



LCAP – Board Approval

2016-2017

Dos Palos Oro Loma Joint Unified School District

Local Control and Accountability Plan (LCAP)

Board Approved on June 23, 2016

Approved by MCOE September 15, 2016

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

**LEA: Dos Palos Oro Loma Joint Unified School District Contact: William Spalding, Superintendent, wspalding@dpol.net, 209-392-0200
LCAP Year: 2016-2017**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

***Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

***Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

***Parental involvement:** efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

***Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

***School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

<p style="text-align: center;">Involvement Process 2015-2016 LCAP Stakeholder Involvement Process</p>	<p style="text-align: center;">Impact on LCAP</p>
<p>District staff developed a nine month calendar of meetings and events to involve and collect information from parents, community members, pupils, local bargaining units, administrators, county child welfare agencies, Merced County Office of Education foster youth services program, court-appointed special advocates, foster youth, foster parents, Migrant parents, education rights holders, and English learner parents. All of these meetings and events were held in different venues and all the input was recorded on chart paper to be reflected upon during the writing of the LCAP revision. The following is a list of Stakeholder meeting held this school year:</p> <ul style="list-style-type: none"> • School Site Staff meetings (1/11/16-4/29/16) • Bargaining Groups: CTA (DPOLTA): 9/22/15; 11/16/15; 12/14/15; 1/25/16; 3/7/16; 3/30/16 CSEA: 8/24/15; 10/26/15; 11/30/15; 1/25/16; 3/29/16 • English Language Learner Specialists: 8/27/15; 10/16/15; 11/13/15; 2/26/16; 3/24/16 • Paraprofessional Support Staff: 8/12/15; 9/8/15; 11/10/15; 2/9/16; 5/10/16 • Pupil: Bryant Middle: 5/5/16 & DPHS 2/10/16; 4/1/16 • District Advisory Committee(DAC): 9/10/15; 11/12/15; 2/11/16; 4/7/16 • District English Learner Advisory Committee (DELAC): 11/5/15; 2/25/16; 5/5/16 • LCAP Advisory Committee: <ul style="list-style-type: none"> ✓ MCOE 10/8/15; 2/10/16; 3/18/16 ✓ District Stakeholder 3/3/16; 3/10/16; 3/21/16; 4/4/16; 4/7/16; 5/2/16; 6/1/16 • MCOE: Foster Youth 9/14/16 • Parent Survey (mailed 3/1/16 and returned by 3/14/16) • Staff Survey (administered 1/11/16 returned by 3/10/16) • Student Survey – Healthy Kids Survey – March 2016 	<p>To assess the effectiveness of the activities and services in meeting the defined goals a data review packet was developed with data on enrollment-attendance; truancy, suspension, expulsion; STAR testing, CELDT, EAP, PE, AP, SAT, ACT; English Language Learners; graduation and drop-outs; and school quality factors. The informed discussions were very valuable in collecting input that led to significant changes/impacts upon the writing of the revision. One such impact was the continuance of the four goals that were set last year with minor changes.</p> <p>The district stakeholders cited several outcomes from the implementation of the LCAP that were beneficial for the district. The increase in support staff (counselor, health tech hours increased) created more efficient and immediate services for students. The continuance of the induction program helped recruit, train and prepare the new teachers. Addition of CTE/ teaching staff lowered class size and increased the range of courses. The increase in professional development particularly for ELL students improved instruction and led to a large increase in ELL students being reclassified. The implementation of an in-school suspension program has decreased the suspension and expulsion rates which has increased the attendance rate.</p> <p>The district staff and community stakeholders are pleased with increasing intervention opportunities by expanding the school day. They were very supportive of the additional summer schools: K-8 summer school program as an intervention opportunity & the “SWEET” program for enrichment. The construction of the new CTE facilities added to the addition of CTE courses at the high school and contributed to the overall improvement of the appearance of the high school. Intervention opportunities were also implemented and provided the necessary assistance to the students in need of additional services.</p>
<p style="text-align: center;">Annual Update:</p>	<p style="text-align: center;">Annual Update:</p>
<p>The following district stakeholder meetings were held: information was presented and input was reviewed. Performance data from many different sources was shared and special attention was given to the 3 priority groups and significant sub-groups: School Site Groups:</p> <ul style="list-style-type: none"> • School Site Staff meetings (1/11/16-4/29/16) • English Language Learner Specialists: 8/27/15; 10/16/15; 11/13/15; 2/26/16; 3/24/16 	<p>All stakeholder groups were solicited for LCAP input and participation. The annual review of the LCAP led to the revision of goals and the addition of action steps for the 2016-2017 school year. After review and multiple discussions, it was determined that the district will continue with the 4 goals and just make minor changes to the wording in goal number 4. In Goal 1 it was determined that an action item would include substitute teachers who should also receive competitive pay for their services.</p>

<ul style="list-style-type: none"> Paraprofessional Support Staff: 8/12/15; 9/8/15; 11/10/15; 2/9/16; 5/10/16 Pupil: Bryant Middle: 5/5/16 & DPHS 2/10/16; 4/1/16 <p><u>Bargaining Units:</u> CTA (DPOLTA): 9/22/15; 11/16/15; 12/14/15; 1/25/16; 3/7/16; 3/30/16; 5/20/16; 6/15/16 CSEA: 8/24/15; 10/26/15; 11/30/15; 1/25/16; 3/29/16</p> <p><u>District Advisory Committees:</u></p> <ul style="list-style-type: none"> District Advisory Committee(DAC): 9/10/15; 11/12/15; 2/11/16; 4/7/16 District English Learner Advisory Committee (DELAC): 11/5/15; 2/25/16; 5/5/16 LCAP Advisory Committee: With MCOE 10/8/15; 2/10/16; 3/18/16 - With District Stakeholder 3/3/16; 3/10/16; 3/21/16; 4/4/16; 4/7/16; 5/2/16; 6/1/16 <p>Groups represented in the LCAP Advisory: Site administrators, CTA reps, CSEA reps, Board Members (3), Supt, Director of C&I, Fiscal Director, Technology Director, Food Services, Maintenance, Transportation, and Community Members: City Council, Police Dept., & Fire Dept.</p> <p><u>Surveys:</u></p> <ul style="list-style-type: none"> Parent Survey (mailed 3/1/16 and returned by 3/14/16) Staff Survey (administered 1/11/16 returned by 3/10/16) Student Survey – Healthy Kids Survey – March/April 2016 Teacher Survey – Healthy Kids Survey – March/April 2016 	<p>The survey data provide further insight into how and what the <u>parents</u> felt about the Dos Palos Oro Loma Schools – 496 responses. It was determined that the district will continue to provide HQT teachers and curriculum that is aligned to the State standards. The sites will definitely continue to provide a positive climate that encourages student and parent involvement. As the need arises to provide additional coursework that will offer a broad range of courses to the Middle and high school, the district will monitor the need and make a decision to provide what is needed at each site.</p>
<p>The following public meetings were conducted to be compliant with the Education Code and continue to share information and collect suggestions.</p> <ul style="list-style-type: none"> Board meetings 4/21/16, 5/19/16; 6/16/16; Community Meetings: 5/2/16; 5/24/16 Public Hearings: 6/16/16 Board approved: 6/23/16 	<p>The Governing Board took a much more active role in the revision of the LCAP for the 2016-2017 school year. Three board members participated as active members of the LCAP Advisory Committee and contributed in the synthesis of all the feedback and the actual writing of the revision. The Board identified the ongoing vacancy of several positions as a concern. However they did feel the overall effort of recruiting and hiring for the 2016-2017 school year was still an ongoing issue.</p>
<p>Merced County Office of Education meetings (2/10/16, 3/18/16)</p> <ul style="list-style-type: none"> MCOE – Draft due the week of 4/4/16; 6/3/16; 6/20/16 Due to MCOE: 7/1/16 	<p>County staff was very helpful with specific suggestions and recommendations to improve each draft of the revision.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators for 2016-2017

<p>2016-2017 GOAL #1:</p>	<p>Recruit, develop, retain, support and compensate staff who are appropriately assigned and trained.</p>	<p>Related State and/or Local Priorities: 1 X 2 X 3__ 4__ 5__ 6__ 7__ 8 X COE only: 9__ 10__</p>
<p>Identified Need :</p>	<p>There is a need to fill vacancies throughout the entire district. Staff needs trainings to support the needs of all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged students and Students with Disabilities. Need to continue and support the Beginning Teacher Support and Assessment (BTSA) Induction Program. Because of the surveys provided, there is a definite need to continue to provide HQT teachers and curriculum that is aligned to the State standards. The sites will definitely continue to provide a positive climate that encourages student and parent involvement. As the need arises to provide additional coursework that will offer a broad range of courses to the Middle and high school, the district will monitor the need and make a decision to provide what is needed at each site.</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>
<p>LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>(a) The district will strive to compensate 100% of the staff, including new staff, with an increase in salaries and/or benefits. The district will also strive to increase salaries for substitute teachers, increase teacher’s hourly salary for intervention, preschool staff salaries/hours and stipends to be competitive.</p> <p>(b) The 94% percentage of “Highly Qualified Teachers” (HQT) employed by the district will be improved annually by 2% as measured by the updated list of certificated staff employed.</p> <p>(c) Increase the numbers of new hires in 2016-2017 through recruitment efforts by 5% as measured by the updated list of new hires. Hire additional support staff or provide additional services.</p> <p>(d) Reduce vacancies/turn-over rates by 5%.</p> <p>(e) 95% of staff will participate in site or district Professional Developments, including but not limited to New Generation Science, Social Science, Visual & Performing Arts, Health Education, Physical Education, English Language Development (GLAD), BTSA, Safety trainings, Instructional Rounds, Instructional Materials Training, Paraprofessional Training and Common Core State Standards training. Participation rates will be measured by sign-in sheets and principal observation data which will show the implementation of the 85% of the strategies learned.</p> <p>(f) 100% Participation rate in the district’s BTSA Induction program will be measured by completion of the BTSA exit interview, portfolio and assignments.</p> <p>(g) Increase the amount of grants by 30%.</p> <p>(h) 100% of all students will have sufficient access to standards-aligned instructional materials</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 The District will strive to do the following: Base: a) The district will strive to compensate 100% of the staff, including new staff, with increased salaries & benefits. (100% of positions that affects change/improves a student’s ability to learn will be a cost to the LCAP. Positions whose sole focus is on sub-group students will be charged 90-100% to the LCAP). (Negotiations Pending) b) Competitive salaries/time for the district’s preschool and increase in substitute teacher daily rate. (Negotiations Pending) c) Provide a \$5000 signing bonus for Core Teachers. Increase stipends for academic, sports, Teacher In Charge, (Negotiations Pending) Supplemental/Concentration: d) Academic planning days for teachers to plan instructional programs that will increase student achievement</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____</p>	<p>1.1 Base Grant Funding \$29,115 Negotiations Pending</p> <p>Supplemental & Concentration Grant Funding \$ 32,026</p>
<p>1.2 Annual Professional Development will include, but not limited to the instructional/support staff a) Professional development (conferences) opportunities provided by outside agencies to increase student achievement: MCOE, PBIS, iReady, LitConn, SBAC, CC/ELD, HM-Math, Safety (active shooter, and other site/teacher selected PD.). b) 100% of the support staff: technology, transportation, food services, and maintenance will receive professional development c) Research Summerfest/Winterfest</p>	<p>ALL</p>	<p>___ ALL</p> <hr/> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups (Specify)_____</p>	<p>1.2 Supplemental, & Concentration Grant Funding \$200,000</p> <p>Base Grant Funding \$300,000</p>
<p>1.3 Conduct an analysis of the district’s enrollment – staffing to student ratio (Number of teachers to the number of students)</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____</p>	<p>1.3 \$0</p>

<p>1.4 The District will consider the following: Hire teachers, support staff to increase student achievement:</p> <ul style="list-style-type: none"> a) Certificated: Base: <ul style="list-style-type: none"> ✓ Preschool Teacher ✓ Special Education Teacher b) Certificated Supplemental/Concentrated: <ul style="list-style-type: none"> ✓ DPE/Marks: Reading/Math Intervention Specialist Teacher ✓ BMS Reading & Math Specialist c) Classified Base: <ul style="list-style-type: none"> ✓ Preschool Paraprofessional ✓ Bryant/DPHS: Increase Library clerks) ✓ 25% of Pre School Family Support Specialist Salary ✓ d) Other Base: <ul style="list-style-type: none"> ✓ Research the hiring of a Technology Director ✓ Hire sub Bus drivers-field trips 	<p>ALL</p>	<p><u>_</u> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (Specify): <u>Special Education</u></p>	<p>1.4 Base Grant Funding \$128,870 Supplemental & Concentration Grant Funding \$376,278 Title I Funding \$13,811.50</p>
<p>1.5 Resources will be allocated to fund the Regular Ed. & BTSA programs:</p> <ul style="list-style-type: none"> a) BTSA Mentors to include Special Education Program b) Additional Instructional materials c) BTSA Travel Time d) All pupils will have sufficient access to standards-aligned instructional materials, for example, ELA/ELD Adoption materials at all sites 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <u>_</u> Low Income pupils <u>_</u> English Learners <u>_</u> Foster Youth <u>_</u> Redesignated fluent English proficient <u>_</u> Other Subgroups: (Specify) _____</p>	<p>1.5 Base Grant Funding \$528,669</p>

<p>1.2 Annual Professional Development will include, but not limited to the instructional/support staff</p> <ul style="list-style-type: none"> a) Professional development (conferences) opportunities provided by outside agencies to increase student achievement: MCOE, PBIS, iReady, LitConn, SBAC, CC/ELD, HM-Math, Safety (active shooter, and other site/teacher selected PD.). b) 100% of the support staff: technology, transportation, food services, and maintenance will receive professional development c) Restore Summerfest/Winterfest 	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups (Specify) _____</p>	<p>1.2 Supplemental, & Concentration Grant Funding \$200,000</p> <p>Base Grant Funding \$300,000</p>
<p>1.3 Conduct an analysis of the district’s enrollment – staffing to student ratio (Number of teachers to the number of students)</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1.3 \$0</p>
<p>1.4 The District will strive to do the following: Hire teachers, support staff to increase student achievement: Certificated Base:</p> <ul style="list-style-type: none"> a) DPHS: Math Teacher <p>Other Base:</p> <ul style="list-style-type: none"> b) Full time Technician (Technology) c) Tech Integration Teacher (Part-time) d) Tech Director <p>Certificated Supplemental/Concentrated:</p> <ul style="list-style-type: none"> e) Continue to search for a Behavioral Counselor f) BMS & DPHS: Art Teachers 	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups (Specify) _____</p>	<p>1.4 Supplemental, & Concentration Grant Funding \$103,405</p> <p>Base Grant Funding \$204,686</p>
<p>1.5 Resources will be allocated to fund the Regular Ed. & BTSA programs:</p> <ul style="list-style-type: none"> a) BTSA Mentors to include Special Education Program b) Additional Instructional materials c) BTSA Travel time d) All pupils will have sufficient access to standards-aligned instructional materials, for example, ELA Adoption materials at all sites 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1.5 Base Grant Funding \$78,669</p>

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- (a) The district will strive to compensate 100% of the staff, including new staff, with an increase in salaries and/or benefits. The district will also strive to increase salaries for substitute teachers, increase teacher’s hourly salary for intervention, preschool staff salaries/hours and stipends to be competitive.
- (b) The 94% percentage of “Highly Qualified Teachers” (HQT) employed by the district will be improved annually by 2% as measured by the updated list of certificated staff employed.
- (c) Increase 2016-2017 new through recruitment efforts by 5% as measured by the updated list of new hires. Hire additional support staff or provide additional services.
- (d) Reduce vacancies/turn-over rates by 5%.
- (e) 95% of staff will participate in site or district Professional Developments, including but not limited to New Generation Science, Social Science, Visual & Performing Arts, Health Education, Physical Education, English Language Development (GLAD), BTSA, Safety trainings, Instructional Rounds, Instructional Materials Training, Paraprofessional Training and Common Core State Standards training. Participation rates will be measured by sign-in sheets and principal observation data which will show the implementation of the 85% of the strategies learned.
- (f) 100% Participation rate in the district’s BTSA Induction program will be measured by completion of the BTSA exit interview, portfolio and assignments.
- (g) Increase the amount of grants by 30%.
- (h) 100% of all students will have sufficient access to standards-aligned instructional materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 The District will consider the following: Base:</p> <ul style="list-style-type: none"> a) The district will strive to compensate 100% of the staff, including new staff, with increased salaries & benefits. (100% of positions that affects change/improves a student’s ability to learn will be a cost to the LCAP. Positions whose sole focus is on sub-group students will be charged 90-100% to the LCAP). (Negotiations Pending) b) Provide a \$5000 signing bonus for Core Teachers. c) Increase stipends for academic, sports, Teacher In Charge, (Negotiations Pending) <p>Supplemental/Concentration:</p> <ul style="list-style-type: none"> d) Academic planning days for teachers to plan instructional programs that will increase student achievement 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1.1</p> <p>Base Grant Funding \$29,115 Negotiations Pending</p> <p>Supplemental & Concentration Grant Funding \$ 32,026</p>

<p>1.2 Annual Professional Development will include, but not limited to the instructional/support staff</p> <ul style="list-style-type: none"> a) Professional development (conferences) opportunities provided by outside agencies to increase student achievement: MCOE, PBIS, iReady, LitConn, SBAC, CC/ELD, HM-Math, Safety (active shooter, and other site/teacher selected PD.). b) 100% of the support staff: technology, transportation, food services, and maintenance will receive professional development c) Implement Summerfest/Winterfest 	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____ 	<p>1.2 Supplemental, & Concentration Grant Funding \$200,000</p> <p>Base Grant Funding \$300,000</p>
<p>1.3 Conduct an analysis of the district’s enrollment – staffing to student ratio (Number of teachers to the number of students)</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ 	<p>1.3 \$0</p>
<p>1.4 The District will consider the following: Hire teachers, support staff to increase student achievement:</p> <ul style="list-style-type: none"> a) Certificated: Special Education Teacher 	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____ 	<p>1.4 Base Grant Funding \$51,712.90</p>
<p>1.5 Resources will be allocated to fund the Regular Ed. & BTSA programs:</p> <ul style="list-style-type: none"> a) BTSA Mentors to include Special Education Program b) Additional Instructional materials c) BTSA Travel time d) All pupils will have sufficient access to standards-aligned instructional materials, for example, ELA Adoption materials at all sites 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ 	<p>1.5 Base Grant Funding \$78,669</p>

<p>2016-2017 GOAL #2:</p>	<p>Ensure that all students have access to quality curriculum that provides a broad range of courses that significantly raise student achievement through the implementation of the Common Core and English Language Development Standards.</p>		<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _</p>
<p>Identified Need :</p>	<p>Need to invest in sufficient instructional materials aligned to Common Core & ELD standards.</p> <p>Students Physical Fitness Test (PFT) results were 23.6% students need improvement in Body Composition in the 5th grade; 26.1% students need improvement in Upper Body Strength in the 7th grade; and 23.2% students need improvement in Aerobic Capacity in the 9th grade (SP #8)</p> <p>Student engagement indicators: Severe Chronic Absenteeism is 2.6%; 13.9% for Chronic Absenteeism; 22.2% for Manageable Absenteeism</p> <p>The 2015 SBAC results:</p> <ul style="list-style-type: none"> ➤ 82% of the students “Did Not Meet” the ELA standards – 28% of the 82% “Nearly Met” the Standards in ELA ➤ 90% of the student “Did Not Meet” the Math standards - 28% of the 90% “Nearly Met” the Standards in Math. ➤ There are persistent gaps between all significant subgroups (White, English Language Learners (ELL), Socioeconomically Disadvantaged, Hispanic, Students with Disabilities). 28.9% of the student population are ELLs and their SBAC results showed that 98% “Did Not Meet” the standard - 11% of the 98% “Nearly Met” the standard in ELA and in Math, 98% “Did Not Meet” the standard - 5% of the 98% “Nearly Met” Standard in Math ➤ The Economically Disadvantaged Student’s SBAC results showed that 84% “Did Not Meet” the standard - 27% of the 84% “Nearly Met” in ELA & 92% “Did Not Meet” the Standard in Math - 28% of the 92% “Nearly Met” the Standard in Math <p>High School / Middle School Results</p> <ul style="list-style-type: none"> ➤ Students taking AP courses has increased from 73 students in 2014-2015 to 103 students in 2015-2016 with 54.4% of the 2015-2016 students scoring a 3 or better. Students need improvement in passing since 53% of the students have passed at least 1 AP test; students who took multiple test, 35% passed of the exams. ➤ Students will need additional counselor/learning director meeting to assess their completion of their a-g coursework ➤ Students taking the Early Assessment Program of Readiness for College English (EAP) 56% of the 11th grade students did not demonstrate college readiness in the Early Assessment Program of Readiness for College English (EAP) and 91% did not demonstrate college readiness on the Math EAP test. (44% of the students demonstrated college readiness in the Early Assessment Program (EAP) in ELA and 9% demonstrated college readiness in math) ➤ Increase student enrollment in a broad range of course study to include CTE enrollment and the addition of Middle/High School electives <p>In the 2014-2015 Annual Measureable Achievement Objectives (AMAOs) results:</p> <ul style="list-style-type: none"> ➤ AMAO 1: 54.8% of the ELLs met the percentage of ELs making annual progress in learning English-the State target was 60.5% ➤ AMAO 2: <ul style="list-style-type: none"> • 16.4% attained English Proficient Level on the CELDT for ELs who have “less than 5 years” - the State target was 24.2%; • 46.9% attained English Proficient Level on the CELDT for ELs who have “5 years or more” cohort- the State target was 50.9% ➤ AMAO 3, the adequate yearly progress for the EL student group at the LEA level in ELA and Math showed that the Participation Rate in both ELA and Math was met showing 98% in ELA & 99% in Math. Due to the newly administered SBAC test in 2015, AMAO 3 was not provided. ➤ Current 2014-2015 reclassification rate is 31.65% with 16.4% for less than 5 years and 46.9% in more than 5 years in the cohort. 		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>	

LCAP Year 1: 2016-2017

Please note: Data % will change annually

(a) 5% of all ELL will show an increase in their CELDT score from 2014-2015: 32% of the 675 English Learners scored Proficient or Advanced on the California English Development Test (CELDT), 37% scored Intermediate, & 31% scored Early Intermediate or Beginning

(b) The Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be increased by the following: AMAO #1 will be increased by 5%; AMAO #2 will be increased by 5%.

(c) Reclassification rate will increase by 5%

(d) 40% of students will demonstrate proficiency or greater on CAASPP ELA and math tests.

(e) Student attendance will increase by 5%

(f) Absenteeism will decrease by 5%

(g) Students taking the PFT test will increase their abilities by 5% in each category: Body Composition in the 5th grade; Upper Body Strength in the 7th grade; and Aerobic Capacity in the 9th grade

(h) An increase of 10% of the students taking the Early Assessment Program (EAP) of Readiness for College English and 25% in Math will demonstrate college readiness

**Expected Annual
Measurable
Outcomes:**

(i) 100% of the students continue to be encouraged to complete their a-g requirements and become College & Career Ready. Students participating in AP Coursework will continue to increase by 5% annually and the percentage of students with an AP score of 3+ will increase by 5% from 54.4% to 59.4%.

(j) 100% of the staff, students, and parents use Datapath as the district's Technology Support – this support will assist as we implement one-to-one technology

(k) 100% of all CTE courses had the enrollment and attendance evaluated to determine the need for keeping or adding new CTE pathways- Total number of students in CTE courses has increased from 643 to 675. Additional CTE courses will be evaluated to determine their enrollment and the need to increase the number of CTE courses. Additional electives will be added to the high school and middle school.

(l) 100% of DPOL students will have access to the broad course of study as measured by the enrollment/master schedules and distribution of instructional materials for each student in the district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Instructional Accountability:</p> <p>Services-Academic Contracts to improve and monitor student achievement in ELA, Math, & ELD</p> <p>Educational Materials</p>	<p>ALL</p>	<p><u>_</u> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students mastering grade level standards</u></p>	<p>2.1</p> <p>Supplemental, & Concentration Grant Funding</p> <p>\$310,654</p>
<p>2.2</p> <p>Technology - Continue to conduct a needs assessment & create a plan to implement "One to One" tech. which may include:</p> <p>a) Inventory software/track items</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>_</u> Other Subgroups: (Specify) _____</p>	<p>2.2</p> <p>Base Grant Funding</p> <p>\$3,300</p>
<p>2.3</p> <p>Each site will expand their extended day/year to include enrichment and interventions in all content areas for all students to increase student performance.</p> <p>a) Summer school will be expanded to include other areas of the curriculum.</p> <p>b) Expand student access for remediation enrichment activities during and after school</p> <p>c) Restore transportation for afterschool for all sites, summer school, ROP transportation & field trips.</p> <p>d) Evaluate the enrollment and maintain well attended CTE sections and replace low enrollment pathways.</p>	<p>ALL</p>	<p><u>_</u> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>_</u> Other Subgroups: (Specify) _____</p>	<p>2.3</p> <p>Supplemental & Concentration Grant Funding</p> <p>\$173,485</p>

LCAP Year 2: 2017-2018**Expected Annual
Measurable
Outcomes:**

Please note: Data % will change annually

(a) 5% of all ELL will show an increase in their CELDT score from 2014-2015: 32% of the 675 English Learners scored Proficient or Advanced on the California English Development Test (CELDT), 37% scored Intermediate, & 31% scored Early Intermediate or Beginning

(b) The Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be increased by the following: AMAO #1 will be increased by 5%; AMAO #2 will be increased by 5%.

(c) Reclassification rate will increase by 5%

(d) 40% of students will demonstrate proficiency or greater on CAASPP ELA and math tests.

(e) Student attendance will increase by 5%

(f) Absenteeism will decrease by 5%

(g) Students taking the PFT test will increase their abilities by 5% in each category: Body Composition in the 5th grade; Upper Body Strength in the 7th grade; and Aerobic Capacity in the 9th grade

(h) An increase of 10% of the students taking the Early Assessment Program (EAP) of Readiness for College English and 25% in Math will demonstrate college readiness

(i) 100% of the students continue to be encouraged to complete their a-g requirements and become College & Career Ready. Students participating in AP Coursework will continue to increase by 5% annually and the percentage of students with an AP score of 3+ will increase by 5% from 54.4% to 59.4%.

(j) 100% of the staff, students, and parents use Datapath as the district's Technology Support – this support will assist as we implement one-to-one technology

(k) 100% of all CTE courses had the enrollment and attendance evaluated to determine the need for keeping or adding new CTE pathways- Total number of students in CTE courses has increased from 643 to 675. Additional CTE courses will be evaluated to determine their enrollment and the need to increase the number of CTE courses. Additional electives will be added to the high school and middle school.

(l) 100% of DPOL students will have access to the broad course of study as measured by the enrollment/master schedules and distribution of instructional materials for each student in the district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Instructional Accountability:</p> <p>Services-Academic Contracts to improve and monitor student achievement in ELA, Math, & ELD</p> <p>Educational Materials</p>	<p>ALL</p>	<p><u>_ ALL</u></p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students mastering grade level standards</u></p>	<p>2.1</p> <p>Supplemental, & Concentration Grant Funding</p> <p>\$310,654</p>
<p>2.2</p> <p>Technology - Continue to conduct a needs assessment & create a plan to implement "One to One" tech. which may include:</p> <ul style="list-style-type: none"> a) Increase Access points at each site for Wifi b) Increase data ports on all sites c) Increase file server capacity d) Backup system for fileserver 	<p>ALL</p>	<p><u>_ ALL</u></p> <hr/> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>_ Other Subgroups:</u> (Specify) _____</p>	<p>2.2</p> <p>Base, Grant Funding</p> <p>\$0</p>
<p>2.3</p> <p>Each site will expand their extended day/year to include enrichment and interventions in all content areas for all students to increase student performance.</p> <ul style="list-style-type: none"> a) Summer school will be expanded to include other areas of the curriculum. b) Expand student access for remediation enrichment activities during and after school c) Restore transportation for afterschool for all sites, summer school, ROP transportation & field trips. d) Evaluate the enrollment and maintain well attended CTE sections and replace low enrollment pathways. 	<p>ALL</p>	<p><u>_ ALL</u></p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>_ Other Subgroups:</u> (Specify) _____</p>	<p>2.3</p> <p>Supplemental & Concentrated Grant Funding</p> <p>\$173,485</p>

LCAP Year 3: 2018-2019

Please note: Data % will change annually

(a) 5% of all ELL will show an increase in their CELDT score from 2014-2015: 32% of the 675 English Learners scored Proficient or Advanced on the California English Development Test (CELDT), 37% scored Intermediate, & 31% scored Early Intermediate or Beginning

(b) The Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be increased by the following: AMAO #1 will be increased by 5%; AMAO #2 will be increased by 5%.

(c) Reclassification rate will increase by 5%

(d) 40% of students will demonstrate proficiency or greater on CAASPP ELA and math tests.

(e) Student attendance will increase by 5%

(f) Absenteeism will decrease by 5%

(g) Students taking the PFT test will increase their abilities by 5% in each category: Body Composition in the 5th grade; Upper Body Strength in the 7th grade; and Aerobic Capacity in the 9th grade

(h) An increase of 10% of the students taking the Early Assessment Program (EAP) of Readiness for College English and 25% in Math will demonstrate college readiness

**Expected Annual
Measurable
Outcomes:**

(i) 100% of the students continue to be encouraged to complete their a-g requirements and become College & Career Ready. Students participating in AP Coursework will continue to increase by 5% annually and the percentage of students with an AP score of 3+ will increase by 5% from 54.4% to 59.4%.

(j) 100% of the staff, students, and parents use Datapath as the district's Technology Support – this support will assist as we implement one-to-one technology

(k) 100% of all CTE courses had the enrollment and attendance evaluated to determine the need for keeping or adding new CTE pathways- Total number of students in CTE courses has increased from 643 to 675. Additional CTE courses will be evaluated to determine their enrollment and the need to increase the number of CTE courses. Additional electives will be added to the high school and middle school.

(l) 100% of DPOL students will have access to the broad course of study as measured by the enrollment/master schedules and distribution of instructional materials for each student in the district.

<p>3.2</p> <p>a) Continue to monitor facilities maintenance to decrease findings.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.2</p> <p>\$0</p>
<p>3.3</p> <p>Consider the following facilities request:</p> <p>a) Purchase 4 Migrant Buildings or other portables for Preschool (2) /GC (1)</p> <p>b) Solar</p> <p>c) Prop 39 Projects</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.3</p> <p>Base Grant Funding \$270,600</p>
<p>3.4</p> <p>Consider the update and replacement of the following vehicles:</p> <p>a) Purchase New School Buses</p> <p>b) Replace ground/maintenance trucks</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.4</p> <p>Base Grant Funding \$190,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>a) Facility Inspection Tool (FIT) findings at each site will be analyzed and prioritized to increase the overall rating by 2% or until a “good” or better rating is received at each site:</p> <ul style="list-style-type: none"> • 2015 MCOE’s FIT findings: DPE: 88.55% Fair, Marks: 89.51% Fair; Bryant: 92.65% Good; DPHS: 81% Fair <p>(b) 5% of vehicles/equipment replaced annually.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1</p> <p>Prioritize the results of the facilities study & the identified needs of the stakeholder staff.</p> <p>a) Address the ADA/DSA issues on all sites (GC- Industrial Arts, Ramps, sidewalks, etc.)</p> <p>b) Update athletic fields at DPHS –restrooms</p> <p>c) Cafeteria improvement (floor, AC @ Bryant), all ADA improvements, Roofs</p> <p>d) Playground cover (blue bark): Preschool, DPE, Marks</p> <p>e) Outdoor lighting at all sites (incl. preschool)</p> <p>f) Add a sidewalk @ Marks</p> <p>g) Fit course/track at Marks</p> <p>h) Remodel Amphitheater, Demolition Project (Annex), Upgrade Weight room convert “old” shops to classrooms @ DPHS, Pipes at DPHS café.</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.1</p> <p>Fund 40</p> <p>\$1,000,000</p>
<p>3.2</p> <p>a) Continue to monitor facilities maintenance to decrease findings.</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.2</p> <p>\$0</p>

<p>3.3 Consider the following facilities request:</p> <p>a) Marks Playground Equipment</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.3 Base Grant Funding (\$20,000)</p>
<p>3.4 Consider the update and replacement of the following vehicles:</p> <p>a) Purchase New School Buses</p> <p>b) Replace ground/maintenance trucks</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.4 Base Grant Funding \$195,000</p>

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

a) Facility Inspection Tool (FIT) findings at each site will be analyzed and prioritized to increase the overall rating by 2% or until a “good” or better rating is received at each site:

- 2015 MCOE’s FIT findings: DPE: 88.55% Fair, Marks: 89.51% Fair; Bryant: 92.65% Good; DPHS: 81% Fair

(b) 5% of vehicles/equipment replaced annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Continue to prioritize the results of the facilities study & the identified needs of the stakeholder staff from Year 2.</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.1 Fund 40 \$1,000,000</p>
<p>3.2 Continue to monitor facilities maintenance to decrease findings.</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.2 \$0</p>
<p>3.3 Consider the following facilities request:</p> <p>a) DPE Drop off Lanes & all bus loading zones 2</p> <p>b) Transportation Office Building</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.3 Base Grant Funding \$600,000</p>
<p>3.4 Consider the update and replacement of the following vehicles:</p> <p>a) Purchase New School Buses: 1 yr</p> <p>b) Replace ground/maintenance trucks</p> <p>c) Replace lawn mowers</p> <p>d) Buy new lawn vacuum</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3.4 Base Grant Funding \$215,000</p>

**2015-2016
GOAL #4:**

Provide a safe and welcoming environment for all Stakeholders through engagement strategies that promote the personal, social-emotional health of students and encourage parent involvement.

Related State and/or Local Priorities:
 1__ 2__ **3 X** 4__ **5 X** **6 X** 7__ **8 X**
 COE only: 9__ 10__

**Identified
Need :**

Stakeholders reported the need for additional trainings: bullying, gang awareness, campus security, safe facilities, drug and alcohol abuse.

Suspension/expulsion rates as reported by Aeries is 11.5% and 0.2%.The 2014-2015 Suspension rate = 11.3%; Expulsion rate was .001% will decrease by 1% in suspension rates and continue maintain low or no expulsions or the school year.

Student participation in each of the following identified program (i.e. mental health, anger management, counseling services) have increased at each school site requiring additional assistance from the school psychologist and outside sources

Low Parent Participation at the district and site levels.

Parent/student: Areas of need are 87% of the parents feel that their child has had opportunities to engage them in the standards; 88% feel that the school communicates with them on decision making at the site; an 87% feel that their child is prepared for college and career. These percentages will increase by 5%.

Teacher (staff) responses to surveys: 100% of all of the sites (teacher/staff responses per site ranged) responded that the implementation of Parent Academies and additional activities/events involving the safety of their child in/out of school was beneficial. The events/activities were helpful in connecting to the families - 88% of the parent responses given felt that the school communicated with them when decisions were being made that affected their children.

Attendance-Absence Summary Rates: 19.8% Excellent; 43.9% Satisfactory; 24.5% Manageable; Chronic 10.3% Severe Chronic 1.5%

Drop-out rate for 7th-12th grade is 2% and the 7th-12th Grade Graduation rate is 95%

Students in 5th, 7th, 9th, & 11th grade participated in the Healthy Kids Survey resulting in 64.3% of the students reported that they feel safe at school; 62.3% of the students feel that they have developed positive relationships with students/staff; 60.0% of the students feel that they are treated fairly; 65.5% of the students felt that bullying is taken care when reported; 96.5% of the students reported that they do not have any gang affiliation; 18.0% of the students reported that they have been cyber bullied; and 18% reported that they have used alcohol or drugs at least once in their lifetime.

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- (a) 90-100% of the students in grades 5th, 7th, 9th, & 11th will be surveyed and increase by 5% in the following categories: do students feel safe at school; do students feel that they have developed positive relationships with students/staff; do students feel that they are treated fairly; do students feel that bullying is taken care when reported; do students have any gang affiliation; students reported that they have been cyber bullied; and have students used alcohol or drugs at least once in their lifetime.
- (b) Suspension/expulsion rates will decrease by 1% in suspension rates and continue to decrease the district's expulsions by 1% maintain.
- (c) 100% of the students will provide support to all students in need, programs such as: mental health, anger management, counseling services.
- (d) Parent participation in activities and parent advisory meetings will increase by 10% at every sites as documented by site and district sign in sheets. Participation will focus on the following results of the parent/student/teacher (staff) surveys: their child has had opportunities to engage them in the standards; the school communicates with them on decision making at the site; and their child is prepared for college and career.
- (e) Drop-out rate will decrease by 1% and the graduation rate will continue to increase by 2% annually at Bryant Middle and Dos Palos High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Implement programs that will improve social and behavior skills of the students by:</p> <ul style="list-style-type: none"> a) Continue to offer Parenting classes at all sites: Core areas, technology, career night, PBIS 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>4.1 Supplemental & Concentration Grant Funding \$10,000</p>
<p>4.2</p> <ul style="list-style-type: none"> a) Offer various opportunities for parent involvement by providing trainings & activities that will include, but not limited to Common Core, English Language Development, College/Career Readiness, Core areas, technology & Safety. 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>4.2 Supplemental & Concentration Grant Funding \$10,000</p>
<p>4.3 Increase safety measures to ensure the safety of staff, students, and parents at all sites.</p> <ul style="list-style-type: none"> a) Safety K-9 Search Dogs b) Safety-limit point of entry at all sites (fencing, electronic gates Complete Upgrade Fire security, alarms (DPE, Bryant, GC c) Curbing to DPE parking (centered) d) All cameras for transportation buses 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>4.3 Fund 40 \$127,064</p> <p>Base Grant Funding \$7,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Please note: Data % will change annually
	<ul style="list-style-type: none"> a) 90-100% of the students in grades 5th, 7th, 9th, & 11th will be surveyed and increase by 5% in the following categories: do students feel safe at school; do students feel that they have developed positive relationships with students/staff; do students feel that they are treated fairly; do students feel that bullying is taken care when reported; do students have any gang affiliation; students reported that they have been cyber bullied; and have students used alcohol or drugs at least once in their lifetime. b) Suspension/expulsion rates will decrease by 1% in suspension rates and continue to decrease the district’s expulsions by 1% maintain. c) 100% of the students will provide support to all students in need, programs such as: mental health, anger management, counseling services. d) Parent participation in activities and parent advisory meetings will increase by 10% at every sites as documented by site and district sign in sheets. Participation will focus on the following results of the parent/student/teacher (staff) surveys: their child has had opportunities to engage them in the standards; the school communicates with them on decision making at the site; and their child is prepared for college and career. e) Drop-out rate will decrease by 1% and the graduation rate will continue to increase by 2% annually at Bryant Middle and Dos Palos High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Implement programs that will improve social and behavior skills of the students by: <ul style="list-style-type: none"> a) Compensate teachers on an hourly basis for teaching Anger Management & Social Skills b) Hire a Behavioral Counselor Continue to offer Parenting classes at all sites: Core areas, technology, career night, PBIS 	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	4.1 Supplemental & Concentration Grant Funding \$16,000
4.2 Offer various opportunities for parent involvement by providing trainings & activities that will include, but not limited to Common Core, English Language Development, College/Career Readiness, Core areas, technology & Safety.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	4.2 Supplemental & Concentration Grant Funding \$10,000
4.3 Increase safety measures to ensure the safety of staff, students, and parents at all sites. <ul style="list-style-type: none"> a) Safety K-9 Search Dogs b) Research fencing around DPE 	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	4.3 Base Grant \$7,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

Please note: Data % will change annually

a(a) 90-100% of the students in grades 5th, 7th, 9th, & 11th will be surveyed and increase by 5% in the following categories: do students feel safe at school; do students feel that they have developed positive relationships with students/staff; do students feel that they are treated fairly; do students feel that bullying is taken care when reported; do students have any gang affiliation; students reported that they have been cyber bullied; and have students used alcohol or drugs at least once in their lifetime.

(b) Suspension/expulsion rates will decrease by 1% in suspension rates and continue to decrease the district’s expulsions by 1% maintain.

(c) 100% of the students will provide support to all students in need, programs such as: mental health, anger management, counseling services.

d) Parent participation in activities and parent advisory meetings will increase by 10% at every sites as documented by site and district sign in sheets. Participation will focus on the following results of the parent/student/teacher (staff) surveys: their child has had opportunities to engage them in the standards; the school communicates with them on decision making at the site; and their child is prepared for college and career.

(e) Drop-out rate will decrease by 1% and the graduation rate will continue to increase by 2% annually at Bryant Middle and Dos Palos High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Implement programs that will improve social and behavior skills of the students by:</p> <ul style="list-style-type: none"> a) Compensate teachers on an hourly basis for the development of a program that targets Anger Management & Social Skills b) Research the hiring of a Parent Support Specialist c) Continue to offer Parent classes at all sites: Core areas, technology, career night, PBIS 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>4.1 Supplemental & Concentrated Grant Funding \$16,000</p>
<p>4.2</p> <ul style="list-style-type: none"> a) Offer various opportunities for parent involvement by providing trainings & activities that will include, but not limited to Common Core, English Language Development, College/Career Readiness, & Safety. 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>_ OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>4.2 Supplemental & Concentrated Grant Funding \$10,000</p>
<p>4.3 Increase safety measures to ensure the safety of staff, students, and parents at all sites.</p> <ul style="list-style-type: none"> a) Safety K-9 Search Dogs 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>4.3 Base Grant Funding \$7,000</p>

Annual Update of the Original 2015-2016 LCAP Goals

<p>GOAL #1 2015-2016</p>	<p>Recruit, develop, retain, support and compensate staff who are appropriately assigned and trained.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>(a) The salary schedule will be negotiated annually so that 100% of the staff, including new staff, will be compensated with increased salaries and/or benefits.</p> <p>(b) The 97.91% percentage of “Highly Qualified Teachers” (HQT) employed by the district will be improved annually by 2% as measured by the updated list of certificated staff employed.</p> <p>(c) Increase 2014-2015 new hires from Career Fairs by 5% as measured by the updated list of new hires.</p> <p>(d) Reduce vacancies/turn-over rates by 5%.</p> <p>(e) 95% of staff will participate in site or district Professional Developments, including but not limited to New Generation Science, Social Science, Visual & Performing Arts, Health Education, Physical Education, English Language Development (GLAD), BTSA, Safety trainings, Instructional Rounds, Instructional Materials Training, Paraprofessional Training and Common Core State Standards training. Participation rates will be measured by sign-in sheets and principal observation data which will show the implementation of the 85% of the strategies learned.</p> <p>(f) 100% Participation rate in the district’s BTSA Induction program will be measured by completion of the BTSA exit interview, portfolio and assignments.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>a) Negotiations Pending Salary increase offered = \$150,000</p> <p>b) Due to the slight increase of enrollment, additional courses added, and teachers seeking employment elsewhere, the district has increased the FTE count from 104.5 teachers for the 2014-15 school year to 110 teachers for the 2015-2016. Every effort was made to hire HQTs – 97.91% for the 2014-2015 school year in comparison to 94% for the 2015-2016 school year.</p> <p>c) 80% of the administrators attended job fairs Hired 2 teachers from Career Fairs</p> <p>d) 100% of the vacancies were filled – 5 PIPs (4% of the FTEs) were hired. Turnover rates are yet to be determined.</p> <p>e) Preschool staff has to complete 21 hours of PD each 100% K-12 teachers’ rec’d the following PD: ELD, ELA, Common Core & technology-50% of the K-12 Teachers received GLAD training. 100% of the staff rec’d Safety trainings; all of the Paraprofessionals rec’d PD regarding CC, ELD standards. Sign in sheets are maintained at the District Office or at each site.</p> <p>f) BTSA: 100% of the 13 BTSA participants were serviced with 4 exiting the BTSA program. Nine teachers were in their 1st year of BTSA; 4 in their 2nd year</p>

LCAP Year 1: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures	Activities	Estimated Actual Annual Expenditures
<p>1.1 (a) 100% of the staff, including new staff, will receive increased salaries & benefits. (% of positions that affects change/improves a student’s ability to learn will be a cost to the LCAP. Positions whose sole focus is on sub-group students will be charged 90-100% to the LCAP).</p>	<p>Base Grant Funding \$700,000- \$900,000</p>	<p>1.1a Negotiations Pending \$5000 signing bonus – 8 FTEs = \$43,872 Job Fairs attended: CSUF, FPU, CSUS, National, Chico (80% of the administrators attended job fairs) \$5,000</p>	<p>1.1 Base Grant Funding (a) Negotiations Pending Salary increase offered = \$150,000 \$ 48,872</p>
<p>Scope of service: ALL</p>		<p>Scope of service: ALL</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>1.2 (a) An annual Professional Development Plan will be implemented by “Trainers of Trainers” (TOT-in house trainers) at all sites to include paid collaboration time, and coaching follow-up. (b) 100% of the staff will receive professional development including but not limited to CC ELA/Math, ELD, NG Science, SS, Visual & Performing Arts, Health Education and PE Standards. (c) 100% of the teachers will receive professional development in the use of Common Core instructional materials and technology purchased.</p>	<p>Base, Supplemental, & Concentration Grant Funding \$70,000</p>	<p>1.2 a, b, c DO: Para PD, ELD, GLAD, PBIS, PRESCHOOL: All preschool staff had 21 hours of PD each DPE: : GLAD, ELA, PBIS, HM Math, Technology PD & 6 Planning Days-all CC Marks: CELDT, HM Math, iReady, Math PD, CC, Planning Days Good Teacher Conference CABE, BTSA Bryant: NGS, iReady, Project Read, ELD, IR, PBIS, ASASPP, Good Teaching Conference, GLAD, SS/ELA CC, Planning Days DPHS: GLAD, iReady, ELD, CAASPP, CPM, Planning Days, CC GC: CC, ELD, GLAD Transportation: Bus Driver training-in-house training</p>	<p>1.2 Supplemental, & Concentration Grant Funding (a, b, c) \$152,000</p>
<p>Scope of service: ALL</p>		<p>Scope of service: ALL</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<p>1.3 (a) Conduct an analysis of the district’s enrollment-staffing to student ratio (Number of teachers to the number of students). Technology purchased.</p>	<p>\$0</p>	<p>1.3a 2014-2015: FTEs = 104.5; Student Enrollment 2248 DPE 24.5:1; Marks 27:1; Bryant/GC 28:1; HS/GC 2015-2016: FTEs-106.5; Student Enrollment 2273 DPE 24:1, Marks 25:1; Bryant 27:1; HS/GC 21:1 Technology: DPE: 200 Chromebooks; 56 iPads (\$56,891) Marks: 1:1 Chromebooks (\$59,364) Bryant: DPHS: GC:</p>	<p>1.3 Base Grant Funding (a) \$116,255</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<p>1.4 (a) Hire to fill the following positions: DPE: Preschool Teacher, Preschool Paraprofessional Marks: 1 FTE-Computer/Tech Bryant: 1 FTE-Math (Block Scheduling/7 Period Day) DPHS: Full-time Career Tech, 1 FTE Math Intervention WS: SpEd: 1 FTE – Special Ed Dept. (as needed) Technology Dept.: Part time Technician DO: Full-time Office Receptionist (assist HR duties) & BTSA part time Secretary; BTSA Mentoring & Special Education Program; 2-Intern Social Workers (1 for K-5 & 1 for 6-12) technology purchased.</p>	<p>by Base, Supplemental & Concentrated Grant Funding</p> <p>\$308,851</p>	<p>1.4 a DO: Part time HR Secretary (6); BTSA Clerk (2); BTSA Mentors, Behavioral Analyst (replaces 2 intern social workers) (\$32,066.28)</p> <p>DPE: 1 Preschool Teacher/ 1 Para (\$10,197)</p> <p>Marks: RCC instead of Computer/Tech, Teacher on Special Assignment (\$22,504)</p> <p>Bryant: 1 Math FTE (not filled), 4 Temp. Paras</p> <p>DPHS: Ag Teacher (\$50,700) 2 Academic Tutors, 1, ROP Media Teacher, full-time Career Tech (\$44,307)</p> <p>GC: Only added Adult Ed – No charge to LCAP</p> <p>Technology: Did not hire part-time technician (needs a full-time technician 2016-2017)</p> <p>Transportation: Hired 1 bus driver & 1 sub (\$27,265)</p>	<p>1.4 Base, Supplemental & Concentrated Grant Funding (a) \$203,093</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Originally it was estimated that the district would spend up to \$900,000 in salaries and benefits, but due to “pending negotiations”, a salary increase was offered at an estimated value of \$150,000 but has yet to be determined. The budgeted cost of professional development was set at \$70,000, but once a “needs assessment” was conducted it was determined that additional PD was needed for an estimated cost of \$116,255. Originally \$308,851 was budgeted for additional employees, but the estimated expenditures totaled approximately \$203,093 with a savings of \$105,758. An additional position, Ag Teacher which was not in the LCAP, but it was identified as a need at the high school to meet the “a-g” requirements, was added at a cost of \$50,700. On 1.3 it was determined that zero dollars would be spent on conducting an analysis of the district’s enrollment-staffing to student ratio and to how much technology would be needed, but after an analysis was completed, it was determined, that there was a need for technology, therefore \$116,255 was spent to purchase technology at the 2 elementary sites.</p>		

GOAL #2
2015-2016

Ensure that all students have access to quality curriculum that provides a broad range of courses that significantly raise student achievement through the implementation of the Common Core and English Language Development Standards.

Related State and/or Local Priorities:

1 X 2 X 3 ___ 4 X 5 X 6 ___ 7 X 8 X
COE only: 9 ___ 10 ___

Goal Applies to:

Schools: ALL

Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:

- (a) 32% of the 2013-2014 743 English Learners scored Proficient or Advanced on the Californian English Development Test (CELDT), 38% scored Intermediate, & 30% scored Early Intermediate or Beginning
- (b) The Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be increased by: AMAO #1 will be increased by 5%; AMAO #2 will be increased by 5%.
- (c) Current 2013-2014 reclassification rate is 28.6% with 20.0% for less than 5 years and 36.3% in more than 5 years in the cohort.
- (d) 40% of students will demonstrate proficiency or greater on CAASPP ELA and math tests.
- (e) Student engagement indicators: Severe Chronic Absenteeism is 3.3%; 11.6% for Chronic Absenteeism; 20% for Manageable Absenteeism Truant by grade for 1st grade students is at 15%, followed by 17% in the 9th grade, 21% in the 10th & 11th grade, and 22% in the 12th grade
- (f) Current Drop-out rate for 7th-12th grade is 2.3% and the 7th-12th Grade Graduation rate is 96.5%.
- (g) Students physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measure by the Physical Fitness Test (PFT). 23.6% students need improvement in Body Composition in the 5th grade; 26.1% students need improvement in Upper Body Strength in the 7th grade; and 23.2% students need improvement in Aerobic Capacity in the 9th grade (SP #8)
- (h) Students taking the Early Assessment of Readiness for College English (EAP) 70% of the 11th grade students did not demonstrate college readiness in the Early Assessment of Readiness for College English (EAP) and 47% did not demonstrate college readiness on the Math EAP test.
- (i) Students taking the California High School Exit Exam (CAHSEE) Intervention for the 26% of students taking the ELA California High School Exit Exam (CAHSEE) that did not pass and 29% that did not pass the Math CAHSEE will be provided and monitored.
- (j) Students taking the Advanced Placement (AP) courses has increased but students need improvement in passing since only 9% of the students have passed.
- (k) 100% of the staff, students, and parents use Datapath as the district's Technology Support – this support will assist as we implement one-to-one technology.
- (l) 100% of all CTE courses had the enrollment and attendance evaluated to determine the need for keeping or adding new CTE pathways. Additional CTE courses will be evaluated to determine their enrollment and need at the high school.
- (m) 100% of DPOL students have access to core curricula as measured by the distribution of core materials for each student in the district & by master schedules.

Actual Annual Measurable Outcomes:

- (a) 2014-2015 ELL data: 32% of the ELLs scored Proficient/Advanced; 37% scored Intermediate; & 31% scored Early Intermediate/Beginning
- (b, c) AMAO 1: Increase of 3% for the 2014-2015 school year; AMAO 2 Combined - less than or more than 5 years: Increase of 6.1%
- (d) CAASPP Data: 18% were in Proficient in ELA (28% Nearly Met); 10% were proficient in Math (28% Nearly Met)
- (e) Due to the data – sites were encouraged to decrease their absentee rate
- (f) The district's dropout rate continues to decrease and the graduation rate has shown an annual increase
- (g) Data Pending
- (h) Intervention was implemented to increase the % of students needing assistance with passing the EAP
- (i) CAHSEE is no longer being administered
- (j) Data Pending
- (k) 100% of the entire district staff utilized Datapath as the district's Technology Support program which includes the one-to-one support
- (l) 100% of all CTE courses continue to have the enrollment and attendance monitored to measure whether to keep, drop, or add. Courses added: Flora-Ag, Medical 2, ROP Medical, Business Math, ROP community Classroom, Integrated Tech class
- (m) 100% of all of the student have access to core curricula as measured by the master schedules at the sites

LCAP Year 1: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures	Activities	Estimated Actual Annual Expenditures
<p>2.1 (a) Resources will be allocated for additional staff, technology, instructional time, materials, services and facilities may include, but not limited to Read 180, Floral Design materials, etc.</p>	<p>Supplemental & Concentrated Grant Funding \$110,000</p>	<p>2.1a DPE: HM Math Adoption; Frog Street Curriculum for Special Ed & TK (\$15,517) Marks: RCC (CSEA), Teacher on Sp. Assign, Afterschool Tutors Bryant: Read 180 materials, Math Adoption DPHS: Class sets of HP streams in ELA/Math classes; New Math Textbook Adoption & Additional Resources for the following (\$12,257) Courses added: Floral, Medical 2, Athletic PE, ROP Medical/CAN, Business Math, Trig/Algebra 2, ROP community Classroom, Integrated Tech class (?cost of supplies) GC: iReady, Adult Ed. Technology: Researched and assisted sites as they were purchased</p>	<p>2.1 Supplemental & Concentrated Grant Funding (a) \$136,774</p>
<p>Scope of service: ALL</p>		<p>Scope of service: ALL</p>	
<p><u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)Students mastering grade level standards</p>		<p><input checked="" type="checkbox"/> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	

<p>2.2 (a) Form a committee to research instructional programs, such as AVID (b) Staff trained in SBAC Interim Assessments and purchase additional benchmark software to be used as an internal assessment. (c) Form a committee to Conduct a needs assessment & create a plan to implement "One to One" technology.</p>	<p>Supplemental & Concentrated Grant Funding \$8,300</p>	<p>2.2a, b A committee research the iReady & Lit Conn programs - AVID was not pursued DO: Purchased iReady-Benchmark Program (\$76,000); Literacy Connection Writing Program (\$50,000); Marks: CAASPP training, planning in progress for 1:1 2.2c Committees were formed at each site to determine their need and to create a plan to implement "one-to-one:"</p>	<p>2.2 Supplemental & Concentrated Grant Funding (a, b) \$126,922</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	

<p>2.3 (a) Each site will expand their extended day to include enrichment in addition to interventions in all content areas for all students to increase student performance. (b) Summer school will be expanded to include other areas of the curriculum. (c) Expand student access for remediation and enrichment activities and restore transportation for afterschool, summer school and ROP transportation. (d) Evaluate the enrollment and maintain well attended CTE sections and replace low enrollment pathways.</p>	<p>from Supplemental & Concentrated Grant Funding \$172,900</p>	<p>2.3 a,b,c, DO: Summer School: K-8; SWEET; DPHS & Restored afterschool transportation: 6-12th \$154,162 + \$13,500 (transportation) DPE, Marks, Bryant, DPHS tutoring/intervention: (\$33,400) GC: ELA/Math Intervention, Direct Instruction Intervention, Journalism Class – No cost to the district 2.3 d 100% of all CTE courses continue to have the enrollment and attendance monitored to measure whether to keep, drop, or add. Courses added: Flora-Ag, Medical 2, ROP Medical, Business Math, ROP community Classroom, Integrated Tech class</p>	<p>2.3 Supplemental & Concentrated Grant Funding (a,b,c) \$201,370</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district employed certificated staff to teach intervention/enrichment courses during, after school, and summer school for a total cost of \$201,070 which was approximately \$28,000 above the budgeted cost of \$172,900. The additional cost was due to a “needs assessment” conducted by each site. The purchase of additional instructional materials were originally budgeted for \$8,300 but after a districtwide needs assessment of the benchmark and writing programs, an additional \$118,622 was needed to provide all of students, including the low income pupils, English Learners, Foster Youth, and the RFEP with additional services to assess the student’s level of achievement.</p>		

GOAL #3 2015-2016	Modernize, update, and continue to improve all facilities, vehicles, and equipment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___
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Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	

Expected Annual Measurable Outcomes:	(a) Facility Inspection Tool (FIT) findings at each site will be analyzed and prioritized to increase the overall rating by 2% or until a "good" or better rating is received at each site: <ul style="list-style-type: none"> 2014 findings: DPE 93.31% (good); Marks 90.66% (good); Bryant 88.71% (fair); DPHS 87.69% (fair) (b) 5% of vehicles/equipment replaced annually.	Actual Annual Measurable Outcomes:	(a) 2015 MCOE's FIT findings: DPE: 88.55% Fair, Marks: 89.51% Fair; Bryant: 92.65% Good; DPHS: 81% Fair (b) Purchased 2 Ford Fusions, 3 Ford Transit Vans; 1 2016 Blue Bird School Bus
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LCAP Year 1: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures	Activities	Estimated Actual Annual Expenditures
3.1 (a) Prioritize the results of the facilities study. Budget for upgrade of servers.	Base Grant Funding \$325,000	3.1 a Prioritized results of facilities studies during LCAP mtgs. – in progress DPE/Preschool: Upgraded Cameras (\$17,000) Bryant: FIT improved:88.7% to 92.65% (good) DPHS: CTE landscape project, Planted Trees (\$3,000) GC: Prioritized according to DSA (Division of State Architect), ADA (American with Disabilities Act) requirements Technology: New bell system software with mobile alert (\$10,000), Additional capacity for camera server (\$8,000); Switching Project (\$285,000); Additional recording length for cameras/storage (\$20,000)	3.1 Base Grant Funding (a) \$343,000

Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.2 a) Continue to monitor facilities maintenance to decrease findings.		\$ 0	3.2a Administrators/Maintenance Dept.- Open Communication when monitoring the FIT findings -DPE: Carpets, roofs, painted classrooms, cut down dead trees, replaced trees -Marks: carpets, painted class room/cafeteria, fixed sidewalk, roofed classroom, painted ramps -Bryant: painted classrooms & cafeteria, roofed cafeteria & library, painted ramps, cut down dead trees & replaced them -DPHS: Roofed hall, painted classrooms, boys & girls locker rooms, floors & walls, remodeled room 25, gym floor redone, replanted trees -GC: Painted, installed some new lighting -Food Services: Freezers units: walk in Freezer/Refrig. Floors; installed Ansul at DPE; Updated Ansul at other sites		3.2 (a) \$0
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____		

<p>3.3 (a) Update and replace vehicles and equipment including, but not limited to, technology, maintenance, grounds, transportation and all support services.</p>	<p>Base Grant Funding \$95,000</p>	<p>3.3 a Marks: 1:1 Chromebooks purchased \$64,000, replacement parts DPHS: New technology-laptops (HP Streams) (\$69,200)</p>	<p>3.3 Base Grant Funding (a) \$133,200</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>The district contracted with Integrated Design to conduct a facilities study. The district has prioritized additional projects which were not listed in the facilities study. The district has done the following: Upgraded cameras, purchased chrome books to address a 1:1 student ratio, landscaped around the new CTE building at the high school, and a multiple of other improvement purchases and projects for a total cost of \$343,000 which was \$18,000 above the projected budgeted cost of \$325,000. The district has updated and/or replaced vehicles and equipment for a cost of \$133,200 which exceeded the budgeted cost by \$38,000 (was originally budgeted at \$95,000). The district will include additional projects in the 2016-2017 LCAP and describe the project to be completed within a 3 year period.</p>	

GOAL #4 2015-2016	Provide a safe and welcoming environment through engagement strategies that promote the personal, social-emotional health of students and encourage parent involvement.	Related State and/or Local Priorities: 1 __ 2 __ 3 X 4 __ 5 X 6 X 7 __ 8 __ COE only: 9 __ 10 __
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Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	<p>(a) Form a committee to research instructional programs.</p> <p>(b) 40% 2-11 grade students will show proficiency in ELA/Math using locally developed Common Core State Standards tests & Benchmark assessments.</p> <p>(c) Conduct a needs assessment & create a plan to implement "One to One" technology.</p>	Actual Annual Measurable Outcomes:	<p>(a) Districtwide, vertical articulation from site to site, has researched instructional programs: 100% sites purchased a CC math program; Bryant purchased READ 180; 60% of the teaching staff received GLAD training, iReady & Literacy Connection was also researched and implemented.</p> <p>(b) 18% are proficient in ELA, & 10% are proficient in Math. The District has purchased iReady as the Benchmark Assessment Program for K-12 – 100% of all students are assessed periodically during the school.</p> <p>(c) After a needs assessment was conducted by each site - each site continues to invest a significant amount into technology to move towards a "one to one" implementation- approximately \$250,000.</p>
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LCAP Year 1: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures	Activities	Estimated Actual Annual Expenditures
<p>4.1</p> <p>(a) Train and implement a behavior intervention program, such as, Positive Behavioral Intervention Strategies-PBIS & Restorative Justice</p> <p>(b) Monitor Counseling Services that addresses the identified needs of students.</p> <p>(c) Explore & possibly hire 2 intern social workers – establishing a partnership with Merced County Agencies or others.</p>	<p>Supplemental & Concentrated Grant Funding \$133,400</p>	<p>4.1 a, b</p> <p>(\$2,800)</p> <p>-DO: PBIS – all sites; 2 Intern Social Workers have been replaced by the approved hiring of a Behavioral Analyst (this may have to happen in 2016-2017)</p> <p>-All 5 sites conduct the following: ELACs, SSCs, SSTs; Health Classes, Counseling services, , Adult Ed (no cost), Orientation per Semester, Open House, Back to School Night, Academy/Attendance Awards, Quarterly Parent Conferences, Parent Surveys, Presentations: Military, UTI, Drug Awareness, Gang Awareness</p> <p>-Food Services: Formed a Nutrition Team at the HS to help with menus</p> <p>4.1 c</p> <p>-Bryant/GC: Counselor (\$57,200)</p> <p>-DPHS: Increased parent contact through counseling office</p>	<p>4.1</p> <p>Supplemental & Concentrated Grant Funding (a-b) \$60,000</p> <p>(c) \$0</p>

Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
<p>4.2 (a) Offer various opportunities for parent involvement by providing trainings that will include, but not limited to Common Core, English Language Development, College/Career Readiness, & Safety.</p>	<p>Supplemental & Concentrated Grant Funding \$13,000</p>	<p>4.2a DO: DELAC/DAC/Title I, SES</p> <p>DPE: Kaffee Klatsches, Confernece, 21 Awards Assemblies, Parent Classroom Volunteers, All Sport Day, Awards, Sports Day & Assemblies</p> <p>Marks: ELAC/SSC, Math Festival, Parent tech. Training, Career night</p> <p>Bryant: 8 Grade College/Career night, Data Chats, 6th grade parent night, Project Read Parent Night, Career Night</p> <p>DPHS: Career/College Fair, Parent Academies</p> <p>Transportation: Back to School booth at the elementary for Q/A for parents</p> <p>Maintenance: Fixed sidewalks @ DPE/Marks</p> <p>Food Services: Provided food for all Parent Involvement Activities (College/Career Night; Gang Awareness; CELDT Reclassification; SEAL Awards; Back to School Nights, Open House Night</p>	<p>4.2 Supplemental & Concentrated Grant Funding (a) \$20,000</p>		
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The Healthy Kids Survey was expanded to include other grade levels: 5th, 7th, 9th, & 11th grade. Parent surveys were administered to assist in identifying areas of need at all of the sites. County agencies were included in the offering of services to students in need of additional counseling/behavior support. A plan to provide In-House suspension was implemented at the elementary school, middle and high school sites and will continue in 2016-2017. The In-House program will provide an instructional program that is aligned to the regular day schedule. Positive Behavioral Intervention Strategies (PBIS) will continue to be implemented in 2016-2017 and additional behavior intervention programs may be researched, such as, Restorative Justice, or Response to Intervention Strategies (RTI). The 2015-2016 budgeted expenditure was \$133,400, but it was estimated that only \$60,000 was spent which allows us to continue to seek new programs that will benefit each site so that they can address the behavioral needs of the students. The board approved the hiring of a Behavioral Analyst (BCBA) to provide consultation and intervention regarding student behavior, but the district as yet to hire a BCBA. Due to the difficulty of hiring a Behavioral Analyst, the district has changed the "Behavioral Analyst" position to "Behavior Counselor" which will be hired in Year 2 (2017-2018) of the LCAP. Parent Academies were increased at each site to increase parent involvement. The fiscal & transportation department has determined the cost of an additional new/safer bus (\$170,000) which will be purchased in 2016-2017 along with a plan to purchase & replace older buses and vehicles in the future.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Total amount of Supplemental and Concentration grant funds calculated:	TOTAL: \$3,432,948
<p>The Dos Palos Oro Loma Unified School District’s LCFF Supplemental and Concentration grant funding in the LCAP year is \$3,432,948 The Dos Palos Oro Loma Unified School District’s 2015-2016 unduplicated count of pupils who are low income, foster youth, and English Learner is 91.85% which means 9 out of 10 students are students of need. The district is spending supplemental/concentration funds in a district-wide manner, with the services being principally directed towards its unduplicated pupils. This is the most effective use of funds because the actions and services identified will support students’ academic and social needs. Research indicates that by increasing professional learning for staff, supporting the best uses of technology and providing targeted interventions, we can meet the targeted students’ academic and social needs and increase their overall academic performance. Therefore, the Dos Palos Oro Loma Unified School District is allocating funds for the following actions/services:</p> <ol style="list-style-type: none"> 1. Provide additional personnel to create a safe and welcoming learning environment that strengthens our academic and behavioral programs (ELA/Math Intervention teachers). 2. Resources will be allocated to improve services targeting the low income, foster youth, and ELLs by purchasing additional programs (Read 180, CTE Floral Design, PBIS, i-Ready, Literacy Connection, and others). 3. All sites will expand their day to include enrichment in addition to intervention in all content areas for targeted students. 4. Expand summer school to continue to implement intervention and enrichment. 5. Transportation will be provided for students who are scheduled for afterschool, summer school for Marks Elementary. 6. The district will continue to purchase and implement the use of technology for 1:1 at all sites and for all students, including the targeted group (Chromebooks for classroom use to provide equity and access to 21st century skills). 	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">18.13%</div>	<p>The Dos Palos Oro Loma Unified School District’s minimum proportionality percentage for 2015-2016 will be at 18.13%. This number represents the percentage of improved or increased services that must be directed towards Low Income Pupils, Foster Youth, and English Learners. The following actions and services illustrate qualitatively how services will be improved for targeted students:</p> <ol style="list-style-type: none"> 1. There will be additional personnel to serve identified students with emotional guidance at all of the sites and college/career guidance at DPHS. 2. The expanded Summer School will increase services over last year. 3. Parent/Families activities will be expanded to help increase Parent Involvement and improve communication between schools and home.
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