

# Local Control Accountability Plan

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Board Report

May 22, 2024



# Two Plans

## Destination 2028!

- 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

- LCAP is a required state plan
- Three-year plan. Next year will be the first year of a new 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.
- Actions that effectively meet student needs may be continued in subsequent plans.
- Each year, the plan is evaluated to determine if adjustments are necessary for current actions or if new actions should be included.

**Proposed actions and refinements are informed by:**

**Academic Data Analysis**

State and local assessments



**Observational Data**

School visits by site and district leadership



**Parents & Staff**

District strategic planning process, surveys, focus groups, and district committees



**Students**

Student surveys and focus groups



# Educational Partner Input Survey, Spring 2024

## **Participants Include:**

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

**LCAP Goal 1:** Cultivate a dynamic learning environment where students actively engage in personalized, inquiry-based learning experiences supported by research-based instructional practices, nurturing critical thinking, creativity, collaboration, and communication, ultimately leading to academic success and the effective application of knowledge in real-world contexts.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

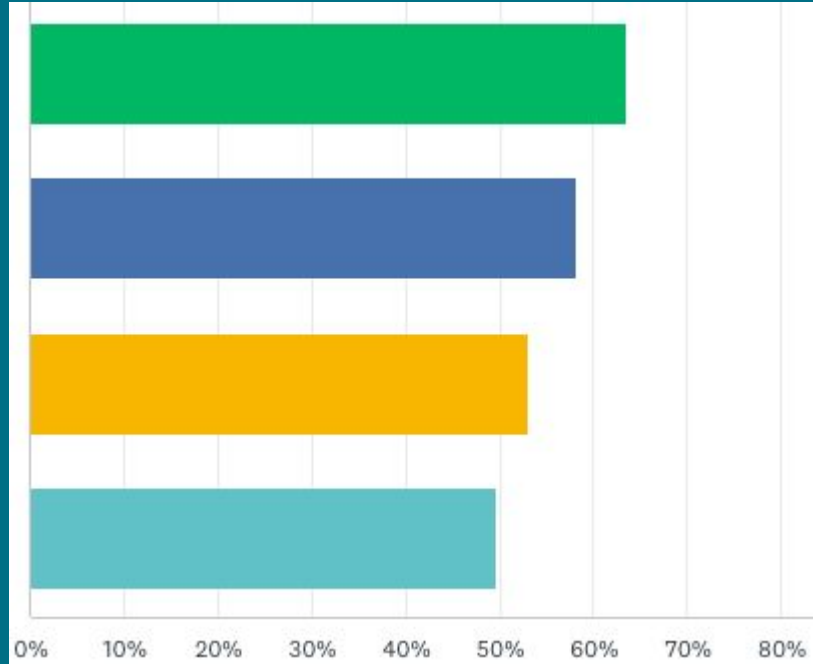
Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Destination 2028! Strategic Plan, Lever 1: Learning Experience

**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?



Teachers engage in high-quality differentiated professional learning that equips them with the skills necessary to meet the needs of diverse learners and includes opportunities for teacher leadership. **63.49%**

Provide districtwide support to address student academic needs through a multi-tiered system of support. **58.31%**

Provide age-appropriate Design Thinking experiences for all students and incorporate Design Thinking Principles into professional learning opportunities for teachers to enhance their capability to facilitate these innovative methodologies. **53.13%**

Increase children's meaningful learning experiences by expanding opportunities for choice and agency. **49.59%**



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?

- Continued support for maintaining small class sizes in order to support the needs of individual students and enhance learning outcomes.
- Priority for providing rigorous differentiated learning opportunities to meet the needs of all students, including those who are academically advanced and those demonstrating gaps in their learning.
- A desire to continue relevant high-quality professional learning structured to provide differentiated support and options for teachers.
- The importance of integrating life skills into instruction with a focus on preparing students for real-world challenges.

**LCAP Goal 2:** Establish nurturing and inclusive learning environments that value diversity, cultivate empathy, foster relationships, and encourage individual talents to flourish. 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? Please check all that apply.

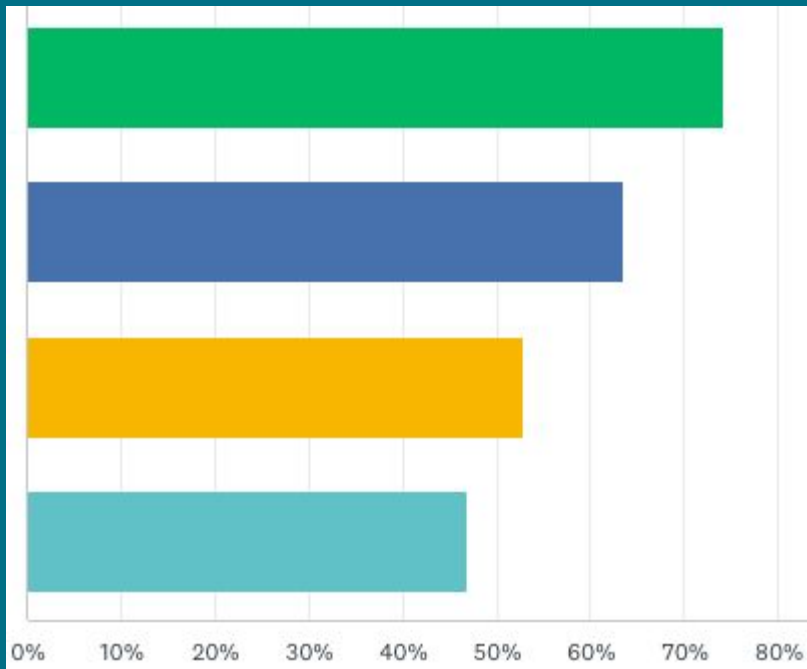
Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

Priority 5: Pupil Engagement (Engagement)

Destination 2028!, Lever 2: Responsive and Caring Culture and Lever 4: Design Influence

**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 well-being through the collaboration of counselors and instructional staff as part of a multi-tiered system of support. **74.24%**

Ensure student access to facilities that support environmental sustainability and healthy learning practices. These include exposure to natural light, learning indoors and outdoors, access to fresh air, and spaces for physical and emotional regulation. **63.43%**

Empower students and staff with the knowledge and skills to responsibly navigate digital platforms and leverage technology to enhance learning experiences meaningfully. **52.91%**

School facilities support student-centered learning, flexible scheduling, collective responsibility for student success, and connection to the environment, community, and global network. **46.81%**

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 students' social-emotional and behavioral development through a focus on social-emotional learning and positive behavioral strategies.
- A desire for parents to receive additional programmatic information and strategies via parent workshops.

# LCAP Goal 1: Proposed Actions

- Maintain lower class sizes
- Implement a newly adopted history-social science curriculum
- Continue to refine a professional learning model which ensures differentiated support and options for teachers
- Ongoing professional learning in district frameworks, including Creating Cultures of Thinking and the Essential Elements of Instruction
- Differentiated professional learning for Cognitively Guided Instruction in mathematics
- Provide professional learning opportunities for teachers as they support students in becoming fluent readers

# LCAP Goal 1: Proposed Actions - Continued

- Provide professional learning to instructional staff specific to the needs of multilingual learners
- Continue to provide Imagine Learning and Literacy to all Level 1 and 2 English learners as a supplemental intervention tool
- Refinement of MTSS tiered structures with a focus on tools to support monitoring of student progress
- Continue to provide tier 2 academic support to personnel for math and reading
- Continue to support co-teaching teams and provide necessary professional learning and coaching for teachers and site administration
- Expand opportunities for students related to coding, robotics, and design thinking

## LCAP Goal 2: Proposed Actions

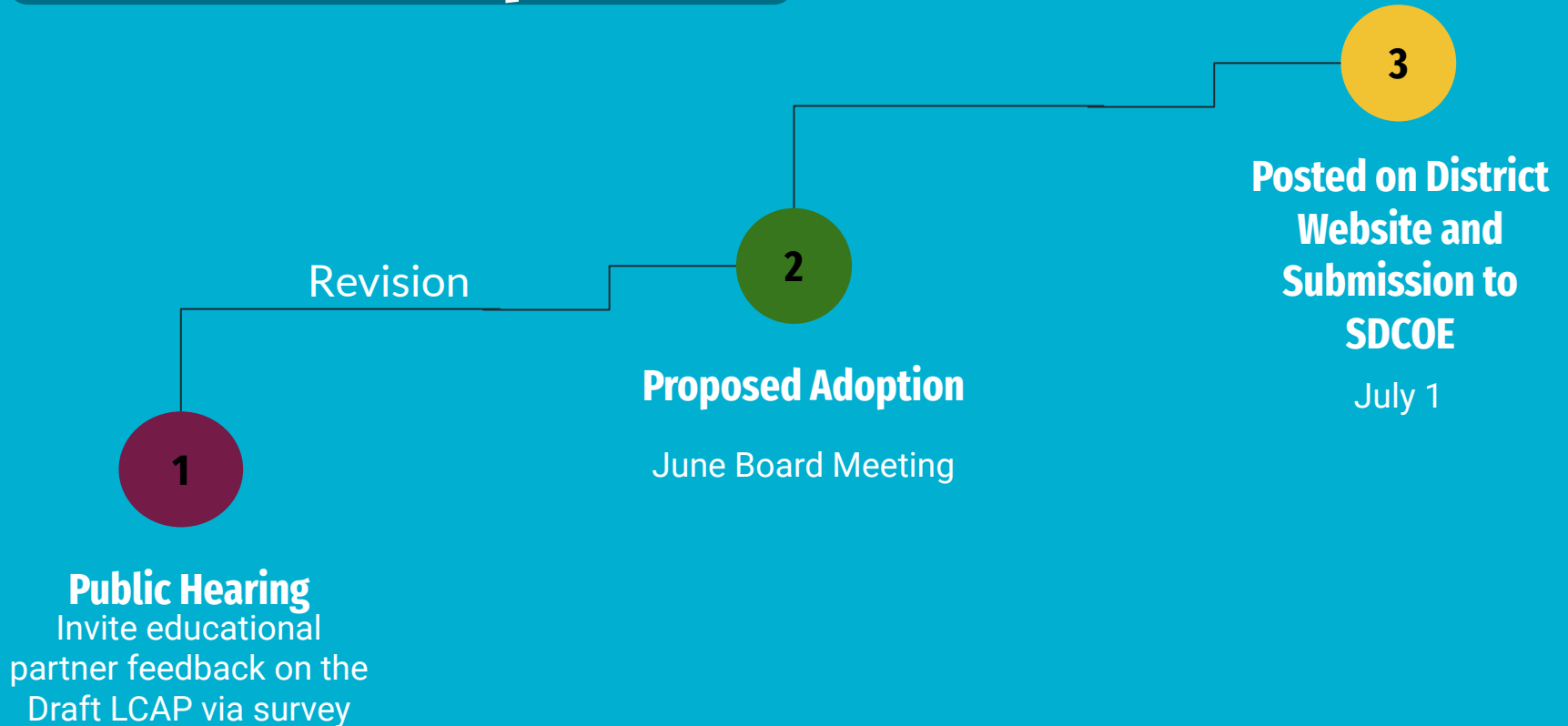
- Support students' social-emotional well-being through the collaboration of counselors and instructional staff
- Use the results of the SELweb survey to identify and address areas of need at each school, to include the refinement of Second Step implementation
- Establish site liaisons for parents of students receiving special education services to increase their understanding of the programs serving their children
- Examine schoolwide structures that support student choice within learning environments, subject matter, and how learning is demonstrated

## LCAP Goal 2: Proposed Actions - Continued

- District technology leaders will research the impact of the digital world on students and share information and best practice with colleagues
- Continue ongoing development and implementation of a districtwide Diversity, Equity, and Inclusion Plan
- Provide parent education series to provide parents with tools to support the social-emotional wellbeing and health of their children
- Continue to refine MTSS structures (Social & Emotional/Behavior) at all school sites
- Identify and implement researched-based strategies to reduce chronic-absenteeism



# Next Steps



**Thank you!**