

# Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title          | Email and Phone                                 |
|--------------------------------|---------------------------------|---|
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## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in 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 (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

| Teachers                                       | Number | Percent |
|--|--------|---------|
| Misassignments of Teachers of English Learners | 0      | 0%      |
| Total Teacher Misassignments                   | 0      | 0%      |
| Vacant Teacher Positions                       | 0      | 0%      |

| Access to Instructional Materials  | Number | Percent |
|--|--------|---------|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0      | 0%      |

| Facility Conditions  | Number |
|--|--------|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 9      |

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

DUSD relies heavily on the expertise of teachers and administration to gauge the level of implementation of state academic standards. At the same time, the District provides intensive training to administrators, teachers, and classified employees on our standards-based adopted curricula in Math and English/English Language Arts. Additional monitoring of academic standards implementation will be directly through the curriculum platforms' assessment and report creation programming.

We have finalized the process of selecting and adopting a curriculum in History and Social Studies. The next phase of this adoption will entail extensive and intensive training on standards-based instruction with a potential integration into the Common Core ELA instruction. We are currently in the process of researching potential adopted programs in Science; part of this adoption will similarly consist of extensive and intensive training on standards-based instruction with potential integration into the Common Core ELA instruction. In addressing all of the adopted academic standards, along with the training for Social Studies we will continue to work on providing more training across the disciplines. We do see the need that beyond ELA and Math, and to do more work on providing training on state academic standards for other subject areas.

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   | 4 |   |
| ELD (Aligned to ELA Standards)                            |   |   |   | 4 |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   | 4 |   |
| Next Generation Science Standards                         | 1 |   |   |   |   |
| History-Social Science                                    |   | 2 |   |   |   |

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   | 4 |   |
| ELD (Aligned to ELA Standards)                            |   |   |   | 4 |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   |   | 5 |
| Next Generation Science Standards                         | 1 |   |   |   |   |
| History-Social Science                                    |   | 2 |   |   |   |

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   | 4 |   |
| ELD (Aligned to ELA Standards)                            |   |   | 3 |   |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   | 4 |   |
| Next Generation Science Standards                         | 1 |   |   |   |   |
| History-Social Science                                    |   | 2 |   |   |   |

## Recently Adopted Academic Standards and/or Curriculum Frameworks

### 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards                         | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Career Technical Education                 |   | 2 |   |   |   |
| Health Education Content Standards         |   | 2 |   |   |   |
| Physical Education Model Content Standards |   |   | 3 |   |   |
| Visual and Performing Arts                 |   |   |   | 4 |   |
| World Language                             |   |   |   | 4 |   |

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole |   |   |   | 4 |   |
| Identifying the professional learning needs of individual teachers                    |   |   |   | 4 |   |
| Providing support for teachers on the standards they have not yet mastered            |   |   |   | 4 |   |

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Building Relationships   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.   |   |   | 3 |   |   |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community.   |   |   | 3 |   |   |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.  |   |   |   | 4 |   |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. |   |   |   | 4 |   |

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Delhi Unified School District continues to survey families in parent and family engagement. Overall, we maintained at full implementation in building partnerships for student outcomes. Our strengths continue to be our offering a range of opportunities to provide parents with a variety of venues to discuss their children's academic progress, by ensuring teachers, specialized staff, and site and district staff are constantly monitoring the progress of the students. Principals have continued to act this information by collaborating with the teacher and/or specialists, ultimately conferencing with the student and/or parent if progress still is not being made, and following up on the various levels of intervention provided within an appropriate amount of time.

Our latest findings show that still the largest number of respondents indicated Initial Implementation regarding the LEA's progress in providing families with information and resources to support student learning and development at home; similar to past result trends, the second largest group felt that the implementation was done fully. We continue to believe that improvements can be made, and the most common area of weakness determined is clearly in the area of providing the families with the necessary resources to support the students' academic progress at home. Underrepresented families will continue to be identified and provided with individualized communication, collaboration, guidance and follow through via parent/teacher conferences, specialized meetings for English learners and/or students with various needs, including those on an Individualized Educational Program.

It is important to remember that COVID-19 challenged the district like never before in maintaining parent engagement. However, staying true to our commitment to engage our parents, we attempted a significant number of different opportunities for in depth and significant parent feedback and input.

**Building Partnerships for Student Outcomes**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Building Partnerships   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.   |   |   |   | 4 |   |
| 2. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.  |   |   | 3 |   |   |
| 3. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. |   |   |   | 4 |   |
| 4. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.   |   |   |   | 4 |   |

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.



In spite of the pandemic, DUSD has continued to reach out to our families and community and respondents have continued to indicate that the district is meeting this area fully. Adding value to this effort is our partnership with the Parent Delhi Committee (DPC), PLTI (the Parent Leadership Training Institute), and PIQE (Parent Institute for Quality Education).

Throughout this very difficult school year, our schools have continued to serve as hubs of parent participation and engagement. We continue to look for ways to improve the development and support for staff to learn about each family's strengths, cultures, languages, and goals for their children. Principals and central office staff will continue to receive guidance and support in better understanding this indicator. DUSD will continue to encourage staff participation during school and district sponsored parent centered events as well as encouraging and supporting more staff participation during student centered events such as athletics, music and art performances, and other after school or weekend activities.

DUSD is constantly seeking ways to improve. Recently, we have redesigned our webpage, our Facebook page, Twitter account and Instagram in order to connect with parents in a more expanded manner. These are new implementations, added to the continuous improvement of the site-based LCAP meetings, intended to provide more information on the LCAP expenditures to more parents and community members, allowing them to also provide feedback on current practices as well as address their needs or wants towards future revisions. Increased use of the ParentSquare online platform to push out texts, emails and supportive video links and surveys is also being addressed. At the same time, in response to teacher feedback and input, we have added ClassDojo and Remind as technology to increase parent engagement.

### Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Seeking Input   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.  |   |   | 3 |   |   |
| 2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.  |   |   | 3 |   |   |
| 3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.            |   |   | 3 |   |   |
| 4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. |   |   | 3 |   |   |

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Delhi USD is a small, unincorporated community with high rates of English Learners, Foster Youth, and Low-Income students. The district is the civic center of the area and parents look to the district for many of their educational and

non-educational needs. The more parents are involved, the more the community is involved in moving forward with a positive culture and increased student academic achievement.

Although the greatest number of participants indicated Initial Implementation in this section, Full Implementation in most of these subcategories continue to come in a close second. Delhi Unified School District continues to strive to ensure active parent involvement and student engagement through: a. research-based parent involvement practices b. family input in school decision making c. educational programs, designed for families, to empower them in supporting student achievement and success.

Increasing Parent participation in school activities and governance has been an ongoing commitment and challenge for the sites, struggling at times to have a minimum number of parents participate in advisory or decision making committees/meetings such as the English Language Advisory Committee and the School Site Council.

In support of the above, besides high expectations placed on the various parent-included committees, DUSD has brought in a couple of parent institutes such as PIQE (Parent Institute for Quality Education), the Parent Leadership Training Institute (PLTI) and the Delhi Parent Committee (DPC). In addition to this, DUSD also fully funds parent participation at various parent-centered conferences provided by local consortiums, universities and non-profit organizations such as California Association of Bilingual Education (CABE). Underrepresented families throughout the district are at the center of the district's plans for parent engagement.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In spite of the pandemic, we were able to survey students across all life spans in relation to school climate. In regards to connectedness, survey results showed that 77% of students felt that the level of communication they were receiving from their teacher, school or district was very satisfactory or satisfactory.

Interestingly, only 13% of the respondents mentioned concerns related to school safety and security with the majority of the respondents labeling COVID-19 as the greatest security/safety concern. Survey results showed that respondents from El Capitan Elementary demonstrated higher levels of concern than other elementary schools. El Capitan respondents accounted for 26% of those concerned about security (Harmony 15.7%, Schendel 5.2%). Only Delhi High School respondents accounted for a higher percentage of those concerned about security (31.5%). Delhi Middle School respondents accounted for 21% of those concerned about security.

Based on this information, we have learned that most of our students feel safe. However, actions are needed to address those students who currently feel unsafe, sad, or bullied. Furthermore, although the percentages of chronic sadness and harassment/bullying are relatively low (10.5% of respondents concerned about school climate), these numbers are concerning considering our demographics and school size. It is evident that the district must continue to implement additional supports and interventions to address the issues of chronic sadness and harassment/bullying.

Based on these results, we have redesigned our mental health counseling to now be led by board certified behavior analysts and psychologists, as well as, adding a more focussed social and emotional learning program (Curriculum and resources to teachers and parents [i.e. 1,2,3 Magic books]).

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in 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, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the CA Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The District will continue to ensure all class schedules in Elementary grades reflect the core instructional program, including Physical Education, Music, and now Social and Emotional Learning for all students in grades TK through 6. Designated English Language Development is provided to all English Learners and is made available to non-ELs who have been determined to benefit from it. The District has introduced computer coding instruction to students in third grade, although implementation has not yet begun at all sites; DUSD is now planning on extending computer coding to all elementary grades. Our middle school master schedule reflects a full core instructional offering, including PE, Music, Career and College Club, Coding, and Agricultural Education elective courses. The Junior Academy of Medical Sciences (JAMS), as well as the Delhi Medical Academy of Sciences are also an active part of the middle school and high school program, respectively. Delhi High School also offers courses in Agriculture, Business, Public Safety, and Computer Science. All three elementary schools are now providing a strand of Dual Language Immersion through the district's Dual Language Academy (DLA). All efforts have been made to ensure

that students are enrolled in DLA as parents requested, rather than be on hold within a waitlist. The DLA runs through the Delhi Middle School and is fully supported by the World Language Department at Delhi High School, encouraging students to meet the requirements in order to obtain the California State Seal of Biliiteracy.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Working as a unified school district, addressing movement of students from one school to another, all three elementary sites collaborate at the administration level and at the teacher level, in order to provide the best instruction possible to our students; while ensuring that no one school provides less than the other schools, given the same conditions and comparable demographics. Two main differences are clearly identified by the centralization of our Preschool/Extended Transitional Kindergarten program and our Special Day Class (SDC) program, both held at Schendel Elementary, which is located between the other two sites. All students have access to and are enrolled in a broad course of study, across all schools and student groups. English Learners have a designated time for English Language Development (D-ELD). Non-English Learners who may be in need of language development may participate in Designated ELD. Students with special needs participate in least restrictive environments allowing for students to remain in the general education classroom where Special Education Teachers are able to push-in and provide support. With the majority of the population coming from households where Spanish is spoken, both the English Language Arts and Math curriculum are provided in both languages for students and parents to access online for additional support and as extended intervention. All elementary schools now offer a Dual Language Academy program.

3. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The District will ensure all students have access to and are enrolled in a broad course of study, across all schools and student groups. As needs are identified, groups of students are pulled out of music during one quarter of a semester in order to receive intervention in the content areas of need. On a different note is the absence of a Newcomer (non-English speaking students) component to the recently adopted Benchmark Advance program for English Language Arts and English Language Development, which causes a barrier for the rapid development of English for this group of students. A major barrier we faced was the faulty operationality of our former adopted program, Pearson's MyPerspective/ELD Companion, the adopted curriculum for ELA/ELD, which also did not include a Newcomer component. By using LCAP funds through our LCAP revision, we added a Newcomer Academy, which we will continue, consisting of two fully dedicated teachers and one full time instructional assistant using the instructional materials ACCESS, as a district-approved supplemental program, to support the core programs in ELA, Math, Science, Social Studies, and ELD. Advanced Placement (AP) courses tend to be inaccessible to Newcomers, and English learners who may have the necessary skill sets to be successful, but tend to struggle due to language barriers.

Another identified barrier pertaining not to accessing the course of study, but more so in the minimal alignment with the Next Generation Science Standards (NGSS), are the old science curriculum currently being utilized; an issue that will be addressed in 2021-22 as the Curriculum, Instruction, Assessment and Technology (CIAT) team take on the state recommended process leading to a full adoption of the Science curriculum.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

We will continue to take any necessary steps and make needed revisions to ensure all students continue to have access and are enrolled in a broad course of study, across all schools. As an example, elementary students will be provided intervention after school. This will allow students more time for music, physical education, and social and emotional learning while giving them more access to the ELA curriculum. Additionally, the district has purchased Launch Into Literacy and ACCESS, Newcomer programs meant to address the basic language skills of non-English speakers, as well as academic content. The respective teachers have been trained and the programs are being

provided to Newcomers in seventh to twelfth grade as a result of an influx of newcomers to the district in these grade levels. With the continued focus on literacy, the district initiated a reading initiative, with the goal that 95-100% of students will be reading on grade level by the end of 1st grade. In order to accomplish this, Kindergarten and First Grade teachers, Instructional Assistants, Principals, Teachers on Special Assignment and district personnel, will continue to receive intensive training, guidance, coaching and mentoring revolving around early literacy instruction with an emphasis on Tier II intervention planning, implementation, monitoring and follow through with the combined support and effective implementation of Tier I intervention during the core instructional period. By ensuring students can read by the end of 1st grade, the district ensures that each student has a key skill essential to their success in the broad course of study that lies ahead.

Although early literacy is more readily obtained within the DLA program (Spanish being a level 2 out of 4 in difficulty to acquire versus English being a level 4 of 4) A decision has been made to explore a solution to the identified gap in the Adelante Spanish Language Arts curriculum as it pertains to early literacy intervention in Spanish. Teacher input is being sought before moving forwards towards a recommendation of a supplemental program that will address this concern.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Coordinating Instruction  | 1                      | 2                      | 3                      | 4                      | 5                      |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:   | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data.   |                        |                        |                        |                        |                        |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.   |                        |                        |                        |                        |                        |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. |                        |                        |                        |                        |                        |
| 2. Coordinating on development and implementation of triennial plan   |                        |                        |                        |                        |                        |

| Coordinating Instruction  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| with all LEAs within the county.  |   |   |   |   |   |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. |   |   |   |   |   |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.   |   |   |   |   |   |

### Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Coordinating Services   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). |   |   |   |   |   |

| Coordinating Services  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). |   |   |   |   |   |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.  |   |   |   |   |   |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.   |   |   |   |   |   |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.  |   |   |   |   |   |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.   |   |   |   |   |   |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.   |   |   |   |   |   |

| Coordinating Services   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| <p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p> |   |   |   |   |   |