



# LCAP Presentation

Board Report  
May 25, 2022

# Two Plans

## District Design 2022

- 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



**Parent & Staff**

Surveys, focus groups and district committees



**Students**

Student surveys and focus groups



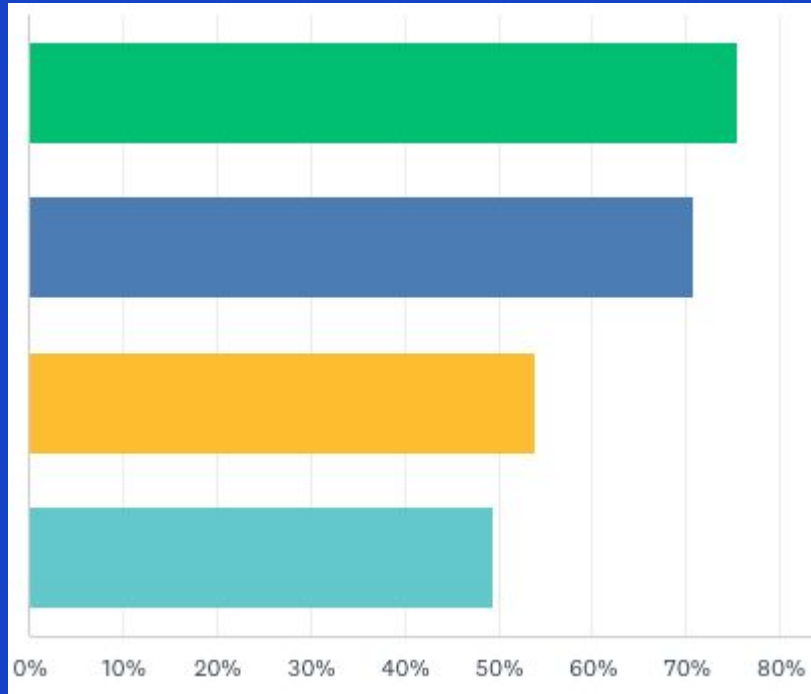
# Stakeholder Input Survey, Spring 2022

## Over 820 Respondents including:

- Parents/Guardians including parents of:
  - English Learners
  - Student 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. (This goal addresses District Design 2022 strategic plan Lever 1 and State Priorities 1, 2, 3, 4, 7, and 8)

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. 75.39%

Continue to examine systems and structures for high-quality STEAM+ learning. 70.85%

Explore options that provide personalized learning experiences for students and adults. 53.92%

Provide districtwide support to address student academic needs. 49.53%



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?

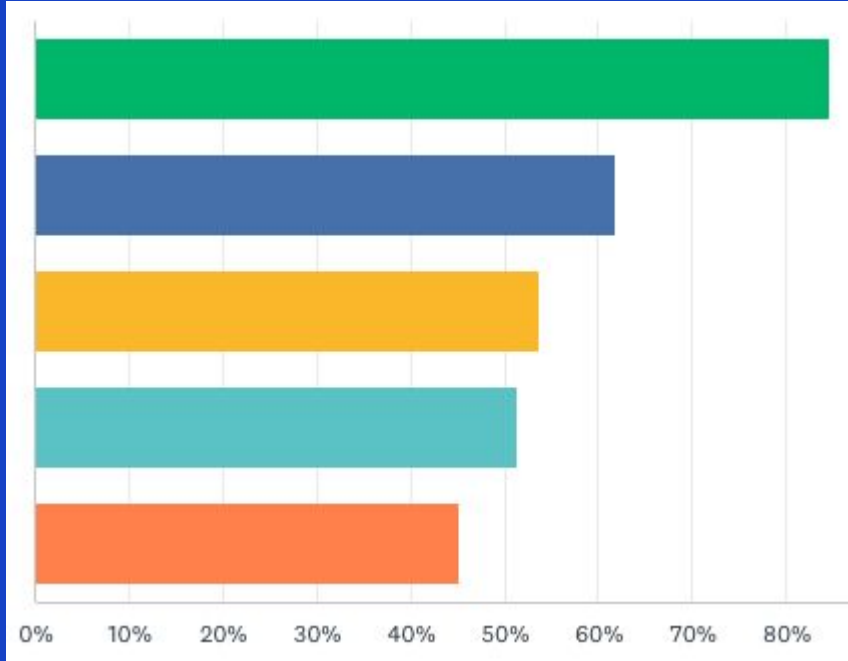
288 Respondents

- Rigorous learning opportunities where students develop critical thinking skills and are personalized.
- Continue the examination of systems and structures for high-quality STEAM+ learning in order to refine program delivery and provide choice for students.
- Ensure social-emotional learning and support in addition to high-quality academics.

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.

*288 Respondents*

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. 84.70%

Ensure a focus on appropriate mental health interventions. 61.83%

Continued implementation of a multi-year Diversity, Equity, and Inclusion Plan. 53.79%

Provide support to students and their families in the responsible use of technology devices and software, the internet, and social media. 51.42%

Engage with industry experts with real-world connections as part of the extraordinary school experience. 45.27%

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? *227 Respondents*

- A strong desire to support student's social-emotional and behavioral development.
- Continued support for ensuring students receive appropriate mental health support at all school sites.
- A desire to continue addressing diversity, equity, and inclusion.

# LCAP Goal 1: Actions

- Maintain lower class sizes (K-3)
- Appropriately credentialed staff assigned to all classrooms
- All students have access to standards-aligned materials
- Ongoing professional learning in Cognitively Guided Instruction, Creating Cultures of Thinking, and the Essential Elements of Instruction, and Amplify Science
- Continued refinement of MTSS structures at all school sites
- Provide Imagine Learning and Literacy to all Level 1 and 2 English learners as a supplemental intervention tool

# 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 and coaching
- Provide professional learning to refine ELD instruction and use of related materials
- Academic support personnel for math and ELA

## LCAP Goal 2: Actions

- Continue development and implementation of a districtwide Diversity, Equity, and Inclusion plan
- Maintain school counselors to support the mental health needs of students
- Administer a newly identified developmentally appropriate wellness survey at grades K-2

## LCAP Goal 2: Actions - Continued

- Continue to refine MTSS structures (Social & Emotional/Behavior) at all school sites
- Monitor use of the Second Step curriculum across all school sites and at every grade level
- Plan and provide a parent education series based upon an interest survey to support parents with 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!**