

# Delano Union School District

## 2019-20 LCAP OVERVIEW

### Local Control Funding Formula (LCFF)



#### 8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

### Local Control Accountability Plan (LCAP)

#### 2019-20 Total LCFF Funding



\$13,674,388

\$39,718,638

Base S & C

### OVERVIEW



Communities Served: Delano



6,884 Students



12 Schools



415 Full- and  
Part-time Staff

#### Student Ethnicity

African American	0.38%
Asian	0.68%
Filipino	9.01%
Hispanic/Latino	87.64%
White	1.15%
Multiracial	0.36%

#### Student Groups

48%	87%	.03%
English Learners	Low Income	Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

### 2019-20 LCAP AT-A-GLANCE



3 LCAP Goals



46 LCAP Actions  
& Services



42 LCAP  
Measures



13,674,388 LCAP  
Budget

#### LCAP Goals

- 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.
- 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.
- 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.

#### Funding for LCAP Goals

Goal 1 is supported by \$4,592,455.00 in total funding

**NEW 2019-20 BUDGET ONE PAGERS**

One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:  
1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

**Goal 2 is supported by \$4,372,027.00 in total funding**

**Goal 3 is supported by \$4,709,906.00 in total funding**

**Supplementary & Concentration Funding by LCAP Goal**

**Goal 1** \$4,592,455

**Goal 2** \$4,372,027

**Goal 3** \$4,709,906

**What is in Delano Union School District's LCAP?**

- \* District Goals
- \* Actions to meet each goal
- \* Continuous improvement efforts for each goal

**MAJOR CHANGES FOR 2019-20 LCAP**

- \* Addition of academic counselors at the middle schools to increase student achievement

**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.**



**Goal 1 Budget = \$4,592,455.00**

**Related State Priorities:**

**Basic Services**

**Academic Standards**

**Student Achievement**

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

Specific Schools: Middle Schools

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  
Priority 2,  
Roadmap Principle 3 (D)

X All Schools

The District will provide staff with professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development.

X All Schools

- Common Core trainings July 2019
- CCSS Summit July 2019
- AVID Training
- One day mandatory staff development for certificated staff
- One day mandatory staff development for classified staff in the area of student learning.
- Two summer professional development planning dates for each site
- Three summer planning dates for district curriculum facilitators
- Five mid-year follow-up professional development days
- Special Education assessments and Goalbook training

<ul style="list-style-type: none"> <li>• Special Education Rethink Training</li> <li>• Special education co-teaching professional development</li> </ul> <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</p> <p>Roadmap Principle 2 (B &amp;F)</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</p> <p>Roadmap Principle 2 (A, B &amp; F) &amp; Principle 4 (C)</p>	<u>X</u> All Schools
<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>	<u>X</u> All Schools
<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>Priority 1, 4</p> <p>Roadmap Principal 3 (B)</p>	<u>X</u> All Schools
<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>	<u>X</u> All Schools
<p>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.</p> <p>Priority 1, 2, 4</p> <p>Roadmap Principle 3</p>	<u>X</u> All Schools
<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>	<u>X</u> All Schools
<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>	<u>X</u> All Schools
<p>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 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>	<u>X</u> All Schools
<p>The district will fund two math coaches. These coaches will assist teachers and provide modeling and professional development. Funds will be principally directed</p>	<u>X</u> All Schools

and will give priority of services to schools with highest needs based on SBAC scores. Priority 2, 4 Roadmap Principle 2 & 3	
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. Priority 2, 4 Roadmap Principles 2 & 3	<u>X</u> All Schools
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. Priority 4 Roadmap Principle 2	<u>X</u> All Schools
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 and special education students. Priority 1, 2, 4 Roadmap Principle 2	<u>X</u> All Schools
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. Priority 1, 2, Roadmap Principle 3	<u>X</u> All Schools
The district did not fund this position with LCFF funding.	

## LCAP 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 2 Budget = \$4,372,027.00

Related State Priorities:

Student Engagement

School Climate

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	<u>X</u> All Schools
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<p>professional development. Priority 5 Roadmap Principle 3 (B)</p>	
<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. Priority 6</p>	<p><u>X</u> All Schools</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. Priority 5, 6 Roadmap Principle 3 (B)</p>	<p><u>X</u> All Schools</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. Priority 5, 6 Roadmap Principle 1 (C)</p>	<p><u>X</u> All Schools</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. Priority 6 Roadmap Principle 1 (C)</p>	<p><u>X</u> All Schools</p>
<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. Priority 5, 6 Roadmap Principle 4 (B)</p>	<p><u>X</u> All Schools</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. Priority 6 Roadmap Principle 1 (D)</p>	<p><u>X</u> All Schools</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 absenteeism and discipline, with principally directed funds and special focus on unduplicated pupils. Priority 5, 6 Roadmap Principle 1 (C)</p>	<p><u>X</u> All Schools</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.</p> <p>Priority 5, 6 Roadmap Principle 1 (C)</p>	<p><u>X</u> All Schools</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.</p> <p>Priority 5, 6 Roadmap Principle 1 (C, B)</p>	<p><u>X</u> All Schools</p>
<p>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</p> <p>Priority 6 Roadmap Principle 1 (C)</p>	<p><u>X</u> All Schools</p>
<p>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.</p> <p>Priority 6 Roadmap Principle 1 (C)</p>	<p><u>X</u> All Schools</p>
<p>Additional costs incurred for clothing, health needs, dental and eye wear for students in need. Funds will be principally directed to unduplicated pupils.</p> <p>Priority 5, 6 Roadmap Principle 3 (B)</p>	<p><u>X</u> All Schools</p>
<p>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.</p> <p>Priority 5, 6 Roadmap 3(C)</p>	<p><u>X</u> All Schools</p>
<p>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.</p> <p>Priority 5, 6 Principle 1 (C)</p>	<p><u>X</u> All Schools</p>
<p>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.</p> <p>Priority 5, 6 Roadmap Principle 1(C)</p>	<p><u>X</u> All Schools Specific Schools: Middle Schools</p>

**LCAP 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.**



**Goal 3 Budget = \$4,709,906.00**

**Related State Priorities:**

**Parent Involvement**

**Course Access**

**Other Outcomes**

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.

X All Schools

Priority 7

Roadmap Principle 2 (D)

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.

X All Schools

Priority 3

Roadmap Principle 1 (D)

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.

X All Schools

Priority 3

Roadmap Principle 1 (D) 7 & Principle 3 (B)

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.

X All Schools

Priority 7

Roadmap Principle 4 (C)

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.

X All Schools

Priority 7

Roadmap Principle 4 (C) & Principle 3 (B)

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.

X All Schools

Priority 7

Roadmap Principle 2 (C) & Principle 3 (D)

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.




X All Schools

Priority 7




Roadmap Principle 4 (B)	
<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 Roadmap Principle 2 (D)</p>	<u>X</u> All Schools
<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 Roadmap Principle 3 (B &amp; C)</p>	<u>X</u> All Schools
<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>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 Roadmap Principle 3 (B)</p>	<u>X</u> All Schools
<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 who are in unduplicated groups.</p> <p>Priority 7 Roadmap Principle 1 (E)</p>	<u>X</u> All Schools
<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>	<u>X</u> All Schools
<p>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.</p> <p>Priority 7, 8 Roadmap Principle 3 (B)</p>	<u>X</u> All Schools

## LCAP MEASURES

 <p><b>We want to maintain:</b></p> <ul style="list-style-type: none"> <li>*Low chronic absenteeism rate</li> <li>*Low suspension rates</li> <li>*Data analysis to evaluate the effectiveness of all actions</li> </ul>	 <p><b>We want to increase:</b></p> <ul style="list-style-type: none"> <li>*Parent participation</li> <li>*Well-rounded education for all students</li> <li>*Academic outcomes for all student subgroups at all schools</li> </ul>	 <p><b>We want to decrease:</b></p> <ul style="list-style-type: none"> <li>*Number of students unable to read at grade level</li> <li>*Number of students who do not feel safe at school</li> </ul>
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	*Social emotional well being of all students	*Number of suspensions and expulsions
<b>STAKEHOLDER ENGAGEMENT</b>		
<p>October 1, 2018 – Curriculum and Instruction Leadership Team</p> <p>January 18, 2019 - Superintendent’s Cabinet</p> <p>January 24, 2018 - Board Retreat mid-year review</p> <p>March 4, 2019 - GATE</p> <p>March 8, 2019 - Charter Schools</p> <p>March 18, 2019 - Albany Park</p> <p>March 20, 2019 - Terrace</p> <p>March 20, 2019 - Del Vista</p> <p>March 25, 2019 - Morningside</p> <p>March 25, 2019 -Nueva Vista</p> <p>March 25, 2019 -Harvest</p> <p>March 25, 2019 - LVMS</p> <p>March 26, 2019 - ATMS</p> <p>March 28, 2019 - Princeton</p> <p>March 28, 2019 - DELAC</p> <p>March 28, 2019 - Migrant</p> <p>April 1, 2019 - District Admin</p> <p>April 4, 2019 - Charter Schools</p> <p>April 9, 2019 - Fremont</p> <p>April 11, 2019 - Charter Schools</p> <p>April 11, 2019 - Cecil Avenue</p> <p>April 23, 2019 - DUESTA/ CSEA</p> <p>April 30, 2019 - Pioneer</p> <p>April - May, 2019 - All foster parents were contacted directly and were provided information and a survey</p>		
<div> <div> <b>District LCAP (DLCAP) Parent Committee</b> <p>Sylvia Soto</p> <p>Ricardo Cano</p> <p>Sandra Espinoza</p> <p>Sandra Manay</p> <p>Esmeralda Ambriz</p> <p>Sean Cacal</p> <p>Antonette Veloria</p> <p>Imelda Salazar</p> <p>Stan Edwards</p> <p>Veronica Galvan</p> <p>Angelica Sanchez</p> <p>Gabby Bravo</p> </div> <div>  <p><b>View measures &amp; most up-to-date data on our LCAP Dashboard:</b></p> <p><b>LCFF Evaluation Rubrics:</b> Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.</p> </div> </div>		
<b>K</b> A-G- A-G Course Requirements for College Entrance <b>E</b> AP- Advanced Placement <b>Y</b> API- Academic Performance Index BEST- Building Effective Schools Together CAASPP- California Assessment of Student <b>A</b> Performance and Progress CBO- Community Based Organization <b>C</b> CCSS – Common Core State Standards <b>R</b> CDE- California Department of Education <b>O</b> CELDT - CA English Language Development Test <b>N</b> CHKS - CA Healthy Kids Survey <b>Y</b> CSO- Campus Safety Officer <b>M</b> CSU- California State University <b>S</b> CTE- Career Technical Education	DDI - Data Driven Instruction EAP- Early Assessment Program ELA - English Language Arts EL or ELL - English Language Learner FTE- Full-Time Equivalent FY - Foster Youth IEP- Individualized Education Program K- Kindergarten LCAP- Local Control Accountability Plan LCFF - Local Control Funding Formula LEP- Limited English Proficient LI - Low Income NGSS- Next Generation Science Standards PO- Professional Development PFT - Physical Fitness Test	PI - Program Improvement PSAT - Preliminary Scholastic Assessment Test PTA - Parent Teacher Association S3 - Safe, Supportive Schools Program S&C - Supplementary &Concentration Funds SARC - School Accountability Report Card SAT - Scholastic Assessment Test SBAC - Smarter Balanced Assessment Consortium SRO - School Resource Officer SST- Student Study Team STEM – Science, Technology, Engineering, Math TK -Transitional Kindergarten UC - University of California