

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Duarte Unified School District

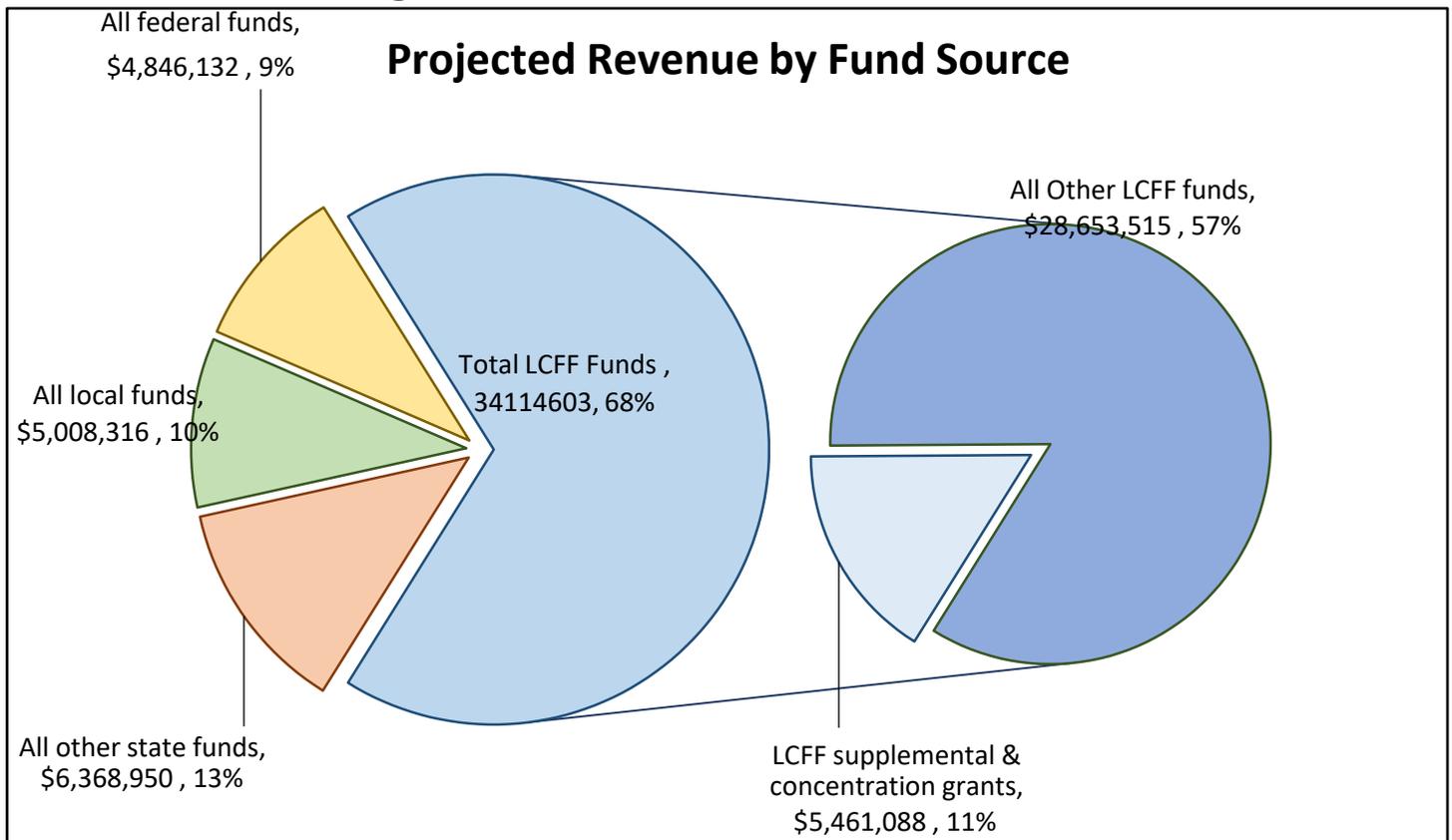
CDS Code: 19 64469 0000000

School Year: 2021 – 22

LEA contact information: Jim Bauler, Chief Business Official

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

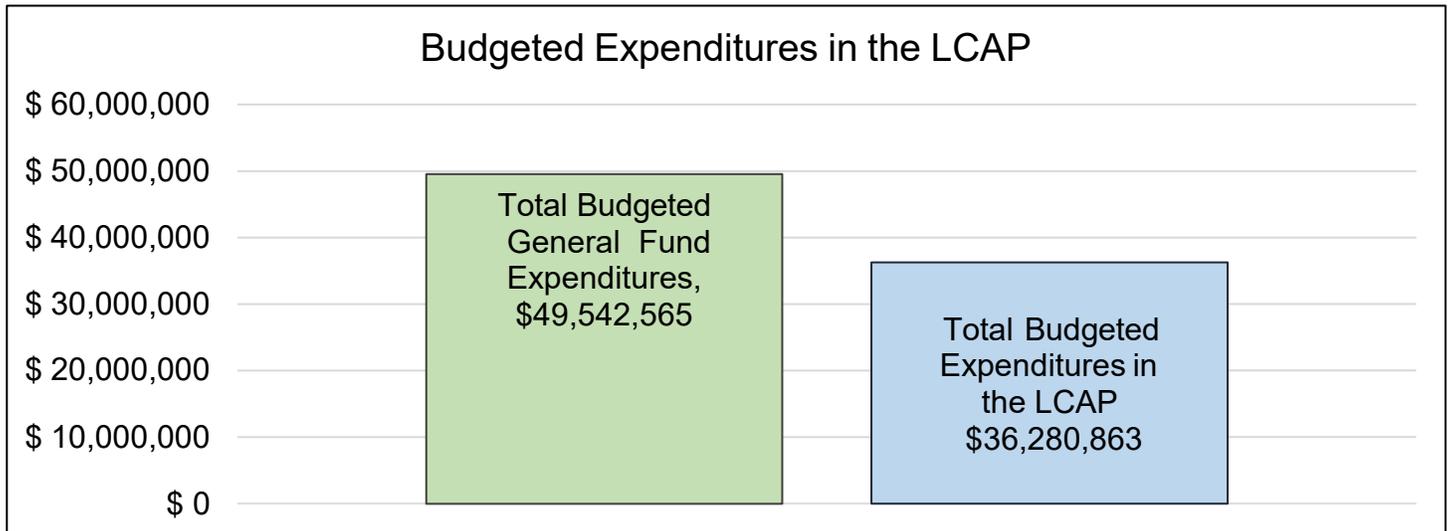


This chart shows the total general purpose revenue Duarte Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Duarte Unified School District is \$50,338,001.00, of which \$34,114,603.00 is Local Control Funding Formula (LCFF), \$6,368,950.00 is other state funds, \$5,008,316.00 is local funds, and \$4,846,132.00 is federal funds. Of the \$34,114,603.00 in LCFF Funds, \$5,461,088.00 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 Duarte Unified 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.

Duarte Unified School District plans to spend \$49,542,565.00 for the 2021 – 22 school year. Of that amount, \$36,280,863.00 is tied to actions/services in the LCAP and \$13,261,702.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

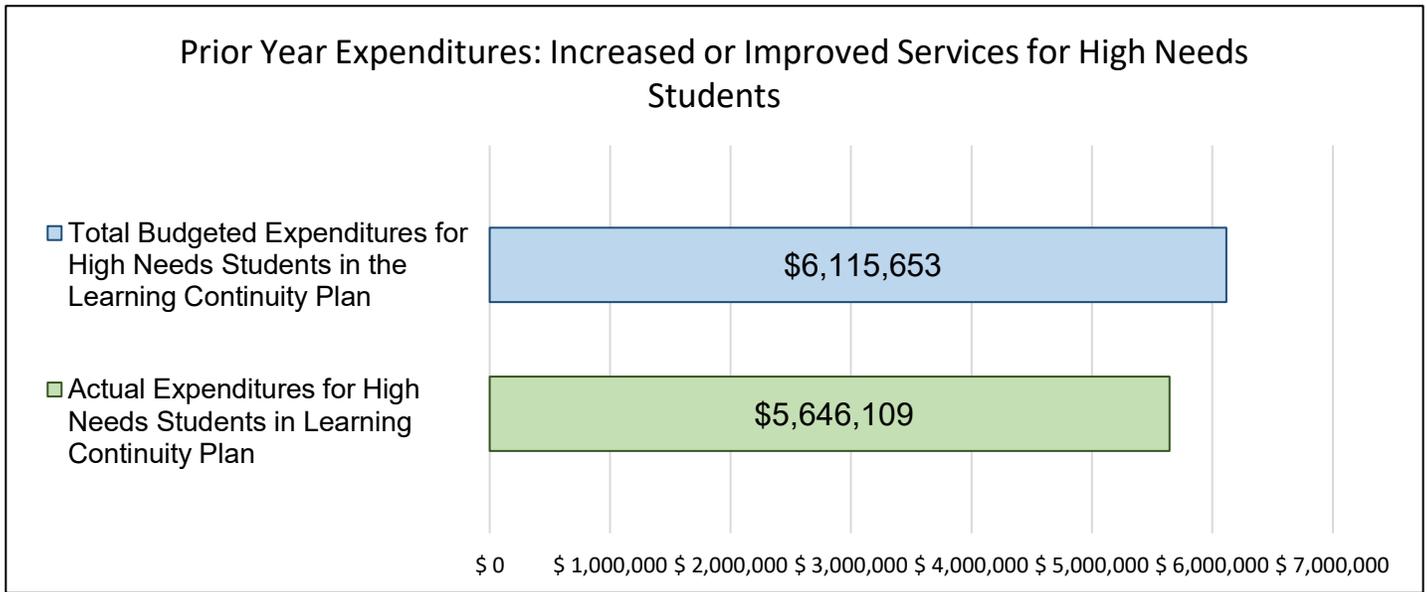
The Local control Accountabilit Plan does not include district operating expenses, including but not limited to, certificated and classified salaries and benefits, textbooks and other operational supplies, routine program costs such as transportation, maintenance and operations costs, routine services provided to the district, or capital outlay.

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

In 2021 – 22, Duarte Unified School District is projecting it will receive \$5,461,088.00 based on the enrollment of foster youth, English learner, and low-income students. Duarte Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Duarte Unified School District plans to spend \$6,830,010.00 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 Duarte Unified 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 Duarte Unified 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, Duarte Unified School District's Learning Continuity Plan budgeted \$6,115,653.00 for planned actions to increase or improve services for high needs students. Duarte Unified School District actually spent \$5,646,109.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$469,544.00 had the following impact on Duarte Unified School District's ability to increase or improve services for high needs students:

The actual expenses were lower than anticipated because the schools remained on Distance Learning for most of the year. The afterschool program was not put into place. Costs for teacher training and in-person conferences were less than originally planned. Personnel costs were also lower than anticipated due to decline in enrollment that compressed the master schedule.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Duarte Unified	Nadia Hillman Assistant Superintendent Educational Services	nhillman@duarteusd.org (626) 599-5011

Annual Update

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

Develop and maintain a quality work force, including incrementally increasing the average teacher, staff, and leadership team salaries to be no less than the median in Los Angeles County, to increase the likelihood that goals related to student achievement are met.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Fully Credentialed Teachers (Williams)	2019-20 100% of teachers will be fully credentialed as evidenced by meeting Williams standard.	100% of teacher are fully credentialed. No Williams deficiencies reported.
CTE Pathways	2019-20 N/A	2018-19 256 students enrolled in CTE pathways (concentrators and completers) 212% increase from baseline and 9% decrease from the previous year 199 CTE students low-income 12 CTE students English learners

Reclassification (CELDT)	2019-20 Increase by 2% the percentage of ELL re-designated the previous year.	The reclassification rate in 2019-20 was 7.9%, an increase of 3% from the previous year.
PD Attendance (Voluntary EEF)	2019-20 N/A	N/A data not collected because voluntary EEF PD suspended in 2017-18.
EAP Readiness - All Students	2019-20 Increase by 10% the <u>number</u> of students graduating ready or conditionally ready over the previous year.	In 2019, 53% of all students met EAP readiness in English Language Arts, a 2% decrease from the previous year. 20% of all students met EAP readiness in mathematics, an 8% increase from the previous year.
EAP Readiness - LI Students	2019-20 Increase by 10% the number of students meeting EAP readiness requirements over the previous year.	In 2019, 51% of low-income students met EAP readiness in English Language Arts, an 11% decrease from the previous year. 20% of low-income students met EAP readiness in math, an 8% increase from the previous year.
EAP Readiness - ELL Students	2019-20 Increase by 10% the number of students meeting EAP readiness requirements over the previous year.	In 2019, 18% of English learner students met EAP readiness in English Language Arts, an 18% increase from the previous year. 0% of English learner students met EAP readiness, a 6% decrease from the previous year.
UC/CSU Readiness - All Students	2019-20 Increase by 10% the <u>number</u> of students meeting UC/CSU requirements over the previous year.	54.8% of all students graduated in 2020 meeting the UC/CSU requirements, an increase of 1.4% of all students from the previous year.
UC/CSU Readiness - LI Students	2019-20 Increase by 10% the percentage of students graduating with UC/CSU required courses over the previous year.	46.3% low income students graduated in 2020 with UC/CSU required courses, an increase of 3% from the previous year.

UC/CSU Readiness - ELL Students	2019-20 Increase by 10% the <u>number</u> of students graduating with UC/CSU required courses over the previous year.	4.8% English learner students graduated in 2020 with UC/CSU required courses, a 4.3% decrease from the previous year.
AP Exams - All Students	2019-20 Increase by 10% the number tested from previous year.	In 2020, 111 of students took AP exams, an increase of 11% from the previous year.
AP Exams - LI Students	2019-20 Increase by 10% the <u>number</u> of LI students taking AP exams over the previous year.	In 2020, 68 low-income students took AP exams, an increase of 39% from the previous year.
AP Exams - ELL Students	2019-20 Increase by 10% the <u>number</u> of LI students taking AP exams over the previous year.	In 2020, 0 English learner students to AP exams, equal to the number from the previous year.
AP Exams Score of 3 or Better - All Students	2019-20 Increase by 10% the number of students scoring a 3 or better over the previous year.	In 2020, 53 students received an AP exam score of 3 or better, an increase of 36% from the previous year.
AP Exams Score of 3 or Better - LI Students	2019-20 Increase by 10% the number of students scoring a 3 or better over the previous year.	In 2020, 30 low-income students received an AP exam score of 3 or better, an increase of 50% from the previous year.
AP Exams Score of 3 or Better - ELL Students	2019-20 Increase by 10% the number of students scoring a 3 or better over the previous year.	In 2020, 0 English learner students received an AP exam score of 3 or better, equal to the number from the previous year.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 1: Action 1</p> <p>Provide professional development to increase instructional leadership and to promote educator quality and effectiveness.</p>	<p>\$35,000 - LCFF - 1000-1999 Certificated Salaries - Professional Development - Quality and Effectivess</p> <p>\$10,000 - LCFF - 3000-3999 Employee Benefits - Professional Development - Quality and Effectiveness</p> <p>\$7,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development - Quality and Effectiveness</p> <p>\$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development - Quality and Effectiveness</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries - Classified Salaries; Professional Development</p>	<p>\$5,298 - LCFF - 1000-1999 Certificated Salaries - Professional development - Quality and Effectiveness</p> <p>\$7,406 - LCFF - 3000-3999 Employee Benefits - Professional Development - Quality and Effectiveness</p> <p>\$2,971 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development - Quality and Effectiveness</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development - Quality and Effectiveness</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries - Classified Salaries, Professional Development</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Goal 1: Action 2</p> <p>Per Williams, et al., vs. State of California, et al., every student will receive instruction from a fully credentialed teacher.</p>	<p>\$13,072,779 - LCFF - 1000-1999 Certificated Salaries - Certificated (non-management) staff</p> <p>\$4,432,272 - LCFF - 3000-3999 Employee Benefits - Certificated (non-management) staff</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Certificated (non-management) staff Fringe Benefits</p> <p>\$0 - Other Federal Funds - 3000-3999 Employee Benefits - Certificated (non-management) staff Fringe Benefits</p>	<p>\$12,859,404 - LCFF - 1000-1999 Certificated Salaries - Certificated (non-management) staff</p> <p>\$3,852,106 - LCFF - 3000-3999 Employee Benefits - Certificated (non-management) staff</p> <p>\$0</p> <p>\$0</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Goal 1: Action 3</p> <p>Provide highly effective and learning-centered leaders and administrative management staff.</p>	<p>\$2,061,321 - LCFF - 1000-1999 Certificated Salaries - Certificated management</p> <p>\$540,411 - LCFF - 3000-3999 Employee Benefits - Certificated management</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Certificated Management Fringe Benefits</p> <p>\$142,464 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Management (SPED)</p> <p>\$37,493 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Management Fringe Benefits</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Certificated Management Fringe Benefits</p>	<p>\$2,021,665 - LCFF - 1000-1999 Certificated Salaries - Certificated management</p> <p>\$529,274 - LCFF - 3000-3999 Employee Benefits - Certificated management</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Certificated Management Fringe Benefits</p> <p>\$142,464 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Management (SPED)</p> <p>\$38,061 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Management Fringe Benefits</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 1: Action 4</p> <p>Attract and retain new and beginning teachers that are qualified and equipped to meet the specific needs of student subgroups including English Learners, foster youth and students from low income families. The number of teachers needing this support has increased.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - BTSA Support Provider</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - BTSA Support Provider</p> <p>\$51,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Induction Support (LACOE)</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - BTSA Support Provider</p> <p>\$3,750 - LCFF - 5000-5999 Services and Other Operating Expenses - Induction Support</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Goal 1: Action 5</p> <p>Provide a highly trained support staff and qualified paraprofessionals, including certification and licensure requirements, if necessary, in all schools and the District office.</p>	<p>\$3,231,944 - LCFF - 2000-2999 Classified Salaries - Classified (non-instructional) staff</p> <p>\$1,458,090 - LCFF - 3000-3999 Employee Benefits - Classified (non-instructional) staff</p> <p>\$2,033,026 - LCFF - 2000-2999 Classified Salaries - Classified (instructional) staff</p> <p>\$823,596 - LCFF - 3000-3999 Employee Benefits - Classified (instructional) staff</p>	<p>\$4,098,335 - LCFF - 2000-2999 Classified Salaries - Classified (non-instructional) staff</p> <p>\$1,725,173 - LCFF - 3000-3999 Employee Benefits - Classified (non-instructional) staff</p> <p>\$2,342,956 - LCFF - 2000-2999 Classified Salaries - Classified (instructional) staff</p> <p>\$973,640 - LCFF - 3000-3999 Employee Benefits - Classified (instructional) staff</p>

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 COVID19 emergency, Duarte Unified closed all school campuses in March 2020. All staff positions were maintained and re-purposed to better support the needs of students and families. Some of the professional development activities did not occur as originally planned. The funds budgeted for these professional activities were used to support students, families, teacher and staff by implementing training through a digital platform. Teachers and staff were paid hourly to participate in these trainings to support the transition to distance learning. Any funds budgeted for actions/services not implemented were reallocated to support distribution of student technology and meals.

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

Duarte Unified was successful in hiring and maintaining the appropriate staff (credentialed, classified and management) to support goals related to student achievement. Regular job-embedded professional development included teacher collaboration and department meetings, weekly staff meeting/training, management meeting/training and bimonthly Learning Walks. Additionally, three pupil free days were dedicated to training all staff on addressing the student achievement goals. The challenges related to the implementation of actions/services were related to the disruption caused by the COVID19 school closure starting in March 2020. Due to the inability to conduct end-of-year student assessments, comprehensive measurement of student achievement was not possible. The focus of all professional development quickly pivoted to focus on remote instructional delivery.

Goal 2

Restructure the district into PK-8 Academy schools, and a diverse set of secondary school options.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Graduation Rate - All Students 2019-20 99%	90.3% of all students graduated in 2020. That rate represents a 5.2% decline from 2019.
Graduation Rate - LI Students 2019-20 99%	90.5% of low-income students graduated in 2020. That rate represents a 5.2% decline from 2019.
Graduate Rate - ELL Students 2019-20 99%	78.3% of English learner students graduated in 2020. That rate represents a 18.7% decline from 2019.
CTE Pathways 2019-20 Increase by 15% over baseline year	<p>In 2019-20, 273 students were enrolled in CTE pathways (concentrators and completers), a 4% decrease from 2017-18 baseline year (284 students.)</p> <p>In 2019-20, 202 low-income students were enrolled in CTE pathways (concentrators and completers), a 1% decrease from 2017-18 baseline year (204 low-income students.)</p> <p>In 2019-20, 25 English learner students were enrolled in CTE pathways (concentrators and completers), a 28% increase from 2017-18 baseline year (7 English learner students.)</p>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Goal 2: Action 1</p> <p>Teach a broad spectrum of rigorous academic content through the lens of the arts to generate a measurably deeper level of comprehension and retention through instruction developed by school staff.</p>	<p>\$68,039 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Arts Integration Supplies for Academic Units</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries - Arts integration support for strategies, habits of mind, and processes</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Arts integration support for strategies, habits of mind, and processes</p>	<p>\$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Arts Integration Supplies were purchased through site allocations</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Grade Spans: PK</p> <p>Goal 2: Action 2</p> <p>Expand PK services where there are higher numbers of eligible families that meet State preschool requirement.</p>	<p>\$0 - Other Local Revenues - 7000-7499</p> <p>Other - Transfer out - Early Childhood</p>	<p>\$0 - Other Local Revenues - 7000-7499</p> <p>Other</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Goal 2: Action 3 Per Williams, et al., vs. State of California, et al. provide expenditures for basic services to support operational expenses incurred in carrying out an organization's day-to-day activities.</p>	<p>\$4,306,512 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Operational expenses for day-to-day activities</p> <p>\$2,038,669 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Operational expenses for day-to-day activities</p>	<p>\$2,837,494 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Operational expenses for day-to-day activities</p> <p>\$1,320,743 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Operational expenses for day-to-day activities</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Grade 6-12</p> <p>Goal 2: Action 4 Implement multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Students in grades will not be utilizing Naviance next year.</p>	<p>\$253,203 - LCFF - 1000-1999 Certificated Salaries - CTE Teachers</p> <p>\$79,075 - LCFF - 3000-3999 Employee Benefits - CTE teachers</p> <p>\$47,593 - LCFF - 2000-2999 Classified Salaries - CTE Counselor (75%)</p> <p>\$20,447 - LCFF - 3000-3999 Employee Benefits - CTE Counselor (75%)</p> <p>\$31,000 - Other Federal Funds - 4000-4999 Books and Supplies - Perkins Allocation</p> <p>\$35,350 - LCFF - 4000-4999 Books and Supplies - CTE Instructional Materials Support</p> <p>\$16,535 - LCFF - 5000-5999 Services and Other Operating Expenses - CTE Conference costs</p> <p>\$9,274 - LCFF - 5000-5999 Services and Other Operating Expenses - Naviance software to align student strengths and interests to postsecondary opportunities</p>	<p>\$201,265 - LCFF - 1000-1999 Certificated Salaries - CTE Teachers</p> <p>\$62,028 - LCFF - 3000-3999 Employee Benefits - CTE Teachers</p> <p>\$50,101 - LCFF - 2000-2999 Classified Salaries - CTE Counselor</p> <p>\$20,495 - LCFF - 3000-3999 Employee Benefits - CTE Counselor</p> <p>\$24,998 - Other Federal Funds - 4000-4999 Books and Supplies - Perkins</p> <p>\$1,000 - LCFF - 4000-4999 Books and Supplies - CTE Instructional Materials Support</p> <p>\$5,953 - LCFF - 5000-5999 Services and Other Operating Expenses - CTE Conference costs</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Naviance software to align student strengths and interests to postsecondary goals</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-8</p> <p>Goal 2: Action 5</p> <p>Expand the Grade 6 - 8 instructional model to ensure equity across all schools. Utilize inquiry-based and cross-disciplinary instruction in core classes and increase the elective options for students across all schools. Students have the option to be transported to Duarte High School to enroll in enhanced electives and advanced classes not available at their home school.</p>	<p>\$92,807 - LCFF - 1000-1999 Certificated Salaries - IB curriculum integration cross content support</p> <p>\$27,036 - LCFF - 3000-3999 Employee Benefits - IB curriculum integration cross content support</p> <p>\$93,043 - LCFF - 1000-1999 Certificated Salaries - Elective expansion for 7th and 8th grade students at DHS</p> <p>\$27,470 - LCFF - 3000-3999 Employee Benefits - Elective expansion for 7th and 8th grade students at DHS</p> <p>\$110,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Elective Expansion for 7th and 8th grade students at DHS - transportation</p> <p>\$37,207 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses - Elective Expansion for 7th and 8th grade students at DHS - transportation</p>	<p>\$94,294 - LCFF - 1000-1999 Certificated Salaries - IB curriculum integration cross content support</p> <p>\$22,771 - LCFF - 3000-3999 Employee Benefits - IB curriculum integration cross content support</p> <p>\$72,274 - LCFF - 1000-1999 Certificated Salaries - Elective expansion for 7th and 8th grade students at DHS</p> <p>\$22,771 - LCFF - 3000-3999 Employee Benefits - Elective expansion for 7th and 8th grade students at DHS</p> <p>\$139,493 - LCFF - 5000-5999 Services and Other Operating Expenses - Elective Expansion for 7th and 8th grade students at DHS - transportation</p> <p>\$46,822 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses - Elective Expansion for 7th and 8th grade students at DHS - transportation</p>

Goal Analysis

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

All actions/services were implemented as planned. Due to a lower than anticipated enrollment in grades 6 - 12, the expenses for planned actions/services were lower than originally budgeted. Also, due to the COVID19 school closure in March 2020, the instructional delivery transitioned to Distance learning. Some instructional supports were no longer needed for a remote instructional delivery format. Any funds budgeted for actions/services not fully implemented as planned were reallocated to support distribution of student technology and meals during school closure.

Duarte Unified was successful with the implementation of actions/services related to this goal. Students in grades 6 - 8 were offered more elective options and accelerated math courses at Duarte High School than those available at their home school. Students were transported to the high school so that they could participate in classes taught by highly skilled high school teachers and benefit from the specialized high school facilities required for the electives. Another success related to this goal was the approved candidacy for the International Baccalaureate program at Maxwell Academy. CTE expansion was successful with more students completing pathways that connect to their post-secondary plans. Challenges with full implementation of actions/services were related to a lower than anticipated enrollment in grades 6 - 12. As a result the expenses for planned actions/services were lower than originally budgeted. Fewer sections of CTE and elective classes were needed than originally planned. After the COVID19 school closure starting in March 2020, enrollment declined in the preschool programs because some families declined the opportunity to engage in Distance Learning.

Goal 3

Create equity by reducing the achievement gap between the most successful and least successful students, regardless of race, ethnicity, social or economic circumstances.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>SBAC ELA Results - All Students 2019-20 24% of all students will exceed standard.</p> <p>36% of all students will meet standard.</p> <p>31% of all students will nearly meet standard.</p> <p>8% of all students will not meet standard.</p>	<p>The SBAC was suspended in 2020 due to school closure. The 2019 English Language Arts achievement for all students was</p> <p>23% of all students exceeded standard.</p> <p>32% of all students met standard</p> <p>22% of all students nearly met standard.</p> <p>23% of all student did not meet standard.</p>
<p>SBAC ELA Results - LI Students 2019-20 20% of Low Income students will exceed the standard.</p> <p>34% of Low Income students will meet the standard.</p> <p>33% of Low Income students will nearly meet standard.</p> <p>13% of Low Income students will not meet standard.</p>	<p>The SBAC was suspended in 2020 due to school closure. The 2019 English Language Arts achievement for Low Income students was:</p> <p>17% of Low Income students exceeded standard.</p> <p>29% of Low Income students met standard.</p> <p>25% of Low Income students nearly met standard.</p> <p>29% of Low Income students did not meet standard.</p>

SBAC ELA Results - ELL Students 2019-20

13% of ELL students will exceed the standard.

24% of ELL students will meet standard.

34% of ELL students will nearly meet standard.

29% of ELL students will not meet standard.

The SBAC was suspended in 2020 due to school closure. The 2019 English Language Arts achievement for a English learner students was:

1% of English learner students exceeded standard.

17% of English learner students met standard.

33% of English learner students nearly met standard.

49% of English learner students did not meet standard.

SBAC Math Results - All Students 2019-20

19% of all students will exceed standard.

28% of all students will meet standard.

38% of all students will nearly meet standard.

15% of all students will not meet standard.

The SBAC was suspended in 2020 due to school closure. The 2019 Mathematics achievement for all students was:

20% of all students exceeded standard.

21% of all students met standard.

26% of all students nearly met standard.

33% of all students did not meet standard.

SBAC Math Results - LI Students 2019-20

% of Low Income students will exceed standard.

% of Low Income students will meet standard.

% of Low Income students will nearly meet standard.

% of Low Income students will not meet standard.

The SBAC was suspended in 2020 due to school closure. The 2019 Mathematics achievement for Low Income students was:

14% of Low Income students exceeded standard.

18% of Low Income students met standard.

28% of Low Income students nearly met standard.

40% of Low Income students did not meet standard.

SBAC Math Results - ELL Students

2019-20

12% of ELL students will exceed standard.

21% of ELL students will meet standard.

37% of ELL students will nearly meet standard.

30% of ELL students will not meet standard.

The SBAC was suspended in 2020 due to school closure. The 2019 Mathematics achievement for English learner students was:

6% of English learner students exceeded standard.

9% of English learner students met standard.

26% of English learner students nearly met standard.

59% of English learner students did not meet standard.

EI Proficiency

2019-20

Increase the mean scale score at each grade level by 10%.

2019-20 Summative ELPAC

Mean scale score for kindergarten was 1574, an 8% increase from the previous year.

Mean scale score for Grade 1 was 1567, a 7% increase from the previous year.

Mean scale score for Grade 2 was 1459, a 2% decrease from the previous year.

Mean scale score for Grade 3 was 1453, a 2% decrease from the previous year.

Mean scale score for Grade 4 was 1470, a 2% decrease from the previous year.

Mean scale score for Grade 5 was 1469, a 4% decrease from the previous year.

Mean scale score for Grade 6 was 1506, a 1% decrease from the previous year.

Mean scale score for Grade 7 was 1552, a 1% increase from the previous year.

Mean scale score for Grade 8 was 1565, a 4% increase from the previous year.

Mean scale score for Grade 9 was 1558, a 2% increase from the previous year.

Mean scale score for Grade 10 was 1506, scores from the previous year were not available to protect student privacy.

	<p>Mean scale score for Grade 11 was 1569, a 3% increase from the previous year.</p> <p>Mean scale score for Grade 12 was 1437, scores from the previous year were not available to protect student privacy.</p>
<p>Reading Intervention Enrollment 2019-20 - All Students</p> <p>To measure the effectiveness of reading intervention program is not measured by enrollment. Discontinue this metric for 2019-20</p>	<p>This metric was discontinued because it does not measure the effectiveness of the program.</p>
<p>Reading Intervention Enrollment 2019-20 - LI Students</p> <p>To measure the effectiveness of reading intervention program is not measured by enrollment. Discontinue this metric for 2019-20</p>	<p>This measure was discontinued because it does not measure the effectiveness of the program.</p>
<p>Reading Intervention Enrollment 2019-20 - ELL Students</p> <p>To measure the effectiveness of reading intervention program is not measured by enrollment. Discontinue this metric for 2019-20</p>	<p>This measure was discontinued because it does not measure the effectiveness of reading intervention program.</p>
<p>Attendance</p> <p>2019-20 Increase or maintain the number of students with Excellent, Satisfactory or Manageable Attendance</p>	<p>In 2020, the system that reported attendance using the Excellent, Satisfactory or Manageable Attendance was suspended. In its place, the Duarte monitors attendance using CALPADS data with the goal of student absences less than 5%.</p> <p>In 2018-19, 71.19% of students were absent less than 5% of the school year.</p> <p>In 2019-20, 77.13% of students were absent less than 5% of the school year, a 5.94% increase.</p> <p>In 2018-20, 20.93% of students were absent more than 5% and less than 10% of the school year.</p>

		In 2019-20, 16.88% of students were absent more than 5% and less than 10% of the school year.
Chronic Absenteeism	2019-20 <u>All Students:</u> Chronic: 6% <u>Low-Income Students:</u> Chronic: 6% <u>ELL Students:</u> Chronic: 4% <u>Foster Students:</u> N/A	7.88% of all students were chronically absent. 9.81% of Low-Income students were chronically absent. 6.91% of English learner students were chronically absent.
Graduation Rate - All Students	2019-20 99%	90.3% of all students graduated in 2020. That rate represents a 5.2% decline from 2019.
Graduation Rate - LI Students	2019-20 99%	90.5% of low-income students graduated in 2020. That rate represents a 5.2% decline from 2019.
Graduation Rate - ELL Students	2019-20 99%	78.3% of English learner students graduated in 2020. That rate represents a 18.7% decline from 2019.
Dropout Rate - All Students	2019-20 3.0	The dropout rate for all students from the class of 2019 was 5%.
Dropout Rate - LI Students	2019-20 N/A	The dropout rate for low-income students from the class of 2019 was 5%.
Dropout Rate - ELL Students	2019-20 N/A	The dropout rate for English learner students from the class of 2019 was less than 1%.

Middle School Dropout Rate - All Students	2019-20 Decrease by 10% the dropout rate over the previous year.	There were no middle school dropout students in 2019.
Middle School Dropout Rate - LI Students	2019-20 Decrease by 10% the dropout rate over the previous year.	There were no low-income students dropouts in 2019.
Middle School Dropout Rate - ELL Students	2019-20 Decrease by 10% the dropout rate over the previous year.	There were no English learner dropout students in 2019.
AVID Students Accepted to 4-Yr College	2019-20 10% increase over previous year.	56.3% of AVID students were accepted to a 4-Yr College in 2019. Results were not collected in 2020 due to school closure.
Textbooks/Instructional Materials (Williams)	2019-20 100% of students will have standards-aligned textbooks and instructional materials for core classes.	100% of students had standards-aligned textbooks and instructional materials for core classes.
BrightByte Survey Results	2019-20 Increase by 5% the number of students that will be able to obtain a computer when needed over the previous year.	100% of all students were provided a computer.
Office Disciplinary Referrals (ODR) - All Students	2019-20 A decrease of no less than 10% from previous year.	In 2019-20, the schools reported a total of 365 major office disciplinary referrals (ODR) for all students, a 10% increase from the previous year.
Office Disciplinary Referrals (ODR) - LI Students	2019-20 A decrease of no less than 10% from benchmark.	In 2019-20, the schools reported a total of 247 major office disciplinary referrals (ODR) for low-income students, an increase of 8% from the previous year.

Office Disciplinary Referrals (ODR) - ELL Students	2019-20 A decrease of no less than 10% from benchmark.	In 2019-20, the schools reported a total of 83 major office disciplinary referrals (ODR) for English learner students, a 14% increase from the previous year. .
Suspensions - All Students	2019-20 Decrease the rate by 1% from previous year.	The suspension rate for all students was 1.2% in 2019-20, a decline of 2% from the previous year.
Suspensions - LI Students	2019-20 Decrease by 1% from previous year.	The suspension rate for low-income students was 1.4% in 2019-20, a decline of 1.8% from the previous year.
Suspensions - ELL Students	2019-20 Decrease by 1% from previous year.	The suspension rate for English learner students was 1.6% in 2019-20, a decline of 0.6% from the previous year.
Expulsions - All Students	2019-20 Decrease by 10% the expulsion rate over the previous year.	The expulsion rate for all students was 0.06% in 2019-20. This rate represents 2 students which was an increase of 0.03% from the previous year.
Expulsions - LI Students	2019-20 Decrease by 10% the expulsion rate over the previous year.	Data not available to protect student privacy.
Expulsions - ELL Students	2019-20 Decrease by 10% the expulsion rate over the previous year.	Data not available to protect student privacy.
Safety & School Connectedness	2019-20 Increase by 10% the <u>number</u> of respondents who strongly agree or agree	Survey was not conducted due to school closure.

Reading Intervention - Lexile level

2019-20

Increase by 20% the average Lexile level of students enrolled in Read 180 from the benchmark

The average Lexile level of students enrolled in Read 180 increased 56 points from the beginning of the year benchmark assessment, a 9% increase.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 3: Action 1 Implement an attendance initiative to lower the dropout rate of culturally and linguistically diverse students, and students from low-income and foster homes by building a support system including PBIS, conducting attendance audits, counseling and providing student and family services.</p>	<p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Attention 2 Attendance is a software and service solution to improve student attendance.</p> <p>\$27,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Positive Behavior Intervention Support (PBIS) PD</p> <p>\$12,000 - LCFF - 1000-1999 Certificated Salaries - Positive Behavior Intervention Support (PBIS) Coaches Stipends</p> <p>\$17,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Illuminate Data and Assessment Management</p> <p>\$33,196 - LCFF - 2000-2999 Classified Salaries - Clerical support for data analysis</p> <p>\$17,884 - LCFF - 3000-3999 Employee Benefits - Clerical support for data analysis</p> <p>\$96,763 - LCFF - 1000-1999 Certificated Salaries - Student Services Director (73%) Support System Readiness: Conducting attendance audits and provide student and family services.</p> <p>\$25,843 - LCFF - 3000-3999 Employee Benefits - Student Services Director (73%) Support System Readiness: Conducting attendance audits and provide student and family services.</p> <p>\$98,920 - LCFF - 3000-3999 Employee Benefits - Counseling and mental health support for grade 6 - 8</p> <p>\$26,080 - LCFF - 3000-3999 Employee Benefits - Counseling and mental health support for grade 6 - 8</p>	<p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Attention 2 Attendance software</p> <p>\$1,584 - LCFF - 5000-5999 Services and Other Operating Expenses - Positive Behavior Intervention Support (PBIS) PD</p> <p>\$1,279 - LCFF - 1000-1999 Certificated Salaries - Positive Behavior Intervention Support (PBIS) Coaches Stipends</p> <p>\$1,584 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries - Clerical support for Attendance Initiative (73%)</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Clerical support for data analysis</p> <p>\$99,987 - LCFF - 1000-1999 Certificated Salaries - Student Services Director to Support System Readiness</p> <p>\$26,898 - LCFF - 3000-3999 Employee Benefits - Student Services Director to support system readiness</p> <p>\$63,279 - LCFF - 1000-1999 Certificated Salaries - Counseling and mental health support for grade 6 - 8</p> <p>\$17,443 - LCFF - 3000-3999 Employee Benefits - Counseling and mental health support for grade 6 - 8</p> <p>\$9,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Homeless Student Support</p> <p>\$63,350 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - ESS Choice transportation costs</p> <p>\$39,468 - LCFF - 2000-2999 Classified</p>

	<p>\$9,033 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Homeless Student Support</p> <p>\$45,163 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - ESSA Choice transportation costs</p> <p>\$36,493 - LCFF - 2000-2999 Classified Salaries - Clerical support for Attendance Initiative (73%)</p> <p>\$16,901 - LCFF - 3000-3999 Employee Benefits - Clerical support for Attendance Initiative (73%)</p>	<p>Salaries - Clerical support for Attendance Initiative (73%)</p> <p>\$17,179 - LCFF - 3000-3999 Employee Benefits - Clerical support for Attendance Initiative (73%)</p>
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Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 3: Action 2</p> <p>Implement a Class Size Reduction Initiative to increase student achievement and reduce the achievement gap between the general population and culturally and linguistically diverse students, foster youth and students from low-income homes.</p>	<p>\$1,156,092 - LCFF - 1000-1999 Certificated Salaries - Reduce K-3 Class size from 30:1 (contractual) to 24:1.</p> <p>\$359,604 - LCFF - 3000-3999 Employee Benefits - Reduce K-3 Class size from 30:1 (contractual) to 24:1.</p> <p>\$160,482 - LCFF - 1000-1999 Certificated Salaries - Reduce 4-5 Class size from 30:1 (contractual) to 24:1.</p> <p>\$50,940 - LCFF - 3000-3999 Employee Benefits - Reduce 4-5 Class size from 30:1 (contractual) to 24:1.</p> <p>\$538,238 - LCFF - 1000-1999 Certificated Salaries - Reduce 6-8 Class size from 30:1 (contractual) to 24:1. - 8 teacher</p> <p>\$177,080 - LCFF - 3000-3999 Employee Benefits - Reduce 6-8 Class size from 30:1 (contractual) to 24:1. - 8 teacher</p> <p>\$318,700 - LCFF - 1000-1999 Certificated Salaries - Reduce 9-12 Class size from 30:1 (contractual) to 24:1. - 4.8 teacher</p> <p>\$102,044 - LCFF - 3000-3999 Employee Benefits - Reduce 9 - 12 Class size from 30:1 (contractual) to 24:1. - 4.8 teacher</p>	<p>\$1,165,690 - LCFF - 1000-1999 Certificated Salaries - Reduce K-3 Class size from 30:1 (contractual) to 24:1</p> <p>\$341,353 - LCFF - 3000-3999 Employee Benefits - Reduce K-3 Class size from 30:1 (contractual) to 24:1</p> <p>\$149,626 - LCFF - 1000-1999 Certificated Salaries - Reduce 4-5 Class size from 30:1 (contractual) to 24:1</p> <p>\$48,595 - LCFF - 3000-3999 Employee Benefits - Reduce 4-5 Class size from 30:1 (contractual) to 24:1</p> <p>\$595,680 - LCFF - 1000-1999 Certificated Salaries - Reduce 6-8 Class size from 30:1 (contractual) to 24:1</p> <p>\$177,323 - LCFF - 3000-3999 Employee Benefits - Reduce 6-8 Class size from 30:1 (contractual) to 24:1</p> <p>\$319,750 - LCFF - 1000-1999 Certificated Salaries - Reduce 9-12 Class size from 30:1 (contractual) to 24:1</p> <p>\$99,123 - LCFF - 3000-3999 Employee Benefits - Reduce 9-12 Class size from 30:1 (contractual) to 24:1</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 3: Action 3</p> <p>Implement a 1:1 Chromebook Initiative to level the technology playing field to ensure all students have the same access and opportunity to engage in a learning environment that fosters critical thinking, collaboration, communication, and creativity. Two consecutive years of Bright Bytes survey data informed these instructional and technological needs. The collection of the Bright Bytes survey is not warranted in the coming year.</p>	<p>\$150,000 - LCFF - 4000-4999 Books and Supplies - 1:1 Chromebook Initiative \$4,900 - Federal Revenues - Title IV - 4000-4999 Books and Supplies - Digital devices to support instruction \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - BrightBytes Technology Survey - Staff/Student Assessment \$202,056 - LCFF - 2000-2999 Classified Salaries - Digital Media Specialist \$94,275 - LCFF - 3000-3999 Employee Benefits - Digital Media Specialist \$11,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Destiny software management system \$14,400 - LCFF - 5000-5999 Services and Other Operating Expenses - Hotspots for students who need wireless connectivity</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - 1:1 Chromebook Initiative \$4,677 - Federal Revenues - Title IV - 4000-4999 Books and Supplies - Digital devices to support instruction \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Brightbytes Technology Survey \$212,305 - LCFF - 2000-2999 Classified Salaries - Digital Media Specialist Salaries \$90,802 - LCFF - 3000-3999 Employee Benefits - Digital Media Specialist \$4,559 - LCFF - 4000-4999 Books and Supplies - Destiny software management system \$6,627 - LCFF - 5000-5999 Services and Other Operating Expenses - Hotspots to provide portable wifi for students</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 3: Action 4</p> <p>Implement a culturally responsive education reform that supports the learning of students in a</p>	<p>\$153,494 - LCFF - 1000-1999 Certificated Salaries - ELD teacher salaries \$47,112 - LCFF - 3000-3999 Employee Benefits - ELD teacher salaries \$175,316 - LCFF - 2000-2999 Classified Salaries - Bilingual aides \$38,108 - LCFF - 3000-3999 Employee Benefits - Bilingual aides \$351,239 - LCFF - 1000-1999 Certificated Salaries - Teacher learning coaches to drive systemic improvement across the school. \$99,435 - LCFF - 3000-3999 Employee</p>	<p>\$64,979 - LCFF - 1000-1999 Certificated Salaries - ELD teacher salaries \$14,163 - LCFF - 3000-3999 Employee Benefits - ELD teacher salaries \$188,154 - LCFF - 2000-2999 Classified Salaries - Bilingual aides \$40,246 - LCFF - 3000-3999 Employee Benefits - Bilingual Aides \$381,519 - LCFF - 1000-1999 Certificated Salaries - Teaching learning coaches to drive systemic improvement \$107,968 - LCFF - 3000-3999 Employee Benefits - Teaching learning coaches to drive systemic improvement</p>

culturally supported, learner-centered context. An additional Teaching and Learning coach will expand the practice of identifying student strengths and instructional strategies to promote student achievement in linguistic and Common Core State Standards proficiency. There will be increased efforts to engage parents in authentic participation and decision making about the education of English learners.

Benefits - Teacher learning coaches to drive systemic improvement across the school.
 \$1,000 - LCFF - 4000-4999 Books and Supplies - DELAC/ELAC operating budget
 \$179,883 - LCFF - 4000-4999 Books and Supplies - Instructional Materials to support high quality curriculum, language-rich pedagogy delivery within a culturally and linguistically responsive school system.
 \$239,786 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Instructional materials to support high quality curriculum, language-rich pedagogy delivery within a culturally and linguistically responsive school system. (repeated expenditure)
 \$21,800 - LCFF - 2000-2999 Classified Salaries - ELD Assessment support
 \$9,290 - LCFF - 3000-3999 Employee Benefits - ELD Assessment Support
 \$71,725 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Rosetta Stone Contract (Year 3 of 3)

\$642 - LCFF - 4000-4999 Books and Supplies - DELAC/ELAC operating budget
 \$43,842 - LCFF - 4000-4999 Books and Supplies - Instructional Materials to support high quality curriculum, language
 \$377,744 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Instructional Materials to support high quality curriculum (repeated expenditure)
 \$23,069 - LCFF - 2000-2999 Classified Salaries - ELD Assessment Support
 \$9,393 - LCFF - 3000-3999 Employee Benefits - ELD Assessment Support
 \$20,700 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Rosette Stone

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 3: Action 5</p> <p>Implement AVID and provide additional</p>	<p>\$59,658 - LCFF - 1000-1999 Certificated Salaries - AVID Teachers (5 sections) \$24,323 - LCFF - 3000-3999 Employee Benefits - AVID Teachers (5 sections) \$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses - AVID Professional Development \$15,000 - LCFF - 2000-2999 Classified Salaries - AVID Tutors \$4,692 - LCFF - 3000-3999 Employee Benefits - AVID Tutors</p>	<p>\$31,498 - LCFF - 1000-1999 Certificated Salaries - AVID Teachers (3 sections) \$14,922 - LCFF - 3000-3999 Employee Benefits - AVID Teachers (3 sections) \$9,849 - LCFF - 5000-5999 Services and Other Operating Expenses - AVID Professional Development replaced with internal processes \$1,481 - LCFF - 2000-2999 Classified Salaries - AVID Tutors \$28 - LCFF - 3000-3999 Employee Benefits - AVID Tutors</p>

tutorial support to address gaps in student performance and success by developing the skills that enable them to deal effectively with the academic, cultural and financial challenges that college creates.

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 3: Action 6</p> <p>Allocate supplemental Title I funds to all schools to ensure children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.</p>	<p>\$713,568 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Title I Site Allocation</p>	<p>\$859,356 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Title I Allocation</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$150,667 - LCFF - 1000-1999 Certificated Salaries - READ 180 teachers</p> <p>\$42,936 - LCFF - 3000-3999 Employee Benefits - READ 180 teachers</p> <p>\$25,000 - LCFF - 4000-4999 Books and Supplies - READ 180 material support</p> <p>\$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - READ</p>	<p>\$131,527 - LCFF - 1000-1999 Certificated Salaries - Read 180 teachers</p> <p>\$38,192 - LCFF - 3000-3999 Employee Benefits - Read 180 teachers</p> <p>\$1,060 - LCFF - 4000-4999 Books and Supplies - Read 180 material support</p> <p>\$17,344 - LCFF - 5000-5999 Services and Other Operating Expenses - Read</p>

Goal 3: Action 7

Implement and provide ongoing support of READ 180/System 44 as a reading intervention program for students who read at least two years below grade level.

180 Professional Development

180 Professional Development

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 3: Action 8</p> <p>Subsidize the cost of attending Outdoor Science Camp and other hands-on educational activities that reflect 21st century learning for students who would not typically have access to such experience such as a foster youth and students from low-income families.</p>	<p>\$71,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Subsidize Outdoor Science Camp tuition</p>	<p>\$14,074 - LCFF - 5000-5999 Services and Other Operating Expenses - Subsidize Outdoor Science Camp tuition</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$18,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Scholastic SRI</p> <p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - ESGI TK-2 assessment platform for conducting one-on-one assessments for emergent and non-readers.</p>	<p>\$16,650 - LCFF - 5000-5999 Services and Other Operating Expenses - Scholastic SRI</p> <p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - ESGI TK-2 assessment platform for conducting one-on-one assessment</p>

Goal 3: Action 9

Utilize a research-based assessment as part of MTSS to assess reading comprehension ability.

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Goal 3: Action 10</p> <p>Provide special education and related services to students with disabilities toward improving academic achievement and behavior.</p>	<p>\$974,731 - Other Local Revenues - 7000-7499 Other - SPED excess costs</p>	<p>\$1,416,087 - Other Local Revenues - 7000-7499 Other - SPED excess costs (includes regional cost transferred to charters)</p>

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Students who qualify for Migrant Education</p> <p>Location: All Schools</p> <p>Goal 3: Action 11</p> <p>Provide services for students who qualify for Migrant Education through direct services at the school sites to ensure that these students' specific needs are met.</p>	<p>\$10,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Migrant Education Services (repeated expenditure)</p>	<p>\$10,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Migrant Education Services (repeated expenditure)</p>

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 3: Action 12</p> <p>Provide clerical support, staff collaboration, teacher training, and counseling to meet the specific needs of student subgroups including English Learners, foster, homeless, at-risk, low socio-economic and low performing. Foster youth experience trauma in their lives and will benefit from the mental health support by the addition of the counselor.</p>	<p>\$100,529 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Rigorous Curriculum Design (RCD) PD</p> <p>\$10,622 - Federal Revenues - Title II - 7000-7499 Other - Title II Indirect Costs (7.72%)</p> <p>\$21,800 - Federal Revenues - Title II - 2000-2999 Classified Salaries - Clerical Support</p> <p>\$9,290 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Clerical Support</p> <p>\$5,667 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - GLAD training in the area of language acquisition and literacy.</p> <p>\$25,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Collaboration teachers/substitutes (repeated expenditure)</p> <p>\$5,100 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Collaboration teachers/substitutes (repeated expenditure)</p> <p>\$98,920 - LCFF - 1000-1999 Certificated Salaries - Counseling and mental health support for grade 6 - 8 (repeated expenditure)</p> <p>\$26,080 - LCFF - 3000-3999 Employee Benefits - Counseling and mental health support for grade 6 - 8 (repeated expenditure)</p>	<p>\$0 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Rigorous Curriculum Design (RCD) PD</p> <p>\$6,683 - Federal Revenues - Title II - 7000-7499 Other - Title II Indirect Costs</p> <p>\$23,069 - Federal Revenues - Title II - 2000-2999 Classified Salaries - Clerical Support</p> <p>\$9,393 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Clerical Support</p> <p>\$0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - GLAD training not provided this year</p> <p>\$88,715 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - collaboration teachers/sustitutes (repeated expenditure)</p> <p>\$21,192 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Collaboration teachers/substitutes (repeated expenditure)</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries - utilized community partnership</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - utilized community partnership</p>

Goal Analysis

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

All actions/services were fully implemented as planned excepted in cases when there were limitations due to the COVID19 school closure. Other materials differences between budgeted and actual expenditures were attributed to salaries of new employees that were lower than the employee who

had originally held that same position. Local revenues were identified to support the annual purchase of student Chromebooks. Any funds budgeted for actions/services that were not fully implemented as planned were reallocated to support the increased cost of responding to the COVID19 emergency such as newly identified services unique to students with disabilities, expanded need for portable wifi access for students and staff, and the distribution of student meals.

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

Duarte Unified realized successes in the implementing the actions/services to achieve this goal. As a result of the strong PBIS implementation, the culture and climate of the schools supported a positive learning environment. The suspension rate declined for students across all subgroups. Classes size remained lower than the contracted maximum which increased the opportunities for teachers to provide more targeted support to address students' needs. The district 1:1 Chromebook program was well-established in advance of the sudden need driven by the COVID19 school closure

Challenges to fully implement the actions/services to achieve the goal were related to decline in enrollment and to the COVID19 school closure. Due to a decline in enrollment revenue, staffing reduced which resulted in fewer than planned sections of AVID and Read 180/System 44. Due to school closure, some actions were disrupted such as Outdoor Science School and ongoing teacher release time for MTSS collaboration.

Goal 4

Create a culture where partnering entities work together to integrate and complement each other in support of student success by developing a more seamless approach to learning that addresses the complex conditions and variety of environments (home, school, community) in which students learn and grow.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>ASES Enrollment - All Students 2019-20 Increase by 2% the number of students served in after school over the previous year.</p>	<p>In 2019-20, 813 students were served in the afterschool program, a 4% increase from the previous year.</p>
<p>ASES Enrollment - LI Students 2019-20 Increase by 10% the number of LI students served in after school programs over the previous year.</p>	<p>In 2019-20, 336 low income students were served in the after school program, a 16% decrease (although an additional 268 students enrolled were not specified.)</p>
<p>ASES Enrollment - ELL Students 2019-20 Increase by 10% the number of ELL students served in after school programs over the previous year.</p>	<p>In 2019-20, 150 English learner students were served in the after school program, a 33% increase from the previous year.</p>
<p>After School Tutoring Enrollment - All Students 2019-20 Increase by 10% the number of students served in after school tutoring over the previous year.</p>	<p>146 students were served in after school tutoring, a 49% decrease from the previous year.</p>
<p>After School Tutoring Enrollment - LI Students 2019-20 Increase by 10% the number of LI students served in after school tutoring over the previous year.</p>	<p>103 low-income students were served in after school tutoring, a 50% decrease from the previous year.</p>

After School Tutoring Enrollment 2019-20

- ELL Students

Increase by 10% the number of ELL students served in after school tutoring over the previous year.

30 English learner students were served in after school tutoring, a 49% decrease from the previous year.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 4: Action 1</p> <p>Expand Out-of-School Time (OST) programs to strengthen, support, and transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curriculum.</p>	<p>\$45,667 - LCFF - 1000-1999 Certificated Salaries - Community Outreach Officer (50%)</p> <p>\$12,713 - LCFF - 3000-3999 Employee Benefits - Community Outreach Officer (50%)</p> <p>\$35,796 - LCFF - 1000-1999 Certificated Salaries - Director Community, College, Career (25%)</p> <p>\$8,325 - LCFF - 3000-3999 Employee Benefits - Director Community, College, Career 25% benefits</p> <p>\$200,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Think Together After school education and enrichment programs</p> <p>\$50,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - After school tutoring (repeated expenditure)</p> <p>\$660,441 - After School Education & Safety - 5000-5999 Services and Other Operating Expenses - Think Together after school education and enrichment programs</p>	<p>\$48,595 - LCFF - 1000-1999 Certificated Salaries - Community Outreach/Public Information Officer</p> <p>\$9,877 - LCFF - 3000-3999 Employee Benefits - Community Outreach/Public Information Officer</p> <p>\$36,132 - LCFF - 1000-1999 Certificated Salaries - Director Community, College, Career</p> <p>\$9,315 - LCFF - 3000-3999 Employee Benefits - Director Community, College,- Career</p> <p>\$247,246 - LCFF - 5000-5999 Services and Other Operating Expenses - Think Together After School Education and Enrichment</p> <p>\$46,423 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - after school tutoring</p> <p>\$695,912 - After School Education & Safety - 5000-5999 Services and Other Operating Expenses - Think Together after school education and enrichment programs</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Transfers of indirect costs.</p>	<p>\$405,289 - Other Local Revenues - 7000-7499 Other - Transfer of indirect costs</p>	<p>\$338,221 - Other Local Revenues - 7000-7499 Other - Transfer of indirect costs (includes Fund 12.0 and 13.0)</p>

Goal Analysis

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

All actions/services were implemented as planned.

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

Duarte Unified found great success in its partnerships with community organizations to support student well-being and achievement. The afterschool program served students across the district providing a safe environment for academic support, physical activity, nutrition, social/emotional learning. Parents whose children are enrolled in the after school program were regularly surveyed. The results of the survey were used to strengthen and improve the program. Parent input from stakeholder engagement indicate that partnerships is a valued component of the District's offerings. Partnerships with City of Hope, Creating Creators, and the local Chamber of Commerce provided internships and hands-on learning experiences to support older students in exploring their post-secondary options. The partnership with Citrus College that provides students robust Early College Program is very successful as evidenced by the great improvement on the College and Career Indicator on the CA School Dashboard as well as high ratings from stakeholder engagement. Challenges related to other actions/services were related to limited certificated staff available to provide afterschool tutoring as planned.

Goal 5

Develop and implement a facilities master plan for physical space and technology infrastructure required to achieve our objectives and realize our vision and mission.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Facility Inspection Tool (FIT) Report	2019-20 100% of school facilities will be reported as Good to Exemplary	100% of school facilities were reported as Good to Exemplary

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Goal 5: Action 1 Per Williams, et al., vs. State of California, et al. provide sufficient maintenance, grounds, and facilities staff to maintain safe and decent school facilities.</p>	<p>\$1,068,731 - LCFF - 2000-2999 Classified Salaries - Classified Maintenance and Operations (non-management) Staff \$524,477 - LCFF - 3000-3999 Employee Benefits - Classified Maintenance and Operations (non-management) Staff \$0 - LCFF - 2000-2999 Classified Salaries - Classified Maintenance Management Staff \$0 - LCFF - 3000-3999 Employee Benefits - Classified Maintenance Management Staff</p>	<p>\$1,129,158 - LCFF - 2000-2999 Classified Salaries - Classified Maintenance and Operations (non-management) Staff \$475,208 - LCFF - 3000-3999 Employee Benefits - Classified Maintenance and Operations (non-management) Staff \$30,407 - LCFF - 2000-2999 Classified Salaries - Classified Maintenance Management Staff \$12,305 - LCFF - 3000-3999 Employee Benefits - Classified Maintenance Management Staff</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Goal 5: Action 2 Implement security measures to improve safety of 21st century school campuses and promote a supportive school climate</p>	<p>\$10,900 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses - Visitor Management System (Raptor)</p>	<p>\$0 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses - Visitor Management System</p>

Goal Analysis

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

All actions/services were implemented as budgeted with the exception of the implementation of the visitor management system. The funds budgeted

were used to support strategies that promote a positive school climate.

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

The physical space and technology infrastructure successfully met the objectives in the facilities current master plan. Instructional spaces and work stations were in place to support the current needs of all students. Based on stakeholder input, local revenue sources and immerging trends in post-secondary options for students, a new facilities master plan will be developed to support expansion of programs and services. The visitor management system was not implemented due to limited front office staff to effectively manage use of the system.

Goal 6

Utilize data driven decision-making to align the districts curriculum, instruction, professional development and assessment practices with the Common Core State Standards in mathematics and English language arts, the Next Generation Science Standards, the College, Career, and Civic Life (C3) History/Social Science Framework, and other updated curricular frameworks.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Textbooks/Instructional Materials 2019-20 (Williams) 100% of students will have standards-aligned textbooks and instructional materials for core classes.	100% of students had standards-aligned textbooks and instructional materials for core classes.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Goal 6: Action 1 Per Williams, et al., vs. State of California, et al. (Williams) provide state-adopted CCSS-based textbooks and instructional materials.</p>	<p>\$432,946 - LCFF - 4000-4999 Books and Supplies - CCSS-based instructional materials</p>	<p>\$439,686 - LCFF - 4000-4999 Books and Supplies - CCSS-based instructional materials</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-8</p> <p>Goal 6: Action 2 Teacher collaboration time to review data, plan lessons and share effective instructional practices with the goal of improving the academic outcomes for students who are most at risk.</p>	<p>\$25,000 - LCFF - 1000-1999 Certificated Salaries - Collaboration release time - subs \$4,325 - LCFF - 3000-3999 Employee Benefits - Collaboration release time - subs</p>	<p>\$12,980 - LCFF - 1000-1999 Certificated Salaries - Collaboration Release time - subs \$1,711 - LCFF - 3000-3999 Employee Benefits - Collaboration release time - subs</p>

Goal Analysis

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

For the first part of the 2019-20 school year, the actions/services related to this goal were implemented as planned. However, due to the COVID19 school closure, release time for teacher collaboration was suspended. The teachers were faced with the emergent need to focus on reorganizing their instruction for remote delivery. As a result, any funds not used for their budgeted purpose were reallocated to support teacher training and support for Distance Learning.

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

Duarte Unified was successful in aligning curriculum, instructional practices and professional development with approved standards-based frameworks. During the 2019-20 school-year, the grade 6-8 English department conducted a comprehensive review of instructional materials that resulted in a formal adoption of instructional materials aligned with the California English Language Arts/English Language Development Framework. Professional Development was provided during weekly site meetings as well as bimonthly Learning Walks to focus on alignment of instruction with goals for student achievement. The challenge in implementing the actions/services to achieve the goal was due to limited standards-based assessments across all grade spans to consistently inform decisions.

Goal 7

Build trust through transparency, strengthen engagement, and expand outreach efforts to positively impact student achievement by optimizing systems of communication for all stakeholders.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Parent Attendance at Parent University Classes	2019-20 Increase by 10% the number of families that attend a Parent University class	In 2019-20, Parent University enrollment was 61, a 49% decrease from the previous year.
Website Traffic increase	2019-20 Increase by 10% the average of visits from benchmark.	141,156 website visits, an increase 6% from the year before

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Goal 7: Action 1</p> <p>Develop trusting relationships with parents, families and the community through authentic participation and decision making. Promotion of opportunities for parents to participate will be enhanced.</p>	<p>\$18,000 - LCFF - 4000-4999 Books and Supplies - Schoolwires Website and Parent Portal</p> <p>\$7,100 - Other Local Revenues - 4000-4999 Books and Supplies - Parent University was provided for all DUSD parents at no cost, and covered a variety of topics including ESL, college requirements, mental health issues, positive parenting, a-g requirements, accessing community resources and collage financial aide</p> <p>\$5,800 - LCFF - 4000-4999 Books and Supplies - Parent Link App</p> <p>\$45,667 - LCFF - 1000-1999 Certificated Salaries - Community Outreach/Public Information Office (50%)</p> <p>\$12,713 - LCFF - 3000-3999 Employee Benefits - Community Outreach/Public Information Office (50%)</p>	<p>\$23,476 - LCFF - 4000-4999 Books and Supplies - Schoolwires Website & Parent Portal</p> <p>\$4,613 - Other Local Revenues - 4000-4999 Books and Supplies - Parent University supplies</p> <p>\$5,531 - LCFF - 4000-4999 Books and Supplies - Parent Link App</p> <p>\$48,595 - LCFF - 1000-1999 Certificated Salaries - Community Outreach/Public Information Officer</p> <p>\$9,877 - LCFF - 3000-3999 Employee Benefits - Community Outreach/Public Information Officer</p>

Goal Analysis

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

All actions/services were fully implemented as planned.

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

Duarte Unified was successful in all efforts to strengthen trusting relationships with stakeholders. Staff ensured that parents and the community had multiple ways to connect with the schools and to be involved in decision making. Parent University offered classes on a variety of topics that were particularly relevant to parents of adolescents including mental health, financial literacy and nutrition/wellness. It was a challenge to increase attendance and across all sessions offered. The website and all channels of social media were a successful strategy for communicating consistent district messaging and informing the community about events. Another success was the use of the ThoughtExchange digital platform for stakeholder engagement. This strategy was particularly effective after COVID19 emergency school closure. Parents, staff and students participated in ThoughtExchanges to provide feedback and input about Distance Learning and the impact of COVID pandemic on the school community. Feedback from the community is evidence of the success of this goal: Communication with parents was ranked #2 out of 340 thoughts with a rating 4.2 Stars.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$46,076,018	\$44,217,322
1000-1999 Certificated Salaries	18,900,080	18,594,203
2000-2999 Classified Salaries	6,886,955	8,138,503
3000-3999 Employee Benefits	9,263,200	8,825,039
4000-4999 Books and Supplies	1,681,619	1,422,440
5000-5999 Services and Other Operating Expenses	7,953,522	5,476,146
7000-7499 Other	1,390,642	1,760,991

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$46,076,018	\$44,217,322
Teacher Effectiveness	0	0
After School Education & Safety	660,441	695,912
Federal Revenues - Title I	835,803	978,129
Federal Revenues - Title II	142,241	39,145
Federal Revenues - Title III	77,392	20,700
Federal Revenues - Title IV	53,007	51,499
Other Federal Funds	31,000	24,998
Other State Revenues	2,218,626	1,501,268
Other Local Revenues	5,693,632	4,596,415

LCFF Base/Not Contributing to Increased or Improved Services	29,679,593	30,489,317
LCFF S & C/Contributing to Increased or Improved Services	6,684,283	5,819,939

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$46,076,018	\$44,217,322
1000-1999 Certificated Salaries	Teacher Effectiveness	0	0
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	46,423
1000-1999 Certificated Salaries	Other Federal Funds	0	0
1000-1999 Certificated Salaries	Other State Revenues	142,464	142,464
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	15,134,100	14,881,069
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	3,623,516	3,524,247
2000-2999 Classified Salaries	Federal Revenues - Title II	21,800	23,069
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	6,333,701	7,600,856
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	531,454	514,578
3000-3999 Employee Benefits	Teacher Effectiveness	0	0
3000-3999 Employee Benefits	Federal Revenues - Title II	9,290	9,393
3000-3999 Employee Benefits	Other Federal Funds	0	0
3000-3999 Employee Benefits	Other State Revenues	37,493	38,061
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	7,778,846	7,567,706
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	1,437,571	1,209,879
4000-4999 Books and Supplies	Federal Revenues - Title I	790,640	868,356
4000-4999 Books and Supplies	Federal Revenues - Title IV	4,900	4,677

4000-4999 Books and Supplies	Other Federal Funds	31,000	24,998
4000-4999 Books and Supplies	Other Local Revenues	7,100	4,613
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	432,946	439,686
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	415,033	80,110
5000-5999 Services and Other Operating Expenses	After School Education & Safety	660,441	695,912
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	45,163	63,350
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	100,529	0
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	77,392	20,700
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title IV	48,107	46,822
5000-5999 Services and Other Operating Expenses	Other State Revenues	2,038,669	1,320,743
5000-5999 Services and Other Operating Expenses	Other Local Revenues	4,306,512	2,837,494
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	676,709	491,125
7000-7499 Other	Federal Revenues - Title II	10,622	6,683
7000-7499 Other	Other Federal Funds	0	0
7000-7499 Other	Other Local Revenues	1,380,020	1,754,308

Annual Update Expenditures by Goal and Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
<p>Goal 1: Develop and maintain a quality work force, including incrementally increasing the average teacher, staff, and leadership team salaries to be no less than the median in Los Angeles County, to increase the likelihood that goals related to student achievement are met.</p>		

All Funding Sources	\$27,961,396	\$28,602,503
Other Federal Funds	0	0
Other State Revenues	179,957	180,525
LCFF Base/Not Contributing to Increased or Improved Services	27,653,439	28,402,553
LCFF S & C/Contributing to Increased or Improved Services	128,000	19,425

Goal 2:
Restructure the district into PK-8 Academy schools, and a diverse set of secondary school options.

All Funding Sources	\$7,293,260	\$4,922,502
Federal Revenues - Title I	68,039	0
Federal Revenues - Title IV	37,207	46,822
Other Federal Funds	31,000	24,998
Other State Revenues	2,038,669	1,320,743
Other Local Revenues	4,306,512	2,837,494
LCFF Base/Not Contributing to Increased or Improved Services	0	0
LCFF S & C/Contributing to Increased or Improved Services	811,833	692,445

Goal 3:
Create equity by reducing the achievement gap between the most successful and least successful students, regardless of race, ethnicity, social or economic circumstances.

All Funding Sources	\$7,297,472	\$7,067,049
Federal Revenues - Title I	767,764	931,706
Federal Revenues - Title II	142,241	39,145
Federal Revenues - Title III	77,392	20,700
Federal Revenues - Title IV	4,900	4,677
Other Local Revenues	974,731	1,416,087
LCFF S & C/Contributing to Increased or Improved Services	5,330,444	4,654,734

Goal 4:
Create a culture where partnering entities work together to integrate and complement each other in support of student success by developing a more seamless approach to learning that addresses the complex conditions and variety of environments (home, school, community) in which students learn

and grow.		
All Funding Sources	\$1,368,231	\$1,431,721
After School Education & Safety	660,441	695,912
Federal Revenues - Title I	0	46,423
Other Local Revenues	405,289	338,221
LCFF S & C/Contributing to Increased or Improved Services	302,501	351,165
Goal 5: Develop and implement a facilities master plan for physical space and technology infrastructure required to achieve our objectives and realize our vision and mission.		
All Funding Sources	\$1,604,108	\$1,647,078
Federal Revenues - Title IV	10,900	0
LCFF Base/Not Contributing to Increased or Improved Services	1,593,208	1,647,078
Goal 6: Utilize data driven decision-making to align the districts curriculum, instruction, professional development and assessment practices with the Common Core State Standards in mathematics and English language arts, the Next Generation Science Standards, the College, Career, and Civic Life (C3) History/Social Science Framework, and other updated curricular frameworks.		
All Funding Sources	\$462,271	\$454,377
LCFF Base/Not Contributing to Increased or Improved Services	432,946	439,686
LCFF S & C/Contributing to Increased or Improved Services	29,325	14,691
Goal 7: Build trust through transparency, strengthen engagement, and expand outreach efforts to positively impact student achievement by optimizing systems of communication for all stakeholders.		
All Funding Sources	\$89,280	\$92,092
Other Local Revenues	7,100	4,613
LCFF S & C/Contributing to Increased or Improved Services	82,180	87,479

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
Personalized Protective Equipment	\$28,301	\$ 105,000	N
Transportation for Special Education students	\$117,000	\$ 89,000	N
Districtwide refresh student chromebooks and portable wifi devices for students who need access to the internet at home such as foster youth, students experiencing homelessness, and low-income students	\$600,000	\$ 738,302	Y
Districtwide supplemental digital instructional materials (LCFF) to ensure equity of access to a rigorous instructional program for English learners, foster youth, and students from low-income families.	\$100,000	\$ 90,233	Y
Digital Media Specialists at each site to provide tech support to students, staff, and families to ensure equity of access to 21st century learning tools for students from low-income families (S&C).	\$304,000	\$ 169,258	Y
Districtwide ELD Teachers to provide targeted instruction to support English learners with progress toward English proficiency (S&C).	\$248,269	\$ 62,435	Y
Districtwide Bilingual aides to provide targeted instruction to support English learners with progress toward English proficiency (S&C).	\$233,221	\$ 169,917	Y

Teacher Learning Coaches assigned to each K-8 school to support teachers with instruction and intervention strategies for English learners, foster youth, and students from low-income families (S&C).	\$444,238	\$ 480,360	Y
After school education and enrichment program to increase access to more families (S&C).	\$100,000	0	Y

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.

The substantive differences between planned budgeted expenditures for in-person instruction and what was expended were due to fewer than anticipated in-person instructional days. In-person instruction was implemented late in the school year. Therefore the actions related to in-person instruction were needed for only six weeks for an average of 30% of students opting to return to school. Also, the need for personal protective equipment was more than originally planned because of the strict health and safety guidelines put in place before students were permitted to return to in-person instruction. The Chromebooks needed to be upgraded to keep up with the digital demands of video conferencing.

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:

Duarte Unified acquired an inventory of personal protective equipment including face coverings (masks), no-touch thermometers, plexiglass barriers, and hand sanitizer to prepare for the return of students on campus. Data collected from inventory indicated that all required personal protective equipment was in place prior to students returning to campus.

Upgraded technology has been provided for all students, including touchscreen devices for the youngest learners, upgraded devices that support all digital instructional demands, headsets and portable wifi. The need is greatest for those students who have limited resources to up-to-date technology such foster youth, students experiencing homelessness, and low-income students. Survey data from stakeholder feedback indicated that parents and teachers were 73-78% satisfied or highly satisfied with the technology and online platforms while 45% of the students were satisfied or highly satisfied.

Digital Media Specialists are critical components of supporting in-person instruction. When students are on campus for in-person instruction, the digital media specialists directly support students with technology issues. Digital media specialists served as the main point of contact when students returned to campus for in-person instruction. Teachers reported that students would come to school

without their computers fully charged and the digital media specialists responded to requests to support students with their devices and with their log-in information.

The bilingual aides work with English learners in small groups and 1:1 to support the students' ability to access the core curriculum. Evidence of the success is indicated by a 3% increase in the reclassification rate.

Teaching and Learning Coaches (TLCs) play a critical role in connecting unduplicated pupils with intervention services. The TLCs conduct 1:1 in-person assessments and appointment-based support starting in October 2020, well before the re-opening of schools for in-person instruction in April 2021. They work directly with students and families to ensure they are able to access the in-person options available.

Challenges:

There has been limited need for student transportation this year, because in-person instruction was implemented over the remaining 6 weeks of the school year. Although transportation needs are lower than anticipated, transportation costs for those students returning to school will be proportionately higher due to the increased health and safety protocols during student transit.

Due to starting in-person instruction so late into the school year, there was less of a need for supplemental instructional materials specifically for in-person instruction. However, any in-person summer offerings in June 2021 may require additional instructional materials to meet the needs of students who are English learners, low-income and/or foster youth.

Due to a districtwide decline in enrollment in 2020-21, staffing was reduced which impacted the school's ability to offer additional ELD sections. Therefore the expense for ELD teachers was lower than anticipated.

Afterschool education and enrichment was not offered when in-person instruction begins for the remaining eight weeks in the school year. It was not feasible to offer after school education because students only come to school two days per week for a shortened day of in-person instruction. The hybrid schedule and physical distancing restrictions for in-person activities require additional staffing and classroom space to maintain health and safety guidelines.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Districtwide refresh student chromebooks and portable wifi devices for students who need access to the internet at home such as foster youth, students experiencing	\$600,000	\$ 738,302	Y

homelessness, and low-income students (included above under <i>Actions Related to In-Person Instructional Offerings</i>).			
Districtwide standards-based instructional materials with embedded ELD and effective digital interface that support robust Distance Learning activities for English learners.	\$350,000	\$ 302,758	Y
Districtwide teacher training to provide effective Distance Learning strategies for English learners, foster youth, and students from low-income families.	\$258,191	\$ 138,438	Y
Districtwide supplemental digital instructional materials (LCFF) to ensure equity of access to a rigorous instructional program for English learners, foster youth, and students from low-income families (included above under <i>Actions Related to In-Person Instructional Offerings</i>).	\$100,000	\$ 90,233	Y
Districtwide repurposing staff to support students with Distance Learning and to target learning loss for English learners, foster youth, and students from low-income families.	\$ 196,830	\$ 242,495	Y
Districtwide supplemental support for students with disabilities, which may include specialized instruction materials, equipment or resources from outside agencies.	\$250,000	\$ 246,520	N
Digital Media Specialists at each site provide tech support to students, staff, and families to ensure equity of access to 21st century learning tools for students from low-income families (included above under <i>Actions Related to In-Person Instructional Offerings</i>).	\$304,000	\$ 169,258	Y
Districtwide ELD Teachers to provide targeted instruction to support English learners with progress toward English proficiency (included above under <i>Actions Related to In-Person Instructional Offerings</i>).	\$248,269	\$ 62,435	Y
Districtwide Bilingual aides to provide targeted instruction to support English learners with progress toward English proficiency (included above under <i>Actions Related to In-Person Instructional Offerings</i>).	\$233,221	\$ 169,917	Y

Teacher Learning Coaches assigned to each K-8 school to support teachers with instruction and intervention strategies for English learners, foster youth, and students from low-income families (included above under <i>Actions Related to In-Person Instructional Offerings</i>).	\$444,238	\$ 480,360	Y
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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.

The substantive differences between planned budgeted expenditures for distance learning:

Districtwide teacher training to provide effective Distance Learning strategies for English learners, foster youth, and students from low-income families - not all staff took full advantage of the optional 40 hours of professional development time.

Teacher training and planning time - Connecting with students and delivering distance learning instruction was very time consuming leaving very limited time for extra duty responsibilities.

Digital media specialists and Bilingual aides - staffing costs were lower for the individuals in those positions.

ELD teachers - lower than anticipated enrollment compressed the master schedule which limited the ELD sections offered. In-person instruction was implemented late in the school year.

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:

All the parents/guardians and teachers/staff responded similarly as either satisfied or highly satisfied with Distance Learning ranging from 74 - 77% whereas the students responded with relatively lower general satisfaction with Distance learning at 55%.

When asked for their satisfaction with the amount of synchronous and asynchronous learning, all the stakeholders were generally aligned with 63 - 80% responding satisfied or highly satisfied.

Satisfaction with Distance Learning	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
Students	6%	46%	36%	12%
Parents of Preschool and Elementary Students	25%	49%	20%	6%
Parents of Secondary Students	22%	53%	19%	6%
Teachers/Staff	14%	63%	22%	1%

Challenges:

Based on Thought Exchange responses from stakeholders, the thoughts with high ranking (greater than 4 stars) included:

The need for more time outside of live sessions when the teacher is available to answer student questions and provide help.

Clarify ways to upload assignments and confirm that the teacher received the assignment in time.

Give extra help to those students who need it.

Teachers and staff should be available to help throughout the day.

Some kids need more instructions in order to be able to understand certain subjects.

Access to Devices and Connectivity

Successes:

All students were issued a device to be used for Distance learning. Some of the devices were replaced with upgraded models. For example, the youngest students were reissued touchscreen devices so that they could utilize the technology in a manner that is more developmentally appropriate. All students who did not have access to a stable internet connection were issued a portable wifi device (hotspot.)

When asked for their satisfaction with the technology and online platforms, the parents/guardians and teachers/staff responses were generally more positive than the student responses. The adults were 73-78% satisfied or highly satisfied with the technology and online platforms

Upgraded technology has been provided for all students, including touchscreen devices for the youngest learners, upgraded devices that support all digital instructional demands, headsets and portable wifi. The need is greatest for those students who have limited resources to up-to-date technology such foster youth, students experiencing homelessness, and low-income students.

Challenges

Students reported a lower level of satisfaction with technology; 45% of the students were satisfied or highly satisfied with technology and online programs. Internet connection speed was a challenge for some students, especially those who lived in homes where multiple children were simultaneously engaged in Distance Learning.

Pupil Participation and Progress

Successes

Daily attendance and student participation was closely monitored. A tiered student re-engagement and outreach program was implemented to support those students who were not making progress. Sites held Student Success Team meetings to develop strategies and interventions to address student needs. School site homeless liaisons, the high school Community Schools Initiative, and the School Resource Officer were in place to conduct outreach and offer support and services to students and their families.

Challenges

Despite considerable efforts, some students participated minimally in Distance learning and their academic progress did suffer. As a result, there is an increase in the number of students who are not on track to graduate at the end of the 2020-21 school year. Students who will need credit recovery have increased.

Distance Learning Professional Development

Successes:

Certificated staff were provided four hours per week to develop skills and to transition instruction to a Distance learning format. All certificated staff were provided with an additional 40 hours professional learning time. This Distance Learning professional development was delivered with an online professional learning platform that allowed differentiated support; a total of 3,216 hours of training were accessed with an average of 16.95 hours per certificated employee. Each school site had an assigned teacher technology leader, a Teaching and Learning coach and a Digital Media specialist to provide students and staff with direct support and training.

Challenges:

The transition to a completely new instructional delivery model was challenging for educators. Not all teachers took advantage of the 40 hours optional professional learning time. Repurposed staff needed more training to be able to support teachers and students in digital classrooms. The amount of time it took to modify instructional practices varied across all staff. As a result, there was an inconsistent capacity to effectively utilize best practices for Distance learning.

Staff Roles and Responsibilities

Successes:

Staff such as playground proctors and security personnel were repurposed to support students with Distance Learning and to provide additional outreach to vulnerable students such as English learners, foster youth, and students from low-income families. This additional support included monitoring the online classroom while the teacher was working with small groups of students, providing support via telephone to students who were not consistently participating and assisting with the distribution of technology and

instructional materials. Observation data collected during classroom walkthroughs (Learning Walks) supported the success of the additional staff working with small groups of students and monitoring virtual recess and lunch time. Other locally collected data on the successes include Administration reports that technology was distributed and students absences were verified more quickly and efficiently due to the additional support provided by the repurposed personnel

Challenges:

Extra support was needed for those employees who were not proficient with the use of technology to support students in the digital classrooms. Staff had health and safety concerns about working at the school. Local feedback from staff and their labor representation indicated the need for more training and safety assurances.

Support for Pupils with Unique Needs

Successes:

Students who were at greater risk due to unique needs such as English learners, Foster Youth, Homeless youth, low-income were provided in-person support on the school campuses. Learning Centers provide supervision, reliable wifi, meals and additional staff support for five hours per day. 120 students in grade K-8 were enrolled in the Learning Centers starting in November of 2020. Consistent enrollment and improved student engagement for those students enrolled in the Learning Centers indicate its success

Distance Learning Plans were developed for each student with disabilities. Services per each student's Individualized Education Plan (IEP) were adapted to the Distance Learning format with appropriate accommodations and modifications. Behavior aides and designated service providers continued to address the student's IEP goals through teletherapy and direct support within the student's digital classroom.

Challenges:

Student engagement was not consistent across all students with the most significant needs. As identified in locally collected student engagement records, some students had the greatest difficulty with the Distance Learning format due to the learning environment in the home or due to the need for in-person adult facilitation of technology. During classroom walkthroughs (Learning Walks) observational data about student engagement was collected and analyzed. This analysis indicated pupils with unique needs had the most challenges with distance learning.

The inability to authentically use language across a variety of settings proved to be most challenging for English learners and students with disabilities. Establishing contact, lack of adults to provide support at home and unstable housing were the greatest challenges for providing support to foster youth and students experiencing homelessness. In some cases, nonpublic agencies were utilized to meet the needs of students with significant disabilities. Data collected during IEP meetings indicated the challenge students with disabilities experienced during Distance Learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Districtwide supplemental and core instructional materials that provide students with digital access to learning platforms designed to target intervention and grade level standards.	\$100,000	\$43,560	Y
Districtwide additional time outside the school day for educators to plan instruction and to work with students to address learning loss, and participate in professional development for the purpose of increasing effectiveness for meeting the instructional needs of English learners, foster youth, and students from low-income families. (included above with <i>Actions Related to Distance Learning Program</i>)	\$ 258,191	\$ 415,314	Y
Districtwide training with a library of resources and additional hourly time for teachers to acquire new skills needed to address learning loss for English learners, foster youth, and students from low-income families.	\$241,809	\$ 173,081	Y
Districtwide repurposing staff to support students with Distance Learning and to target learning loss for English learners, foster youth, and students from low-income families. (included above under <i>Actions Related to Distance Learning Program</i>).	\$196,830	\$ 242,469	Y
Districtwide technology for students and portable internet access points for students from low-income families S&C.	\$ 195,000	\$ 121,504	Y
Districtwide online diagnostic tool to assess reading comprehension (SRI/Reading Counts) S&C.	\$25,000	\$ 18,000	Y
Schoolwide TK-2 assessment platform (ESGI) S&C.	\$4,000	\$ 4000	Y
Districtwide READ 180, teacher salaries and benefits and instructional materials S&C.	\$228,155	\$ 193,670	Y

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.

The substantive differences between planned budgeted expenditures for learning loss:

Teacher training and planning time - Connecting with students and delivering distance learning instruction was very time consuming leaving very limited time for extra duty responsibilities. Time during the work day was dedicated to teacher planning and training for the new instructional delivery model. The cost to provide the time during the work day was higher than extra duty time.

Technology was lower than anticipated because the Los Angeles County Office of Education gave districts an allotment of hotspots to use for the 2020-21 school year. Therefore, the district did not need to purchase as many devices as planned.

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.

Success: As informed by student engagement records and by teacher identification of students facing the most challenges with learning loss, in-person Learning Labs were implemented to support those students who were having exceptional challenges with engaging in distance learning. The Learning Labs were designed to provide a supervised classroom space where students could consistently engage in Distance Learning with the teacher and benefit from additional adult support to mitigate learning loss. Another success in addressing pupil learning loss was a Districtwide instructional schedule with dedicated time during the school day for teachers to provide learning loss support to all students. The Distance Learning stakeholder survey from May 2020 parents and students indicated the need for predictable time and process for connecting with the classroom teacher to ask questions and to get help with learning.

Staff such as playground proctors and security personnel were repurposed to support students with Distance Learning and to provide additional outreach to vulnerable students such as English learners, foster youth, and students from low-income families. Instructional assistants were provided additional technology and training to provide additional support to students with exceptional needs. This additional support included monitoring the online classroom while the teacher was working with small groups of students, providing support via telephone to students who were not consistently participating and assisting with the distribution of technology and instructional materials.

Challenges:

Challenges experienced in addressing pupil learning loss were realized in the indicators of academic achievement. There was a higher number of students who are not on track to graduate at the end of the 2020-21 school year. Students who will need credit recovery have increased. Reading comprehension measures indicate that 33% of students met their reading proficiency growth goals, with 49% scoring basic or below on the Reading Inventory

English learners experienced challenges in their English language development because they were not exposed to consistent English language models. The opportunity to utilize academic language was limited due to the Distance Learning format and therefore English learners were at high risk of learning loss. Learning loss for English learners and other vulnerable groups such as low-income, foster youth and students experiencing homelessness will be more accurately measured when summative assessment data from ELPAC and SBAC can be disaggregated and analyzed. Learning loss for students with exceptional needs are measured and addressed through the IEP process.

Based on Thought Exchange responses from stakeholders, students learning loss was the most prevalent theme with 82 of 410 thoughts (ranked average 3.7 stars) were related around the need for student support due to school closure and learning loss

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:

DUSD's strong partnerships with community based mental health agencies have promoted school-based mental health services at each of our school sites. These partnerships have been found to significantly improve schoolwide truancy and discipline rates, increase the rates of high school graduation, and help create a positive school environment in which a student can learn and be successful in school and in the community. These partnerships include D'Veal Family and Youth Services and the Community Schools Initiative. School counseling staff and school psychologists supported students and connected them with additional resources as needed.

Information about additional resources for families was publicized and promoted on the District website

<https://www.duarteusd.org/Page/6283>

Feedback from staff, including ongoing dialogue with leadership of both employee unions, informed the need to focus on the mental and emotional wellness of our staff. This feedback informed the decision to dedicate a portion of the January 15, 2021 staff development day to a session about **Self-Care Practices While Dealing with Trauma** presented by Grand Canyon University. Additionally site administrators devoted portions of their staff meetings to addressing the staff needs for social-emotional support.

Challenges:

From Stakeholder Engagement Thoughtexchange: #14 of 410 thoughts (4.2 Star Ranking) Socialization and behavioral/mental health professionals are imperative, especially after COVID. All kids, not just special education kids, struggle behaviorally due to lack of ability to self regulate, bullying, or parent or peer pressure. Student participation in mental health resources offered was inconsistent. Some students with needs did not access therapies on a regular basis.

The challenges for supporting staff with their mental health and social emotional well-being were revealed during regular conversations with leadership from both union groups. Staff were fearful about their personal health and safety due to the COVID19 pandemic. Anxiety and feeling overwhelmed were common challenges amongst staff. As a result some staff were unable to return to work and requested accommodations or resigned.

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:

With limited in-person contact with pupils and families during the 2020-21 school year, engagement and outreach strategies were modified and prioritized. Stakeholder survey from May 2020 indicated the need to focus on pupil and family engagement. Analysis of student engagement records further indicated the need to ensure that students were consistently connecting with school. Tiered re-engagement strategies were put into place to strategically support students. The successes of the tiered re-engagement strategies include the effective use of school resource officers to conduct wellness house checks when staff was unable to reach students.

In addition to daily live scheduled interaction with teachers, extracurricular activities were promoted. Social groups and lunch activities contributed to student engagement in the school community. Parent meetings and special events were conducted remotely, including Coffee with the Principal, Back to School Night, Open House and awards assemblies. Parent teacher conferences and IEP meetings were conducted virtually which allowed parents more flexibility with scheduling. When students started to return to in-person instruction, the schools produced video messaging and walk-throughs to describe the safety protocols.

Challenges:

Due to health and safety guidelines, in-person events that help pupils and families connect with the school community such as musical performances and athletic competitions were not permitted. The number of pupils who took advantage of the online extracurricular activities was less than anticipated. The challenges related to implementation of the tiered re-engagement strategy were informed by feedback from students and their families. Data collected from re-engagement efforts indicated that an increased number of students had responsibilities for childcare at home or outside employment to support the family.

Analysis of School Nutrition

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

Successes:

Student meals were served every day for the entire school year with grab and go breakfast and lunch distributed at three different locations. During the 2020-21 school year, 160,788 breakfasts and 160,368 lunches were served. Families report great appreciation for the convenience and continuity of the service. Students enrolled in Learning Labs and hybrid in-person learning were provided grab and go lunches.

Challenges:

Increased meal preparation required higher than anticipated food costs and procurement of supplies.

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	PBIS - training and materials for a classroom culture and support system that creates a positive learning environment (LCFF S&C).	\$39,000	36,000	Y
Mental Health and Social and Emotional Well-being	Districtwide additional time outside the school day for educators to plan instruction and to work with students to address learning loss, and participate in professional development for the purpose of increasing effectiveness for meeting the instructional and social-emotional needs of English learners, foster youth, and students from low-income families (included above under the section <i>Actions Related to Addressing Learning Loss</i>).	\$258,191	\$ 415,314	Y
School Nutrition	Food Service meals for students	\$294,152	\$ 450,000	N

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.

Teacher training and planning time - Connecting with students and delivering distance learning instruction was very time consuming leaving very limited time for extra duty responsibilities. Time during the work day was dedicated to teacher planning and training for the new instructional delivery model. The cost to provide the time during the work day was higher than extra duty time.

School Nutrition - The need for supporting families with student meals was greater than anticipated because of the duration of the pandemic stay at home orders.

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.

The experience of shifting the instructional program to Distance learning and then the transition to hybrid in-person learning informed the development of goals and action in the 2021-24 LCAP. Inconsistent capacity of staff to utilize new methodologies and technology based instruction drives the ongoing actions to provide professional development and coaching with the use of effective strategies for 21st teaching and learning. The reliance on technology will continue to be a reality in the coming years and a continued prioritization of ensuring that students and staff have up-to-date digital tools. As students return to campus for in-person instruction, the need for ongoing health and safety measures will inform actions in the 2021-24 LCAP that focuses on safe school environments and 21st century facilities that support learning.

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

Concerns about pupil learning loss will be addressed in the LCAP goal of closing the achievement gap (Goal #1 in the LCAP.) A priority action of that goal will be to implement a consistent framework of Multi-tiered System of Support (MTSS) and associated assessments will be a priority action of the 2021-24 LCAP. The results of these assessments will be disaggregated by student groups so that the specific needs of English learners, low income students, students with disabilities, pupils in foster care and pupils experiencing homelessness may be effectively addressed through actions in the LCAP. These actions include supplemental instructional materials, professional development, trained staff provide additional support, technology, and college readiness programs. Monitoring of progress at frequent intervals will continue to inform equitable application of targeted interventions for each of the vulnerable student groups.

A focus on mental and behavioral health is needed after the 2020-21 school year that was disrupted by school closure and traumatic experiences due to the pandemic. This focus will be addressed in Goal #2 of the 2021-24 LCAP to establish a school environment which fosters physical and emotional security, encourages community involvement, and promotes inclusive opportunities for student

engagement. The development of the MTSS framework will include the provision of a mental health screener. The results of the screener will be analyzed to identify the most vulnerable at-risk students such as low-income, English learner, students with disabilities, foster youth and students experiencing homelessness. The equitable application of the actions associated with Goal #2 will include counseling, behavior support, and social-emotional training for staff.

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.

Districtwide refresh student chromebooks and portable wifi devices for students who need access to the internet at home. The expense was greater than anticipated. Upgraded technology has been provided for all students, including touchscreen devices for the youngest learners, upgraded devices that support all digital instructional demands, headsets and portable wifi. The need is greatest for those students who have limited resources to up-to-date technology such foster youth, students experiencing homelessness, and low-income students.

Digital Media Specialists at each site provide tech support to students, staff, and families to ensure equity of access to 21st century learning tools for students from low-income families. The expense was less than budgeted because staffing costs were lower for the individuals in those positions.

Districtwide ELD Teachers to provide targeted instruction to support English learners with progress toward English proficiency. The expense was less than anticipated. Due to a districtwide decline in enrollment in 2020-21, staffing was reduced which impacted the school's ability to offer additional ELD sections.

Districtwide Bilingual aides to provide targeted instruction to support English learners with progress toward English proficiency. The expense was less than budgeted because staffing costs were lower for the individuals placed in those positions.

After school education and enrichment program to increase access to more families. Afterschool education and enrichment was not offered when in-person instruction began for the remaining eight weeks in the school year. It was not feasible to offer after school education because students only come to school two days per week for a shortened day of in-person instruction. The hybrid schedule and physical distancing restrictions for in-person activities require additional staffing and classroom space to maintain health and safety guidelines.

Districtwide teacher training to provide effective Distance Learning strategies for English learners, foster youth, and students from low-income families. The expense was lower than anticipated, because not all staff took full advantage of the optional 40 hours of professional development time.

Districtwide repurposing staff to support students with Distance Learning and to target learning loss for English learners, foster youth, and students from low-income families. The expense was lower than budgeted. Extra support was needed for those employees who

were not proficient with the use of technology to support students in the digital classrooms. Staff had health and safety concerns about working at the school.

Districtwide instructional materials that provide students with digital access to learning platforms designed to target intervention and grade level standards. The expense was lower than anticipated because other funds were utilized to purchase additional programs.

Districtwide training with a library of resources and additional hourly time for teachers to acquire new skills needed to address learning loss for English learners, foster youth, and students from low-income families. The expense was lower than anticipated, because not all staff took full advantage of the optional 40 hours of professional development time.

Districtwide online diagnostic tool to assess reading comprehension (SRI/Reading Counts) S&C. The expense was lower than anticipated because a multi-year contract provided a discounted price.

Districtwide additional time outside the school day for educators to plan instruction and to work with students to address learning loss, and participate in professional development for the purpose of increasing effectiveness for meeting the instructional and social-emotional needs of English learners, foster youth, and students from low-income families. Connecting with students and delivering distance learning instruction was very time consuming leaving very limited time for extra duty responsibilities. Time during the work day was dedicated to teacher planning and training for the new instructional delivery model. The cost to provide the time during the work day was higher than extra duty time.

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.

Analysis of the outcomes of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan(LCP) inform new goals, actions and services that will be identified in the 2021 - 2024 LCAP. Lessons learned from school closure, concerns about learning loss and social emotional wellness serve as the foundation of meeting the needs of all students with improved or increased services for low-income students, English learners, and Foster Youth. This analysis informs Goal #1:

Provide equitable access to teaching and learning that improves outcomes for all students and closes the achievement gap. The actions associated with this goal include resources, staff and training to meet the targeted needs of at-risk student subgroups including English Learners, foster, homeless, and low socio-economic. All other actions associated with Goal #1 are informed by careful analysis of the outcomes of the most vulnerable students to ensure they are provided optimal support to be as successful as all students.

Further analysis of the outcomes of the 2019-20 LCAP and the 2020-21 LCP indicates a concern for safety for all students with a heightened awareness of the traumatic impact of school closure on the most vulnerable populations that have historically

underperformed all students. Given optimal learning occurs when students feel safe and secure, careful consideration of the mental health and physical safety informs Goal #2:

Establish a school environment which fosters physical and emotional security, encourages community involvement, and promotes inclusive opportunities for student engagement. The actions associated with this goal include positive behavior expectations, safe and secure afterschool programs, attendance initiative, social emotional learning, counseling and physical safety measures on all school campuses.

The experiences of our school community during the COVID-19 school closure focus attention on the achievement gap, physical and emotional safety and long-term outcomes for students when they graduate from our schools. The analysis has revealed new potential gaps due to the pandemic and confirms those areas where stakeholder engagement has identified priorities for students. Vulnerable students such as English learners, low-income students, students with disabilities, foster youth, and students experiencing homelessness historically have less post-secondary success than all students. Analysis of stakeholder engagement informs Goal #3:

Offer diverse educational options that integrate core academic knowledge, technical skills and relevant real life experience with the goal of preparing students for postsecondary education and career. Actions associated with this goal include the development of enriched CTE pathways, a robust degree bearing Early College program and electives and resources that support students in making their post secondary plans.

Local Control and 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
Duarte Unified	Nadia Hillman Assistant Superintendent Educational Services	nhillman@duarteusd.org 626-599-5011

Plan Summary 2021-2022

General Information

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

The Duarte Unified School District is proud of its rich history of serving the local community. Many current adult residents attended Duarte Schools when they were children and have returned to raise their own families in the community. Duarte served a total of 3,257 students. Of the 3,257 students currently enrolled in Duarte Unified, approximately 86% live in the Duarte attendance area with 14% have chosen to attend DUSD schools on an inter-district transfer permit. The demographics of the student population identifies 67.6% low-income students, 22.7% as English learners students and 0.8% Foster Youth. The District is ethnically diverse with the significant subgroups as follows: 74.3% Hispanic, 9.5% White, 5.2% Asian, 4% African American and 3.9% Filipino.

Duarte Unified schools consist of four TK-8 schools, one TK-6 school, one comprehensive high school, one alternative high school and a state preschool program. Each of the five schools that serve students in TK-8 have a thematic approach for curriculum and school activities : Arts, Dual Language, International Baccalaureate, STEAM or Technology/Creative Learning. The flagship school of the District is Duarte High School which is home to a degree-bearing Early College program where students can experience a college-going culture and earn an associates degree along with their high school diploma. Duarte High School offers Career Technology Education Pathways including a state-of-the-art Culinary Program. Duarte High School athletic teams compete in the Montview League of the CIF Southern Section. Students have a variety of Visual and Performing Arts options as well as opportunities for internships at City of Hope and other community partners. Mt. Olive Technology High School provides an alternative program that has a successful history of providing its students with educational experiences tailored to their unique needs. All Duarte Unified schools are driven by the District's mission to provide the knowledge, skills and inspiration for each student to be successful in college, career and life.

Reflections: Successes

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

On the 2020 CA School Dashboard reports, Duarte Unified has shown strong growth on the College/Career Indicator which measures how well school districts prepare students for likely success after graduation. In addition to performance on standardized tests (SBAC), a student may be considered prepared for success after graduation based on CTE Pathway completion, A-G Completion, Early College Credits or State Seal of Biliteracy. For the Class of 2020, 43% of students were considered prepared on the College/Career Indicator, an increase of 13.9 points from 2019. With expanding CTE programs and Early College Program, Duarte Unified is positioned to increase the number of students who are prepared. Due to school closure and the suspension of SBAC testing, other indicators on the California

School Dashboard were not measured in 2020. Yet successes on the 2019 CA Dashboard include strong growth in English Language Arts achievement and a decrease in the Suspension Rate. Other more current local measures of success were measured by stakeholder satisfaction with the Distance Learning. All the parents/guardians and teachers/staff responded similarly as either satisfied or highly satisfied with Distance Learning ranging from 74 - 77% whereas the students responded with relatively lower general satisfaction with Distance learning at 55%. When asked for their satisfaction with the amount of synchronous and asynchronous learning, all the stakeholders were generally aligned with 63 - 80% responding satisfied or highly satisfied. Duarte plans to maintain these successes by continuing to prioritize those indicators of a student's preparedness for college and career including the Early College Program, CTE pathways and achievement in English Language Arts.

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.

Reflections: Identified Need

Based on the 2020 CA School Dashboard, the graduation rate declined from 94.3% in 2019 to 90% in 2020. While the graduation rate will be an area of need, the Class of 2020 is commended for completing their senior year under challenging conditions due to school closure during the COVID 19 pandemic. Other indicators on the 2020 School Dashboard were suspended due to school closure. Therefore, the 2019 CA Dashboard was utilized as a baseline for identifying areas of need. Academic performance in math for all students was 28.2 below standard which indicates a continued focus on professional development and instructional strategies that will support student progress in mathematics achievement. Another area of need was Progress toward English Language Proficiency for English learner students. On the 2019 CA School Dashboard, 50.2% English learners were making progress. On the 2019 Summative ELPAC, 16.4% of English learner students were proficient. These outcomes indicate a continued need to support English learners to make progress toward reclassification as English proficient. Areas of need are also noted by performance gaps. On the 2019 CA Dashboard, the greatest gaps in the performance of student groups were indicated in the following areas:

Academic Performance: English Language Arts

All Students were at the Green Performance Level (7.4 points above standard) yet Homeless were at the Orange Performance Level and Students with Disabilities were at the Red Performance Level.

Academic Performance: Mathematics:

All Students were at the Yellow Performance Level (28.2 points below standard) yet Students with Disabilities were at the Red Performance Level.

Academic Engagement: Chronic Absenteeism

All Students were at the Green Performance Level (6.5% chronically absent) yet Homeless, Students with Disabilities, African American and Two or More Races were all at the Orange Performance Level.

Conditions and Climate: Suspension Rate

All Students were at the Green Performance Level (3.2% suspended at least once) yet Foster Youth, Homeless, Asian, and White were at the Orange Performance Level.

In the absence of 2020 CA School Dashboard metrics, local measures indicate areas of need. Local reading comprehension assessment indicates that 33% of students met their reading proficiency growth goals, with 49% scoring basic or below on the Reading Inventory assessment. These data indicate a need to focus on literacy to ensure that students are reading at a level necessary to be able to effectively meet rigorous academic standards. Other local measures include the stakeholder engagement process. Responses indicate that student learning loss was the most prevalent theme with 82 of 410 thoughts (ranked average 3.7 stars) were related around the need for student support due to school closure and learning loss. These areas of need will need to be addressed and progress will need to be consistently monitored throughout the year.

Based on the stakeholder engagement from the LCAP Update and other local measures, barriers to student outcome success include the disruption of learning due to emergency school closure, lack of mental health and social/emotional support, evidenced-based academic interventions, and strategies for addressing inclusive practices in the general education classrooms. Duarte Unified will continue to develop a Multi-Tiered System of Support (MTSS) which will include benchmark assessments that may be disaggregated based on student subgroups. systematic interventions and support are needed to ensure that the most vulnerable students are making progress.

LCAP Highlights

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

The 2021-2024 LCAP will provide a comprehensive plan for meeting the unique needs of all students in Duarte Unified. When the COVID-19 emergency forced the schools to close for in-person instruction, Duarte quickly pivoted to the Distance learning format and discovered the capacity to re-vision what a responsive education system can do for its students. With a keen focus on improving and increasing the support for its most vulnerable students, DUSD's 2021-2024 LCAP will be focused on four key goals:

1. Closing the achievement gap with focus on a comprehensive MTSS framework
2. Establishing physical and emotional student safety with a focus on social/emotional learning
3. Expanding options for secondary students with a focus on enriching the CTE pathways, elective choices and college/career based educational experiences.
4. Ensuring that District operations are organized around meeting the desired outcomes for all students with a focus on high quality staff and 21st century facilities.

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.

Duarte does not have any schools that are eligible for comprehensive support and improvement.

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 timeline for the stakeholder engagement process was as follows:
Annual Update: Review CA Dashboard, share progress towards goals; solicit input

2/5/2021 - 2/26/2021

Stakeholder Survey - Thought Exchange
Parents, Students, Staff

2/2/2021

LCAP Update and Input on new plan with Management
District Administrators - Directors Meeting

2/3/2021

LCAP Update and input on new plan with Site Management
Site Administrators - Principal Meeting

2/4/2021

LCAP Update and input on new plan with classified bargaining unit
CSEA - Executive Cabinet meeting

2/8/2021

LCAP Update and input on new plan with certificated bargaining unit
DUEA - Executive Cabinet meeting

Feb/March 2021 SSC meetings

SSC - review progress toward goals and promote Stakeholder Survey - Thought Exchange
School Site Councils

2/17/2021 5:00 PM

LCAP Stakeholder Update and Stakeholder Engagement Virtual Meeting
Parents, Teachers, Staff, Principals

2/18/2021 10:00 AM

LCAP Stakeholder Update and Stakeholder Engagement Virtual Meeting
Parents, Teachers, Staff, Principals

2/22/2021 5:00 PM

LCAP Stakeholder Update and Stakeholder Engagement Virtual Meeting
Parents, Teachers, Staff, Principals

2/24/2021

LCAP Update and Input on new plan
Budget Advisory Committee,

3/12/2021

LCAP Update and input on new plan with DELAC
Parents of English Learners

3/18/2021

LCAP Update and input on new plan with Parent Advisory Committee
Parents, Community Members, Staff

Analyze feedback and Draft Goals

Review data for Local Indicators

4/21/2021

Review Draft Goals with Directors
District Management - Directors Meeting

4/21/2021

Review Draft Goals with Principals
Site Administrators - Principals Meetings

Review Draft Goals with certificated bargaining unit

DUEA Executive Cabinet Meeting

4/22/2021

Review Draft Goals with classified bargaining unit

CSEA - Executive Cabinet Meeting
Spring 2020
Review Draft Goals with SELPA
Special Education

Consultation with DELAC and PAC per Ed Code
5/7/2021
DAC/DELAC Meeting
Parents of English Learners
5/20/2021
Parent Advisory Meeting
Parents/Community

Stakeholders included parents/guardians, District employees including teachers and site principals, students, and community members. The stakeholder process consisted of meetings with key groups and a digital opinion sharing platform called ThoughtExchange. ThoughtExchange was utilized because it allows all respondents to see what other stakeholders are thinking and to identify those topics that matter most where there is a high level of agreement across all stakeholders. The ThoughtExchange was available both in English and Spanish. At the conclusion of a three week window in February 2021, 413 stakeholders had participated sharing 426 unique thoughts and providing 12,433 ratings of other thoughts. Of those participants, 43% were parents, 18% were certificated staff, 3% were classified staff, 34% were students, and 2% were other community members. In addition to participation in the ThoughtExchange, three different public meetings were conducted to generate stakeholder feedback and to elicit feedback on proposed goals and actions. Input was also collected during meetings with District Leadership, Site Administrators, Certificated Bargaining Unit leadership, Classified Bargaining Unit leadership, and the Special Education Local Plan Area leadership.

The ThoughtExchange process was publicized on the District website and via the District's ParentSquare communication system. The public was notified of the opportunity to submit comments regarding specific actions and expenditures proposed to be in the local control and accountability plan on the Board of Education agenda and District website. The proposed local control accountability plan was presented to the parent advisory (Community Education Council) on May 20, 2021 and to the District English Learner Advisory Committee on May 7, 2021. The superintendent provided written feedback to the comments received from the DELAC and PAC. A public hearing was conducted at a regular meeting of the Duarte Unified School District Governing Board on June 10, 2021 prior to formal adoption by the Duarte Unified Board of Education on June 24, 2021.

A summary of the feedback provided by specific stakeholder groups.

The ThoughtExchange platform organized all stakeholder input. The ideas that were shared on the ThoughtExchange platform were comprehensive, with the highest participation from parents and students. Themes were generated where there was a high level of alignment across all stakeholders.

The key ideas with the highest rankings were:

#1 "We should be able to have more electives to pick from We don't have to much of a variety" (4.4 stars)

#2 "We need full-time counselors in every school1 in 5 children have mental illness, this is a fact we should not ignore, and this number is rising as a result to covid. We need emotional support now (4.3 stars)

#3 Attract and retain qualified teachers. Teachers are the people who most interact with students. High turnover hurts those relationships (4.3 stars)

Other high ranks thoughts revealed trends of common ideas:

Common ideas about class size and staffing included

"Reduce class size so that students can have more attention if they are struggling. If a child is struggling, it should be recognized and handled right away, not wait." (4.3 stars)

"Closing the Distance Learning gap will require smaller class sizes, eliminating split grade classes, and supporting teachers where they need it most. Teachers need to be able to offer targeted, individualized support for all students. Support from DUSD is essential." (4.2 stars)

"Class size Class size needs to be smaller." (4.2 stars)

Common ideas related to College and Career Readiness included:

“Vocational opportunities for DHS Not all kids want to pursue college degrees. Additional vocational training (beyond culinary) to give these kids options.” (4.1 stars)
“align current curriculum with real world career pathways because it makes education relevant to future careers and begins to build the importance of continued education as a means to drive the local economy” (4.1 stars)
“DHS needs to improve college readiness and support Need college application workshops and essay writing. The lack of guidance and support is disappointing.” (4.1 stars)

Common ideas related to Fiscal Stability included:

“Restructuring of budget to bring district to become fiscally healthy places allocate funds to bring robust programs to all schools, recruit and retain highly effective staff across district and schools, etc.” (4.2 stars)

“Budget and Spending: Now is the time for change. We really need to scrutinize how and where we spend money. Nothing has really changed in our priorities for spending for years. Staff is critical and should be invested in.” (4.1 stars)

“Financial Stability Enrollment trends are not going to magically change on their own and the district needs to address current and long term financial issues.” (4.1 stars)

In a summary analysis of all the feedback and the themes that emerged included:

Student Support with 82 total thoughts related to the high need to ensure that all students are provided equitable support in order to address learning gaps and achieve for long to success.

Instructional Programs 63 thoughts related to expanded and diverse options for students including more electives additional options and career technical education (CTE)

Health and Safety 42 thoughts related to physical wellness in a post-COVID reality

Mental Health/social emotional wellbeing- 35 thoughts related to the trauma that students have experienced and its impact on educational outcomes.

In addition to the ThoughtExchange, meetings with key stakeholder groups revealed further alignment with those themes that were generated.

District and site administrators provided input about the need for:

Maintaining the health and safety of school campuses including social/emotional support.

Differentiated experiences for their students based on interest and need.

Adequate staffing and appropriate training.

Certificated staff provided input about the need for:

Fiscal stability and consolidation of District programs.

Adequate training to address the needs of students.

Smaller class size and elimination of combination classes.

Classified staff provided input about the need for:

Fiscal stability and District budget

Maintaining staffing to support District programs.

Adequate training for the job assignment.

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

The LCAP priorities were influenced by specific stakeholder input.

Goal 1 focuses on the achievement gap of students, especially those most at risk such as low-income, English learners, Foster youth and students with disabilities. This priority is based on the predominant theme of the need for student support that was strongly evident across the ThoughtExchange responses. Parent concerns about learning loss are addressed in the actions related to Goal 1 such as intervention programs and culturally responsive education to support English learners. Another action for Goal 1 is class size reduction which is included in the LCAP because teachers identified the need for smaller class sizes so that at-risk students could be provided more individual attention. The ongoing need to provide state of the art technology was prioritized due to student feedback about the need for better computers and internet connectivity.

Goal 2 focuses on physical and emotional safety which were other themes derived from the ThoughtExchange stakeholder engagement process. The need for more mental health resources and counseling was the second highest ranking response. Creating an inclusive environment is a priority in Goal 2 which is important for the administrators and parents of students with disabilities. Training and support is needed to focus on social and emotional wellness which was a request of teachers and administrators. Parents raised significant concerns about physical safety and wellness especially with a return to in-person learning. Therefore, the goal is in place to intentionally emphasize new strategies to minimize transmission of COVID-19.

Goal 3 focuses on increasing options for students in grades 6 - 12. The highest ranking response in the ThoughtExchange was to provide more elective options. Other high ranking thoughts in the area of college and career readiness include the need to focus on vocational options and on real world career pathways. In response to stakeholder engagement, actions for Goal 3 directly support the expansion of CTE pathways and training/materials for career-based courses at the high school level. The priority to expand these options will start in the middle school years with the expansion of elective options to provide younger students with the possibilities for post-secondary success. DELAC parents have requested more CTE Pathways so that their children are adequately prepared for well paying careers.

Goal 4 focuses on District operations that adequately support the outcome for students. This goal is a priority due to the predominant theme in the ThoughtExchange of fiscal stability. Certificated staff also indicated the need to consolidate programs so that the District budget is able to adequately compensate employees to minimize staff turnover. A significant action in Goal 4 is to provide 21st century facilities that meet the needs of students and the instructional program. This action is a priority due to the community priority as evidenced by the recent passage of a bond program that will support the expansion of CTE pathways and upgrade school infrastructure.

Goals and Actions

Goal

Goal #	Description
1	Provide equitable access to teaching and learning that improves outcomes for all students and closes the achievement gap.

An explanation of why the LEA has developed this goal.

The outcomes for students in Duarte Unified is inconsistent; achievement for some subgroups of students is lower than others. This gap of achievement is notable for students who are English learners, low-income, foster youth, homeless and students with disabilities. The District is committed to taking action to target actions and services to those students who need support to have equitable success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Graduation Rate for all students	The graduation rate for all students in the Class of 2020 was 90%.				100% of all students will graduate from high school.
Graduation Rate for low-income students.	The graduation rate for low-income students in the Class of 2020 was 91%.				100% of low-income students will graduate from high school.
Graduation rate for English learners.	The graduation rate for English learners in the				100% of English learners will graduate from high school.

	Class of 2020 was 78%				
English Language Arts achievement for all students.	In 2019, 55% of all students met or exceeded on SBAC English Language Arts.				100% of all students will meet or exceed standard on SBAC English Language Arts.
English Language Arts Achievement for low-income students.	In 2019, 46% of low-income students met or exceeded on SBAC English Language Arts.				100% of low-income students will meet or exceed standard on SBAC English Language Arts.
English Language Arts Achievement for English learner students.	In 2019, 18% of English learner students met or exceeded standard on SBAC English Language Arts.				100% of English learner students will meet or exceed standard on SBAC English Language Arts .
Mathematics achievement for all students.	In 2019, 41% of all students met or exceeded standard on SBAC Mathematics.				100% of all students will meet or exceed standard on SBAC Mathematics.
Mathematics achievement for low-income students.	In 2019, 32% of low-income students met or exceeded standard on SBAC Mathematics.				100% of low-income student will meet or exceed standard on SBAC Mathematics.
Mathematics Achievement for English learner students.	In 2019, 15% of English learner students met or exceeded standard on SBAC Mathematics.				100% of English learner students will meet or exceed standard on SBAC Mathematics.
English Learner Progress Indicator on the California School Dashboard.	In 2019, 50.2% of English learner students were making progress towards English language proficiency.				100% of English learner students will make progress towards English language proficiency.
Implementation of State Standards	Duarte Unified met standard of implementation of state standards as reported on the 2019 California School Dashboard.				Full implementation of state standards will be sustained as reported on the California School Dashboard.
Local Assessment: Reading Inventory	In 2020-21, 57% of students met				100% of students will meet the proficiency standard of proficient

	performance standard of proficient or advanced on the Reading Inventory.				or advanced in reading on the local assessment.
Reclassification Rate for English Learners.	For the year 2020-21, the reclassification rate was 8.5%.				The reclassification rate for English learners will be 10%.
High School Dropout Rate	In 2019-20, 1 of 288 students was dropped out of high school.				All students will complete high school; 0 high school dropouts.
Middle School Dropout Rate	In 2019-20, there were no students who dropped out of middle school.				All students will complete middle school; 0 middle school dropouts.
Access to a Broad Course of Study	On the 2019 CA School Dashboard, Duarte Unified met standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12.				Duarte Unified will continue to meet standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental resources targeted to close the achievement gap	Utilize Tier II intervention instructional materials to effectively meet the targeted needs of at-risk students including English learners, foster youth, and low-income students. Provide training for staff with Tier II intervention strategies to address the needs of at-risk students including English learners, foster youth, and low-income students. Provide teachers with collaboration time to review intervention data, plan lessons and share effective instructional practices with the goal of improving the academic outcomes of at-risk students including English learner, low-income and foster youth Provide equitable access to experiential learning activities such as Outdoor Science Education by reducing the financial barriers for low-income students. Drive systematic improvement across all student populations with the use of Teacher Learning Coaches to facilitate professional learning for teachers and Tier II intervention for	\$579,803.00	Yes

		English learner, low-income and foster youth. Provide homeless students with resources such as school supplies, transportation and tutoring.		
2	Class Size Reduction Initiative	Reduce class sizes in Grade TK-12 classes with high numbers of English learners, low-income students, and foster youth so that teachers can provide Tier II intervention in small groups and individualized support to target the needs of these students who are at-risk.	\$2,360,542.00	Yes
3	English Learner Culturally Responsive Education	Schedule additional ELD sections to promote language acquisition for English learners Provide English learners with supplemental Instruction and tutoring to accelerate language acquisition with the goal of reclassification Utilize bilingual aides to provide supplemental support to English learner students in their core academic classes Dedicate staff to support effective assessment of English learners and the analysis of assessment data to promote language acquisition and accelerate reclassification Provide English learners with an online learning platform to supplement instruction Provide teachers with professional development in effective strategies related to English learners	\$358,000.00	Yes
4	AVID Student Success Initiative	Implement a Student Success Initiative featuring AVID to address gaps in students by developing the skills that enable them to deal effectively with the academic, cultural and financial challenges that college creates. Based on the analysis of the District's College/Career Indicator, low-income, English learner, and foster youth are not as prepared for college/career as all students. Implementation of a Student Success Initiative will contribute to improving services to these students. Provide training to staff in effective AVID strategies Offer an AVID elective to support first generation college-going students from low-income families, English learners and students in the foster system	\$35,000.00	Yes
5	Title I Programs	Allocate supplemental funds to Title I schools to ensure children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments. Offer transportation for students to attend their school of choice if their assigned school is underperforming as compared to other schools in the district.	\$797,338.00	No
6	Reading Intervention Program	Utilize READ 180/System 44 as a reading intervention program for students who read at least two years below grade level. English learner, low-income, and foster youth are reading below grade level and need this reading intervention. The Reading Intervention Program includes the following actions that contribute to increasing services for the identified students: Reading intervention teacher salaries and benefits READ 180/System 44 Student Licenses and Instructional Materials	\$220,000.00	Yes
7	Muti-tiered System of	Develop and implement a comprehensive MTSS Framework that includes process for	\$361,600.00	Yes

	Supports	measuring and monitoring student progress in response to Tier 2 and Tier 3 interventions (CCEIS plan.) Analysis of performance data indicate that English learner, low-income, foster youth, and homeless students are most at-risk of not meet making adequate progress. A systematic framework for monitoring student progress of these students is critical to improving their outcomes. The action includes: Universal Screening and Benchmark Assessments TK-2 Assessment Platform (ESGI) Online diagnostic tool to assess reading comprehension (SRI/Reading Counts) Support for MTSS Site Teams Training and ongoing support for Tier 2 and Tier 3 interventions		
8	New Teacher Support	Support new and beginning teachers through the Induction Program to meet the specific needs of student subgroups including English Learners, foster, and low income students. Analysis of student performance outcomes indicate that these students are more at-risk of not meeting standard. New and beginning do not have experience with effective strategies to meet the specific needs of at-risk students.	\$5,000.00	Yes
9	Technology Initiative	Implement a 1:1 Technology Initiative to bridge the digital divide and ensure that low-income, foster youth and homeless students have the same access to 21st century digital tools and high-speed internet as all students. and opportunity to engage in a 21st century learning environment as all students. The priority of this comprehensive technology initiative is to increase access to 21st century learning tools for low-income, foster youth and homeless students. This initiative includes the following actions: Provide students with their own Chromebook to use at school and at home Monitor the effectiveness and the needs of the technology program through the use of Brightbytes survey Utilize Digital Media Specialists to provide direct support to students with technology access Utilize software management system (Destiny) to ensure equitable access to all digital resources Provide hotspots for students who need wireless connectivity	\$482,326.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Establish a school environment which fosters physical and emotional security, encourages community involvement, and promotes inclusive opportunities for student engagement

An explanation of why the LEA has developed this goal.

Students who feel safe both physically and emotionally are able to connect with school and be prepared for post-secondary success. Students come to school with a range of issues that have an impact on learning outcomes. Based on responses to the Stakeholder Engagement Process, respondents shared These issues are related to childhood traumatic experiences, family poverty and physical/mental health challenges. Duarte Unified is committed to creating a healthy and safe learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Chronic Absenteeism for all students in Grades K-8.	During the 2018-19 school year, 6.5% of all students in Grades K-8 were chronically absent.				0% of all students in Grades K-8 will be chronically absent.
Chronic Absenteeism for low-income students.	During the 2018-19 school year, 7.3% of low-income students were chronically absent.				0% of low-income students will be chronically absent.
Chronic Absenteeism for English learner	During the 2018-19 school year, 4.9% English				0% of English learner students in Grades K-8 will be chronically absent.

students	learner students were chronically absent.				
Chronic Absenteeism for Foster Youth	During the 2018-19 school year, 20% of Foster youth were chronically absent.				0% of foster youth in Grades K-8 will be chronically absent.
Attendance Rate	In 2019-20, 77.13% of students attended school for 95% or more of the school year (absent less than 5%.)				100% of students will attendance school for 95% of more of the school year (absent less than 5%.)
School Connectedness and Sense of Safety as measured by the California Healthy Kids Survey - Students	In 2018-19: School connectedness responses on the California Healthy Kids Survey: 70% for grade 5 students 62% for grade 7 students 46% for grade 9 students 43% for grade 11 students School perceived as very safe or safe on California Healthy Kids Survey: 73% grade 5 students 63% grade 7 students 45% grade 9 students 50% grade 11 students				100% of students who take the California Healthy Kids Survey will respond positively on School Connectedness and Sense of Safety.
School Connectedness and Sense of Safety as measured by the California Healthy Kids Survey - Teachers	Baseline will be set in 2021-22 when teachers take the California Healthy Kids Survey for the first time.				100% of teachers who take the California Healthy Kids Survey will respond positively on School Connectedness and Sense of Safety.
School Connectedness and Sense of Safety as measured by the California Healthy	Baseline will be set in 2021-22 when parents take the California Healthy Kids Survey for the first time.				100% of parents who take the California Healthy Kids Survey will respond positively on School Connectedness and Sense of Safety.

Kids Survey - Parents					
Parent and Family Engagement: Parent Participation and Decision Making	Duarte Unified met standard of Parent and Family Engagement: Parent Participation and Decision Making as reported on the 2019 CA School Dashboard.				Duarte Unified will sustain meeting standard of implementation of Parent and Family Engagement: Parent Participation and Decision Making as reported on the 2019 CA School Dashboard.
Suspension Rate for all students	During the 2018-19 school year, 3.2% of all students were suspended at least once.				0% of all students will be suspended at least once. The suspension rate for all students will be minimal indicating that the conditions for learning and school climate are positive and safe.
Suspension Rate for low-income students	During the 2018-19 school year, 3.2% of low-income students were suspended at least once.				0% of low-income students will be suspended at least once.
Suspension rate for English learner students	During the 2018-19 school year, 2.8% of English learner students were suspended at least once.				0% of English learner students will be suspended at least once.
Suspension Rate for Foster youth	During the 2018-19 school year, 7% of foster youth students were suspended at least once.				0% of foster youth will be suspended at least once.
Expulsion Rate - All students	In 2019-20, the expulsion rate for all students was 0.06%. This rate represents 2 students.				The expulsion rate for all students will be 0%.
Expulsion rate - Low-income students	In 2019-20, the expulsion rate for low-income students was not available to protect student privacy.				The expulsion rate for low-income students will be 0%.
Expulsion Rate - English learner students	In 2019-20, the expulsion rate for English learner students was not				The expulsion rate for English learner students will be 0%.

available to protect student privacy.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Afterschool Program	Expand afterschool education and enrichment to increase support for low-income, foster youth, English learner, and homeless students. These students benefit from the afterschool program that supplements the learning day and strengthens student outcomes.	\$948,412.00	Yes
2	Enhanced Campus Security	Physical safety of school campuses contributes to improved services for the low-income, foster youth, homeless, and English learner students who are most vulnerable to the trauma associated with adverse childhood experiences. The enhanced safety measures that contribute to creating a supportive learning environment for vulnerable student populations include: Visitor Management System Campus Security Personnel that are appropriate trained in trauma-informed practices	\$158,035.00	Yes
3	Positive Behavior Intervention Support (PBIS)	PBIS is the foundation of a safe learning environment where expectations are clear, appropriate behavior are intentionally taught, and incentives are utilized to promote positive outcomes. Based on District analysis of the CA School Dashboard, All Students were at the Green Performance Level (3.2% suspended at least once) yet Foster Youth were at the Orange Performance Level. Students who are at-risk of suspension benefit from a positive school culture where expectations are clear and students are provided with a positive way to connect school. Services are improved for these students by this action which includes: Provide PBIS training for school staff Support PBIS Coaches for each school	\$46,000.00	Yes
4	Attendance Initiative	Implement an attendance initiative and provide student/family support to lower the dropout rate of culturally and linguistically diverse students, and students from low-income homes, who historically have had higher chronic attendance, truancy, and dropout rates than the general population. Based on analysis of the District's CA School Dashboard, low-income and foster youth had higher chronic absenteeism rate than all students. Services for these students are increased by this action which includes the provision of a comprehensive Student Services department that monitors tiered attendance strategies, provides direct support of vulnerable student populations and the re-engagement of at-risk students.	\$183,000.00	Yes
5	Social Emotional Learning and Mental Health Support	Social Emotional Learning and Mental Health support to promote student success by providing the needed tools to vulnerable students who are disproportionately affected by conditions related to their English language proficiency, family poverty, the foster care system or housing instability. Services for these students are increased by this action that includes:	\$120,000.00	Yes

		Implementation of a Social Emotional Learning Curriculum Staff training in trauma-informed practices and social emotional learning Additional staff to provide counseling and mental health support		
6	Enhanced Parent and Family Engagement	Provide multiple authentic engagement opportunities for parents and families with a focus on reaching those populations that have historically not been as engaged as all parents including English learner, foster youth, homeless, and low-income. The action contributes to improving services for these students by providing: Parent education classes through Parent University Support from a Community Outreach/Public Information Officer School Parent/Guardian Engagement Activities Digital tools that enhance parent/guardian communication access including the Parent Portal and Parent Square app	\$117,300.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Offer diverse educational options that integrate core academic knowledge, technical skills and relevant real life experience with the goal of preparing students for postsecondary education and career.

An explanation of why the LEA has developed this goal.

Based on feedback from stakeholder engagement process and past student outcome data, the need to provide a range of secondary options is a priority for the Duarte Unified School District. The District mission is to provide the knowledge, skills and inspiration for each student to be successful in college, career and life. The

21st century work environments have shifted dramatically with jobs requiring a high level of technical skill, problem solving skills and critical thinking. By providing multiple pathways to postsecondary education and career, Duarte Unified is committed to its mission to prepare all students for future success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Career Technical Education (CTE) Pathway Completion - All students	The CTE Pathway completion rate for all students was 24.7% on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.				The CTE Pathway completion rate for all students will be 100% on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
Career Technical Education (CTE) Pathway Completion - English learners	The CTE Pathway completion rate for English learner students was 0% on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.				The CTE Pathway completion rate for English learner students will be 100% on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
Career Technical Education (CTE) Pathway Completion - Low-income students	The CTE Pathway completion rate low-income students was 25.9% on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.				The CTE Pathway completion rate low-income students will be 100% on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
a-g Completion for admission to a UC/CSU.	For the class 2020, 55% of all students completed a-g requirements for admission to a UC/CSU.				80% of all students will complete the a-g requirements for admission to a UC/CSU to ensure access to those who plan to attend a four year college.
a-g Completion for Admission to UC/CSU for low-income students	For the class of 2020, 46% of low-income students completed the a-g requirements for				80% of low-income students will complete the a-g requirements for admission to a UC/CSU to ensure equitable access to those

	admission to a UC/CSU.				who plan to attend a four year college.
a-g Completion for Admission to a UC/CSU for English learners	For the class of 2020, 5% of English learner students completed the a-g requirements for admission to a UC/CSU.				80% of English learner students will complete the a-g requirements for admission to a UC/CSU to ensure equitable access to those who plan to attend a four year college.
College/Career Ready (a-g and CTE) - All students	43.3% of all students were identified as College/Career Ready (a-g and CTE) on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard. 43.3% of all students were considered prepared on the College/Career Indicator.				100% of all students will be identified as College/Career Ready (a-g and CTE) on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
College/Career Ready (a-g and CTE) - English Learners.	9.5% of English learner students were identified as College/Career Ready (a-g and CTE) on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.				100% of English learner students will be identified as College/Career Ready (a-g and CTE) on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
College/Career Ready (a-g and CTE) for Students with Disabilities.	18.2% of students with disabilities were identified as College/Career Ready (a-g and CTE) on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.				100% of students with disabilities will be identified as College/Career Ready (a-g and CTE) on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
College/Career Ready (a-g and CTE) - Low-income students	43.6% of low-income students were identified as College/Career Ready				100% of low-income students will be identified as College/Career Ready (a-g/CTE) on the College/Career Measures

	(a-g and CTE) on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.				Report - College Career Indicator on the CA School Dashboard.
Advanced Placement (AP) Pass Rate	In 2020, for all students 67 of 135 (47%) AP exam received a score of 3 or better.				For all students 100% of AP exam will receive a score of 3 or better.
Early Admissions Program (EAP) Readiness - All Students	In 2019, 53% of all students met EAP readiness in English Language Arts and 20% of all students met EAP readiness in mathematics.				For all students 90% will met EAP readiness in English Language Arts and 90% will meet EAP readiness in mathematics.
Early Admission Program (EAP) Readiness - Low-income students.	In 2019, 51% of low-income students met EAP readiness in English Language Arts and 20% of low-income students met EAP readiness in mathematics.				For low-income students 90% will met EAP readiness in English Language Arts and 90% will meet EAP readiness in mathematics.
Early Admission Program (EAP) Readiness - English Learner Students.	In 2019, 18% of English learner students met EAP readiness in English Language Arts and 0% of English learner students met EAP readiness in mathematics.				For English learner students 80% will met EAP readiness in English Language Arts and 80% will meet EAP readiness in mathematics.

Actions

Action #	Title	Description	Total Funds	Contributing
1	High School Pathways	Strengthen and expand multi-year pathways at the high school to improve outcomes for at-risk students. Based on the analysis of the District CA Dashboard there is an inconsistency of the outcomes across student populations. Low-income and and English learner students are not performing as well as all students on a-g completion. English learners students are not performing as well as all students on the College/Career Indicator. To ensure equitable outcomes for vulnerable student populations, this action contributes to increasing services for English learners, foster youth, and low-income students by providing:	\$328,000.00	Yes

		<p>Professional development for teachers to improve the effective of high school pathway options for vulnerable students</p> <p>Enhanced CTE Pathways including dedicated sections, instructional materials, professional development, and support staff</p> <p>Leadership and systematic oversight from the Director College, Career and Community Partnerships</p>		
2	Grade 6-8 Instructional Models and Electives	<p>Strengthen thematic-based instructional models and and expand elective options in Grade 6-8 so that at-risk students are prepared for the high school options that will improve their post-secondary outcomes. Based on analysis of the District's CA School Dashboard, low-income and English learner students are not performing as well as all students on a-g completion. English learners students are not performing as well as all students on the College/Career Indicator. Students need equitable preparation for the different high school pathways. In grades 6 - 8, thematic based instructional models and elective options provide access to experiential learning and prepare those students who have historically not demonstrated the same success on high school outcomes as all students. This action contributes to improving services for these students by providing:</p> <p>Professional Development for teachers to improve quality and effectiveness of grade 6 -8 options</p> <p>Materials & supplies to support thematic-based instructional models</p> <p>IB Curriculum integration cross content support</p> <p>Dual Language teachers</p> <p>Elective expansion for all 7th and 8th grade students at DHS</p> <p>Itinerent Elective Teachers at K-8 schools</p>	\$526,992.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Provide a highly skilled staff and 21st century facilities that support diverse educational programs that prepare students for college, career and life.

An explanation of why the LEA has developed this goal.

The foundation of all the goals set for students in the Duarte Unified School District is set on high quality employees, facilities and operations. The District holds itself accountable for all mandates related to employee qualifications, facilities and standards-aligned instructional materials. To achieve the outcomes desired for all students requires appropriately trained staff, 21st century facilities and efficient operations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Mis-Assignments Of Teachers Of English Learners	The standard was met for appropriately assigned teachers with 0 mis-assignments of Teachers of English Learners on the 2019 CA School Dashboard				The standard will be met for appropriately assigned teachers with 0 mis-assignments of Teachers of English Learners reported on the CA School Dashboard.
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	The standard was met with 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) as reported on the 2019 CA School Dashboard.				The standard will be met with 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) as reported on the CA School Dashboard.
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional	The standard for instructional materials was met with 0% of Students Without Access To Their Own Copies Of				The standard for instructional materials will be met with 0% of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

Materials For Use At School And At Home	Standards-Aligned Instructional Materials For Use At School And At Home as reported on the 2019 CA School Dashboard.				as reported on CA School Dashboard.
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Quality Certificated Staff	Compensate and support a high quality certificated staff to minimize staff turnover. Per Williams v. State of California, every student will receive instruction from a fully credentialed teacher.	\$14,097,529.00	No
2	Quality administrators	Compensate and support highly effective and learning-centered leaders and administrative management staff.	\$2,214,917.00	No
3	Quality classified support staff	Compensate and support a highly trained support staff and qualified paraprofessionals, including certification and licensure requirements, if necessary, in all schools and the District office.	\$6,255,062.00	No
4	Operational Expenses	Per Williams, et al., vs. State of California, et al. provide expenditures for basic services to support operational expenses incurred in carrying out an organization's day-to-day activities.	\$5,088,864.00	No
5	Maintenance and Facilities	Per Williams, et al., vs. State of California, et al. provide sufficient maintenance, grounds, and facilities staff to maintain safe and decent school facilities	\$859,605.00	No
6	Standards-based Instructional Materials	Per Williams, et al., vs. State of California, et al. (Williams) provide state-adopted CCSS-based textbooks and instructional materials.	\$137,538.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.31%	\$5,461,088.00

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.

Goal 1 Action 1: Supplemental resources targeted to close the achievement gap

1. What are the needs, conditions or circumstances of English learners, foster youth and low-income students?

English learners need foundational reading skills and academic language vocabulary support in order to achieve at the same level as all students. Foster youth experience disrupted learning and adverse childhood experiences that impede their learning. Low-income students have lower levels of literacy and numeracy, language development, and access to material resources that support learning.

2. How is this action based on those needs, conditions or circumstances?

This action is based on these needs by ensuring that the staff is appropriately trained with Tier II literacy and numeracy strategies, by providing direct services to students with Tier II intervention designed to address gaps in learning, and material resources such as supplemental books, digital programs and supplies.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP and graduation rate. This action was proven to be effective based on a steady increase on CAASPP for these student groups over the previous three years on CAASPP scores. This action is a continuation of the action in the 2017-20 LCAP with a revision to include systematic MTSS oversight of Tier II research based interventions with a focus on progress monitoring.

Goal 1 Action 2: Class size reduction

1. What are the needs, conditions or circumstances of English learners, foster youth and low-income students?

English learners need increased opportunities to use academic language in the classroom. Foster youth experience disrupted learning and adverse childhood experiences that impede their learning. As a result foster youth need increased individualized attention to provide support. Low-income students have lower levels of

literacy and numeracy which are addressed with Tier II interventions and tutoring.

2. How is this action based on those needs, conditions or circumstances?

By reducing class sizes in those Grade TK-12 classes with high numbers of English learners, low-income and foster youth students, teachers will provide small group Tier II intervention support, leveled reading groups and individualized tutoring and mentoring. The small class size additionally provides the opportunity for teachers to develop positive supportive relationships with students who have experienced trauma from the adverse childhood experiences related to language acquisition, the foster care system and the challenges associated with living in poverty.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP and graduation rate. This action was proven to be effective based on a steady increase on CAASPP for these student groups over the previous three years on CAASPP scores

Goal 1 Action 4: AVID Student Success Initiative. .

1. What are the needs, conditions or circumstances of English learners, foster youth and low-income students?

Foster youth and low-income students are underrepresented in colleges and universities. English learners are at higher risk of not completing the a-g requirements for admission to UC/CSU. These students all need to develop the skills necessary to be successful in college, to learn how to complete college applications, and to expand their awareness about the potential that college can provide for their long term success.

2. How is the action intended to achieve an expected measurable outcome?

By providing staff with training in effective AVID strategies and offering an AVID elective, English learners, foster youth and low-income students will be more prepared for college with the skills taught through AVID strategies and with the additional support to successfully complete a-g course and apply to colleges.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase college preparedness as measured by the College/Career Indicator, the a-g completion rate and the graduation rate. This action is continuation of the action in the 2017-21CAP because it has proven to be effective with improving the graduation rate for low-income students which was 90.5% in 2020 which was higher than the graduation rate for all students (90.3%)

Goal 1 Action 6: Reading Intervention Program

1. What are the needs, conditions or circumstances of English learners, foster youth and low-income students?

English learners need foundational reading skills and academic language vocabulary support in order to achieve at the same level as all students. Foster youth need intensive reading comprehension instruction due to experience disrupted learning. Low-income students have lower levels of literacy and language development.

2. How is this action based on those needs, conditions or circumstances?

This action is based on the need to ensure that the staff is appropriately trained with research-based Tier II intervention Read 180/System 44 to improve reading levels for unduplicated pupils. Students who have experienced significant adverse childhood experiences are disproportionately represented in the group who are reading at least two years below grade level. Proficiency in reading is also a component of the reclassification criteria for English learners. Read 180/System 44 accelerates progress towards grade level reading for English learners.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP.

Another measurable outcome is an increase in the number of the students who meet their growth goal on the reading inventory. This action is continuation of the action in the 2017-21 LCAP because students who were enrolled in Read 180/System 44 have had gains in their reading level.

Goal 1 Action 7: MTSS Framework

1. What are the needs, conditions or circumstances of English learners, foster youth and low-income students?

English learners need foundational reading skills and academic language vocabulary support in order to achieve at the same level as all students. Foster youth need intensive reading and math comprehensive instruction due to experience disrupted learning. Low-income students have lower levels of literacy and numeracy skills.

2. How is this action based on those needs, conditions or circumstances?

This action is effective in meeting the goal by ensuring that appropriate interventions are implemented with fidelity with a consistent process for measuring and monitoring student progress of foster youth, English learners and low-income students. A comprehensive MTSS Framework that includes a process for measuring and monitoring student progress in response to Tier 2 and Tier 3 intervention. Analysis of performance data indicates that English learner, low-income, foster youth, and homeless students are most at-risk of not making adequate progress.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP . This action is continuation/revision of the action in the 2017-20 LCAP because the action was effective in raising achievement for some groups of students as measured by

CAASPP.

Goal 1 Action 8: New Teacher Support.

1. What are the needs, conditions or circumstances of English learners, foster youth and low-income students?

English learners need foundational reading skills and academic language vocabulary support in order to achieve at the same level as all students. Foster youth need intensive reading and math comprehensive instruction due to experience disrupted learning. Low-income students have lower levels of literacy and numeracy skills.

2. How is this action based on those needs, conditions or circumstances?

New and beginning teachers do not have experience with intensive reading and math instruction to support at-risk students. Job-embedded support from teacher leader coaches is an effective strategy to ensure that new and beginning teachers are qualified and equipped to meet the specific needs of English Learners, foster and low-income students.

3. How is the action intended to help achieve an expected measurable outcome?

The action is intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP. This action is a continuation of the action in the 2017-20 LCAP because it was effective in increasing the achievement for low-income students as measured by CAASPP, yet a turnover in staff demands hiring of new teachers who will need ongoing support to address the needs of the at-risk students.

Goal 1 Action 9: Technology Initiative.

1. What are the needs, conditions or circumstances of English learner, foster youth and low-income students?

English learners need to have the most updated technology that provides access to language development tools. Foster youth and low-income students need access to technology and high speed internet that they would not otherwise have access to at home.

2. How is this action based on those needs, conditions or circumstances?

The 1:1 Technology Initiative bridges the digital divide and ensures that English learners, low-income students and foster youth have equitable access to 1:1 devices, high-speed and 21st century learning environments.

3. How is the action intended to help achieve an expected measurable outcome?

The action is intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP. This action is a continuation of the action in the 2017-20 LCAP because it was effective in increasing the achievement for English learners, foster youth and low-income students as measured by CAASPP.

Goal 2 Action 1: After School Program

1. What are the needs, conditions or circumstances of English learner, foster youth and low-income students?

English learners need extra time to use their new language skills in a variety of authentic settings. This additional practice supports the student's progress toward reclassification. Foster youth and low-income students need high quality supervised after school programs to supplement their school day. Foster youth and low-income students have lower levels of achievement and need additional homework support outside of school.

2. How is this action based on those needs, conditions or circumstances?

This action provides a high quality afterschool program that includes academic support, homework help, physical activity and nutrition. Research published by the Afterschool Alliance (2017) indicates that quality afterschool programs increase academic achievement, boost attendance and school engagement for low-income students. The provision of after school program is a priority for families as reported through the stakeholder engagement process.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of unduplicated pupils in English language arts and mathematics as measured by CAASPP, lower the suspension rate for foster youth and chronic absenteeism for low-income and foster youth. This action is continuation of the action in the 2017-20 LCAP because the action was effective in improving the academic achievement and chronic absenteeism of English learners, foster youth and low-income students as measured by CAASPP.

Goal 2 Action 2: Enhanced Campus Security.

1. What are the needs, conditions or circumstances of English learner, foster youth and low-income students?

Physical safety of school campuses contributes to improved services for the low-income, foster youth, and English learner students who are most vulnerable to the trauma associated with adverse childhood experiences. According to research by the American Academy of Pediatrics (2019), children experiencing ACEs in early childhood was associated with below-average, teacher-reported academic and literacy skills and behavior problems in kindergarten. These findings underscore the importance of integrated approaches that promote optimal development among vulnerable children. The needs of foster youth, English learners, and low income students were considered first because these vulnerable students have more adverse childhood experiences than all students. When these students do not feel safe, their ability to learn suffers.

2. How is this action based on those needs, conditions or circumstances?

This action is based on the needs of English learners, foster youth and low-income students who have experienced trauma by creating a physical safe learning environment with additional security staff who are appropriately trained. The provision of safe secure campuses was further identified as a priority for stakeholders.

3. How is the action intended to help achieve an expected measurable outcome?

An expected outcome of this action will be an increase in positive responses about safety as measured by responses on the California Healthy Kids Survey.

Goal 2 Action 3; Positive Behavior Intervention Support (PBIS).

1. What are the needs, conditions or circumstances of English learner, foster youth and low-income students?

English learners, foster youth and low-income students are more likely to engage in challenging behaviors that impede their learning at school. English learners have language barriers that limit their use of language to effectively solve problems. Foster youth and low-income students are more likely to act out due to the trauma associated with adverse childhood experiences.

2. How is this action based on those needs, conditions or circumstances?

PBIS is the foundation of a safe learning environment where expectations are clear, appropriate behavior is intentionally taught, and incentives are utilized to promote positive outcomes. Students who are at-risk of suspension benefit from a positive school culture where expectations are clear and students are provided with a positive way to connect to school. The California Department of Education (CDE) recommends PBIS as a core component of a MTSS Framework based on significant evidence from the RTI Action Network.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP, lower the suspension rate for foster youth and chronic absenteeism for low-income and foster youth. This action is a continuation of the action in the 2017-20 LCAP because it was effective in improving achievement levels, lowering the suspension rate and chronic absenteeism.

Goal 2 Action 4: Attendance Initiative.

1. What are the needs, conditions or circumstances of English learner, foster youth and low-income students?

English learners need to have regular attendance in order to make adequate progress on their language acquisition and to engage with academic language models on a regular basis. Foster youth need to attend school regularly because they are more likely to experience disruptions in learning due to placements in the foster care system. Low-income students need regular attendance in order to maximize academic support that is provided at school. Foster youth and low-income students experience trauma from the adverse childhood experiences (ACEs) related to language acquisition, the foster care system and the challenges associated with living in poverty.

2. How is this action based on those needs, conditions or circumstances?

Implementation of an attendance initiative provides students support to improve school attendance for English learners, foster youth and low-income students. Students who regularly attend school have higher achievement levels than those who are chronically absent. Improved student achievement is the desired outcome of the interventions discussed at Student Attendance Review Board Meetings. The application of tier re-engagement strategies is based on the unique circumstances related to the ACEs of unduplicated pupils.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase academic achievement of English learners, foster youth and low-income students as measured by CAASPP, lower the chronic absenteeism for low-income and foster youth. This action is continuation of the action in the 2017-20 LCAP because the action was effective in improvement in chronic absenteeism. Another factor that supports the continuation of the attendance initiative action is the disrupted attendance during school closure and distance due to the COVID19 pandemic.

Goal 2 Action 5: Social Emotional Learning and Mental Health Support.

1. What are the needs, conditions or circumstances of English learner, foster youth and low-income students?

Foster youth and low-income students experience trauma from the adverse childhood experiences related to language acquisition, the foster care system and the challenges related to living in poverty. Foster youth, English learners and low-income students need learn how to use effective strategies in the Social Emotional Learning (SEL) competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making

2. How is this action based on those needs, conditions or circumstances?

The needs of foster youth, English learners and low-income students were considered for this action because of the extenuating circumstances for these students as compared to all students as they related to social emotional wellness. These vulnerable students have more adverse childhood experiences than all students which create a barrier to success. This action is effective in meeting the goal by intentionally teaching students a social emotional curriculum and by providing access at school to a trained counselor. The action promotes student success by providing the needed tools to vulnerable students who are disproportionately affected by

conditions related to their English language proficiency, family poverty or the foster care system.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase academic achievement of English learners, foster youth and low-income students as measured by CAASPP, lower the chronic absenteeism for low-income and foster youth, and lower the suspension rate of foster youth. This action is a continuation of the action in the 2017-20 LCAP because it was effective in increasing academic achievement, lowering chronic absenteeism and lowering the suspension rate. Another factor that supports the continuation of this action is the disruption in ongoing social emotional support school closure and distance due to the COVID19 pandemic. This was identified by the stakeholder engagement process. Expected outcomes for unduplicated pupils will be further measured by an increase in students who rate favorably those items related to School Engagement and Supports on the California Healthy Kids Survey.

Goal 2 Action 6: Enhanced Parent and Family Engagement

1. What are the needs, conditions or circumstances of English learner, foster youth and low-income students?

According to the Family Engagement Toolkit: Continuous Improvement through an Equity Lens published by the CDE, two critical dimensions of parent engagement are building relationships and connecting to student learning. Parents and families of English learners need language support to be connected to school.

Parents/guardians of foster youth need facilitated connection with school because these children have more mobility than other students. Parents and guardians of low-income students need more flexible ways to connect with school than all students.

2. How is this action based on those needs, conditions or circumstances?

This action provides multiple authentic engagement opportunities for parents and families with a focus on reaching those populations that have historically not been as engaged as all parents with a focus on English learner, foster youth, and low-income students. These opportunities are directed by the community outreach staff which include digital platforms that deliver messages in a flexible environment and in languages that families understand.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP, lower the chronic absenteeism for low-income and foster youth, and lower the suspension rate of foster youth. This action is a continuation of the action in the 2017-20 LCAP because the action is effectively intentional and expanded opportunities for families to connect with the school community.

Goal 3 Action 1: Grade 6-8 Instructional Models and Electives

1. What are the needs, conditions or circumstances of English learners, foster youth and low-income students? English learners, foster youth and low-income students need equitable preparation for the different high school pathways. In grades 6 - 8, thematic based instructional models and elective options provide access to experiential learning and prepare those students who have historically not demonstrated the same success on high school outcomes as all students. Due to the conditions related to English language acquisition, the foster care system and living in poverty, these students have limited experiences with the different options in high school and college/career preparation. At-risk students such as foster youth, English learners and low-income students have limited awareness of the types of jobs and careers available and the educational pathways that will take them there.

2. How is this action based on those needs, conditions or circumstances?

To ensure equitable outcomes for vulnerable student populations, this action contributes to increasing services for English learners, foster youth, and low-income students by strengthening thematic-based instructional models and expanding elective options in Grade 6-8 so that at-risk students are prepared for the high school options that will improve their post-secondary outcomes. To meet the long-term needs of English learners, foster youth and low-income students, these opportunities in grades 6-8 so that students have ample time to explore and set goals for post-secondary success.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of English learner, foster youth and low-income students as measured by improved outcomes on a-g course, CTE Completion and by College/Career Indicator.

Goal 3 Action 2: High School Pathways

1. What are the needs, conditions or circumstances of English learners, foster youth and low-income students?

English learner students need to improve their language acquisition and increase academic achievement to ensure that they are prepared for college/career. Foster youth and low-income students have had limited options for post-secondary success.

2. How is this action based on those needs, conditions or circumstances?

To ensure equitable outcomes for vulnerable student populations, this action contributes to increasing services for English learners, foster youth, and low-income students by strengthening and expanding multi-year pathways at the high school with a priority on CTE. According to evidence published by the Institute for Educational Science, CTE can introduce high school students to different career paths and help them build marketable skills or even credentials. For college students, CTE offers an entry point for new and returning students as they gain knowledge and skills in certain occupational fields. Evidence from the CDE indicates 80 percent of students taking a college prep academic curriculum with rigorous CTE met college and career readiness goals, compared to 63 percent of students who did not take

CTE. The Average national graduation rate in 2008 for students concentrating in CTE was 90 percent as compared to 75 percent for other students.

3. How is the action intended to help achieve an expected measurable outcome?

The resources provided by this action are intended to increase achievement of English learners, foster youth and low-income students as measured by CAASPP and graduation rate. This action is continuation and expansion of the action in the 2017-20 LCAP because of the positive effect on low-income students' increased graduation rates and College/Career indicator. This action is effective in meeting the goal by providing more options in high school and supporting a variety of post-secondary plans such as job training, college preparedness and connecting learning to real-life situations.

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

In order to improve services for the most vulnerable student populations, English learners, foster youth and low-income students, 19.3% of LCFF funds is dedicated to providing opportunities that might not otherwise be afforded to them due to limited proficiency with English, the transient nature of foster care and conditions related to poverty.

English learners are provided increased services including supplemental materials, additional ELD support, small sized classes where teachers can provide academic language support and tutoring, additional afterschool support, The increase in these services provides additional support in language development and in making academic progress. English learners are provided improved services through MTSS, appropriately trained new teachers, enhanced campus security, PBIS, social-emotional support, high-school pathways and Grade 6-8 instructional models and electives. These services are improved for English learners by providing a safe and supportive learning environment that includes a systematic approach for monitoring their progress through MTSS and PBIS, school staff that is trained on English learner support strategies, and expanded options in middle school and high school to ensure that English learners are prepared for college, career and life.

Foster youth and low-income students are provided increased services including supplemental materials, small sized classes where teachers provide Tier II interventions and tutoring, additional afterschool support, and technology. The increase in these services provides additional academic support and those materials and opportunities that would not otherwise would be available to foster youth and low-income students. Foster youth and low-income students are provided improved services through the MTSS, appropriately trained new teachers, enhanced campus security, PBIS, attendance initiative, social-emotional support, high-school pathways and Grade 6-8 instructional models and electives. These services are improved for foster youth and low income students by providing a safe and supportive learning environment that includes a systematic approach for monitoring their progress through MTSS, attendance initiative, and PBIS; school staff that is trained on specific support strategies; and expanded options in middle school and high school to ensure that foster youth and low income students are prepared for college, career and life

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$34,114,603.00	\$1,088,012.00	\$0.00	\$1,078,248.00	\$36,280,863.00	\$27,103,885.00	\$9,176,978.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Supplemental resources targeted to close the achievement gap	Foster Youth, Low Income, English learner (EL)	\$571,000.00	\$0.00	\$0.00	\$8,803.00	\$579,803.00
1	2	Class Size Reduction	Foster Youth,	\$2,360,542.00	\$0.00	\$0.00	\$0.00	\$2,360,542.00

		Initiative	English learner (EL), Low Income					
1	3	English Learner Culturally Responsive Education	English learner (EL)	\$286,000.00	\$0.00	\$0.00	\$72,000.00	\$358,000.00
1	4	AVID Student Success Initiative	Low Income, English learner (EL), Foster Youth	\$20,000.00	\$0.00	\$0.00	\$15,000.00	\$35,000.00
1	5	Title I Programs	Foster Youth, Homeless, Low Income	\$0.00	\$0.00	\$0.00	\$797,338.00	\$797,338.00
1	6	Reading Intervention Program	English learner (EL), Low Income, Foster Youth	\$205,000.00	\$0.00	\$0.00	\$15,000.00	\$220,000.00
1	7	Muti-tiered System of Supports	Foster Youth, Low Income, English learner (EL)	\$22,000.00	\$339,600.00	\$0.00	\$0.00	\$361,600.00
1	8	New Teacher Support	Low Income, English learner (EL), Foster Youth	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	9	Technology Initiative	Foster Youth, Low Income, English learner (EL)	\$464,726.00	\$0.00	\$0.00	\$17,600.00	\$482,326.00
2	1	Afterschool Program	Low Income, Foster Youth, English learner (EL)	\$200,000.00	\$748,412.00	\$0.00	\$0.00	\$948,412.00
2	2	Enhanced Campus Security	Foster Youth, Low Income, English learner (EL)	\$147,735.00	\$0.00	\$0.00	\$10,300.00	\$158,035.00
2	3	Positive Behavior Intervention Support (PBIS)	Foster Youth, English learner (EL), Low Income	\$46,000.00	\$0.00	\$0.00	\$0.00	\$46,000.00
2	4	Attendance Initiative	Low Income, English learner (EL), Foster Youth	\$183,000.00	\$0.00	\$0.00	\$0.00	\$183,000.00
2	5	Social Emotional Learning and Mental Health Support	English learner (EL), Foster Youth, Low Income	\$95,000.00	\$0.00	\$0.00	\$25,000.00	\$120,000.00

2	6	Enhanced Parent and Family Engagement	English learner (EL), Foster Youth, Low Income	\$109,800.00	\$0.00	\$0.00	\$7,500.00	\$117,300.00
3	1	High School Pathways	Foster Youth, Low Income, English learner (EL)	\$303,000.00	\$0.00	\$0.00	\$25,000.00	\$328,000.00
3	2	Grade 6-8 Instructional Models and Electives	Low Income, English learner (EL), Foster Youth	\$442,285.00	\$0.00	\$0.00	\$84,707.00	\$526,992.00
4	1	Quality Certificated Staff	All	\$14,097,529.00	\$0.00	\$0.00	\$0.00	\$14,097,529.00
4	2	Quality administrators	All	\$2,214,917.00	\$0.00	\$0.00	\$0.00	\$2,214,917.00
4	3	Quality classified support staff	All	\$6,255,062.00	\$0.00	\$0.00	\$0.00	\$6,255,062.00
4	4	Operational Expenses	All	\$5,088,864.00	\$0.00	\$0.00	\$0.00	\$5,088,864.00
4	5	Maintenance and Facilities	All	\$859,605.00	\$0.00	\$0.00	\$0.00	\$859,605.00
4	6	Standards-based Instructional Materials	All	\$137,538.00	\$0.00	\$0.00	\$0.00	\$137,538.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,461,088.00	\$6,830,010.00
LEA-wide Total:	\$5,175,088.00	\$6,472,010.00
Limited Total:	\$286,000.00	\$358,000.00
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Supplemental resources targeted to close the achievement gap	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$571,000.00	\$579,803.00
1	2	Class Size Reduction Initiative	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$2,360,542.00	\$2,360,542.00
1	3	English Learner	Limited	English learner (EL)	All Schools	\$286,000.00	\$358,000.00

		Culturally Responsive Education					
1	4	AVID Student Success Initiative	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$20,000.00	\$35,000.00
1	6	Reading Intervention Program	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$205,000.00	\$220,000.00
1	7	Muti-tiered System of Supports	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$22,000.00	\$361,600.00
1	8	New Teacher Support	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$5,000.00	\$5,000.00
1	9	Technology Initiative	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$464,726.00	\$482,326.00
2	1	Afterschool Program	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$200,000.00	\$948,412.00
2	2	Enhanced Campus Security	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$147,735.00	\$158,035.00
2	3	Positive Behavior Intervention Support (PBIS)	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$46,000.00	\$46,000.00
2	4	Attendance Initiative	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$183,000.00	\$183,000.00
2	5	Social Emotional Learning and Mental Health Support	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$95,000.00	\$120,000.00
2	6	Enhanced Parent and Family Engagement	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$109,800.00	\$117,300.00
3	1	High School Pathways	LEA-wide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans,9-12	\$303,000.00	\$328,000.00
3	2	Grade 6-8 Instructional Models and Electives	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans,6-8	\$442,285.00	\$526,992.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$813,641.00	\$130,000.00	\$72,000.00	\$62,607.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Supplemental resources targeted to close the achievement gap	\$8,803.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$579,803.00
1	2	Class Size Reduction Initiative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,360,542.00
1	3	English Learner Culturally Responsive Education	\$0.00	\$0.00	\$72,000.00	\$0.00	\$0.00	\$0.00	\$358,000.00
1	4	AVID Student Success Initiative	\$0.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,000.00
1	5	Title I Programs	\$797,338.00						\$797,338.00
1	6	Reading Intervention Program	\$0.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$220,000.00
1	7	Muti-tiered System of Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$361,600.00
1	9	Technology Initiative	\$0.00	\$0.00	\$0.00	\$17,600.00	\$0.00	\$0.00	\$482,326.00
2	1	Afterschool Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$948,412.00
2	2	Enhanced Campus Security	\$0.00	\$0.00	\$0.00	\$10,300.00	\$0.00	\$0.00	\$158,035.00

2	3	Positive Behavior Intervention Support (PBIS)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,000.00
2	4	Attendance Initiative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$183,000.00
2	5	Social Emotional Learning and Mental Health Support	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$120,000.00
2	6	Enhanced Parent and Family Engagement	\$7,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$117,300.00
3	1	High School Pathways	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$328,000.00
3	2	Grade 6-8 Instructional Models and Electives	\$0.00	\$50,000.00	\$0.00	\$34,707.00	\$0.00	\$0.00	\$526,992.00
4	1	Quality Certificated Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,097,529.00
4	2	Quality administrators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,214,917.00
4	3	Quality classified support staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,255,062.00
4	4	Operational Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,088,864.00
4	5	Maintenance and Facilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$859,605.00
4	6	Standards-based Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$137,538.00