



# Local Control Accountability Plan

Board Report  
May 24, 2023

# Two Plans

## DMUSD Strategic Plan

- Local Strategic Plan
- Five-year plan
- Articulates DMUSD vision, mission, and longer term objectives
- Priority actions related to objectives selected annually

## Local Control Accountability Plan

- Required state required plan
- Three-year plan
- Focused on 8 state priorities, with special consideration for English learners, low income students, foster youth, and those experiencing homelessness
- Actions updated annually by June 30

# The LCAP Must Address California's Eight State Priorities

## Conditions for Learning

Basic Services

Implementation of  
state standards

Course Access

## Engagement

Student Engagement

Parent Involvement

School Climate

## Student Outcomes

Student  
Achievement

Other Student  
Outcomes  
(Local Measures)

## LCAP Actions

The LCAP is intended to be a three year plan and many LCAP actions continue over the life of the plan.

The plan is reviewed annually to determine if refinement of existing actions is needed, or if new actions need to be identified.

**Proposed actions and refinements are informed by**

**Academic Data Analysis**

State and local assessments



**Observational Data**

School visits by site and district leaderships



**Parents & Staff**

Surveys, focus groups and district committees



**Students**

Student surveys and focus groups



# Educational Partner Input Survey, Spring 2023

## Participants Include:

- Parents/Guardians including representation of:
  - English Learners
  - Students receiving special education services
  - Students receiving free and reduced lunch
- Staff Members
- Community Members

Students will experience high-quality standards-based learning applied to real-world contexts using multi-modal methods to create, communicate, and think critically. Students' experiences will build upon their passions, interests, and strengths.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

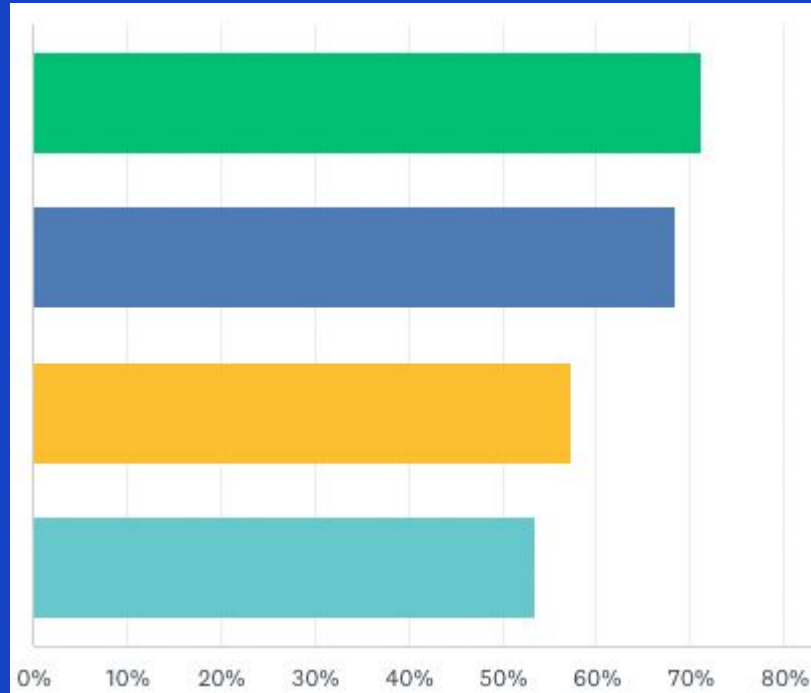
Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Question 1: When you think about the academic needs of all students, what is most important for our district to think about as we plan for the future?



Continue high-quality professional learning in order to equip teachers with the skills necessary to meet the needs of diverse learners. 71.15%

Continue to examine systems and structures for high-quality STEAM+ learning. 68.35%

Explore options that provide personalized learning experiences for students and adults. 57.42%

Provide districtwide support to address student academic needs. 53.50%



As you think about the academic needs of all students, what else is important for our district to think about as we plan for the future?

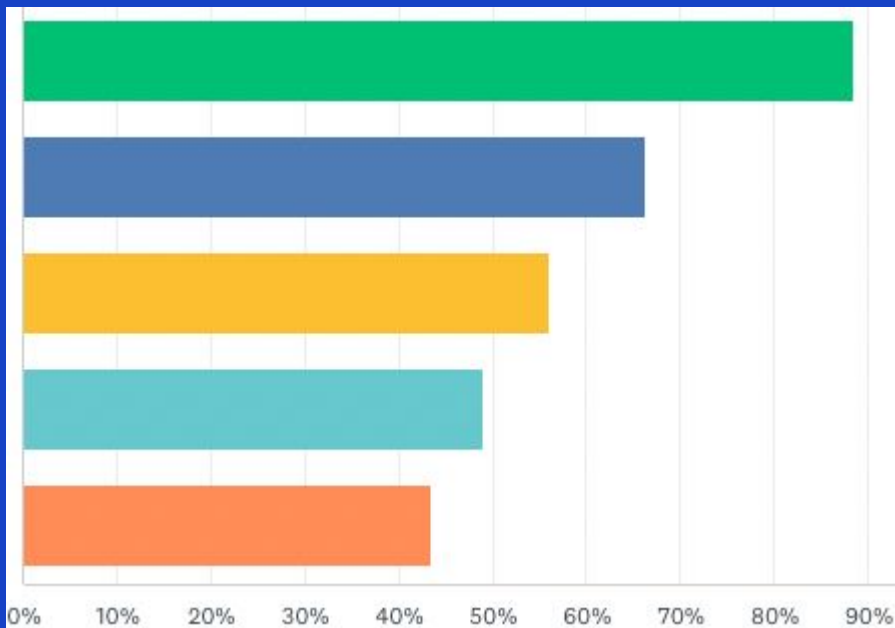
- Continue the examination of systems and structures for high-quality STEAM+ learning in order to refine program delivery and provide choice for students.
- Rigorous learning opportunities that challenge students and develop critical thinking skills.
- Continued focus on providing academic intervention.
- Prioritize students' social and emotional needs.

Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Question 2: As you think about the social-emotional needs of all students, what is most important for our district to think about as we plan for the future?



Support students' social-emotional and behavioral development. 88.52%

Ensure a focus on appropriate mental health interventions. 66.39%

Continued implementation of a multi-year Diversity, Equity, and Inclusion Plan. 56.02%

Provide support to students and their families in the responsible use of technology devices and software, the internet, and social media. 49.02%

Engage with industry experts with real-world connections as part of the extraordinary school experience. 43.42%

As you think about the social-emotional development of all students, what else is important for our district to think about as we plan for the future?

- Continued support for ensuring students receive appropriate mental health support at all school sites through increased availability of counselors.
- A strong desire to support student's social-emotional and behavioral development through a focus on social emotional learning.
- A desire to continue addressing diversity, equity, and inclusion.

# LCAP Goal 1: Actions

- Maintain lower class sizes
- All students have access to standards-aligned materials
- Purchase and implement a new history-social science curriculum
- Design and implement a professional learning model which ensures differentiated support and options for teachers
- Ongoing professional learning in district frameworks, including Cognitively Guided Instruction, Creating Cultures of Thinking, and the Essential Elements of Instruction
- Continued refinement of MTSS structures at all school sites

# LCAP Goal 1: Actions - Continued

- Refinement of STEAM+ learning structure promoting student choice and differentiated opportunities based on grade
- Continue to expand co-teaching teams and provide necessary professional learning, coaching, and scheduled collaboration time
- Provide professional learning to refine ELD instruction and use of related materials - Focus on supporting newcomers
- Provide Imagine Learning and Literacy to all Level 1 and 2 English learners as a supplemental intervention tool
- Continue to provide academic support personnel for math and ELA

## LCAP Goal 2: Actions

- Expand the number of school counselors to support the mental health needs of students
- Continue development and implementation of a districtwide Diversity, Equity, and Inclusion plan
- Extend SELweb student wellness survey to include grades 3-6
- Continue to refine MTSS structures (Social & Emotional/Behavior) at all school sites

## LCAP Goal 2: Actions - Continued

- Use Second Step curriculum consistently and evaluate its effectiveness
- Identify and implement researched-based strategies to reduce chronic-absenteeism
- Plan and provide parent education to support parents based on input and identified needs



# Next Steps

1

## Public Hearing

Invite educational partner feedback

2

## Proposed Adoption

June Board Meeting

3

## Posted on District Website and Submission to SDCOE

July 1

**Thank you!**