

# LCFF Budget Overview for Parents

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

CDS Code: 1563404

School Year: 2021-22

LEA contact information:

Rosalina Rivera

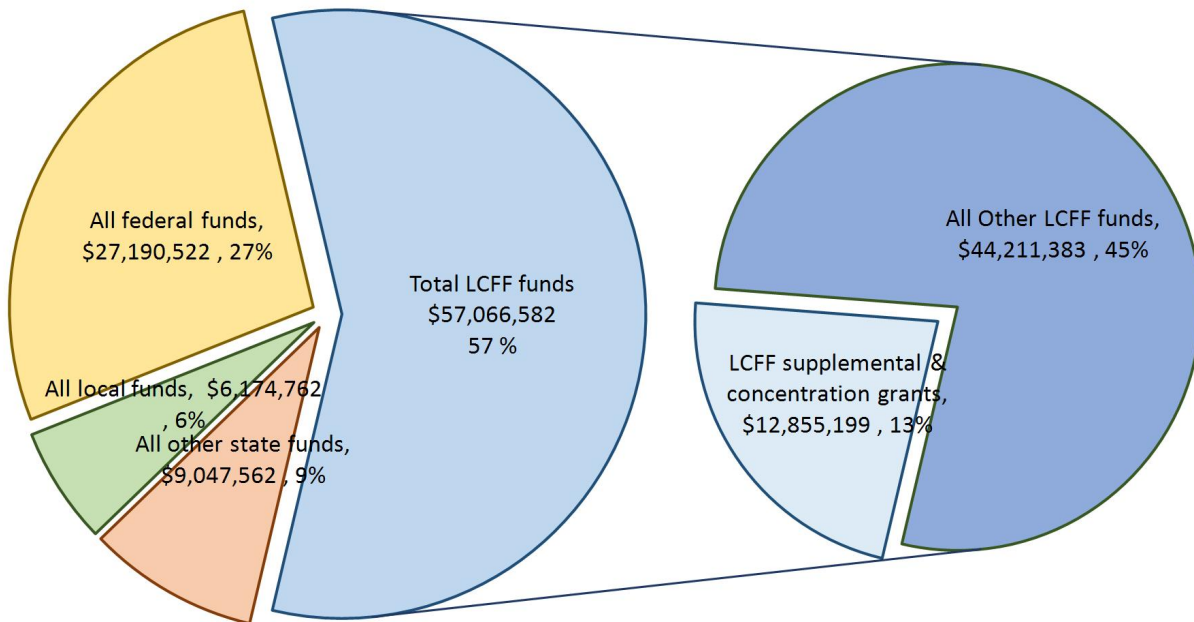
Superintendent

(661) 721-5000

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

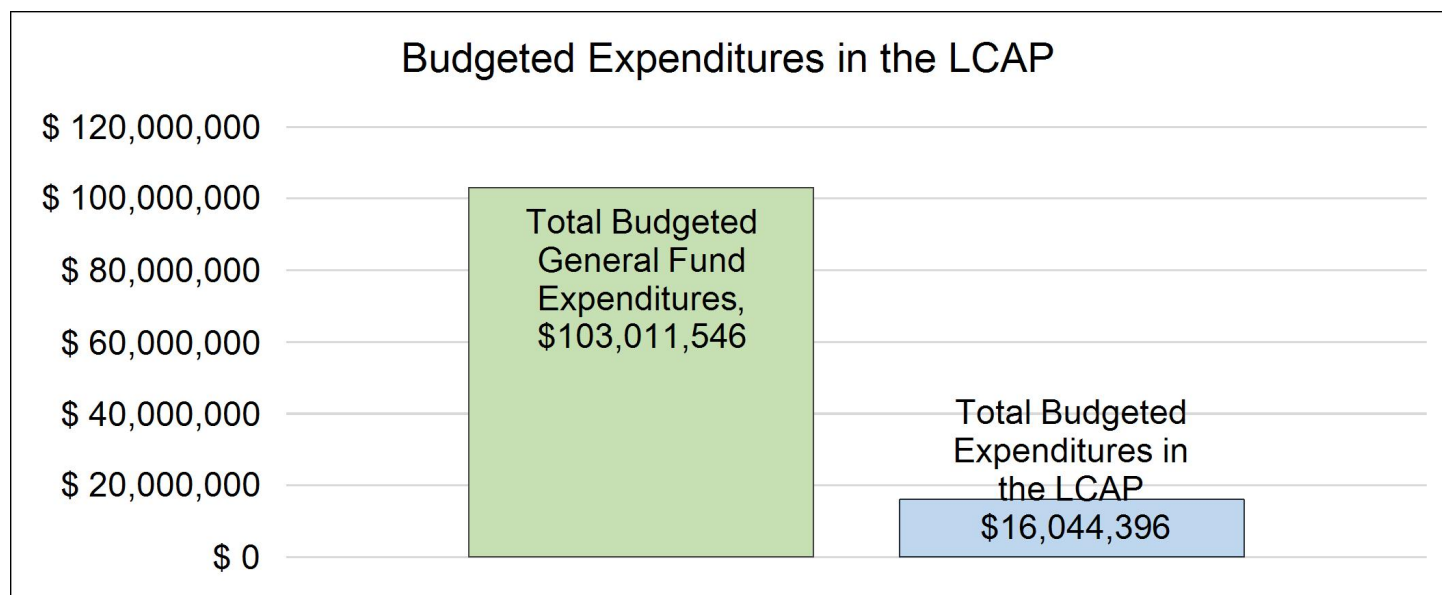


This chart shows the total general purpose revenue Delano Union School District expects to receive in the coming year from all sources.

The total revenue projected for Delano Union School District is \$99,479,428, of which \$57,066,582 is Local Control Funding Formula (LCFF), \$9,047,562 is other state funds, \$6,174,762 is local funds, and \$27,190,522 is federal funds. Of the \$57,066,582 in LCFF Funds, \$12,855,199 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Delano Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Delano Union School District plans to spend \$103,011,546 for the 2021-22 school year. Of that amount, \$16,044,396 is tied to actions/services in the LCAP and \$86,967,150 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

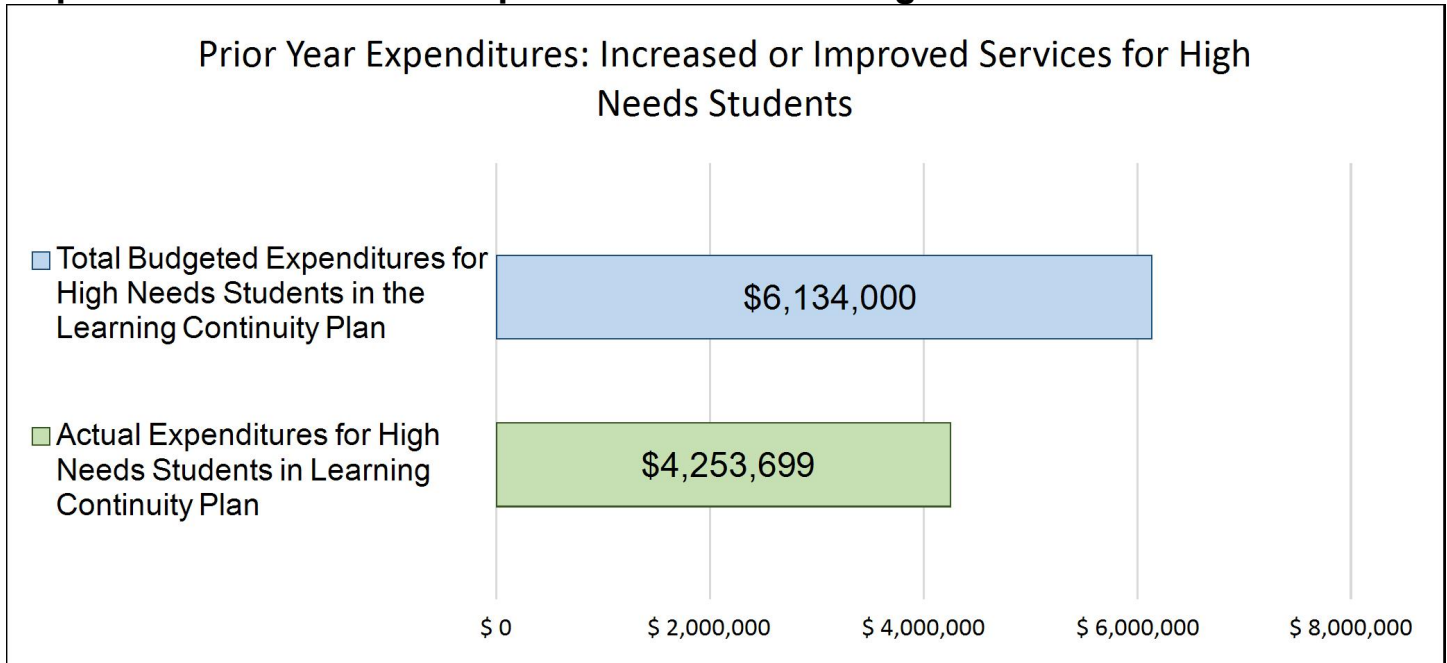
In addition to the funds that are allocated in the Local Control and Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high needs students. The budget includes expenditures for expanded learning opportunities, after school intervention programs, supplemental instructional materials, additional staffing to support mental health and social and emotional learning and student enrichment programs (art, music, drama and mariachi). The General Fund also supports the core academic program by providing the staffing to maintain a staff to pupil ratio of 24:1 in grades TK-3rd and providing Learning Coordinators for all Middle Schools. The District uses federal funds to staff English Language Development coaches that support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated instruction. Additionally, funds are utilized to maintain all facilities in good repair. Funds have been allocated for HVAC equipment replacement to further increase ventilation and improve indoor air quality in classrooms/facilities. The District has also designated funds to install additional shade structures for outdoor instruction.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Delano Union School District is projecting it will receive \$12,855,199 based on the enrollment of foster youth, English learner, and low-income students. Delano Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delano Union School District plans to spend \$14,943,529 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Delano Union School District's Learning Continuity Plan budgeted \$6,134,000 for planned actions to increase or improve services for high needs students. Delano Union School District actually spent \$4,253,699 for actions to increase or improve services for high needs students in 2020-21.

The total actual expenditures for actions and services to increase or improve services for high need students in 2020-21 was less than the total budgeted expenditures. This was due in part to instruction being offered via a distance learning model for the entire school year. Due to COVID-19 positivity rates in the community, the district was not able to transition to in-person instruction the entire school year. The projected expenditures included the costs associated with the transition back to in-person instruction. The actual services provided to high needs students extended beyond the actions included in the Learning Continuity Plan, such as additional student intervention services, social workers to support social and emotional well-being, technology and instructional supplies to facilitate the distance learning program, additional planning time for asynchronous instruction and increased staffing to assist with food distributions.



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

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

LEA Name	Contact Name and Title	Email and Phone
Delano Union School District	Rosalina Rivera Superintendent	rrivera@duesd.org (661) 721-5000

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

# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

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

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

Expected	Actual
<p>established in 2017-2018 using classroom observations and lesson plans.</p> <p><b>Metric/Indicator</b> Priority 4 (a) – Statewide Assessments</p> <p><b>19-20</b> Expected Outcomes for 2019-2020: All Students: ELA: 45% Math: 35% ELs ELA: 20% ELs Math: 20% SPED ELA: 10% SPED Math: 10% SED ELA: 45% SED Math 40%</p> <p><b>Baseline</b> CAASPP Results – All students: ELA: 34% Math: 22% ELs ELA: 28% ELs Math: 5% SPED ELA: 12% SPED Math: 3% SED ELA: 30% SED Math: 18%</p>	<p>Due to COVID-19 and school closures, the 2019-20 assessments are not available. The following are 2018-19 assessment results. Assessment Outcomes: SBAC - Actual Outcomes - All Students ELA = 42.88% Math = 32.67% ELs ELA: 14.21% ELs Math: 12.23% SPED ELA: 5.73% SPED Math: 5.74% SED ELA: 40.36% SED Math: 30.28%</p>
<p><b>Metric/Indicator</b> Priority 4 (b) – API</p> <p><b>19-20</b> The Academic Performance Index – N/A</p>	<p>N/A</p>

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



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

## Actions / Services

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

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

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

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

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

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



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

## Goal Analysis

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

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

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

Successes:

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

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

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

#### Challenges:

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



## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

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

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

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

## Actions / Services

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

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

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

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

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



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



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

## Goal Analysis

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

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

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

**Successes:**

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

**Challenges:**

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

## Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

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

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

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

Expected	Actual
Evidenced through class schedules and program attendance records	
<b>Metric/Indicator</b> Priority 8 – Other indicators of pupil performance in required areas of study  <b>19-20</b> Expected outcome for 2019-2020 is to set baseline data for ADEPT, ARI, and writing benchmark. . Each grade level will increase at least by 5% each subsequent year.  <b>Baseline</b> Will implement assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2017-2018 school year.  ARI assessments for all K-5 students to measure literacy. Implementation of district writing benchmarks to measure improvement in writing skills.	* The district will continue to implement assessments in ARI for all students in K-5 to measure growth in literacy, and will implement writing benchmark data for K-8 students. Due to COVID-19 and school closures, data was unable to be collected  *The ADEPT assessment is no longer utilized by the district, therefore data is not available.

## Actions / Services

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



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

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



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

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

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

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

## Goal Analysis

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

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

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

**Success:**

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

**Challenges:**

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

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

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

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



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

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

\*Personal Protective Equipment - The district under-budgeted this item. The cost of PPE equipment exceeded the projections made by the district at the time the plan was written. Additional funds were transferred from other actions within this section to cover the excess cost of PPE.

\*Sanitizing equipment and supplies - Sanitizing supplies cost less than what was initially projected by the district, therefore, the excess funds were redirected toward purchasing PPE.

\*Social distancing signage - The signage was more than projected. Excess funds from other actions were redirected toward signage.

\*Training to prepare for in-person instruction- The District did not offer in-person instruction for the 2020-2021 school year, therefore did not conduct the training for re-opening procedures.

\*Items to provide meal distribution- The expenses for the insulated bags and wagons were less than projected.

\*Instructional supplies and manipulatives - The district did not offer in-person instruction for the 2020-2021 school year and therefore did not incur the cost of purchasing these supplies.

\*Personal clothing and health care items for McKinney-Vento and foster students- The district did not offer in-person instruction for the 2020-2021 school year and therefore did not incur expenses to assist students with items needed to return to school.

\*Nearpod platform- The cost of the software was more than projected. Funds from other actions were redirected toward this purchase.



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

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

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

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

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

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

## Analysis of In-Person Instructional Offerings

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

### Successes:

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

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

#### Challenges:

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

# Distance Learning Program

## Actions Related to the Distance Learning Program

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

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

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

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

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

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

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

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

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

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

## Analysis of the Distance Learning Program

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

### Continuity of Instruction:

#### Successes:

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

#### Challenges:

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

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

#### Access to Devices and Connectivity:

##### Successes:

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

##### Challenges:

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

## Distance Learning Professional Development:

### Successes:

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

### All Staff:

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

## Distance Learning Professional Development:

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

## Special Education and At-Risk Students and Assessments

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

IXL - Friday Professional Developments - ELA, Math

## Social Emotional Learning

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

## Curriculum Training

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



## \*IQWST Activate Science - 6-8 Science Teachers

### Music Teachers

#### \*Quaver

#### Challenges:

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

#### Pupil Participation and Progress:

##### Successes:

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

##### Challenges:

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

#### Staff Roles and Responsibilities:

##### Successes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Challenges:

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

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

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

#### Support for Pupils with Unique Needs:

##### Successes:

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

##### Challenges:

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

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



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

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

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

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

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

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



## Analysis of Pupil Learning Loss

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

### Successes:

Teachers utilized ongoing assessment throughout the school year to monitor student progress. Along with their regular lesson assessments, TK-2 teachers used Educational Software for Guiding Instruction (ESGI) to monitor student growth on basic literacy and math skills. Teachers of grades K-5 and special education teachers (K-8) used the Emerging Literacy Battery (ELB) for foundational reading skills as needed, and the Analytical Reading inventory (ARI) to monitor word recognition and comprehension. There were some challenges that arose that were related to completing the ARI and ELB remotely. We had to assist teachers and make some modifications to the way the assessments were delivered in order to ensure that the data gathered accurately reflected student learning. IXL, STAR Reading, and STAR Math was used by all teachers grades 1-8 to track progress in language arts and math. Students were given a diagnostic exam in IXL and were asked to continually take a few questions each week as a means of progress monitoring on a regular basis. Teachers were also offered an opportunity to take part in an assessment pilot using the STAR CBM and STAR Early Literacy programs. Winter and summer academies prioritized enrollment for ELs, foster youth and low-income students. Instruction in these academies included intervention in the areas of reading and math as well as enrichment opportunities such as art, music, science, PE, dance, and social-emotional learning. The district added supplemental instructional curriculum including MYON, IXL, and components of STAR Renaissance in English and Spanish. Weekly engagement for EL, foster-youth, low-income, homeless, and students with emotional needs was over 95%. This was a result of daily home visits from site and district personnel; daily teacher phone calls to address student learning gaps and missing work, and increased contact from social workers and mental health team members. Students took a daily SEL survey, and 92% of EL, foster-youth, low-income, homeless, and students with exceptional needs indicated they had "no concerns," and 95% of elementary students indicated "no high concerns."

### Challenges:

There were several modifications made to the master schedules on each site to allow for one on one and small flexible group instruction and remediation. There was time built in at the end of each day specifically to provide targeted instruction for small groups. Friday schedules were designed to provide synchronous strategic support by the classroom teachers as well. Tutors supported predominantly middle school (some were deployed to elementary schools as well) students in the evenings who were falling behind in class. Classified staff also supported students through tutoring after school whenever possible. All teachers had time built into their master schedule for data review. Teachers analyzed their data on a weekly basis to determine if their strategies were working or if a student needed additional supports. The IXL, ARI, ELB, ESGI, and STAR Reading assessments provided live diagnostic updates for all students. This allowed for constant monitoring of student growth in ELA, ELD, and Mathematics. The OPTEL observational tool helped teachers determine if adequate growth occurred with English Learners. Monitoring also happened at the district level and allowed the district to deploy interventions to assist struggling students. Unduplicated subgroups of students received additional supports for both academics and social emotional needs. Results from our locally administered assessments this spring indicate a similar trend for EL, foster-youth, low-income, homeless, and students with exceptional needs reflected a trend seen in more traditional years. To combat this gap, DUSD will be holding Saturday, fall, winter, and summer academies this year as well as high-

dose tutoring and specialized courses during the regular school day. We have developed courses for SEL, newcomers, and are refining our co-teaching our program to better meet the needs of these students.

## Analysis of Mental Health and Social and Emotional Well-Being

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

### Successes:

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

### Challenges:

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

## Analysis of Pupil and Family Engagement and Outreach

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

### Successes:

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

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

### Challenges:

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

## Analysis of School Nutrition

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

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

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

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

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

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

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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



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

## Overall Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

\*Professional Development

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

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

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**



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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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





# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delano Union School District	Rosalina Rivera Superintendent	rrivera@duesd.org (661) 721-5000

## Plan Summary [2021-22]

### General Information

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

#### Mission Statement

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

#### Vision Statement

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

#### Delano Union School District Pledge

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

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

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

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

## Reflections: Successes

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

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

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

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

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

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

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

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

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

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

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

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

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

## Reflections: Identified Need

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

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

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

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

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

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

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

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

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

## LCAP Highlights

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

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

Goal #1 - DUSD will work to provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure student success in career and college readiness.

Goal #2 - DUSD will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens.

Goal #3 - DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Arts, and Mathematics.

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

Goal 1:

\*Curriculum and Instruction

\*Professional Development for staff

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

Goal 2:

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

Goal 3:

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A



# Stakeholder Engagement

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

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

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

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

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

#### A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
1	DUSD will provide a world class education through a supportive learning environment that sparks and attitude if inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement and ensure that students are ready for college, careers, and beyond.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a) - Basic Services - Teachers in the LEA are appropriately assigned and fully	The Delano Union School District has 306 teachers that are fully credentialed and 29 that are not. This				The desired outcome for the 23-24 school year is that the district is able to have 98% of all teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed in the subject area and for the pupils they are teaching as measured by the CALPADS report 4.1 and local data from human resources.	indicates that 92% of all teachers in the district are appropriately assigned and fully credentialed.				appropriately assigned and fully credentialed.
Priority 1 (b) - Every pupil in the school has sufficient access to the standards-aligned instructional materials as measured by the Williams Team review report on curriculum sufficiency of materials.	Based on the Williams Team review in 2020, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams web page.				The desired outcome for the 23-24 school year is to maintain a 100% sufficiency of standards-aligned textbooks.
Priority 1 (c) - School facilities are maintained in good repair as measured by the Facility Inspection Tool.	Based on the Facilities Inspection Tool form the Williams Team Review in 2020, the district received a rating of Exemplary.				The desired outcome for the 23-24 school year is to maintain an Exemplary rating.
Priority 2 (a) - The implementation of state board adopted academic content and performance standards for all students as measured by classroom observations.	All schools will implement all content standards. Based on daily principal observations, 90% of teachers are fully implementing the Common Core State Standards				The desired outcome for the 23-34 school year is 98% of teachers achieving full implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 (b) - How the programs and services will enable English learners to access the Common Core State Standards and English Language Development standards for purposes of gaining academic content knowledge and English proficiency as measured by classroom observations.	The English Language Development (ELD) standards are substantially implemented based on administrator observations during the ELD designated block and during integrated ELD instruction.				The desired outcome for the 23-24 school year is to continue substantial implementation of ELD standards by teachers during designated and integrated ELD.
Priority 4 (a) - Statewide assessments as measured by statewide assessment data in English Language Arts and Math.	<p>Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year:</p> <p>All students: ELA: 42.88% Math: 32.67%</p> <p>English Learners: ELA: 14.21% Math: 12.23%</p> <p>Special Education: ELA: 5.73% Math: 5.74%</p>				<p>The desired outcomes for the 23-24 school year are as follows:</p> <p>All students: ELA: 46% Math: 36%</p> <p>English Learners: ELA: 18% Math: 16%</p> <p>Special Education: ELA: 9% Math: 8%</p> <p>Socio-Economically Disadvantaged: ELA: 44% Math: 34%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socio-Economically Disadvantaged: ELA: 40.36% Math: 30.28%</p> <p>Homeless Students: ELA: 10.00% Math: 16.67%</p> <p>Local Assessments: All Students: IXL ELA On/Above Grade Level: 29% Near Grade Level: 21% Below Grade Level: 19% Far Below Grade Level: 31%</p> <p>All Students: IXL Math On/Above Grade Level: 22% Near Grade Level: 30% Below Grade Level: 24% Far Below Grade Level: 24%</p> <p>All Students: STAR ELA On/Above Grade Level: 28%</p>				<p>Homeless Students: ELA: 13% Math: 19%</p> <p>Local Assessments: All Students: IXL ELA On/Above Grade Level: 35% Near Grade Level: 40% Below Grade Level: 20% Far Below Grade Level: 5%</p> <p>All Students: IXL Math On/Above Grade Level: 30% Near Grade Level: 40% Below Grade Level: 25% Far Below Grade Level: 5%</p> <p>All Students: STAR ELA On/Above Grade Level: 35% Near Grade Level: 25% Below Grade Level: 30%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Near Grade Level: 14%</p> <p>Below Grade Level: 19%</p> <p>Far Below Grade Level: 36%</p> <p>All Students: STAR Math On/Above Grade Level: 37%</p> <p>Near Grade Level: 12%</p> <p>Below Grade Level: 16%</p> <p>Far Below Grade Level: 31%</p>				<p>Far Below Grade Level: 10%</p> <p>All Students: STAR Math On/Above Grade Level: 45%</p> <p>Near Grade Level: 20%</p> <p>Below Grade Level: 25%</p> <p>Far Below Grade Level: 15%</p>
Priority 4 (b) - Percentage of pupils who have successfully completed courses that satisfy the requirement for entrance to the University of California or California State University	N/A				N/A
Priority 4 (c) - Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
education sequences or programs of study that align with SBE-approved career technical education standards and framework					
Priority 4 (d) - The percentage of pupils who have successfully completed both types of courses described in subparagraphs (b) and (c)	N/A				N/A
Priority 4 (e) - The percentage of English learner pupils who have progress towards English proficiency as measured by the English Language Proficiency Assessments for California	<p>Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year: Current summative ELPAC assessment scores have not yet been released.</p> <p>Level 1 = 12.29% Level 2 = 29.13% Level 3 = 42.43% Level 4 = 16.15%</p> <p>2019 California School Dashboard indicates 52.1% of EL students are making progress towards</p>				<p>The desired outcomes for the 23-24 school year are as follows:</p> <p>Level 1 = 5% Level 2 = 20% Level 3 = 50% Level 4 = 25%</p> <p>60% of English learners making progress towards English language proficiency.</p>

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	New Teacher Support	The District will provide staff development and ongoing support for all new teachers, teachers participating in the Induction program, and teachers that qualify as Interns. Professional Development topics will include: ELD strategies, AVID, Literacy, Math, NGSS, classroom management, etc. The trainings and support sessions will take place	\$145,672.00	Yes

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

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

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

Action #	Title	Description	Total Funds	Contributing
10	Special Education Coaches	The district will fund two special education coaches to provide assistance to all special education and general education staff. The coaches will focus on assisting with classroom strategies and provide professional development on lesson differentiation to all teachers, including general education teachers. The coaches will focus on ensuring that special education students are receiving the best learning experience with lessons that are scaffolded and conducive to learning at their level of instruction. The coaches will also support the co-teaching program throughout the entire district. One coach will serve elementary schools and the other will serve the middle schools. Services will be principally directed to special education students. Priority 1, 2 EL Roadmap Principle 3	\$155,073.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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



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

# Goals and Actions

## Goal

Goal #	Description
2	DUSD will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 (a) - School attendance rates as measured by local data from SIS platform.	The district-wide current attendance rate is 96.14%				The expected outcome for the 23-24 school year is 98% attendance rate district-wide.
Priority 5 (b) - Chronic absenteeism rate as measured by local data from SIS platform.	The district's current chronic absentee rate is 6.3%				The expected outcome for the 23-24 school year is 3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(c) - Middle School drop out rates as measured by CALPADS EOY report.	The current middle school drop out rate is 0 students.				The expected outcome for the 23-34 school year is to maintain the rate at 0.
Priority 5 (d) - High school dropout rates	N/A				N/A
Priority 5 (e) - High school graduation rates	N/A				N/A
Priority 6 (a) - Pupil suspension rate as measured by local data from SIS platform.	The district's current pupil suspension rate is at 0% due to the COVID-19 school closures for the 20-21 school year.				The expected outcome for the 23-24 school year is to maintain a the pupil suspension rate under 2%.
Priority 6 (b) - Pupil expulsion rate as measured by local data from SIS platform.	The district's current pupil expulsion rate is at 0 due to the COVID-19 school closures for the 20-21 school year.				The expected outcome for the 23-24 school year is to keep the expulsion rate to below 2 students.
Priority 6 (c) - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey.	Students were administered the CA Healthy Kids Survey. The results of the survey indicate that 60% of the students feel safe and connected to school.				The expected outcome for the 23-24 school year is for 80% of the students to feel safe and connected to school.

## Actions

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

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

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

Action #	Title	Description	Total Funds	Contributing
9	Additional Student Supports	Additional costs incurred for clothing, health needs, dental and eye wear for students in need. Services will be principally directed to low income, foster youth and McKinney-Vento pupils. Priorities 5, 6 EL Roadmap Principle 3 (B)	\$10,000.00	Yes
10	DUSD Vision Center	The district will support the DUSD Vision Center to provide vision services to all district students in need of eye exams and eye wear. A full time employee will be hired to assist with parent outreach. Services will be principally directed with special attention to unduplicated pupils. Priorities 5, 6 EL Roadmap Principle 3(C)	\$77,458.00	Yes
11	Behavior Intervention Instructional Assistants	The district will continue to employ behavior intervention instructional assistants to help with Tier 3 students general education students who are in special need of targeted behavior intervention and cannot be in a regular classroom setting after intensive behavior interventions. Services will be prioritized for unduplicated students. Priorities 5, 6 Principle 1(C)	\$56,678.00	Yes
12	Intervention Counselors	The district will employ intervention counselors to serve middle school students to ensure that at risk students are meeting their academic potential. Services will be prioritized and special attention will be placed on unduplicated pupils. Priorities 5, 6 EL Roadmap Principle 1 (C)	\$400,739.00	Yes



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

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Based on stakeholder input, there is a need to provide students more experiences and enrichment opportunities in STEAM. The actions within this goal will allow for students to receive hands-on experiences. This will provide unduplicated pupils to attain hands on learning opportunities. Low income students have less access to experience STEAM activities, especially outside of the school day. This goal will allow equitable access for all students to receive hands-on STEAM instruction during the school day and opportunities for hands-on STEAM activities outside of the classroom through extended day opportunities, field trips, and visits to colleges and universities. By increasing access to Visual and Performing Arts and STEM courses, parent involvement activities, extended hours opportunities offer equitable access for families, AVID implementation, and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve leading to increased access to a broad course of student and parent engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (a) - The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by a review of participation logs.	Due to COVID-19, data was not collected in this area as the entire year was conducted via distance learning. Many parent events were cancelled. Baseline data is 0%				Based on sign in sheets, and recordings of meetings, the district will demonstrate an increase of parent participation of 10% by 2023-2024.
Priority 3 (b) - How the school district will promote parental participation in	Due to COVID-19, data was not collected in this area as the entire year was				Expected outcome for the 2023-24 school year is to increase the number of parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for unduplicated pupils as measured by a review of attendance logs.	conducted via distance learning. Many parent events were cancelled. Baseline data is 0%				participating in all district and school site meetings, trainings, and activities by 10%.
Priority 3 (c) - How the school district will promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.	Due to COVID-19, data was not collected in this area as the entire year was conducted via distance learning. Many parent events were cancelled. Baseline data is 0%				Expected outcome for the 2023-24 school year is to have 100% of parents participating in IEP meetings and an increase of 10% of parents participating in other meetings and trainings.
Priority 7 (a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules.	100% of general education students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level learning opportunities through high school level course offerings				Expected outcome for the 2023-24 school year is for 100% of students to have access to all courses and for all qualifying students to have access to higher level learning opportunities.
Priority 7 (b) - Extent to which pupils have	100% of unduplicated pupils have full access				Expected outcome for the 2023-24 school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data.	to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.				year is for 100% of unduplicated pupils to have access to all programs and services they qualify for.
Priority 7 (c) Extent to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data.	100% of students with exceptional needs have full access to extended learning opportunities including access to ASES, summer school, and additional programs offered by the district.				Expected outcome for the 2023-24 school year is for 100% of students with exceptional needs to have access to all programs and services they qualify for.
Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data.	The district will implement the following local progress monitoring assessments to measure pupil growth continuously: ARI ELB IXL STAR Math				Expected outcome for the 2023-24 school year is to demonstrate a 5% growth each subsequent year after the baseline is set during the 2021-22 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STAR Reading Fitnessgram Due to COVID 19, data was not collected this year. Baseline is 0%.				

## Actions

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

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

Action #	Title	Description	Total Funds	Contributing
		EL Roadmap Principles 2(C) and 3 (D)		
7	Science Education - SCICON	The district will promote science education for students in grades five and six by supporting participation in SCICON camp for students. This action will ensure that unduplicated subgroups have equal access to participate in the SCICON outdoor science education program. Priority 7 EL Roadmap Principle 4(B)	\$5,000.00	Yes
8	Gifted and Talented Education - GATE	The district will enhance student opportunities in GATE activities. Students will receive year-long engagement opportunities culminating in the annual GATE festival. Students will also receive a one-week summer school enrichment program as part of the program. The district is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The district has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the district's demographics, the majority of students participating in the GATE program are unduplicated pupils. Priority 7 EL Roadmap Principle 2 (D)	\$73,290.00	Yes
9	Technology Equipment/Infrastructure	The district will purchase equipment needed to ensure that all staff and students have up to date devices to enhance daily classroom instruction. The district will update infrastructure continuously as stipulated in the District's Technology Plan. Services have been prioritized to best serve the needs of unduplicated pupils. Priority 7 EL Roadmap Principle (B)	\$1,456,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>10</b>	Adaptive Physical Education Teacher	<p>The district will employ an Adaptive Physical Education teacher to provide services for students with special needs. The teacher will serve all schools in the district. Services will be principally directed for students with exceptional needs.</p> <p>Priority 7 EL Roadmap Principle 1 (E)</p>	\$143,660.00	No
<b>11</b>	Physical Education Teachers	<p>Due to the high number of students in the obesity range based on the California Physical Fitness Test, the district will employ Physical Education teachers in the elementary schools to provide specialized services for elementary students in an effort to decrease the number of students falling within the obesity range. Current data shows that 16.3% of 5th grade students and 26.4% of 7th grade students met the 6 standards required in the assessment. Special attention will be focused on unduplicated pupils, especially low-income and foster youth as they are less likely to have access to memberships in local gyms or participate in community recreational sports due to the cost incurred. Physical Education teachers will also serve the social emotional needs of students since Social Emotional Learning is part of the California Model Content Standards for Physical Education.</p> <p>Priority 7 EL Roadmap Principle 4(C)</p>	\$458,671.00	Yes
<b>12</b>	Director of Technology	<p>The district will employ a director of technology to assist with the management of all technology programs and staff. The director will ensure that all students have appropriate technology devices and access to connectivity. Services have been prioritized to best serve the needs of unduplicated student groups to ensure that they have equitable access to technology needs, including hotspots and WiFi for connectivity.</p> <p>Priorities 7 and 8</p>	\$177,277.00	Yes



Action #	Title	Description	Total Funds	Contributing
		EL Roadmap Principle 3 (B)		

## Goal Analysis [2021-22]

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

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

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

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

### Required Descriptions

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

The Delano Union School District continues to work on addressing the academic and social emotional needs of students. As demonstrated by data on the California School Dashboard and local data, growth continues to be made by most subgroups, however, the growth has been limited and the district still has many students performing below grade level. As mentioned earlier in the identified needs section of this plan, achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average. While our low-income and ELs have made increases in academic areas, they have performed in the "low status" on the California State Dashboard over the past three years. Furthermore, when 2019 Dashboard data is desegregated to show current ELs in ELA, they fall 77.5 points below standard which is a significant gap when compared to the 16.1 points below standard for "All" students. In math, ELs are 97.4 point below standard while "All" students are 42.9 below standard. This too is a significant gap that needs to be addressed. Unduplicated students also show a high need for school connectedness. Based on the 2019 data from the California Schools Dashboard, our students experiencing homelessness were in the red performance level for suspensions while the English learners, and low income students were in the orange. Low income students were in the yellow performance level for chronic absenteeism. English learners and foster youth were in the green performance level. The district will provide resources to ensure that low income students feel more connected to school and improve overall attendance rates. In addition, stakeholder feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, and access to programs that will increase exposure to college and career programs. While the following actions are being provided LEA or schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, foster youth, and English Learners who do not have the same access to academic supports outside of the regular school day.

These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of improving academic achievement in Reading/Language Arts and Math and increase engagement and connectedness resulting in improved attendance and behavior:

- \*Action 3.5, 3.8, 3.12 - Ensure equitable student access to educational technology -The director of technology will ensure that unduplicated subgroups are prioritized to receive access to devices and hotspots to eliminate any barriers with connectivity. They will also ensure that hardware, software and infrastructure is prioritized to meet the needs of unduplicated subgroups first.
- \*Action 3.5, 3.8, 3.12 - Produce relevant and meaningful extensions of core instruction using technology - unduplicated students will have equitable access to devices and platforms to assist with homework and instructional needs to ensure their academic success.
- \* Action 1.2, 1.3, 1.4, 1.5, 1.9 - Increase understanding and access to Common Core State Standards
- \*Action 1.4 - Ensure appropriate instructional staffing - This will provide unduplicated pupils the opportunity to receive reinforcement in their instruction and provide them with an additional opportunity to receive intervention within the school day and through expanded learning opportunities.
- \*Action 1.9 - Provide stimulating and rigorous learning environments - unduplicated subgroups will be prioritized for learning opportunities especially through the student intervention academies that will be offered during calendared breaks in an effort to mitigate learning loss.
- \*Action 2.6, 2.7 - Alternatives to suspension and Tier I (PBIS) structured supports for reluctant learners - Social workers, MFT, and intervention counselors will monitor unduplicated subgroup students. Vice principals and campus security officers will serve as family liaisons and will make home visits to unduplicated pupils to ensure family/school connection. They will all be part of a team that will ensure having a positive school climate as part of the PBIS process.
- \*Action 1.1 - Fully trained new teachers who receive ongoing support by district coaches and administrative staff will help identify the needs of unduplicated subgroup students and provide specific strategies to increase learning
- \*Action 1.2 - Professional Development - While the needs of all students are considered when planning professional development and training for teachers and staff, the district recognizes that English learners, foster youth and low-income students will need additional support and interventions. The teachers will receive training to equip them with the knowledge and strategies to plan appropriate lessons and strategies to meet the needs of these students. Having all teachers trained and provided with knowledge and strategies to assist unduplicated pupils will provide the students opportunities to excel.
- \*Action 1.4 - Grade Span Adjustment in upper grades - Grade span adjustment is typically provided for all students in grades TK-3. This action allows the district to provide grade span adjustment to some upper grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.
- \*Action 1.6, 1.7, 1.8, 1.10 - Coaches - All coaching staff attend training and professional development where they learn best teaching practices and strategies to help unduplicated students. They help equip classroom teachers with the necessary skills to provide intervention during the regular school day. Coaches help teachers to design lessons to specifically target the needs of unduplicated subgroups.
- \*Action 2.1 - Health Services - Unduplicated pupils will receive priority for services of physical and mental health services. Physical education teachers will provide social emotional learning opportunities for students to increase overall physical and mental health. Nursing staff will serve as liaisons with parents as many families do not have access to regular healthcare or insurance.
- \*Action 2.9, 2.10 - Fulfilling additional student needs - unduplicated pupils will be monitored for additional needs that may serve as a barrier to their learning. Students will have access to the DUSD Vision Center free of charge for their vision health, they will also receive personal care items or clothing if needed to eliminate barriers that would interfere with their learning experience.

\*Action 2.8, 3.2, 3.3 - Parent Involvement - Offering parent involvement opportunities and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and parent involvement activities. District and school site personnel make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning. School liaisons will offer extended opportunities for parents to access school personnel during extended work hours.

\*Action 3.11 - Due to the high number of students in the obesity range based on the California Physical Fitness Test, the district will employ Physical Education teachers in the elementary schools to provide specialized services for elementary students in an effort to decrease the number of students falling within the obesity range. Current data shows that 16.3% of 5th grade students and 26.4% of 7th grade students met the 6 standards required in the assessment. The Physical Education teachers have been trained to deliver the Social Emotional Learning for the district, thus connecting healthy minds and bodies as a way to improve overall student achievement in school. This action/service

\* Action 3.1, 3.4, 3.6, 3.7, 3.8 - Well-rounded education - The district will prioritize opportunities for unduplicated pupils to receive a well-rounded education that will encompass visual and performing arts, AVID instruction, GATE opportunities, physical education for all grade levels by content area experts, hands-on science education via STEM labs and outdoor science via SCICON, and STEAM instruction to prepare them for college and career opportunities.

Many of these actions and services require in person participation and instruction. Due to the COVID-19 pandemic and the closure of in-person instruction for the entire 20-21 school year, the implementation of these programs was impacted. While they were still offered virtually, no data was collected to support the effectiveness; however, feedback from stakeholder meetings indicate that parents, staff, and students highly encourage actions within the LCAP that address not only the academic and mental health needs of students, but also access to a well-rounded education that includes visual and performing arts, STEAM, GATE, etc. As evidenced by our school district's demographics, most of our students fall within at least one unduplicated subgroup. Providing not only intervention and mitigation of loss opportunities but a wide array of enrichment activities will improve the goals of unduplicated pupils and encourage them to participate in activities that inspire critical thinking and problem solving.

The Delano Union School District will be carrying over actions from the 2017-2020 LCAP into the new three year cycle for 2021-2024. Based on stakeholder feedback and an analysis of state and local data, these actions have been deemed effective and therefore support the decision to continue to include them as part of our plan and commitment to support all students in our district. Prior to the school closures due to the COVID-19 pandemic, the district was demonstrating a steady increase in all areas and with all subgroups as reported by the California School Dashboard. While some subgroups are still performing below average, the data demonstrates that over the last three years prior to the school closures, there was a steady improvement in most areas by all subgroups. This indicates, that the extra services and support provided through these carryover actions are still necessary and needed, and the school community supports the consistency.

The following actions in Goal #1 have been deemed effective and will continue to be implemented as part of the new three-year cycle. Indicator metrics reflect that basic services are being attained at high levels. The district has a 92% rate of appropriately credentialed teachers and has had a high retention rate of over 90% in the last three year. All students have 100% access to instructional materials and all of our facilities have been rated as Exemplary based on the Facilities Inspection Tool. Implementation of Common Core State Standards

and the California ELD Standards implementation in every classroom remains in the high 90 percentile based on principal walkthrough and observational data. This has contributed to the steady increase in assessment results in CAASP and ELPAC for all students and all subgroups. With the interruption of instruction due to the pandemic, the district understands that there will be an even higher need to continue to provide the supports that have proven to be effective to support all students including, ELs, low-income, and foster youth.

#### Goal #1

- \*Action 1 - New Teacher Support
- \*Action 2 - Professional Development
- \*Action 3 - EL Support
- \*Action 4 - Grade Span Adjustment in Upper Grades
- \*Action 5 - Instructional Program Support
- \*Actions 6, 7, 8, 10 - Academic Coaches
- \*Action 10 - Intervention Academies

The following actions in Goal #2 have been deemed effective and will continue to be implemented as part of the new three-year cycle. Indicator metrics reflect that our district attendance rate has consistently remained above 96% over the last three year. Our chronic absentee data for all students, based on the last report from the California School Dashboard is at 3.6% which is the lowest in the county. The dropout and expulsion rates for the district are very low <1%, and the suspension rate is at 2.8% based on the California School Dashboard. With the interruption of instruction due to the pandemic, the district understands that there will be an even higher need to continue to provide the supports that have proven to be effective to support all students including, ELs, low-income, and foster youth to continue to increase connectedness and engagement in a safe and secure learning environment. Actions providing health services, mental health support, and intervention will be crucial to support all students after returning from a full academic year of distance learning.

#### Goal #2

- \* Action 1 - Health Services
- \*Action 2 - Emergency Management Systems
- \*Action 3 - School Safety
- \*Action 4 - Campus Security
- \*Action 5 - Positive School Climate
- \*Action 6 - Student Support Services
- \*Action 7 - Mental Health/SEL
- \*Action 9 - Additional Student Supports
- \*Action 10 - DUSD Vision Center
- \*Action 11 - Behavior Intervention Support
- \*Action 12 - Intervention Counselors
- \*Action 13 - Behavior Intervention Teachers

The following actions in Goal #3 have been deemed effective and will continue to be implemented as part of the new three-year cycle. Indicator metrics reflect that there is a continued effort to increase parent involvement district-wide. Based on sign-in sheets and agendas, schools sites and the district have continued to offer an increase in opportunities for parents to participate in their child's education. Parent involvement increased by 10% prior to the pandemic and continued steady even virtually throughout the pandemic. Parents of students with

exceptional needs remained actively involved and participated in virtual trainings, meetings, and IEPs. Based on sign-in sheets, 98% of parents were active participants in their child's IEP. All students have access to a broad course of study which includes visual and performing arts. Due to the high number of students in the obesity range based on the California Physical Fitness Test, the district will employ Physical Education teachers in the elementary schools to provide specialized services for elementary students in an effort to decrease the number of students falling within the obesity range. Current data shows that 16.3% of 5th grade students and 26.4% of 7th grade students met the 6 standards required in the assessment. With the interruption of instruction due to the pandemic, the district understands that there will be an even higher need to continue to provide the supports that have proven to be effective to support all students including, ELs, low-income, and foster youth.

#### Goal #3

- \*Action 1 - Visual/Performing Arts
- \*Action 2 - Parent Involvement
- \*Action 3 - Extended opportunities for parents/school liaisons
- \*Action 4 - AVID Instruction
- \*Action 6 - STEAM Instruction
- \*Action 7 - Science Education - SCICON
- \*Action 8 - Gifted and Talented Education - GATE
- \*Action 9 - Technology - Equipment and Infrastructure
- \*Action 10 - Adaptive Physical Education Teacher
- \*Action 11 - Physical Education Teachers
- \*Action 12 - Technology Director

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

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

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

- \*Professional Development for teachers specifically in the area of ELD to ensure that language acquisition strategies are implemented daily
- \*EL supplemental program curriculum and supplies
- \*Access to Nearpod to assist with language acquisition
- \*Action 3 - ELD coaches to assist with professional development and teacher training
- \*English Language Development - English learners require constant monitoring to ensure that they are progressing appropriately in language acquisition. This action is intended to meet the needs of English learners and pupils from other subgroups that are also classified as English

learners. This action will be effective in meeting the learning goals for these students as they will have constant data analysis and will be provided with extra supports to meet their individual needs.

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

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

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

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



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$12,855,199.00			\$3,189,197.00	\$16,044,396.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$12,342,810.00	\$3,701,586.00

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



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Student Intervention Academies	\$208,094.00				\$208,094.00
1	10	Students with Disabilities	Special Education Coaches	\$155,073.00				\$155,073.00
2	1	English Learners Foster Youth Low Income	Health Services	\$662,263.00				\$662,263.00
2	2	All	Emergency Management Systems	\$802,134.00				\$802,134.00
2	3	English Learners Foster Youth Low Income	School Safety	\$100,000.00			\$2,146,046.00	\$2,246,046.00
2	4	English Learners Foster Youth Low Income	Campus Security	\$615,699.00				\$615,699.00
2	5	English Learners	Positive School Climate	\$178,000.00				\$178,000.00
2	6	English Learners Foster Youth Low Income	Student Support Services	\$376,598.00				\$376,598.00
2	7	English Learners Foster Youth Low Income	Mental Health/Social Emotional Learning	\$181,262.00				\$181,262.00
2	8	English Learners Foster Youth Low Income	Parent Training	\$41,819.00				\$41,819.00
2	9	English Learners Foster Youth Low Income	Additional Student Supports	\$10,000.00				\$10,000.00
2	10	English Learners Foster Youth Low Income	DUSD Vision Center	\$77,458.00				\$77,458.00
2	11	English Learners Foster Youth Low Income	Behavior Intervention Instructional Assistants				\$56,678.00	\$56,678.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Learners Foster Youth Low Income	Intervention Counselors	\$400,739.00				\$400,739.00
2	13	English Learners Foster Youth Low Income	Behavior Intervention Teachers	\$458,032.00				\$458,032.00
3	1	English Learners	Visual/Performing Arts	\$901,593.00				\$901,593.00
3	2	English Learners Foster Youth Low Income	Parent Involvement	\$68,792.00				\$68,792.00
3	3	English Learners Foster Youth Low Income	Extended opportunities for parents/school liaisons	\$1,348,668.00				\$1,348,668.00
3	4	English Learners Foster Youth Low Income	AVID Instruction	\$372,842.00				\$372,842.00
3	5	English Learners Foster Youth Low Income	Technology	\$95,000.00				\$95,000.00
3	6	English Learners Foster Youth Low Income	STEAM Instruction	\$63,000.00			\$146,862.00	\$209,862.00
3	7	English Learners Foster Youth Low Income	Science Education - SCICON	\$5,000.00				\$5,000.00
3	8	English Learners Foster Youth Low Income	Gifted and Talented Education - GATE	\$73,290.00				\$73,290.00
3	9	English Learners Foster Youth Low Income	Technology Equipment/Infrastructure	\$1,456,197.00				\$1,456,197.00
3	10	Students with Disabilities	Adaptive Physical Education Teacher	\$143,660.00				\$143,660.00

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

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$11,754,332.00	\$14,943,529.00
<b>LEA-wide Total:</b>	\$11,754,332.00	\$14,943,529.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

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

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	9	Student Intervention Academies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,094.00	\$208,094.00
2	1	Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$662,263.00	\$662,263.00
2	3	School Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$2,246,046.00
2	4	Campus Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$615,699.00	\$615,699.00
2	5	Positive School Climate	LEA-wide	English Learners	All Schools	\$178,000.00	\$178,000.00
2	6	Student Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$376,598.00	\$376,598.00
2	7	Mental Health/Social Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,262.00	\$181,262.00
2	8	Parent Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,819.00	\$41,819.00
2	9	Additional Student Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	10	DUSD Vision Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$77,458.00	\$77,458.00
2	11	Behavior Intervention Instructional Assistants	LEA-wide	English Learners Foster Youth	All Schools		\$56,678.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	12	Intervention Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,739.00	\$400,739.00
2	13	Behavior Intervention Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$458,032.00	\$458,032.00
3	1	Visual/Performing Arts	LEA-wide	English Learners	All Schools	\$901,593.00	\$901,593.00
3	2	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,792.00	\$68,792.00
3	3	Extended opportunities for parents/school liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,348,668.00	\$1,348,668.00
3	4	AVID Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$372,842.00	\$372,842.00
3	5	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	\$95,000.00
3	6	STEAM Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,000.00	\$209,862.00
3	7	Science Education - SCICON	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4 & 5	\$5,000.00	\$5,000.00
3	8	Gifted and Talented Education - GATE	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd-8th grades	\$73,290.00	\$73,290.00
3	9	Technology Equipment/Infrastructure	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,456,197.00	\$1,456,197.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	11	Physical Education Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$458,671.00	\$458,671.00
3	12	Director of Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$177,277.00	\$177,277.00

Annual Update Table Year 1 [2021-22]

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

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



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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