29/16, 3/10/16, 3/16/16, 4/4/16, 4/5/16, 4/6/16, 4/12/16, 4/25/16, 4/28/16.
- Surveys were collected from every stakeholder meeting. They were also sent out to all district staff, as well as all 4th to 8th grade students. The results of the surveys were analyzed to measure the effectiveness of the goals and action steps, and the written comments were taken into consideration to make changes.
- Site principals met with their School Site Council and teacher groups to review the district LCAP and to revise their School Plans based on the district LCAP.
- School Site Plans were reviewed by the district office to ensure that the individual school goals were consistent with the district LCAP
- The school board received updates on the progress of the LCAP during board meetings
- A draft LCAP was made available on the district website at www.duesd.org starting on June 17, 2016.
- A public hearing was held on June 27, 2016 for the final LCAP
- The final LCAP was presented for board approval at a regularly scheduled board meeting June 29, 2016.

Goal 2: All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups.

Goal 3: Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.

- While the LCAP addresses the next three school years, the Delano Union School District understands that the goals and action steps may extend beyond the next three years. Additionally, the district understands that due to budgetary constraints, not all recommendations made by stakeholder groups will materialize. The district and strategic LCAP planning team will analyze the impact of the action steps and goals each year and make adjustments based on need.

These are a sampling of the suggestions given by staff, parents and leadership:

- Increase technology for students and staff
- Innovative/Enrichment Saturday Academies
- Intervention/Tutoring opportunities for students after school
- Professional Development for teachers
- Fine Arts
- Continue with extended GATE opportunities
- Literacy training for Middle Schools teachers
- Expanded Libraries
- ELD curriculum/pacing guides/training
- Continue with safety practices - vice principals, campus security, etc.
- Student incentives for positive behavior
- Ensure basic services and equity of all schools in the district
- More parent involvement opportunities

Some of the recommendations we will include for the 2016-2017 LCAP will include:

	<ul style="list-style-type: none"> ● Increase technology for students and staff ● After school/Saturday intervention/enrichment ● Professional Development for Teachers ● Continue with extended GATE opportunities ● Literacy training for Middle School teachers ● Continue Literacy training for primary grades ● ELD professional development ● Student incentives for positive behavior ● Increase parent involvement opportunities ● Ensure basic services and equity for all schools in the district
<p>Annual Update: Feedback during LCAP Advisory sessions and during other stakeholder meetings discussed options to improve the outreach/involvement of stakeholders.</p> <p>The Delano Union School District formed a strategic LCAP team. The team met together frequently throughout the school year and also attended trainings by the Kern County Superintendent of Schools Office. During the meetings, the team reviewed both quantitative and qualitative data, progress on the goals and action steps, budget and expenditures, and recommendations from stakeholder meetings. The team met on the following dates: 9/30/15, 10/29/15, 11/20/15, 12/15/15, 1/12/16, 1/15/16, 1/25/15, 2/12/16, 2/22/16, 3/11/16, 4/15/16, 5/6/16, 5/23/16, 6/6/16, and 6/7/16.</p> <p>When reviewing past practices for stakeholder engagement throughout the year, it was noted there was a greater need for various stakeholder groups to have increased opportunities for understanding the LCAP development process and its implementation. This document represents a continued work in progress that includes stakeholder input with continued opportunities for sharing participant insight on the focus areas, the development and progress of the three goals, and the implementation of the eight state priorities.</p>	<p>Annual Update:</p> <p>LCAP Advisory and Stakeholder groups provided suggested work and information to be shared during the year:</p> <ul style="list-style-type: none"> ● School sites to create an alignment between the LCAP and the School Site Plans; Charter Schools to also create their LCAP with close alignment to the district LCAP ● Develop a 2016-2017 schedule to share progress of LCAP action steps and outcomes with school administrators and district strategic planning team ● Begin Stakeholder meetings earlier in the school year to receive ongoing feedback on the implementation of the LCAP ● Ensure that site administrators review the content of the LCAP thoroughly with their staff ● Gather data throughout the 2016-2017 school year and share with stakeholder groups. Determine if the LCAP action steps are effective or if they will need to be revised for the following school year ● Gather specific subgroup data to ensure equity and to provide interventions as needed ● Create an Executive Summary of the LCAP to make the content of the LCAP more accessible to stakeholder groups <p>Based on the outcomes presented for the 2015-2016 school year, the following feedback was received from stakeholder group surveys:</p>

Stakeholder meetings were held on the following dates: 11/29/15, 1/12/16, 1/21/16, 1/26/16, 2/9/16, 2/11/16, 2/16/16, 2/17/16, 2/18/16, 2/29/16, 3/10/16, 3/16/16, 4/4/16, 4/5/16, 4/6/16, 4/12/16, 4/25/16, 4/28/16.

Outcomes shared with stakeholder groups include:

- Staff Development
- 8th grade Biology and Math Advanced classes at the high schools
- Hired an ELD specialist for the district to assist with English Learners
- Literacy training and DIBELS/ARI implementation and training
- Beginning Teacher Support and training
- Six school nurses to assist and train staff to promote safety and attendance
- Employed a School Resource Officer from the Delano Police Department to assist students, staff and parents
- Campus Security at every middle school and noon duty aides/crossing guards at every school
- Career Day for middle school students
- Coordinator to assist with the implementation of the Positive Behavior Intervention Support (PBIS) program
- Expanded the music programs with the purchase of materials, equipment and supplies
- Offered folklorico dance group
- Employed Resource Clerks and librarians to promote parental involvement
- Employed instructional aides to support full-day Kinder classes
- Expanded the technology program by partnering with the county office to train teachers and staff

- Stakeholders gave positive feedback regarding the increase of technology in all the schools.
- Staff would like to continue with Professional Development opportunities in the area of technology.
- Evaluations from trainings indicate positive feedback regarding the professional development provided this school year.
- Stakeholders want to continue and possibly increase campus security by continuing to employ campus supervisors at the middle schools and additional yard duty supervision aides at the elementary schools.
- Stakeholders request the district provide equitable basic services to all schools in the district.

Based on stakeholder feedback, the LCAP plan was revised in the following areas: (See Impact on LCAP section above)

<ul style="list-style-type: none"> ● Promotes the STEM program through the purchase of materials and supplies and sending the teachers to conferences ● Promoted science education by supporting participation in the Scicon camp for students ● Expanded opportunities for the GATE program ● Expansion of current technology for better accessibility for students and staff <p>Site administrators shared data related to the state priorities with their individual schools during their School Site Council, staff, and ELAC meetings. They shared site specific data, such as CASSPP, CELDT, AMAOs, suspension rates, and attendance rates.</p> <p>The superintendent did not receive any questions that required a written response.</p>	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Goal	Goal #1: DUSD will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need	Based on results of CAASPP, CELDT, and other local multiple measures, the district has identified the need to continue to increase the quality of instruction.	
Goal applies to: Schools:	All	
Goal applies to: Subgroups:	All	
LCAP Year 1 2016-2017		
Expected Measurable Outcomes	<p><u>Priority Area Metrics</u></p> <ol style="list-style-type: none"> 1. Basic Services <ol style="list-style-type: none"> A. The Delano Union School District has 11 teachers that are not fully credentialed and 365 teachers that are fully credentialed. This indicates that 97% of all teachers in the district are appropriately assigned and fully credentialed. The expected outcome is 98% for the 2016-2017 school year. B. Based on the Williams Team visits in August, 2015, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage. The expected outcome for 2016-2017 school year is 100% C. Based on the Facilities Inspection Tool from the Williams Team visit in August, 2015, the district received a rating of Exemplary. The expected outcome for 2016-2017 school year is Exemplary. 2. Implementation of State Standards <ol style="list-style-type: none"> A. All school sites will implement all content performance standards. Based on the C3 Observation tool and district walkthroughs, 85% of teachers are fully implementing CCSS. Expected outcome for 2016-2017 is 90% of teachers achieving full implementation. B. Next Generation Science and New ELD standards were partially implemented. A total of 85% of teachers are implementing the the new ELD standards, based on walkthroughs and the C3 observation tool. 100% of EL students will receive daily instruction using the ELD standards, teachers will be accountable for providing both Integrated and Designated ELD for their students to improve English language proficiency and academic content, as evidenced by SBAC, CELDT and Redesignation Data. ELD standards for 2016-17 will be substantially implemented. The New 	

Generation Science Standards are at the initial implementation stage. A baseline will be established in 2016-2017 using the C3 observations.

4. Pupil Achievement

Statewide Assessments – Based on 2015 CAASPP results, the district achieved the following for ELA and Math:

CAASPP	3rd Met or Exceeded	4th Met or Exceeded	5th Met or Exceeded	6th Met or Exceeded	7th Met or Exceeded	8th Met or Exceeded	Overall District %
ELA	20%	29%	31%	30%	27%	32%	28%
Math	20%	18%	12%	17%	22%	27%	19%
2016-2017 ELA expected	30%	40%	40%	40%	40%	40%	40%
2016-2017 Math expected	30%	30%	25%	30%	35%	40%	30%
Subgroup	All Grades ELA	All Grades Math		2016 2017 ELA expected	2016-2017 Math expected		2016- 2017` Science Expected
ELs	5%	6%		15%	15%		
Special Ed	2%	2%		10%	10%		
SED	26%	18%		35%	30%		
Science			5th Grade			8th Grade	5th - 40%
			31%			61%	8th - 70%

- The Academic Performance Index – The District API for the last given results was 762 in 2013
- The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A

- The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for AMAOs for 2015-2016 school year are: AMAO 1 – 55.9%, AMAO 2 – 23.4% and 44.7% for 5+ years. Expected outcome for 2016-17 is: AMAO 1 – 62%, AMAO 2A – 25.4%, AMAO 2B - 52.8%.
- The EL reclassification rate – For the 2015-2016 school year the rate was 7.05%. Expected outcome for 2016-2017 is 15%.
- The percentage of pupils who have passed an AP exam with a 3 or higher – N/A
- The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
1. The district will provide transportation for students from the middle schools to attend classes at the high school. Students will participate in Biology/Science and Math classes. Priority will be given to unduplicated students. Priority 4	Middle Schools	<input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input checked="" type="checkbox"/> Other Subgroups: Advanced Students _____	01-7090 Supplemental \$10,000 Transportation (5710) \$2,000 Supplies (4300)
2. The district will provide staff development for new teachers, teachers participating in the Beginning Teacher Support program, the Intern program and PAR. Topics will include Literacy, Math, Classroom Management, and ELD. The trainings will take place at least bi-monthly throughout the school year. The district will provide materials necessary for successful program implementation. Priority 2	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____	01-7090 Supplemental \$20,000 Salaries (1100) \$3,069 Benefits (3xxx) \$5,000 Supplies (4300) \$5,000 Rentals, Leases & Repairs (5600) \$105,000 Consulting Services & Operating Expenses (5800)
3. The District will provide staff with Common Core and intervention professional development and provide materials for program implementation. The trainings will	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____	01-7090 Supplemental \$477,750 Salaries (1100) \$73,305 Benefits (3xxx) \$161,193 Supplies (4300) \$100,000 Travel (5200)

<p>provide enhanced and supplementary professional development.</p> <ul style="list-style-type: none"> ● Common Core and new adoption trainings July 2016 ● CCSS Summit July 19 and 20, 2016 ● Three summer planning dates for each site ● Three summer planning dates for district <p>Priority 2</p>			<p>\$10,000 Consultants & Operating Expenses (5800)</p> <p>01-7091 Concentration</p> <p>\$352,931 Salaries (1100)</p> <p>\$73,156 Benefits (3xxx)</p>
<p>4. The district will provide funds for a district ELA/ELD literacy specialist to guide the implementation of designated and integrated ELD. The specialist will work with all students, but will give priority to the following subgroups: ELs, and RFEPs. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental</p> <p>\$65,747 Salaries (1300)</p> <p>\$18,338 Benefits (3xxx)</p> <p>\$5,000 Supplies (4300)</p>
<p>5. The district will provide professional development for all teachers in the area of literacy instruction and Emergent Literacy Battery and Analytical Reading Inventory assessments. Trainings will be conducted once a month during the school year to better impact unduplicated students. Priority 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental</p> <p>\$33,380 Salaries (1100)</p> <p>\$5,122 Benefits (3xxx)</p> <p>\$5,000 Supplies (4300)</p>
<p>6. The district will provide 9 teachers to reduce class sizes in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th, 5th and 6th grades at the schools with high concentration of EL's to target the Long Term English Learners. Priority 1, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration</p> <p>\$662,074 Salaries (1100)</p> <p>\$250,086 Benefits (3xxx)</p>
<p>7. The district will provide staff development</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR:</p>	<p>01-7090 Supplemental</p>

<p>in the area of English Language Arts, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. Priority 1, 2, 4</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$75,000 Travel (5200) \$100,000 Salaries (1100) \$23,016 Benefits (3xxx) \$50,000 Salaries-Subs (1100) \$1,000 Salaries (2400) \$230 Benefits (3xxx)</p>
<p>8. The district will support the instructional program with instructional aides for full day Kindergarten classes and Special Education students including English Learners. Priority 1, 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$442,715 Salaries (2100) \$46,281 Benefits (3xxx) \$215,066 Salaries (2100) \$62,519 Benefits (3xxx)</p>
<p>9. Quarterly professional development for administrators to focus on CCSS, NGSS, ELD (Kate Kinsella), leadership skills, collaboration time, and data analysis. Special attention directed for unduplicated students. Priority 1, 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$5,000 Supplies (4300) \$5,000 Consulting Services & Operating Expenses (5800)</p>
<p>10. Follow Up trainings for both ELA and Math adoptions. Math training will be in the fall and ELA training will be in the spring to follow-up and enhance implementation and access for unduplicated students. Priority 2</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$127,575 Salaries (1100) \$19,575 Benefits (3xxx) \$5,000 Supplies (4300)</p>
<p>11. The district will hire two literacy coaches. These coaches will focus on assisting daily literacy instruction, provide modeling, and professional development. They will give priority of services to schools with highest needs based on SBAC scores. In addition, the district will hire two literacy resource teachers to assist with the same focus. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$180,174 Salaries (1100) \$60,646 Benefits (3xxx) \$10,000 Supplies (4300) \$179,631 Salaries (1100) \$60,562 Benefits (3xxx)</p>

<p>12. The district will hire two math coaches. These coaches will assist teachers and provide modeling and professional development. They will give priority of services to schools with highest needs based on SBAC scores. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$180,174 Salaries (1100) \$60,646 Benefits (3xxx) \$10,000 Supplies (4300)</p>
<p>13. The district will hire one technology coach to assist teachers with technology development for their students. They will provide modeling and professional development for all district teachers. They will provide services to schools with highest needs and unduplicated students. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$90,087 Salaries (1100) \$30,323 Benefits (3xxx) \$5,000 Supplies (4300)</p>
<p>14. This district will offer after school, Saturday and/or winter/spring academies for intervention/enrichment, with outreach specifically targeting unduplicated students. Priority 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$76,500 Salaries (1100) \$11,736 Benefits (3xxx) \$18,000 Supplies (4300)</p>

LCAP Year 2 2017-2018

<p>Expected Measurable Outcomes</p>	<p><u>Priority Area Metrics</u> 1. Basic Services A. The Delano Union School District has 11 teachers that are not fully credentialed and 365 teachers that are fully credentialed. This indicates that 97% of all teachers in the district are appropriately assigned and fully credentialed. The expected outcome is 98% for the 2017-2018 school year. B. Based on the Williams Team visits in August, 2016, the district received a rating of 100% for sufficiency of textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage. The expected outcome for 2017-2018 school year is 100%.</p>
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C. Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary. The expected outcome for 2017-2018 school year is Exemplary.

2. Implementation of State Standards

A. All school sites will implement all content performance standards Based on the C3 Observation tool and district walkthroughs 85% of teacher are fully implementing CCSS. Expected outcome for 2017-2018 is of 95% full implementation.

B. Next Generation Science and New ELD standards were partially implemented. A total of 85% of teachers are implementing the the new ELD standards based on walkthroughs and C3 observation tool. 100% of EL students will receive daily instruction using the ELD standards, teachers will be accountable for providing both Integrated and Designated ELD for their students to improve English language proficiency and academic content, as evidence by SBAC, CELDT and Redesignation Data. ELD standards for 2017-18 will be substantially implemented. The New Generation Science Standards are at the initial implementation stage.

4. Pupil Achievement

Statewide Assessments – Based on 2015 CAASPP results, the district achieved the following for ELA and Math:

CAASPP	3rd Met or Exceeded	4th Met or Exceeded	5th Met or Exceeded	6th Met or Exceeded	7th Met or Exceeded	8th Met or Exceeded	Overall District %
ELA	20%	29%	31%	30%	27%	32%	28%
Math	20%	18%	12%	17%	22%	27%	19%
2017-2018 ELA expected	35%	45%	45%	45%	45%	45%	45%
2017-2018 Math expected	35%	35%	30%	35%	40%	45%	35%
Subgroup	All Grades ELA	All Grades Math		2017- 2018 ELA expected	2017-2018 Math expected		2017- 2018 Science Expected

ELs	5%	6%		20%	20%		
Special Ed	2%	2%		15%	15%		
SED	26%	18%		40%	35%		
Science			5th Grade			8th Grade	5th - 45%
			31%			61%	8th - 75%

- The Academic Performance Index – The District API for the last given results was 762 in 2013
- The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A
- The % of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for AMAOs for 2015-2016 school year are: AMAO 1 – 55.9%, AMAO 2 – 23.4% and 47.7% for 5+ years. Expected outcome for 2017-18 is: AMAO 1 – 65%, AMAO 2A – 30%, AMAO 2B - 55%.
- The EL reclassification rate – For the 2015-2016 school year the rate was 7.05%. Expected outcome for 2017-2018 is 17%.
- The percentage of pupils who have passed an AP exam with a 3 or higher – N/A
- The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
1. The district will provide transportation for students from the middle schools to attend classes at the high school. Students will participate in Biology/Science and Math classes. Priority will be given to unduplicated students. Priority 4	Middle Schools	<input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: <input type="checkbox"/> Advanced Students _____	01-7090 Supplemental \$11,000 Transportation (5710) \$2,000 Supplies (4300)

<p>2. The district will provide staff development for new teachers, teachers participating in the Beginning Teacher Support program, the Intern program and PAR. Topics will include: Literacy, Math, Classroom Management, ELD. The trainings will take place at least bi-monthly throughout the school year. The district will provide materials necessary for successful program implementation. Priority 2</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$20,600 Salaries \$3,222 Benefits (3xxx) \$5,000 Supplies (4300) \$5,000 Rentals, Leases & Repairs (5600) \$105,000 Consulting Services & Operating Expenses (5800)</p>
<p>3. The District will provide staff with Common Core professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development.</p> <ul style="list-style-type: none"> ● Common Core ELA and Math training ● CCSS Summit July 2017 ● Three summer planning dates for each site ● Three summer planning dates for district <p>Priority 2</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$492,083 Salaries (1100) \$76,970 Benefits (3xxx) \$161,913 Supplies (4300) \$100,000 Travel (5200) \$10,000 Consulting Services & Operating Expenses (5800)</p> <p>010-7091 Concentration \$363,519 Salaries (1100) \$75,364 Benefits (3xxx)</p>
<p>4. The district will provide funds for a district ELA/ELD literacy specialist. The specialist will work with all students, but will give priority to the following subgroups: ELs, and RFEFs. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$67,719 Salaries (1100) \$19,255 Benefits (3xxx) \$5,000 Supplies (4300)</p>
<p>5. The district will continue to provide professional development for all teachers in the area of literacy instruction and Emergent Literacy Battery and Analytical Reading</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$34,381 Salaries (1100) \$5,378 Benefits (3xxx) \$5,000 Supplies (4300)</p>

<p>Inventory assessments. Trainings will be conducted once a month during the school year to better impact unduplicated students. Priority 4</p>			
<p>6. The district will provide 9 teachers to reduce class sizes in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th, 5th and 6th grades at the schools with high concentration of EL's to target the Long Term English Learners. Priority 1, 4</p>	<p>All Schools</p>	<p><input type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:_____</p>	<p>01-7090 Supplemental \$680,257 Salaries (1100) \$262,590 Benefits (3xxx)</p>
<p>7. The district will continue to provide staff development in the area of English Language Arts, Technology and English Language development for the benefit of enhancing the instruction of unduplicated students Priority 1, 2, 4</p>	<p>All Schools</p>	<p><input type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:_____</p>	<p>01-7090 Supplemental \$75,000 Travel (5200) \$103,000 Salaries (1100) \$24,167 Benefits (3xxx) \$51,500 Salaries-Subs (1100) \$1,030 Salaries (2400) \$242 Benefits (3xxx)</p>
<p>8. The district will support the instructional program with instructional aides for full day Kindergarten classes and special education students including English Language Learners. Priority 1, 2, 4</p>	<p>All Schools</p>	<p><input type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:_____</p>	<p>01-7091 Concentration \$456,367 Salaries (2100) \$48,595 Benefits (3xxx) \$221,513 Salaries (2100) \$69,278 Benefits (3xxx)</p>
<p>9. Quarterly Professional Development for Administrators to focus on CCSS, NGSS, ELD (Kate Kinsella), Leadership Skills, collaboration time, and data analysis. Special attention provided for unduplicated students. Priority 1, 2, 4</p>	<p>All Schools</p>	<p><input type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:_____</p>	<p>01-7090 Supplemental \$5,000 Supplies (4300) \$5,000 Consulting Services & Operating Expenses (5800)</p>

<p>10. Continued trainings for both ELA and Math adoptions to follow-up and enhance implementation and access for unduplicated students. Priority 2</p>	<p>All Schools</p>	<p><input type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/>_ Low Income pupils <input type="checkbox"/>_ English Learners <input type="checkbox"/>_ Foster Youth <input type="checkbox"/>_ RFEP <input type="checkbox"/>_ Other Subgroups:_____</p>	<p>01-7090 Supplemental \$131,402 Salaries (1100) \$20,554 Benefits (3xxx) \$5,000 Supplies (4300)</p>
<p>11. The district will continue to employ two literacy coaches. These coaches will focus on assisting daily Literacy instruction, provide modeling, and professional development. They will give priority of services to schools with the highest needs based on SBAC scores. In addition, the district will continue to employ two literacy resource teachers to assist with the same focus. Priority 2, 4</p>	<p>All Schools</p>	<p><input type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/>_ Low Income pupils <input type="checkbox"/>_ English Learners <input type="checkbox"/>_ Foster Youth <input type="checkbox"/>_ RFEP <input type="checkbox"/>_ Other Subgroups:_____</p>	<p>01-7090 Supplemental \$185,579 Salaries (1100) \$63,678 Benefits (3xxx) \$10,000 Supplies (4300) \$185,020 Salaries (1100) \$63,590 Benefits (3xxx)</p>
<p>12. The district will continue to employ two math coaches. These coaches will assist teachers and provide modeling and professional development They will give priority of services to school with highest needs based on SBAC scores. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/>_ Low Income pupils <input type="checkbox"/>_ English Learners <input type="checkbox"/>_ Foster Youth <input type="checkbox"/>_ RFEP <input type="checkbox"/>_ Other Subgroups:_____</p>	<p>01-7090 Supplemental \$185,579 Salaries (1100) \$63,678 Benefits (3xxx) \$10,000 Supplies (4300)</p>
<p>13. The district will continue to employ and hire an additional technology coach to assist teachers with technology development for their students. They will provide modeling and professional development for all district teachers. They will provide services to schools with highest needs and unduplicated students. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/>_ Low Income pupils <input type="checkbox"/>_ English Learners <input type="checkbox"/>_ Foster Youth <input type="checkbox"/>_ RFEP <input type="checkbox"/>_ Other Subgroups:_____</p>	<p>01-7090 Supplemental \$185,580 Salaries (1100) \$63,678 Benefits (3xxx) \$10,000 Supplies (4300)</p>
<p>14. This district will continue to offer after school, Saturday and/or winter/spring intervention/enrichment, with outreach</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/>_X_ ALL Students OR: <input type="checkbox"/>_ Low Income pupils <input type="checkbox"/>_ English Learners <input type="checkbox"/>_ Foster Youth <input type="checkbox"/>_ RFEP <input type="checkbox"/>_ Other Subgroups:_____</p>	<p>01-7091 Concentration \$78,795 Salaries (1100)</p>

specifically targeting unduplicated students. Priority 4			\$12,323 Benefits (3xxx) \$18,000 Supplies (4300)
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LCAP Year 3 2018-2019

Expected Measurable Outcomes	Priority Area Metrics																					
	<p>1. Basic Services</p> <p>A. The Delano Union School District has 11 teachers that are not fully credentialed and 365 teachers that are fully credentialed. This indicates that 97% of all teachers in the district are appropriately assigned and fully credentialed. The expected outcome is 98% for the 2018-2019 school year.</p> <p>B. Based on the Williams Team visits in August, 2015, the district received a rating of 100% for sufficiency of textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage. The expected outcome for 2018-2019 school year is 100%.</p> <p>C. Based on the Facilities Inspection Tool from the Williams Team visit in August, 2015, the district received a rating of Exemplary. The expected outcome for 2018-2019 school year is Exemplary.</p> <p>2. Implementation of State Standards</p> <p>A. All school sites will implement Based on the C3 Observation all content performance standards tool and district walkthroughs, 85% of teacher are fully implementing CCSS. Expected outcome for 2018-2019 is 95% full implementation.</p> <p>B. Next Generation Science and New ELD standards were partially implemented. 85% of teachers are implementing the the new ELD standards based on walkthroughs and C3 observation tool. 100% of EL students will receive daily instruction using the ELD standards, teachers will be accountable for providing both Integrated and Designated ELD for their students to improve English language proficiency and academic content, as evidence by SBAC, CELDT and Redesignation Data. For 2018-19 ELD standards will be substantially implemented. The New Generation Science Standards are at the initial implementation stage.</p> <p>4. Pupil Achievement</p> <p>Statewide Assessments – Based on 2015 CAASPP results, the district achieved the following for ELA and Math:</p> <table border="1" data-bbox="340 1312 1917 1417"> <thead> <tr> <th>CAASPP</th> <th>3rd Met or</th> <th>4th Met or</th> <th>5th Met or</th> <th>6th Met or</th> <th>7th Met or</th> <th>8th Met or</th> <th>Overall District %</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							CAASPP	3rd Met or	4th Met or	5th Met or	6th Met or	7th Met or	8th Met or	Overall District %							
CAASPP	3rd Met or	4th Met or	5th Met or	6th Met or	7th Met or	8th Met or	Overall District %															

	Exceeded	Exceeded	Exceeded	Exceeded	Exceeded	Exceeded	
ELA	20%	29%	31%	30%	27%	32%	28%
Math	20%	18%	12%	17%	22%	27%	19%
2018-2019 ELA expected	40%	50%	45%	50%	50%	50%	50%
2018-2019 Math expected	40%	40%	35%	40%	45%	50%	40%
Subgroup	All Grades ELA	All Grades Math		2018- 2019 ELA expected	2018-2019 Math expected		2018- 2019 Science Expected
ELs	5%	6%		25%	25%		
Special Ed	2%	2%		20%	20%		
SED	26%	18%		45%	40%		
Science			5th Grade			8th Grade	5th - 50%
			31%			61%	8th - 80%

- The Academic Performance Index – The District API for the last given results was 762 in 2013
- The percentage of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A
- The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for AMAOs for 2015-2016 school year are: AMAO 1 – 55.9%, AMAO 2 – 23.4% and 45.7% for 5+ years. Expected outcome for 2018-19 move to AMAO 1 – 67%, AMAO 2A – 35%, AMAO 2B - 57%.
- The EL reclassification rate – For the 2015-2016 school year the rate was 7.05%. Expected outcome for 2016-2017 is 20%.

- The percentage of pupils who have passed an AP exam with a 3 or higher – N/A
- The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
<p>1. The district will provide transportation for students from the middle schools to attend classes at the high school. Students will participate in Biology/Science and Math classes. Priority will be given to unduplicated students. Priority 4</p>	Middle Schools	<p><input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: <input type="checkbox"/> Advanced Students _____</p>	<p>01-7090 Supplemental \$12,100 Transportation (5710) \$2,000 Supplies (4300)</p>
<p>2. The district will provide staff development for new teachers, teachers participating in the Beginning Teacher Support program, the Intern program and PAR. Topics will include: Literacy, Math, Classroom Management, ELD. The trainings will take place at least bi-weekly throughout the school year. The district will provide materials necessary for successful program implementation. Priority 2</p>	All Schools	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$21,218 Salaries (1100) \$3,384 Benefits (3xxx) \$5,000 Supplies (4300) \$5,000 Rentals, Leases & Repairs (5600) \$105,000 Consulting services & Operating Expenses</p>
<p>3. The District will provide staff with Common Core professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development.</p> <ul style="list-style-type: none"> • Common Core ELA and Math training • CCSS Summit July 2018 • Three summer planning dates for 	All Schools	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$506,845 Salaries (1100) \$80,819 Benefits (3xxx) \$161,913 Supplies (4300) \$100,000 Travel (5200) \$10,000 Consulting Services & Operating Expenses (5800)</p> <p>01-7091 Concentration \$374,424 Salaries (1100) \$79,132 Benefits (3xxx)</p>

<p>each site</p> <ul style="list-style-type: none"> • Three summer planning dates for district <p>Priority 2</p>			
<p>4. The district will continue provide funds for a district ELA/ELD literacy specialist. The specialist will work with all students, but will give priority to the following subgroups: ELs, and RFEPs. Priority 2, 4</p>	All Schools	<input type="checkbox"/> _X_ ALL Students OR: <input type="checkbox"/> _ Low Income pupils <input type="checkbox"/> _ English Learners <input type="checkbox"/> _ Foster Youth <input type="checkbox"/> _ RFEP <input type="checkbox"/> _ Other Subgroups:_____	<p>01-7090 Supplemental</p> <p>\$69,751 Salaries (1100) \$20,218 Benefits (3xxx) \$5,000 Supplies (4300)</p>
<p>5. The district will provide professional development for all teachers in the area of literacy instruction and Emergent Literacy Battery and Analytical Reading Inventory assessments. Trainings will be conducted once a month during the school year. Priority 4</p>	All Schools	<input type="checkbox"/> _X_ ALL Students OR: <input type="checkbox"/> _ Low Income pupils <input type="checkbox"/> _ English Learners <input type="checkbox"/> _ Foster Youth <input type="checkbox"/> _ RFEP <input type="checkbox"/> _ Other Subgroups:_____	<p>01-7090 Supplemental</p> <p>\$35,413 Salaries (1100) \$5,647 Benefits (3xxx) \$5,000 Supplies (4300)</p>
<p>6. The district will continue to provide funding for 9 teachers to reduce class sizes in order to increase opportunities for specialized and differentiated instruction in grades 4th, 5th, and 6th grade at the schools with high concentration of ELs to target Long Term English Learners. Priority 1, 4</p>	All Schools	<input type="checkbox"/> _X_ ALL Students OR: <input type="checkbox"/> _ Low Income pupils <input type="checkbox"/> _ English Learners <input type="checkbox"/> _ Foster Youth <input type="checkbox"/> _ RFEP <input type="checkbox"/> _ Other Subgroups:_____	<p>01-7090 Supplemental</p> <p>\$700,665 Salaries (1100) \$275,720 Benefits (3xxx)</p>
<p>7. The district will continue to provide staff development in the area of English Language Arts, Technology and English Language development for the benefit of enhancing the instruction of unduplicated students.</p> <p>Priority 1, 2, 4</p>	All Schools	<input type="checkbox"/> _X_ ALL Students OR: <input type="checkbox"/> _ Low Income pupils <input type="checkbox"/> _ English Learners <input type="checkbox"/> _ Foster Youth <input type="checkbox"/> _ RFEP <input type="checkbox"/> _ Other Subgroups:_____	<p>01-7090 Supplemental</p> <p>\$75,000 Travel (5200) \$106,090 Salaries (1100) \$25,375 Benefits (3xxx) \$53,045 Salaries-Subs (1100) \$1,060 Salaries (2400) \$254 Benefits (3xxx)</p>

<p>8. The district will continue to support the instructional program with instructional aides for full day Kindergarten classes and Special Education students including English Learners, Priority 1, 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$470,058 Salaries (2100) \$51,025 Benefits (3xxx) \$228,158 Salaries (2100) \$72,742 Benefits (3xxx)</p>
<p>9. Quarterly Professional Development for Administrators to focus on CCSS, NGSS, ELD, Leadership Skills, and Data Analysis. Special attention provided for unduplicated students. Priority 1, 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$5,000 Supplies (4300) \$5,000 Consultants & Operating Expenses (5800)</p>
<p>10. Continued trainings for both ELA and Math adoptions to follow-up and enhance implementation and access for unduplicated students. Priority 2</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$135,344 Salaries (1100) \$21,581 Benefits (3xxx) \$5,000 Supplies (4300)</p>
<p>11. The district will continue to employ two literacy coaches. These coaches will focus on assisting daily literacy instruction, provide modeling, and professional development They will give priority of services to schools with highest needs based on SBAC scores. In addition, the district will continue to employ two literacy resource teachers to assist with the same focus. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$191,147 Salaries (1100) \$66,862 Benefits (3xxx) \$10,000 Supplies (4300) \$190,571 Salaries (1100) \$66,770 Benefits (3xxx)</p>
<p>12. The district will continue to employ two math coaches to assist teachers and provide modeling and professional development. They will give priority of services to schools with highest needs based on SBAC scores. Priority 2, 4</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$191,147 Salaries (1100) \$66,862 Benefits (3xxx) \$10,000 Supplies (4300)</p>

<p>13. The district will continue to employ two technology coaches to assist teachers with technology development for their students. They will provide modeling and professional development for all district teachers with special attention given to unduplicated students. Priority 2, 4</p>	<p>All Schools</p>	<p>X_ ALL Students OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEF ___ Other Subgroups: _____</p>	<p>01-7090 Supplemental \$191,147 Salaries (1100) \$66,862 Benefits (3xxx) \$10,000 Supplies (4300)</p>
<p>14. This district will offer after school, Saturday and/or winter/spring academies for intervention/enrichment, with outreach specifically targeting unduplicated students Priority 4</p>	<p>All Schools</p>	<p>X_ ALL Students OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEF ___ Other Subgroups: _____</p>	<p>01-7091 Concentration \$82,735 Salaries (1100) \$12,939 Benefits (3xxx) \$18,000 Supplies (4300)</p>

Goal	Goal #2: All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need	Based on Multi-Tier Support Systems (MTSS) for positive behavioral interventions, discipline, attendance, and vice principal behavior observations as recorded on the C3 tool, the data indicates a continued need in providing an engaging, safe, and secure learning environment for students.	
Goal applies to: Schools:	ALL	
Goal applies to: Subgroups:	ALL	
LCAP Year 1 2016-2017		
Expected Measurable Outcomes	<p><u>Priority Area Metrics</u></p> <p>5. Pupil Engagement</p> <ul style="list-style-type: none"> A. School attendance rates were maintained or increased slightly district wide. The District wide attendance rate is 97.82%. Expected outcome for 2016-2017 is 98% attendance rate. B. Chronic absenteeism rates slightly improved district wide. The District wide chronic absenteeism rate is 4.3%. Expected outcome for 2016-2017 is 2% absentee rate. C. Middle school drop-out rates will be maintained at 0 students for 2016-2017. D. High school dropout-N/A E. High School Graduation rates-N/A <p>6. School Climate</p> <ul style="list-style-type: none"> A. The current pupil suspension rates is 3.5%. Expected outcome for 2016-2017 is 3% suspension rate. 	

Current District Suspensions	All Students	English Only	English Learners	RFEPS	Special Ed	SED
Suspension	270	71	153	44	52	168
In School	13	4	6	3	2	10
Total suspensions	283	75	169	47	54	178
Total Students	8467	2860	3770	1694	706	8467
Percent suspended	3.34%	2.62%	4.48%	2.77%	7.65%	2.10%
2016-2017 Targeted Decrease Percentage	3%	2.5%	4%	2.5%	7.5%	2%

B. Pupil expulsion rates - Only two students were considered for expulsion by the Board of Trustees in 2015-2016. Expected outcome for 2016-2017 is 0 students.

C. Parents and students received a survey. 97% of parents and 97% of students feel that their school is safe. 97% of students feel connected to their school. Expected outcome for 2016-2017 is to increase or remain the same.

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
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<p>1. The district will expand the duties of the nurses to enhance parent communication and the health and safety of the students. The nurses and the health services clerk will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for with special attention to unduplicated students, and any other areas that need professional development. Priority 5</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$285,072 Salaries (1200) \$112,226 Benefits (3xxx) \$35,000 Salaries (2400) \$24,267 Benefits (3xxx) \$10,000 Supplies (4300) \$5,000 Travel (5200) \$5,000 Rentals, Leases & Repairs (5600) \$20,000 Consulting & Operating Expenses</p>
<p>2. The district will provide materials and supplies to provide training in emergency management systems. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$25,000 Supplies (4300) \$3,000 Communication (5900)</p>
<p>3. The district will continue to employ and train vice principals on MTSS at each of the school sites with special attention to unduplicated students, to continue to promote student safety and continued support of teachers. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$526,956 Salaries (1200) \$163,355 Benefits (3xxx) \$25,002 Travel (5200)</p>
<p>4. The district will work with the Delano Police Department and employ two School Resource Officers (SRO) to assist students, staff, and parents, with special attention to unduplicated students. The SROs will provide training on school safety and other related topics. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$128,000 Consulting Services & Operating Expenses (5800)</p>

<p>5. The district will continue to promote student safety and visibility by employing campus security supervisors in each middle school and noon duty aides/crossing guards at all schools. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: <u>Gifted</u></p>	<p>01-7091 Concentration \$110,974.Salaries (2900) \$74,964 Benefits (3xxx) \$244,597 Salaries (2100) \$17,584 Benefits (3xxx)</p>
<p>6. The district will provide academic field trips for all students as part of the restorative justice initiative with special focus on unduplicated students. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$70,000 Transportation (5710) \$70,000 Consulting Services & Operating Expenses (5800)</p>
<p>7. All schools will promote a positive school culture by providing at least five culture building activities for students, staff and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Special focus will be placed on recruiting unduplicated student parents. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP Other Subgroups: _____</p>	<p>01-7091 Concentration \$141,500 Supplies (4300) \$12,000 Rentals, Leases & Repairs (5600) \$24,000 Consulting Services & Operating Expenses (5800)</p>
<p>8. The district will continue to employ the Director and Coordinator of Student Support Services to support implementation of the MTSS program. Both will serve as liaisons to foster youth, homeless, and students with chronic absenteeism and discipline, with special focus to English Learners. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP Other Subgroups: _____</p>	<p>01-7090 Supplemental \$241,900 Salaries (1300) \$70,117 Benefits (3xxx) \$5,000 Travel (5200)</p>
<p>9. The district will enhance and address the emotional needs of students by partnering with KCSOS to provide MSW interns to provide Tier 3 support for behavior intervention, with special focus on English Learners, low income students, and foster youth. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP Other Subgroups: _____</p>	<p>01-7090 Supplemental \$148,890 Consulting Services & Operating Expenses (5800) \$5,000 Supplies (4300)</p>

<p>10. School Sites will provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, communication and bullying. Effectiveness will be measured based on surveys and evaluations of the sessions. Special focus will be placed on recruiting unduplicated student parents. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$48,000 Supplies (4300) \$11,997 Consulting Services & Operating Expenses (5800)</p>
<p>11. Each middle school will employ and train an intervention teacher to support MTSS and provide the Tier 2 behavior intervention. A total of 3 teachers will be hired. Priority 6</p>	<p>Middle Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$270,261 Salaries (1100) \$90,969 Benefits (3xxx) \$5,000 Supplies (4300) \$10,000 Travel (5200)</p>
<p>12. Purchase of character building materials to support the MTSS Tier 1. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$24,000 Supplies (4300) \$10,000 Travel (5200) \$10,000 Consultants & Operating Expenses</p>
<p>13. Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$12,000 Supplies (4300)</p>

<p style="text-align: center;">LCAP Year 2 2017-2018</p>	
<p>Expected Measurable Outcomes</p>	<p><u>Priority Area Metrics</u> 5. Pupil Engagement</p>

- A. School attendance rates were maintained or increased slightly district wide. The District wide attendance rate is 97.82%. Expected outcome for 2016-2017 is 98.5% attendance rate
- B. Chronic absenteeism rates slightly improved district wide. The District wide chronic absenteeism rate is 4.3%. Expected outcome for 2017-2018 is 1.5% absentee rate
- C. Middle school drop-out rates will be maintained at 0 students for 2017-2018.
- D. High school dropout-N/A
- E. High School Graduation rates-N/A

6. School Climate

- A. The current pupil suspension rates is 3.5%. Expected outcome for 2017-2018 is 2.5% suspension rate.

Current District Suspensions	All Students	English Only	English Learners	RFEPS	Special Ed	SED
Suspension	270	71	153	44	52	168
In School	13	4	6	3	2	10
Total suspensions	283	75	169	47	54	178
Total Students	8467	2860	3770	1694	706	8467
Percent suspended	3.34%	2.62%	4.48%	2.77%	7.65%	2.10%
2016-2017 Targeted Decrease Percentage	3%	2.5%	4%	2.5%	7.5%	2%

B. Pupil expulsion rates - Only two students were considered for expulsion by the Board of Trustees in 2015-2016. Expected outcome for 2017-2018 is 0 students.

C. Parents and students received a survey. 97% of parents and 97% of students feel that their school is safe. 97% of students feel connected to their school. Expected outcome for 2017-2018 is to increase or maintain the current percentage of parents and students who feel safe and connected to school.

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
<p>1. The district will expand the duties of the nurses to enhance parent communication and the health and safety of the students. The nurses and health service clerk will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes with special attention to unduplicated students, and any other areas that need professional development. Priority 5</p>	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	01-7090 Supplemental \$293,624 Salaries (1200) \$117,837 Benefits (3xxx) \$36,050 Salaries (2400) \$25,480 Benefits (3xxx) \$10,000 Supplies (4300) \$5,000 Travel (5200) \$5,000 Rentals, Leases & Repairs (5600) \$20,000 Consulting & Operating Expenses
<p>2. The district will provide materials and supplies to provide training in emergency management systems. Priority 6</p>	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	01-7090 Supplemental \$25,000 Supplies (4300) \$3,000 Communications (5900)
<p>3. The district will continue to employ and train vice principals on MTSS at each of the school sites to continue to promote student</p>	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	01-7090 Concentration \$542,765 Salaries (1200) \$171,523 Benefits (3xxx)

<p>safety and continued with special attention to unduplicated students, and support of teachers. Priority 5, 6</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$25,002 Travel (5200)</p>
<p>4. The district will work with the Delano Police Department and employ two School Resource Officers (SRO) to assist students, staff, and parents with special attention to unduplicated students. The SROs will provide training on school safety and other related topics. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$132,000 Consulting Services & Operating Expenses (5800)</p>
<p>5. The district will continue to promote student safety and visibility by employing campus security supervisors in each middle school and noon duty aides/crossing guards at all schools. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: <u>Gifted</u> _____</p>	<p>01-7091 Concentration \$114,303 Salaries (2900) \$77,786 Benefits (3xxx) \$249,489 Salaries (2100) \$18,463 Benefits (3xxx)</p>
<p>6. The district will continue to provide academic field trips for all students as part of the restorative justice initiative. Special focus on unduplicated students. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Concentration \$70,000 Transportation (5710) \$70,000 Consulting Services & Operating Expenses (5800)</p>
<p>7. All schools will continue to promote a positive school culture by providing at least five culture building activities for students, staff and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Special focus will be placed on recruiting unduplicated student parents. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$141,500 Supplies (4300) \$12,000 Rentals, Leases & Repairs (5600) \$24,000 Consulting Services & Operating Expenses (5800)</p>
<p>8. The district will continue to employ the Director and Coordinator of Student Support</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR:</p>	<p>01-7090 Supplemental \$249,157 Salaries (1300)</p>

<p>Services to support implementation of the MTSS program. Both will serve as liaisons to foster youth, homeless, and students with chronic absenteeism and discipline, with a special focus to English Learners. Priority 5, 6</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$73,686 Benefits (3xxx) \$5,000 Travel (5200)</p>
<p>9. The district will continue to enhance and address the emotional needs of students by partnering with KCSOS to provide MSW interns to provide Tier 3 support for behavior intervention, with special focus on English Learners, low income students and foster youth. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$148,890 Consulting Services & Operating Expenses (5800) \$5,000 Supplies (4300)</p>
<p>10. School Sites will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, and communication with special focus on principally directed parents. Effectiveness will be measured based on surveys and evaluations of the sessions. Special focus will be placed on recruiting principally directed parents. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$48,000 Supplies (4300) \$12,000 Consulting Services & Operating Expenses (5800)</p>
<p>11. Each middle school will continue to employ and train an intervention teacher to support MTSS and provide the Tier 2 behavior intervention. A total of 3 teachers will be hired. Priority 6</p>	<p>Middle Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$278,369 Salaries (1100) \$95,517 Benefits (3xxx) \$5,000 Supplies (4300) \$10,000 Travel (5200)</p>
<p>12. Purchase of character building materials to support the MTSS Tier 1. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$24,000 Supplies (4300) \$10,000 Travel (5200) \$10,000 Consulting Services & Operating Expenses</p>

13. Additional costs incurred for clothing, health needs, dental, and eye wear for unduplicated students in need. Priority 5, 6	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	01-7091 Concentration \$12,000 Supplies (4300)
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LCAP Year 3 2018-2019

Expected Measurable Outcomes

Priority Area Metrics

5. Pupil Engagement

A. School attendance rates were maintained or increased slightly district wide. The District wide attendance rate is 97.82%. Expected outcome for 2018-2019 is 98.8% attendance rate.

B. Chronic absenteeism rates slightly improved district wide. The District wide chronic absenteeism rate is 4.3%. Expected outcome for 2018-2019 is 1.0% absentee rate.

C. Middle school drop-out rates will be maintained at 0 students for 2018-2019.

D. High school dropout-N/A

E. High School Graduation rates-N/A

6. School Climate

A. The current pupil suspension rates is 3.5%. Expected outcome for 2018-2019 is 3%.

Current District Suspensions	All Students	English Only	English Learners	RFEPS	Special Ed	SED
Suspension	270	71	153	44	52	168
In School	13	4	6	3	2	10
Total suspensions	283	75	169	47	54	178

Total Students	8467	2860	3770	1694	706	8467
Percent suspended	3.34%	2.62%	4.48%	2.77%	7.65%	2.10%
2016-2017 Targeted Decrease Percentage	3%	2.5%	4%	2.5%	7.5%	2%

B. Pupil expulsion rates - Only two students were considered for expulsion by the Board of Trustees in 2015-2016. Expected outcome for 2018-2019 is 0 students. Parents and students received a survey. 97% of parents and 97% of students feel that their school is safe. 97% of students feel connected to their school. Expected outcome for 2018-2019 is to increase or remain the same.

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
<p>1. The district will expand the duties of the nurses to enhance parent communication and the health and safety of the students. The nurses and health services clerk will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Coordinator of Health Services, with special attention to unduplicated students, in the following areas: HIV/AIDS, growth and development classes, and any other areas that need professional development. Priority 5</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$302,433 Salaries (1200) \$123,729 Benefits (3xxx) \$37,132 Salaries (2400) \$26,754 Benefits (3xxx) \$10,000 Supplies (4300) \$5,000 Travel (5200) \$5,000 Rentals, Leases & Repairs (5600) \$20,000 Consulting Services & Operating Expenses</p>

<p>2. The district will provide materials and supplies to provide training in emergency management systems. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$25,000 Supplies (4300) \$3,000 Communications (5900)</p>
<p>3. The district will continue to employ and train vice principals on MTSS at each of the school sites to continue with special attention to unduplicated students, to promote student safety and continued support of teachers. Priority 5, 6</p>	<p>All Schools</p>	<p><input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$559,048 Salaries (1200) \$180,099 Benefits (3xxx) \$25,002 Travel (5200)</p>
<p>4. The district will continue to work with the Delano Police Department and employ two School Resource Officers (SRO) to assist students, staff, and parents with special attention to unduplicated students. The SROs will provide training on school safety and other related topics. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$135,000 Consulting Services & Operating Expenses (5800)</p>
<p>5. The district will continue to promote student safety and visibility by employing campus security supervisors in each middle school and noon duty aides/crossing guards at all schools. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$117,732 Salaries (2900) \$81,675 Benefits (3xxx) \$259,974 Salaries (2100) \$19,386 Benefits (3xxx)</p>
<p>6. The district will continue to provide academic field trips for all students as part of the restorative justice initiative focus will be unduplicated students. Priority 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$70,000 Transportation (5710) \$70,000 Consulting Services & Operating Expenses (5800)</p>
<p>7. All schools will continue to promote a positive school culture by providing at least five culture building activities for students,</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>01-7091 Concentration \$141,500 Supplies (4300) \$12,000 Rentals, Leases & Repairs (5600)</p>

<p>staff and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Special focus will be placed on recruiting unduplicated student parents. Priority 6</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$24,000 Consulting Services & Operating Expenses (5800)</p>
<p>8. The district will continue to employ the Director and Coordinator of Student Support Services to support implementation of the MTSS program. Both will continue to serve as the liaisons to foster youth, homeless, and students with chronic absenteeism and discipline, with special focus to English Learners. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$256,632 Salaries (1200) \$77,370 Benefits (3xxx) \$5,000 Travel (5200)</p>
<p>9. The district will enhance and address the emotional needs of students by partnering with KCSOS to provide MSW interns to provide Tier 3 support for behavior intervention with special focus on English Learners, low income students, and foster youth. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$148,890 Consulting Services & Operating Expenses (5800) \$5,000 Supplies (4300)</p>
<p>10. School Sites will provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, and communication special focus on principally directed parents. Effectiveness will be measured based on surveys and evaluations of the sessions. Special focus will be placed on recruiting principally directed parents. Priority 5, 6</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$48,000 Supplies (4300) \$12,000 Consulting Services & Operating Expenses (5800)</p>
<p>11. Each middle school will continue to employ and train an intervention teacher to support MTSS and provide the Tier 2</p>	<p>Middle Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>01-7091 Concentration \$292,287 Salaries (1100) \$100,293 Benefits (3xxx) \$5,000 Supplies (4300)</p>

behavior intervention. A total of 3 teachers will be hired. Priority 6		<input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____	\$10,000 Travel (5200)
12. Purchase of character building materials to support the MTSS Tier 1. Priority 6	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____	01-7091 Concentration \$24,000 Supplies (4300) \$10,000 Travel (5200) \$10,000 Consulting Services & Operating Expenses (5800)
13. Additional costs incurred for clothing, health needs, dental and eye wear for principally directed students in need. Priority 5, 6	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____	01-7091 Concentration \$12,000 Supplies (4300)

Goal	Goal #3: Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.	Related State and/or Local Priorities: 1 ___ 2 ___ 3 <input checked="" type="checkbox"/> 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need	Based on stakeholder input, there is a need to provide students more experiences and enrichment opportunities in STEM and the Arts. Internal stakeholder input indicates a need for increased parent education and involvement activities.	
Goal applies to: Schools:	ALL	
Goal applies to: Subgroups:	ALL	
LCAP Year 1 2016-2017		
Expected Measurable Outcomes	<u>Priority Area Metrics</u> 3. Parental Involvement	

- A. Based on sign in sheets, school sites will show a 10% increase of parent participation. Parent activities may include: Assemblies, rallies, stakeholder meetings, concerts, parent education nights, parent conferences, etc.
- B. At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant and GATE. The district will increase the number of parent engagement for English Learners and other subgroups by 10% as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and site activities.
- C. Parents of students with exceptional needs will be provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents are encouraged to attend IEP meetings as well as meetings and trainings offered through the state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs will attend scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.

7. Course Access

- A. 100% of students will have access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. In addition, course access in higher level learning opportunities has been addressed through high school course offerings in Math and Science. 100% of qualifying students will attend the high school courses.
- B. 100% of unduplicated pupils will have access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.
- C. 100% of unduplicated pupils, including students with exceptional needs, will be provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records

8. Other Pupil Outcomes

- A. Continued student participation in high school course work for Algebra and Biology for 100% of qualifying middle school students. As evidenced by class schedules, assessment results, and successful completion rates, 90% of students will successfully complete and pass the course.
- B. Will implement assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2016-2017 school year.

- C. ARI assessments for all K-5 students to measure literacy. Baseline data: Kinder - 77%, First grade - 47%, Second grade 54%, Third grade 57%, Fourth grade 57%, Fifth grade 62%. Each grade level will increase by at least 5%.
- D. Will implement district writing benchmarks to measure improvement in writing skills. Baseline data: Due to adoption of new ELA/ELD program, the Delano Union School District will not have baseline data until 2017-2018.

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
<p>1. The district will continue to promote the arts and expand participation in current programs to all students at all school sites. The programs will be offered by the band teachers in the following areas; music, jazz, band, folklorico dance group and mariachi. Priority 7</p>	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	<p>01-7090 Supplemental</p> <p>\$467,292 Salaries (1100) \$170,700 Benefits (3xxx) \$30,000 Salaries (1100) \$4,602 Benefits (3xxx) \$48,000 Supplies (4300) \$12,000 Non Capitalized Equip (4400) \$1,500 Rentals, Leases and Repairs (5600) \$3,500 Direct Service Transportation (5710) \$10,000 Consulting & Operating Expenses (5800)</p>
<p>2. The district will provide funds for parent involvement activities at the site and district levels. Activities will include math nights, literacy nights, general information meetings, Kiddie Parade, Math Field Day and technology. Priority 3</p>	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	<p>01-7090 Supplemental</p> <p>\$3,300 Salaries (1100) \$504 Benefits \$44,500 Supplies (4300) \$1,250 Rentals, Leases & Repairs (5600) \$1,200 Direct Service Transportation (5710) \$4,800 Consultants & Operating Expenses (5800)</p>
<p>3. 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. They will also serve as a liaison for parents of unduplicated pupils. Priority 3</p>	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	<p>01-7091 Concentration</p> <p>\$710,520 Salaries (2400) \$492,370 Benefits (3xxx)</p>

<p>4. The district will provide middle school students the opportunity to take elective classes/AVID to prepare them for 21st century learning. Special focus will be placed on low income and English Learners. Priority 7</p>	<p>Middle Schools</p>	<p><input type="checkbox"/> ALL Students OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$96,000 Salaries (1100) \$14,730 Benefits (3xxx) \$20,001 Supplies (4300) 010-7090 Supplemental \$60,000 Travel (5200)</p>
<p>5. The district will enhance the current technology programs through the purchase of software and professional development/ accessibility of programs offered by KCSOS consultants. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$44,000 Supplies \$44,000 Consulting Services & Operating Expenses \$12,000 Communications (5900)</p>
<p>6. The district will promote the development and implementation of a district wide STEM program which will include training and conference attendance for staff. Special focus will be placed on sites with greatest need based on unduplicated students. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$137,030 Supplies (4300) \$50,000 Travel (5200)</p>
<p>7. The district will continue to promote Science education for students in grades five and six by supporting participation in Scicon camp for students. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$13,000 Salaries (1100) \$1,995 Benefits (3xxx) \$30,000 Direct Service Transportation (5710) \$115,000 Consulting & Operating Expenses (5800)</p>
<p>8. The district will enhance and expand student opportunities in GATE activities. Students will receive year-long engagement opportunities including a Summer School enrichment program for students in grades 2-8. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$50,000 Salaries (1100) \$7,672 Benefits (3xxx) \$1,000 Salaries (2400) \$104 Benefits (3xxx) \$10,162 Supplies (4300) \$6,150 Travel (5200)</p>

			\$2,000 Rentals, Leases & Repairs (5600) \$1,000 Communications (5900)
9. Illuminate platform service for student database, item bank, data analysis, subgroup analysis. Priority 8	All Schools	X_ ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEP __ Other Subgroups: _____	01-7090 Supplemental \$45,600 Consulting Services & Operating Expenses (5800)
10. Our district will contact KCSOS for ADEPT training for teachers. Priority 8	All Schools	X_ ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEP __ Other Subgroups: _____	01-7090 Supplemental \$2,000 Consulting & Other Operating Expenses (5800)
11. Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction. Priority 7	All Schools	X_ ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEP __ Other Subgroups: _____	01-7091 Concentration \$299,656 Supplies (4300) \$270,000 Non-Capitalized Equip (4400) 010-7091 Supplemental \$543,904 Non-Capitalized Equip (4400) \$600,000 Equipment (6400)

LCAP Year 2 2017-2018	
Expected Measurable Outcomes	<p><u>Priority Area Metrics</u></p> <p>3. Parental Involvement</p> <p>A. Based on sign in sheets, school sites will show a 10% increase of parent participation. Parent activities may include: Assemblies, rallies, stakeholder meetings, concerts, parent education nights, parent conferences, etc.</p> <p>B. At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant and GATE. The district will increase the number of</p>

parent engagement for English Learners and other subgroups by 10% as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and site activities.

- C. Parents of students with exceptional needs will be provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents are encouraged to attend IEP meetings as well as meetings and trainings offered through the state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs will attend scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.

7. Course Access

- A. 100% of students will have access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. In addition, course access in higher level learning opportunities has been addressed through high school course offerings in Math and Science. 100% of qualifying students will attend the high school courses.
- B. 100% of unduplicated pupils will have access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.
- C. 100% of unduplicated pupils, including students with exceptional needs, will be provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records

8. Other Pupil Outcomes

- A. Continued student participation in high school course work for Algebra and Biology for 100% of qualifying middle school students. As evidenced by class schedules, assessment results, and successful completion rates, 90% of students will successfully complete and pass the course.
- B. Assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2016-2017 school year.
- C. ARI assessments for all K-5 students to measure literacy. Each grade level will increase by at least 5% from 2016-2017.
- D. District Writing Benchmarks to measure improvement in writing skills. Baseline data: Due to adoption of new ELA/ELD program, the Delano Union School District will not have baseline data until 2017-2018.

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
1. The district will continue to promote the arts and expand participation in current	All Schools	_X_ ALL Students OR:	01-7090 Supplemental

<p>programs to all students at all school sites. The programs will be offered by the band teachers in the following areas: music, jazz, band, folklorico dance group and mariachi. Priority 7</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$481,311 Salaries (1100) \$179,235 Benefits (3xxx) \$30,900 Salaries (1100) \$4,832 Benefits (3xxx) \$48,000 Supplies (4300) \$12,000 Non-Capitalized Equipment (4400) \$1,500 Rentals, Leases and Repairs (5600) \$3,500 Direct Service Transportation (5710) \$10,000 Consulting Services & Operating Expenses (5800)</p>	
<p>2. The district will provide funds for parent involvement activities at the site and district levels. Activities will include math nights, literacy nights, general information meetings, Kiddie Parade, Math Field Day, and technology. Priority 3</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$3,399 Salaries (1100) \$529 Benefits (3xxx) \$44,500 Supplies (4300) \$1,250 Rentals, Leases & Repairs (5600) \$1,200 Direct Service Transportation (5710) \$4,800 Consulting Services & Operating Expenses (5800)</p>	
<p>3. 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. They will also serve as a liaison for parents of unduplicated pupils. Priority 3</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$720,485 Salaries (2400) \$509,999 Benefits (3xxx)</p>	
<p>4. The district will provide middle school students the opportunity to take elective classes/AVID to prepare them for 21st century learning. Special focus will be placed on low income and English Learners. Priority 7</p>	<p>Middle Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$98,880 Salaries (1100) \$15,467 Benefits (3xxx) \$20,001 Supplies (4300) \$30,000 Travel (5200) 01-7090 Supplemental \$60,000 Travel (5200)</p>	
<p>5. The district will enhance the current technology programs through the purchase of</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR:</p>	<p>01-7090 Supplemental \$44,000 Supplies (4300)</p>	

software and professional development offered by KCSOS consultants. Priority 7		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	\$44,000 Consulting Services & Operating Expenses (5800) \$12,000 Communications (5900)	
6. The district will promote the development and implementation of a district-wide STEM program which will include training and conference attendance for staff. Special focus will be placed on sites with greatest need based on unduplicated students. Priority 7	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	01-7090 Supplemental \$137,030 Supplies (4300) \$50,000 Travel (5200)	
7. The district will continue to promote Science education for students in grades five and six by supporting participation in Scicon camp for students. Priority 7	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	01-7090 Supplemental \$13,260 Salaries (1100) \$2,095 Benefits (3xxx) \$30,000 Direct Service Transportation (5710) \$115,000 Consulting Services & Operating Expenses	
8. The district will enhance and expand student opportunities in GATE activities. Students will receive year-long engagement opportunities including a summer school enrichment program for students in grades 2-8. Priority 7	All Schools	<input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: Gifted Students____	01-7090 Supplemental \$51,500 Salaries (1100) \$8,058 Benefits (3xxx) \$1,030 Salaries (2400) \$109 Benefits (3xxx) \$10,162 Supplies (4300) \$6,150 Travel (5200) \$2,000 Rentals, Leases & Repairs (5600) \$1,000 Communications (5900)	
9. Illuminate platform service for student database, item bank, data analysis, subgroup analysis. Priority 8	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	01-7090 Supplemental \$45,600 Consulting Services & Operating Expenses (5800)	

10. Our district will contact KCSOS for ADEPT training for teachers. Priority 8			01-7090 Supplemental \$2,000 Consulting & Other Operating Expenses (5800)	
11. Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction. Priority 7	All Schools	<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	01-7091 Concentration \$284,360 Supplies (4300) \$270,000 Non-Capitalized Equipment (4400) 01-7090 Supplemental \$433,101 Non-Capitalized Equipment (4400) \$600,000 Equipment (6400)	

LCAP Year 3 2018-2019	
Expected Measurable Outcomes	<p><u>Priority Area Metrics</u></p> <p>3. Parental Involvement</p> <p>A. Based on sign in sheets, school sites will show a 10% increase of parent participation. Parent activities may include: Assemblies, rallies, stakeholder meetings, concerts, parent education nights, parent conferences, etc.</p> <p>B. At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant and GATE. The district will increase the number of parent engagement for English Learners and other subgroups by 10% as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and site activities.</p> <p>C. Parents of students with exceptional needs will be provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents are encouraged to attend IEP meetings as well as meetings and trainings offered through the state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs will attend scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p> <p>7. Course Access</p> <p>A. 100% of students will have access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. In addition, course access in higher level learning opportunities has been addressed through high</p>

school course offerings in Math and Science. 100% of qualifying students will attend the high school courses.

- B. 100% of unduplicated pupils will have access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.
- C. 100% of unduplicated pupils, including students with exceptional needs, will be provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records

8. Other Pupil Outcomes

- A. Continued student participation in high school course work for Algebra and Biology for 100% of qualifying middle school students. As evidenced by class schedules, assessment results, and successful completion rates, 90% of students will successfully complete and pass the course.
- B. Assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2016-2017 school year.
- C. ARI assessments for all K-5 students to measure literacy. Each grade level will increase by at least 5% from 2017-2018.
- D. District Writing Benchmarks to measure improvement in writing skills. Baseline data: Due to adoption of new ELA/ELD program, the Delano Union School District will not have baseline data until 2017-2018.

Actions/Services	Scope of Service	Pupils served with identified funds	Budget Expenditures (LCAP Supplemental unless noted)
<p>1. The district will continue to promote the arts and expand participation in current programs to all students at all school sites. The programs will be offered by the band teachers in the following areas; music, jazz, band, folklorico dance group and mariachi. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$495,750 Salaries (1100) \$188,197 Benefits (3xxx) \$31,827 Salaries (1100) \$5,074 Benefits (3xxx) \$48,000 Supplies (4300) \$12,000 Non Capitalized Equipment (4400) \$1,500 Rentals, Leases and Repairs (5600) \$3,500 Direct Service Transportation (5710) \$10,000 Consulting Services & Operating Expenses (5800)</p>
<p>2. The district will continue to provide funds for parent involvement activities at the site and</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR:</p>	<p>01-7091 Concentration \$3,501 Salaries (1100)</p>

<p>district levels. Activities will include math nights, literacy nights, general information meetings, Kiddie Parade, Math field Day, and technology. Priority 3</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$556 Benefits (3xxx) \$44,500 Supplies (4300) \$1,250 Rentals, Leases & Repairs (5600) \$1,200 Direct Service Transportation (5710) \$4,800 Consulting Services & Operating Expenses (5800)</p>
<p>3. The district will continue to 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. They will also serve as a liaison for parents of unduplicated pupils. Priority 3</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$742,100 Salaries (1100) \$535,499 Benefits (3xxx)</p>
<p>4. The district will provide middle school students the opportunity to take elective classes/AVID to prepare them for 21st century learning. Special focus will be placed on low income and English Learners. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$101,846 Salaries (1100) \$16,240 Benefits (3xxx) \$20,001 Supplies (4300) \$30,000 Travel (5200) 01-7090 Supplemental \$60,000 Travel (5200)</p>
<p>5. The district will enhance the current technology programs through the purchase of software and professional development offered by KCSOS consultants. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$44,000 Supplies (4300) \$44,000 Consulting Services & Operating Expenses (5800) \$12,000 Communications (5900)</p>
<p>6. The district will promote the development and implementation of a district-wide STEM program which will include training and conference attendance for staff. Special focus will be placed on sites with greatest need based on unduplicated students. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$137,030 Supplies (4300) \$50,000 Travel (5200)</p>

<p>7. The district will continue to promote Science education for students in grades five and six by supporting participation in Scicon camp for students. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$13,658 Salaries (1100) \$2,199 Benefits (3xxx) \$30,000 Direct Service Transportation (5710) \$115,000 Consulting Services & Operating Expenses (5800)</p>
<p>8. The district will continue to enhance and expand student opportunities in GATE activities. Students will receive year-long engagement opportunities including a Summer School enrichment program for students in grades 2-8. Priority 7</p>	<p>All Schools</p>	<p><input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: <u>Gifted Students</u></p>	<p>01-7090 Supplemental \$53,045 Salaries (1100) \$8,458 Benefits (3xxx) \$1,061 Salaries (2400) \$115 Benefits (3xxx) \$10,162 Supplies (4300) \$6,150 Travel (5200) \$2,000 Rentals, Leases & Repairs (5600) \$1,000 Communications (5900)</p>
<p>9. Illuminate platform service will continue for student database, item bank, data analysis, subgroup analysis. Priority 8</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7090 Supplemental \$45,600 Consulting Services & Operating Expenses (5800)</p>
<p>10. Our district will contact KCSOS for ADEPT training for teachers. Priority 8</p>			<p>01-7090 Supplemental \$2,000 Consulting & Other Operating Expenses (5800)</p>
<p>11. Continue to purchase of technology/enhance equipment as stipulated in the District's Technology Plan to enhance daily classroom instruction. Priority 7</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	<p>01-7091 Concentration \$222,628 Supplies (4300) \$222,628 Non-Capitalized Equipment (4400) 01-7090 Supplemental \$400,000 Non-Capitalized Equipment (440) \$584,106 Equipment (6400)</p>

Part B Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services? Consider addressing this guiding question in your update
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP	Goal # 1: DUESD will work in partnership with parents and the community to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Goal Applies to	Schools	ALL
	Applicable Pupil Subgroups	ALL

Expected Annual Measurable Outcomes	<u>Priority Area Metrics</u>	Actual Annual Measurable Outcomes	<u>Priority Area of Metrics</u>
	<p>1. Basic Services</p> <p>A. The Delano Union School District has 23 teachers that are not fully credentialed and 348 teachers that are fully credentialed. This is 97% of all teachers in the district are highly qualified. The expected outcome is 98% for 2015-20016 school year. New teachers received staff development provided by the Educational Services Department, the District BTSA resource teacher, and through KCSOS. During the 2014/15 school year, BTSA participants received bimonthly staff development. New teachers and interns received quarterly staff development. New teacher training and BTSA training will continue and expand for the 2015/16 school year.</p> <p>B. Based on the Williams Team visits in August, 2014, the district received a rating of 100% for sufficiency of textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage. The expected outcome for 2015-2016 school year is 100%.</p> <p>C. Based on the Facilities Inspection Tool from the Williams Team visit in August, 2014, the district received a rating of 100%. The expected outcome for 2015-2016 school year is 100%.</p>		<p>1. Basic Services</p> <p>A. The Delano Union School District has 97% of all its teachers highly qualified. Out of 365 teachers, only 11 are not fully credentialed. The Delano Union School District was near but did not meet its 98% goal. New teachers received staff development provided by the District Office, the District BTSA resource teacher, and through KCSOS. During the 2015-16 school year, BTSA participants received at least bimonthly staff development.</p> <p>B. Based on the Williams Team visit in August, 2015, all students had sufficient access to standards-aligned instructional materials per the report on the Kern County Superintendent of Schools Williams Visit webpage</p> <p>C. Based on the Williams Team visits in August, 2015, the district received a rating of 100% for facilities maintained and in good repair per the FIT tool in the Kern County Superintendent of Schools Williams visit webpage.</p> <p>2. Implementation of State Standards</p> <p>A. Per administrative walkthroughs all school sites implemented CCSS. 100% of teachers received staff development at the District and site levels. Small groups of Curriculum Facilitators (teachers)</p>

	<p>2. Implementation of State Standards</p> <p>A. All school sites implemented CCSS in all areas of the curriculum. Teachers received staff development at the District and site levels. Small groups of course planners (teachers) developed lessons and formative and summative assessments in the areas of language arts, mathematics, science and social studies. A district-wide K-8th grade data base provided unit lesson information and student assessments in language arts and mathematics. The capabilities of the current data base provided pre-populated information only in the areas of language arts and mathematics. For the 2015/16 school year, the district will expand implementation of CCSS implementation into all subject areas with the purchase of an improved student data base platform. Principals monitored implementation through the collection of the 4Cs (collaboration, communication, critical thinking and creativity). Principals walked through classrooms and logged information regarding on which areas teachers were focusing and indicated what areas needed additional attention. The collection of data from classroom walk-throughs will continue during the 2015-16 school year. New standards were partially implemented. Expected outcome for 2015-2016 is of substantial implementation based on the APS survey.</p> <p>B. All teachers were trained in the New Generation English Language Development Standards with a focus on integration of the new ELD standards within the CCSS for ELA. All teachers received a copy of the following resources to assist with lesson design and development: English Language Development Standards for K-8, Scaffolds for Supporting English Learners within the Common Core State Standards, and a Tool to Scaffold</p>		<p>developed lessons and formative and summative assessments in the areas of language arts, mathematics, science, and social studies. A district-wide K-8 data base provided unit lesson information and student assessments in language arts and mathematics. The capabilities of the current data base provided pre populated information only in the areas of language arts and mathematics. The district purchased a new platform for as a student database for monitoring of student achievement. The District adopted the McGraw Hill My Math for grades K-5 and McGraw Hill Glencoe Math for grades 6-8. All based on CCSS. Expansion of other state standards is also at partial implementation and to be modified. Science leads were provided training on the Next Generation Science Standards by the Kern County Office of Education and the Ventura Office of Education. Principals monitored implementation through the collection of the 4Cs (collaboration, communication, critical thinking and creativity monitoring). The APS survey was not used to collect data. Principals walked through classrooms and logged information regarding which areas teachers were focusing and indicated what areas needed additional attention. The administrators collected the data via the Collect, Connect, Coach Tool from the Kern County Superintendent of Schools EdTech program. Base on this qualitative data, new standards were partially implemented and effective and are to be modified using the C3 tool</p> <p>B. There were a total of 85% of teachers trained in the New English Language Development Standards with a focus on integration of the new ELD standards within the CCSS for ELA. All teachers received a copy of the following resources to assist with lesson design and development for the designated time block. English Language Development Standards for K-8, Scaffolds for Supporting English Learners</p>
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	<p>Instruction for English Learners. New standards were partially implemented. Expected outcome for 2015-2016 is of substantial implementation based on the APS survey.</p> <p>4. Pupil Achievement</p> <p>A. Statewide Assessments – Pending CAASPP results. Based on the last data collected through CST scores, the District attained 45.7% in ELA and 52.9% in Math. Neither target was met therefore the District is in PI year 3</p> <p>B. The Academic Performance Index – The District API for the last given results was 762 in 2013</p> <p>C. The % of pupils who have successfully completed A-G courses, or CTE sequences or programs of study that align with state board-approved CTE standards and frameworks – N/A</p> <p>D. The % of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for AMAOs for 2014-2015 school year are: AMAO 1 – 54.1%, AMAO 2 – 18.7% and 43.7% for 5+ years. Expected outcome for 2015-16 move to AMAO – 62%, AMAO 2A – 25.5%, AMAO 2B - 52.8%.</p> <p>E. The EL reclassification rate – For the 2014-2015 school year the rate was 4.46%.</p> <p>F. The % of pupils who have passed an AP exam with a 3 or higher – N/A</p> <p>G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p>		<p>within the Common Core State Standards, and a Tool to Scaffold Instruction for English Learners. Based on this data, new standards were partially implemented. A new Director of ELD was hired for the district to provide accountability and improve implementation of the California ELD standards. The ELD Director met with all principals and teachers. Observations and trainings were conducted at each school site and at district wide trainings for support in implementation. Based on walkthroughs with the site principals and the ELD Director, Standards were partially implemented. ELD Standards will provide support with language skills and abilities to access increased language proficiency during a designated period of the day (designated ELD) and language skills practice throughout all content areas (integrated ELD). Based on admin and ELD specialist observations 90% of students are receiving daily designated ELD and half of our sites also implementing integrated ELD instruction.</p> <p>4.Pupil Achievement</p> <p>A. Statewide Assessments – Based on CAASPP results, the District attained 28% standard met/exceeded in ELA and 19% standard met/exceeded in Math. CST data for Science in 5th shows that 31% of students are Proficient or Advanced, and 8th grade students are 61% Proficient or Advanced. CELDT data for 15-16 indicates a small increase in each AMAO from the 14-15 results, but still not enough growth to meet the target. AMAO 1 - 55.9%, target = 62%. AMAO 2a - 23.4%, target = 25.4%, 2b - 45.7%, target = 52.8%. 100% of students took the Interim assessments. To obtain a more balanced view of students. The district benchmark data was also reviewed and shared. Benchmark 1 in Math had 50% of Students Meet or Exceed Standards and 31.5% in ELA with only 3rd grade reporting because the benchmark was optional. Next year there will be data for all grade levels.</p>
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			<p>Benchmark 2 in Math, the district had 36.5% of students Meet or Exceed Standards and 23% in ELA.</p> <p>B. The Academic Performance Index – The District API for the last given results was 762 in 2013</p> <p>C. The % of pupils who have successfully completed A-G courses. N/A due to being a K-8 district.</p> <p>D. The % of ELs who showed progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for AMAOs for 2015-2016 school year are: AMAO 1 – 55.9%, AMAO 2 – 23.4% and 45.7% for 5+ years. The action steps towards this goal were undetermined as to effectiveness due to lack of change in data however research show that full implementation of ELD standards and strategies may require more years of implementation.</p> <p>E. 7.05% of our total English Learners have been reclassified during the the 2015-2016 school year. Action steps toward this goal have been determined to be are effective based on a 2.59% growth in reclassification rate and are to be continued.</p> <p>F. The % of pupils who have passed an AP exam with a 3 or higher – N/A due to being a K-8 district.</p> <p>G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A due to being a K-8 district.</p>
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LCAP YEAR 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures (LCAP Supplemental unless noted)		Estimated Actuals
<p>1.The District will provide staff development for new teachers, teachers participating in the Beginning Teacher support program, the Intern program and PAR. The district will provide materials necessary for successful program implementation.</p>	<p>0000-7090 Supplemental \$51,000 salaries (1100) \$7,053 benefits (3XXX)</p>	<p>1. The district provided at least bi-monthly meetings/trainings for new teachers and teachers participating in the Beginning Teacher Support program, the Intern program and PAR. The district continued its partnership with Kern County Superintendent of Schools to provide the BTSA program to new teachers. New teachers who did not qualify for BTSA were also provided with staff development to support their</p>	<p>010-7090 Supplemental \$19,740 Salaries (1100)</p>

		\$15,000 materials (4300) \$5,000 rentals, leases (5600) \$80,000 operating ex. (5800)	needs and the needs of their students. Due to the number of highly qualified teachers it is effective and will be continued. Action Step addressed Priority 1		\$373 Benefits (3xxx) \$2,843 Supplies (4300) \$1,950 Rentals, Leases and Repairs (5600) \$107,282 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools		Scope of Service	All Schools	
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:_____			<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:_____		
2. The District will provide transportation for students from the middle schools to attend classes at the high school. Students will participate in Biology /Science and Math classes. The district will provide materials for successful implementation of the advanced math and science classes at the middle schools.		0000-7090 Supplemental \$1,000 direct cost (5710) \$24,000 materials (4300)	2. The district provided transportation to all qualifying students in 8th grade in all four middle schools to attend biology/science and math advanced classes at their feeder high school. Only two of the middle schools needed transportation. Due to proximity the other two middle school students walked. This action step provided the opportunity for more students to attend the advanced classes. It is effective and will be continued. Action Step addressed Priority 2, 4		010-7090 Supplemental \$7,872 Direct Service Transportation (5710) \$0 Supplies (4300)
Scope of Service	Middle Schools		Scope of Service	Middle Schools	
<input type="checkbox"/> ALL Students OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: Advanced Students_____			<input type="checkbox"/> ALL Students OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: Advanced Students_____		

<p>3. The District will provide staff with Common Core professional development and provide materials for program implementation. The district will provide funds for a district ELA/ELD literacy specialist.</p>	<p>0000-7090 Supplemental \$99,400 salaries (1100) \$1,000 clerical salaries (2400) \$31,513 benefits (3xxx) \$50,000 books (4200) \$133,434 materials (4300) \$50,000 travel and conferences (5200) \$325,000 operating exp (5800) \$60,000 salaries (1100) \$20,000 benefits (3xxx)</p>	<p>3. The district had contracted services to KCSOS for an ELD specialist to specifically address Designated and Integrated ELD. Due to the high need of English Learners in the district, a Director of English Language Development was hired to train and monitor implementation of English Language Development standards, instruction, and assessments. The ELD director is meeting with school sites individually to provide professional development and provide feedback on their ELD instruction, the progress of their English Learners and use of the supplemental materials purchased. The district has trained 95% of of teachers in ELD Standards. Principals have completed ELD observations with the ELD Director and verified that 95% of teachers are implementing designated ELD. The action step is effective and will be continued.</p> <p>Action Step addressed Priority 4</p>	<p>01- 7090 Supplemental \$128,794 Salaries (1100) \$289 Salaries (2400) \$17,490 Benefits (3XXX) \$15,271 Textbooks (4200) \$96,304 Supplies (4300) \$16,908 Travel and Conferences (5200) \$2,071 Rentals, Leases and Repairs (5600) \$5,990 Direct Service Charges (5710) \$1,620 Consulting & Other Operating Expenses (5800) \$13,103 Equipment (6400)</p>
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			\$37,480 Salaries (1100)
			\$12,520 Benefits (3xxx)
Scope of Service	All Schools	Scope of Service	All Schools
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	
<p>4. The District will provide professional development for all teachers in the area of the CCSS. The District will provide staff development in the area of reading assessment (ARI and DIBELS) for teachers in grades 3-5 and follow up training for teachers in grades TK-2. The District will provide staff development in the area of Language Arts and English Language Development.</p>	<p>0000-7090 Supplemental \$20,000 salaries(1100) \$5,000 benefits (3xxx) \$75,000 materials (4300) \$100,000 operating exp. (5800) \$10,000 salaries (1100) \$2,500 benefits (3xxx) \$37,500 materials (4300) \$50,000 operating exp (5800) \$15,000 salaries 1100) \$3,750 benefits (3xxx) \$56,250 materials (4300) \$75,000 operating exp (5800)</p>	<p>4. The district provided a total of 18 days of professional development for the second teacher cohort in grades 3-5 in the area of reading assessments, comprehension, reading informational text, and reading groups. (ARI and DIBELS). The percentage of 3-5 teachers trained based on sign-ins is 100%. The action step is effective and will be continued. The district also provided follow up training for teachers in grades TK-2 who missed the first cohort training.</p> <p>Action Step addressed Priority 2.</p>	<p>01-7090 Supplemental \$50,310 Salaries (1100) \$67,680 Benefits (3xxx) \$3,167 Supplies (4300) \$163,402 Consulting & Other Operating Expenses (5800) \$0 Salaries (1100) \$0 Benefits (3xxx) \$0 Supplies (4300) \$0 Consulting & Other Operating Expenses (5800)</p>

					\$0 Salaries (1100) \$0 Benefits (3xxx) \$0 Supplies (4300) \$0 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools		Scope of Service	All Schools	
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____			<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and or changes to goals?		<p>Action Step 1 - The actual expenditure was lower than the budgeted amount due to having trainers on staff and not having to outsource.</p> <p>Action Step 2 - Only two of the four middle schools needed transportation services; therefore, the cost was lower than projected.</p> <p>Action Step 3 - No outside consultants were hired due to the employment of an ELD Director and a Curriculum Director; therefore, the cost was lower than projected. The funding was redirected to further support the implementation of the Common Core State Standards at the school site by the school resource teachers (\$97,714).</p> <p>Action Step 4 - The actual expenditure was lower than the budgeted amount because no outside consultants were hired due to the employment of a Curriculum Director. The funding was redirected toward a literacy specialist to provide assistance with daily literacy instruction, modeling and professional development to further support unduplicated students. (\$59,025).</p> <p>In order to fully complete Goal 1 the district has added more action steps to specifically address student outcomes.</p>			

Original Goal from prior year LCAP	Goal #2: All students need to be connected to school in a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as non-performing groups.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to	Schools	ALL	
	Applicable Pupil Subgroups	ALL	
Expected Annual Measurable Outcomes	<u>Priority Area Metrics</u> 5.Pupil Engagement A. School attendance rates were maintained or increased slightly district wide. The District wide attendance rate is 97.63%. Expected outcome for 2015-2016 is 98% B. Chronic absenteeism rates slightly improved district wide. The District wide chronic absenteeism rate is .03%. Expected outcome for 2015-2016 is .02% C. Middle school drop-out rates will be compared during the 2015/16 school year. N/A D. High school dropout-N/A E. High School Graduation rates-N/A 6.School Climate A. The current pupil suspension rates decreased by 65% from last year. Expected outcome for 2015-2016 is a 5% decrease. B. Pupil expulsion rates - Only one student was considered for expulsion by the Board of Trustees. C. PBIS implementation is partial as it was the first year of implementation. For 2015-2016, results will be based on surveys of PBIS	Actual Annual Measurable Outcomes	<u>Priority Area of Metrics</u> 5. Pupil Engagement A. Actual attendance rates for the district are 97.82%. School attendance rates were maintained or increased slightly district wide. Actions steps were effective and will be continued. B. Chronic absenteeism rates increased districtwide. The districtwide chronic absenteeism rate is 4.3%. The increase was due to now using a total of 18 absences as our measure for chronic absenteeism. For all future metrics, the district will continue to use 18 absences as the measure for chronic absenteeism. Actions steps were undetermined as to effectiveness due to lack of change in data and new ways of documenting were implemented. C. Based on CALPADS data, two students from our district were reported as drop outs due to unknown whereabouts at some point during the school year. However, both students have re-enrolled in our district. D. High school dropout-N/A E. High School Graduation rates-N/A 6. School Climate A. The pupil suspension rate for 2015-2016 was 3.81%. The suspension rate for 2014-2015 was 4.32%. Actions were determined to be effective and are to be continued.

	implementation at each school site. Expected outcome is full implementation.		<p>B. Pupil expulsion rates - There have been two students recommended for expulsion thus far in the 2015-16 school year. Based on short implementation time action steps were undetermined as to effectiveness due to lack of change in data.</p> <p>C. Based on surveys and coordinator monitoring at all sites PBIS/MTSS implementation is at 20% at a district level.</p>
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LCAP YEAR 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures (LCAP Supplemental unless noted)		Estimated Actuals (LCAP Supplemental unless noted)
<p>1. The District will expand the duties of the nurses to enhance parent communication, and the health and safety of the students. The District currently has six nurses; five are bilingual representing Spanish, Tagalog and Ilocano, meeting the primary language needs of our students and families. The nurses will serve as liaisons for the school sites and provide parent and staff training. In order to improve and enhance services an additional nurse will be hired. The District will provide materials and supplies to ensure success. In an effort to improve the overall District Safety program, the District Nurse and Human Resources Department will partner to promote safety enhancements with the purchase of mobile radios for emergency communications and provide training in emergency management systems.</p>	<p>0000-7090 Supplemental</p> <p>\$310,822 salaries(1200)</p> <p>\$129,429 benefits(3xxx)</p> <p>\$25,000 supplies(4300)</p> <p>\$20,000 consulting services, operating expenses(5800)</p> <p>\$3,000 communication (5900)</p>	<p>1. A total of seven nurses were employed by the Delano Union School District. The nurses provided proactive care and health education in order to prevent chronic absenteeism rates. School nurses conducted necessary home visits to support and educate parents and to provide dental and health referrals as needed. Evidence was verified through the emails and entry into the District AERIES system. School nurses also documented information in student diabetic logs and asthma action plans. A total of 95 home visits were conducted by the nurses during the 2015-2016 school year. Trainings were conducted in the following areas: CPR, lice, epi-pens, etc. There were a total of 28 epi-pen trainings, and 47 one-on-one parent trainings on various topics. Nurses addressed TDAP immunizations with all parents of incoming 7th grade students and hosted free site based immunization clinics. This action step is effective and will be continued.</p> <p>At the site level, attendance clerks assisted in addressing attendance issues by keeping documentation and with parent contact. The Delano Police Department, School</p>	<p>01-7090 Supplemental</p> <p>\$320,512 Salaries (1200)</p> <p>\$33,002 Salaries (2400)</p> <p>\$142,060 Benefits (3xxx)</p> <p>\$43,819 Supplies (4300)</p> <p>\$15,768 Non-Capitalized Equipment (4400)</p> <p>\$892 Travel & Conferences (5200)</p> <p>\$1,075 Memberships (5300)</p> <p>\$1,654 Rentals, Leases & Repairs (5600)</p> <p>\$9,955 Consulting & Other Operating Expenses (5800)</p>

		<p>Resource Officer also conducted home visits. These action step were effective and are to be continued.</p> <p>Action Step addressed Priority 5</p> <p>Based on a locally administered survey, students sense of safety and school connections was 97% positive.</p> <p>PBIS/MTSS included other activities such as student incentives, participating in field trips, prize drawings, Friday fun days and with class rewards. These helped to create a positive school culture and diminish the amount of referrals, suspensions, and expulsions. This action step has been verified to be effective and is to be continued.</p> <p>Action Step addressed Priority 6</p>	\$1,919 Communication (5900)
Scope of Service	All Schools	Scope of Service	All Schools
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	
2. The District will continue to promote student safety, staff support and CCSS support for teachers through the continued employment of vice principals at each of the school sites.	0000-7091 Concentration \$456,526 salaries(1300) \$182,610 benefits(3xxx)	2. A total of 13 vice principals were employed by the district. Vice principals provided support to staff, students and parents with discipline, curriculum, implementation of PBIS/MTSS, and overall school safety. Students connected and were helped by this endeavor; this is verified by locally administered school surveys. A total of 97% of students feel safe at school districtwide. The action is effective and will continue to support student engagement and school climate. Action Step addressed Priority 5 and 6.	01-7091 Concentration \$496,587 Salaries (1300) \$147,163 Benefits (3xxx)
Scope of Service	All Schools	Scope of Service	All Schools
<input checked="" type="checkbox"/> ALL Students OR:		<input checked="" type="checkbox"/> ALL Students OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____		
<p>3. School Climate and Student Safety are priorities for students and the district. The District works closely with community partners in the Delano Police Department. A School Resource Officer (SRO) is available to assist students, staff and parents. Training and supplies will be provided to ensure successful implementation of SRO activities and services.</p>		0000-7090 Supplemental \$5,000 travel & conference (5200) \$95,000 consulting services, operating expenses (5800)	<p>3. A School Resource Officer (SRO) from the Delano Police Department was employed by the district. The SRO mainly focused on the middle schools, but would assist the elementary schools on an as needed basis. The SRO focused on campus safety and serving as a liaison with parents. Survey results indicate that 97% of parents and students feel safe and connected to their school. The action step is effective and will be continued.</p> <p>Action Step addressed Priority 6.</p>		01-7090 Supplemental \$604 Salaries (2900) \$55 Benefits (3xxx) \$201 Travel & Conferences (5200) \$70,328 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools		Scope of Service	All Schools	
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____			<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups: _____		
<p>4. The District will continue to promote student safety and visibility through the continued efforts of campus security employees at the middle schools and Noon duty aides/crossing guard supervision at all schools.</p>		0000-7091 Concentration \$96,588 salaries(2900) \$38,635 benefits(3xxx) \$245,096 salaries (2900) \$15,232 benefits(3xxx)	<p>4. According to the parent surveys, 97% of our students feel safe at their school site. The district will continue providing these extra supports due to parent and student survey results. This action step is effective and will be continued.</p> <p>Action Step addressed Priority 6.</p>		01-7091 Concentration \$99,234 Salaries (2900) \$67,521 Benefits (3xxx) \$214,592 Salaries (2900) \$15,325 Benefits (3xxx)
Scope of Service	Middle Schools/All Schools		Scope of Service	Middle Schools/All Schools	
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		

__ RFEF __ Other Subgroups: _____		__ RFEF __ Other Subgroups: _____	
5. The District will continue to provide transportation to students, including home to school transportation for Special Education students		5. The District provided daily transportation to 130 students and 48 Special Education students. This action step has been removed from the 2016-2017 school year.	
0000-7090 Supplemental \$556,352 salaries(2200) \$322,078 benefits(3xxx) \$175,000 supplies(4300) \$15,171 benefits(5450) \$45,000 rentals, leases, repairs(5600) \$5,000 consulting services, operating expenses (5800) \$10,000 communication (5900)		01-7090 Supplemental \$527,782 Salaries (2200) \$360,420 Benefits (3xxx) \$181,118 Supplies (4300) \$2,295 Non-Capitalized Equipment (4400) \$16,956 Insurance (5450) \$53,669 Rentals, Leases and Repairs (5600) \$2,753 Consulting & Other Operating Expenses (5800) \$7,292 Communication (5900)	
Scope of Service	All Schools	Scope of Service	All Schools
__ ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEF __X__ Other Subgroups: _Special Education students, students displaced from their home schools____		__ ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEF __X__ Other Subgroups: _Special Education students, students displaced from their home schools____	
6. The District will encourage and promote career and college awareness through the implementation of a District wide Career Day experience for students.		6. Each middle school offered their own career day in the month of May. The middle schools gave their students a survey regarding the impact of career day and its influence on them pursuing higher education. Based on survey results, 94% of students are more likely to consider	
0000-7091 Concentration \$5,000 supplies(4300)		01-7091 Concentration \$1,925 Supplies (4300)	

		higher education based on their participation on career day. This action step is effective and will be continued. Action Step addressed Priority 5.	
Scope of Service	Middle Schools	Scope of Service	Middle Schools
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	
7. The District will enhance the educational programs of English Learners, Long Term English Learners and students in the areas of Language Arts and English Language Development through the continued services and expanded services of an ELA/ELD resource teacher.	0000-7091 Concentration \$82,945 salaries(1100) \$24,884 benefits(3xxx)	7. This action step was not fulfilled due to it being addressed in Goal #1.	01-7091 Concentration \$0 Salaries (1100) \$0 Benefits (3xxx)
Scope of Service	All Schools	Scope of Service	All Schools
<input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	
8. The District will continue to offer training and assistance to school sites through the PBIS program. The Coordinator of Educational Services and a specially trained consultant will continue to support implementation of the PBIS program. Support for staff development, materials and supplies will be provided. The District will enhance and address the emotional needs of students with a partnership with KCSOS, which will provide MSW interns for the District.	0000-7090 Supplemental \$96,844 salaries(1300) \$29,053 benefits(3xxx) \$100,000 supplies(4300) \$110,000 consulting services, operating expenses(5800)	8. The Coordinator conducted at least monthly trainings with vice principals throughout the school year to continue to implement the Restorative Justice practices at the school sites. The outcome of these trainings supported the decrease in suspension in the district and was found to be effective and will continue. Materials and supplies were purchased to support PBIS activities and promote a positive school culture for students and staff. Action Step addressed Priority 5 and 6	01-7090 Supplemental \$97,344 Salaries (1300) \$30,206 Benefits (3xxx) \$18,513 Salaries (1100) \$901 Salaries (2100) \$14 Salaries (2400) \$405 Salaries (2900) \$2,369 Benefits (3xxx) \$94,668 Supplies (4300) \$225 Travel & Conferences (5200)

				\$5,569 Rentals, Leases and Repairs (5600)
				\$13,580 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools		Scope of Service	All Schools
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____			<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	
9. The District will continue to support student wellness and physical fitness programs through the enhancement of the student intramural sports program.	0000-7091 Concentration \$50,000 supplies(4300)		9. The district did not provide intramural sports programs. Instead, SPARK PE training was offered to all new teachers and those that needed a refresher course. SPARK equipment was also replaced at the school sites. This action step was modified due to undetermined effectiveness. Action Step addressed Priority 6.	01-7091 Concentration \$6,669 Salaries (2900) \$409 Benefits (3xxx) \$44,401 Supplies (4300) \$2,470 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools		Scope of Service	All Schools
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____			<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and or changes to goals	<p>Action Step 1 - The action will remain the same but we will increase funding for 16-17 school year due to underestimation of funding.</p> <p>Action Step 5 - After reviewing this action step and expenditure, it will be eliminated from the LCAP for next year and the funding will be redirected to support intervention, and overall student achievement.</p> <p>Action Step 7 - This action step was previously addressed in Goal #1. The excess funding was redirected to educational and incentive field trips as part of the PBIS program to further support student engagement among low income students, English language learners and foster youth (\$67,483).</p>			

Action Step 8 - The implementation of PBIS has not been as effective as projected, therefore it will be considerably modified to include MTSS implementation. The projected budget was higher than the actual expenditure due to not having to consult with outside agencies, since we have employed a Coordinator of Student Support Services. The excess funding was redirected and a Director of Student Support Services was hired to further support the implementation of MTSS for unduplicated students. (\$103,371).

Action Step 9 - Instead of providing intramural sports, the district opted for training in the current board adopted curriculum for Physical Education. The district also purchased additional physical education materials to enhance the program and further promote student wellness with an emphasis on unduplicated students.

In order to fully complete Goal 2 the district has added more action steps to specifically address student outcomes.

Original Goal from prior year LCAP	Goal 3: Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Technology, Science, Mathematics, Engineering, and the Arts that promotes an academically, socially and emotionally competent student.		Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _____
Goal Applies to	Schools	ALL	
	Subgroups	ALL	
Expected Annual Measurable Outcomes	<u>Priority Area Metrics</u> 3. Parental Involvement A. Efforts to seek parent input were held throughout the school year through school site parent meetings, and meetings with the DELAC committee. Dialogue and discussion opportunities were encouraged to attain parent input. In 2015-2016, additional parent meetings to solicit input will take place	Actual Annual Measurable Outcomes	<u>Priority Area of Metrics</u> 3. Parental Involvement A. Efforts to seek parent input were held throughout the school year through school site parent meetings, and meetings with the DELAC committee. Stakeholder meetings were held at every school site and parents completed a survey at the end. All parents were invited to attend the meeting including the parents of unduplicated students. There were also stakeholder meetings with Migrant

	<p>B. At the District and Site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps.</p> <p>C. Parents of students with exceptional needs will be provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents are encouraged to attend IEP meetings as well as meetings and trainings offered through the state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. The number of parents attending will be increased by the numbers observed on sign-in sheets.</p> <p>7.Course Access</p> <p>A. All students will have access to ELA, Math, Science, PE, Visual/Performing Arts, and Music. In addition, course access in higher level learning opportunities has been addressed through high school course offerings in Math and Science. Limited opportunities for GATE students were also implemented during the 2014/15 school year. Limited extended day opportunities were offered to ELL and LTEL students. During the 2015/16 school year learning opportunities will be expanded with additional funding for additional learning through extended day program opportunities and for teacher training.</p> <p>B. All unduplicated pupils will have access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE.</p>		<p>and GATE parent groups. Dialogue and discussion opportunities were encouraged to attain parent input. School sites created their own parental involvement activities with a minimum of 5 activities at each school. School sites collected sign-in sheets at each event to determine number of attendees per event. Events included SSC meetings at school sites, parent conferences, ELAC meetings, lunch with parent, parent education nights, and other activities as determined by the school sites.</p> <p>B. At the District and school sites, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. A total of 973 surveys were returned.</p> <p>C. Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities. Opportunities included: field trips, special olympics, and classroom performances Through regular communications, parents are encouraged to attend IEP meetings as well as meetings and trainings offered through the state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. The Special Education Department reached out to a total of 718 parents to encourage them to participate in parent involvement activities.</p> <p>Surveys indicate 97% of parents agree that they are meaningfully engaged in their child's education. Parental involvement activities were effective based on the results of the surveys; however, the surveys also indicated a need for even more parental involvement opportunities. Action steps for priorities A- C are partially effective and are to be</p>
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	<p>C. All unduplicated pupils, including students with exceptional needs, will be provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District.</p> <p>8. Other Pupil Outcomes</p> <p>A. Student participation in high school course work increased from one high school Biology class and one high school Algebra class at one middle school to availability for all middle schools.</p> <p>B. Assessments in ADEPT for all K-5 English Language Learners</p> <p>C. DIBELS/ARI assessments for all K-5 students to measure literacy</p>		<p>modified to include more parent involvement opportunities and outreach.</p> <p>7.Course Access</p> <p>A. All students had access to ELA, Math, Science, PE, Visual/Performing Arts, and Music. In addition, course access in higher level learning opportunities has been addressed through high school course offerings in Math and Science. Number of course offerings for the high school was expanded to include an additional 5 students at every site. Expanded opportunities for GATE students were also implemented during the 2015-2016 school year. A total of 98 students participated in the GATE Summer Academy. All schools provided extended day opportunities to ELL and LTEL students as well as all other unduplicated subgroups.</p> <p>B. All unduplicated pupils had have access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE.</p> <p>C. All unduplicated pupils, including students with exceptional needs, were provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the district.</p> <p>Actions steps for priorities A-C are deemed to be effective and are to be continued.</p> <p>8. Other Pupil Outcomes</p> <p>A. This district had a total of 140 students enrolled in an advanced Math Algebra class taken at their feeder high school. A total of 116 students participated in an advanced Biology class also taken at their feeder high school.</p> <p>B. All K-5 English Learners in the district were assessed in English Language Acquisition using the ADEPT language assessment for use as yet another</p>
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			<p>indicator in multiple measures, data was collected for each site. The data will be collected at the district level beginning the 2016-2017 school year.</p> <p>C. This district had a total of 13 students participate in the Folklorico dance group at Pioneer. The district will expand the number of students by offering the activity districtwide. There were 74 students who participated in Honor Band and 18 students who took part in Jazz Band. The mariachi consultant was hired late in the school year, so there was not enough time to put the mariachi band together. There was no drama offered.</p> <p>Action step A has been effective in preparing students for high school level work and will be continued as is. Action step B will be modified to include a collection of ADEPT scores district wide for further analyzing. Action step C was partially effective and is to be modified. The district will make greater efforts to recruit more students from the district in Folklorico, Jazz Band, Mariachi, and Drama. Special effort will be made to recruit low income, English learners, foster youth, and special education students.</p>
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LCAP YEAR 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures (LCAP Supplemental unless noted)		Estimated Actuals (LCAP Supplemental unless noted)
1. The District will continue to promote the arts and expand participation in current programs to all students at all school sites offered by the band teachers. The current music, jazz band, folklorico dance group, and mariachi program will be expanded through the hiring of an additional band teacher. The programs will be supported with equipment, materials and supplies.	0000-7090 Supplemental \$526,145 salaries(1100) \$181,079 benefits(3xxx) \$167,430 supplies(4300) \$2,000 rentals, leases, repairs(5600) \$2,000 transportation (5710)	1. The district continued to support music and the arts as evidenced by student performances in band, choir, jazz band, honor band, and folklorico for district and community events. A total of 105 students participated in district supplemental performing arts. The action was found to be effective in providing other course access to students and will be continued. Action Step addressed Priority 7.	01-7090 Supplemental \$523,714 Salaries (1100) \$180,696 Benefits (3xxx) \$24,325 Supplies (4300)

		\$500 consulting services, operating expenses(5800)			\$3,783 Rentals, Leases and Repairs (5600) \$2,630 Direct Service Transportation (5710) \$5,636 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools		Scope of Service	All Schools	
<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____			<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____		
		Budgeted Expenditures (LCAP Supplemental unless noted)			Estimated Actuals (LCAP Supplemental unless noted)
2. The jazz band, folklorico dance group and mariachi program will be expanded with additional hours for band teachers and the purchase of equipment.		0000-7090 Supplemental \$5,000 salaries(1100) \$687 benefits(3xxx) \$10,000 supplies(4300) \$5,000 consulting services, operating expenses (5800) (0000-7091)	2. The district offered jazz band, honor band, mariachi, and folklorico which included all school sites. Some events were held after school hours for performances and extra practice. The action step was found to be effective and will be modified to be combined with action step 1 beginning in the 2016-2017 school year. Action Step addressed Priority 7.		01-7090 Supplemental \$4,938 Salaries (1100) \$677 Benefits (3xxx) \$0 Supplies (4300) \$780 Direct Service Transportation (5710) \$2,399 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools		Scope of Service	All Schools	
Page 13 of 80 <input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____			<input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____		2016-2017 LCAP Delano Union School District
3. The District will provide funds for Parent		0000-7091	3. Each school site held their own parent trainings based		01-7091

			\$82,638 Benefits (3xxx) \$2,408 Salaries (1100) \$1,037 Salaries (2100) \$57 Salaries (2400) \$818 Salaries (2900) \$504 Benefits (3xxx) \$3,578 Supplies (4300)
Scope of Service	All Schools	Scope of Service	All Schools
X ALL Students OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:_____		_X_ ALL Students OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:_____	
4. The District will enhance the current technology programs through the purchase of software and trainings offered by KCSOS and consultants.	0000-7090 Supplemental \$500,000 consulting services, operating expenses(5800)	4. The district consulted with Kern County Superintendent of Schools Ed Tech program for professional development and technology assistance. All administrators were trained in the C3 tool. All administrators and teacher leaders were trained in Google Docs. Google Docs is being used at all sites.. Several schools received Google Doc training for their entire staff. The continued expansion of our technology is effective as evidenced by teacher observation and use of C3 tool. This action step is effective and will continue. Action Step addressed Priority 8.	01-7090 Supplemental \$55,130 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools	Scope of Service	All Schools
X ALL Students OR: ___ Low Income pupils ___ English Learners ___ Foster Youth		_X_ ALL Students OR: ___ Low Income pupils ___ English Learners ___ Foster Youth	

__ RFEP __ Other Subgroups: _____			__ RFEP __ Other Subgroups: _____		
5. The District will promote the development and implementation of a district-wide STEM program through the purchase of supplies and materials. The District will support STEM implementation through training and conference attendance of staff.		0000-7091 Concentration \$150,000 supplies(4300)	5. Training was provided on the Next Generation Science Standards, STEM, and Mathematics. This action step is effective and will continue. Action Step addressed Priority 7.		01-7091 Concentration \$21,638 Supplies (4300) \$5,316 Travel & Conferences (5200)
Scope of Service	All Schools		Scope of Service	All Schools	
X ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEP __ Other Subgroups: _____			_X_ ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEP __ Other Subgroups: _____		
6. The District will continue to promote Science education for students in grades five and six by supporting participation in SCICON-Science Camp for students.		0000-7090 Supplemental \$13,000 salaries(1100) \$1,516 benefits(3xxx) \$30,000 transportation (5710) \$100,000 consulting services, operating expenses (5800)	6. The district sent all 5th grade classes for a one day visit and all 6th grade classes for one week visit to Scicon. This action step is effective and will continue. Action Step addressed Priority 7.		01-7090 Supplemental \$15,113 Salaries (1100) \$1,794 Benefits (3xxx) \$29,930 Direct Service Transportation (5710) \$112,985 Consulting & Other Operating Expenses (5800)
Scope of Service	All Schools		Scope of Service	All Schools	
X ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEP __ Other Subgroups: _____			_X_ ALL Students OR: __ Low Income pupils __ English Learners __ Foster Youth __ RFEP __ Other Subgroups: _____		

<p>7. The District will enhance and expand student opportunities in GATE activities and events, including district and county competitions.</p>	<p>0000-7090 Supplemental</p> <p>\$50,000 salaries(1100) \$1,000 salaries(2400) \$10,046 benefits(3xxx) \$10,000 supplies(4300) \$6,150 travel & conference (5200) \$2,000 rentals, leases, repairs(5600) \$1,000 communication (5900)</p>	<p>7. The district expanded GATE opportunities for students by moving the annual GATE festival from October to March. This gave the teachers more time to work with students on their research projects. A one week GATE Summer Academy was offered for 3rd through 7th graders. Their enrichment activities will include: Art, Robotics, Geography/World Travel, and Nature/Outdoor Science Education. The district currently serves a total of 500 students. Based on the number of students signed up for summer school and parent surveys this action is effective and will be continued.</p> <p>Action Step addressed Priority 7 and 8.</p>	<p>01-7090 Supplemental</p> <p>\$30,365 Salaries (1100)</p> <p>\$102 Salaries (2400)</p> <p>\$2,704 Benefits (3xxx)</p> <p>\$16,326 Supplies (4300)</p> <p>\$0 Travel & Conferences (5200)</p> <p>\$1,247 Rentals, Leases and Repairs (5600)</p> <p>\$290 Direct Service Transportation (5710)</p> <p>\$1,632 Consulting & Other Operating Expenses (5800)</p> <p>\$1,559 Communication (5900)</p>
<p>Scope of Service</p>	<p>All Schools</p>	<p>Scope of Service</p>	<p>All Schools</p>
<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: <u>Advanced students who qualify for GATE services</u></p>	

<p>8. The District's current student database instructional platform and technology system needs infrastructure improvement and expansion through the purchase of an improved platform, equipment, and improved internet accessibility.</p>	<p>0000-7091 Concentration</p> <p>\$1,339,070 equipment (4400)</p>	<p>8. Cost of the new platform which will include professional development for all staff. Purchase of technology infrastructure and computer upgrades. The ability to track and analyze data has been effective and will continue with a new and improved data platform.</p> <p>Action Step addressed Priority 8.</p>	<p>01-7091 Concentration</p> <p>\$399,991 Non-Capitalized Equipment (4400)</p> <p>\$335,286 Equipment (6400)</p>
<p>Scope of Service</p>	<p>All Schools</p>	<p>Scope of Service</p>	<p>All Schools</p>
<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> ALL Students OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and or changes to goals</p>		<p>Main changes were due to overestimation of budget cost of action steps. Action steps will continue with more precise estimates for the 2016-2017 school year and beyond.</p> <p>Action Step 1 - The district spent less than the amount projected on this action step because the number of students who participated in some of these programs was lower than projected.</p> <p>Action Step 2 - The district spent less than the projected amount for this action step because the number of students who participated in some of these programs was lower than expected.</p> <p>Action Step 3 - The projection for this action step was over budgeted. It will be adjusted for 2016-2017</p> <p>Action Step 4 - The cost of the contract with KCSOS was much lower than what was projected.</p> <p>Action Step 5 - The cost of the STEM trainings was lower than what was projected.</p> <p>Action Step 8 - The cost of the new platform purchased was significantly lower in price than what was projected.</p> <p>In order to fully complete Goal 3, the district has added more goals to specifically address student outcomes.</p>	

Section 3: Use of Supplemental and Concentration funds Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration funds calculated: \$10,719,644	
<p>The Delano Union School District will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched based intervention during after school and Saturday academies for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff and administrative professional development opportunities. Funds will also be allocated for class size reduction to provide targeted assistance to unduplicated students. Based on a continued decrease in CELDT AMAOs, the Delano Union School District needs to redirect funds to focus on the needs of English Learners and in particular to Long Term English Learners. The district will continue to provide transportation for two middle schools for the students to attend high school level courses to enhance their instruction. The district will implement districtwide staff development and trainings and will hire two ELD coaches utilizing Title III funds. They will assist the new ELD Director with lesson design, curriculum planning, training, and researched based coaching techniques. The ELD coach will also be responsible for all the accountability pieces for standards based ELD instruction and implementation, including designated and integrated ELD . The district will also continue to focus on early literacy skills by providing coaches in ELA and Math with intensive training to teachers to better serve, English Learners, Foster Youth and low income students. The training will focus on teachers in middle school and a follow up training for grades TK-5. All new teachers will also receive the training. Additionally, technology will also be priority with the help of a new technology coach. All Kindergarten classes will continue to be provided with an instructional aide in order to assist with the implementation of all day Kinder. The focus on implementation of PBIS/MTSS will continue districtwide. The program will be in full implementation this school year under the direction of the director and coordinator of Student Support Services along with the vice principals from all school sites. They will work hand in hand with school psychologists to ensure the three tiers of implementation. During the 2016-2017 school year, the district will partner with Kern County Superintendent of Schools to provide MSW interns to assist with Tier 2 and 3 students. They will also serve as liaisons to foster youth students and our homeless students.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

25.61%	<p>These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the needs of all students. The following areas have been identified to provide such services:</p> <ul style="list-style-type: none"> -Additional efforts by school nurses in increasing attendance and improve parent communication and school connectedness will result in an increase of ADA monies available for providing services to students designated as low income, foster youth, and EL's as well as improving attendance rates for those groups. - An Increase in funding for professional development in literacy for K-8 teachers and the purchase of supplemental tools will better serve academic needs of students designated as low income, foster youth, and EL's - Implementation of the MTSS restorative justice program by utilizing services of the director and coordinator of Student Support Services, vice principals and school psychologists will better serve at-risk students who are also designated as low income, foster youth, and EL's -Additional professional development in CCSS, NGSS, and ELA/ELD Standards and increase in direct services to English Learners provided by qualified ELD coaches, teachers, and instructional aides will assist students designated as low income, foster youth, and EL's -Increasing school safety and supervision utilizing additional noon-duty aides and campus security improves the academic environment for students designated as low income, foster youth, and EL's - All funds are principally directed to provide needed services to all pupils including unduplicated counts. - All school sites receive uniform services.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows: