

Introduction:

LEA: Dinuba Unified School District **Contact (Name, Title, Email, Phone Number):** Barbara Thiesen, Director of Instructional Services, bthiesen@dinuba.k12.ca.us, 559-595-7207 **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 schoolsite, 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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Support of parents, staff and community members is critical to the success of student achievement. DUSD has identified and sought the input of all stakeholder groups within our community in the development and revision process of our LCAP and LCFF spending plan. The process began with presentations to the DUSD Board of Trustees and the DUSD Budget sub-committee. The state's LCFF was reviewed and stakeholders were given specific information about Dinuba Unified LCFF allocations.</p>	<p>Community input has been invaluable in the continued development and revision of the LCAP. A range of experiences and perspectives has helped district staff focus the goals and objectives on the community identified needs. Hearing form the various stakeholder groups and individuals throughout the year has revealed that the identified common concerns and themes that were addressed in the initial 14-15 LCAP were on target and should be continued as we revise the current LCAP. These common themes were identified and goals were written to support the improvement of the student achievement each of</p>

As in previous years, a series of meetings were held throughout the 15-16 school year to present updates on the 2015-16 LCFF and LCAP. Stakeholders were presented with information relevant to the education funding model changes and information related to the LCAP format and 8 state priorities and the district's educational goals for 2015-16 were reviewed. Participants were given an update on the activities and programs that were supported by LCFF funds and presented with available assessment data related to current programs and activities. Participants were provided relevant information regarding student achievement and current documents and data related to district goals and achievement.

Stakeholder groups included but are not limited to:

DUSD Board of trustees

DUSD Budget Standards sub-committee

School Site Council meetings and ELAC meetings

District Advisory Committee

District English Learner Advisory Committee

All school site certificated staff groups

All district classified staff including maintenance, cafeteria, grounds, and transportation

Union Leadership

Superintendent Community Forums held at each school site

Online surveys were available to all stakeholders

Consultation and technical support was provided by Tulare County Office of Education throughout the Annual Update and revision process.

All participants had an opportunity to ask questions and provide input on the funding changes, process, data and current goals.

these goals address.

Dinuba Unified's 16-17 LCAP focused on the following areas:

1. Pupil Achievement
2. Academic Content and Performance Standards
3. Basic Services
4. Student Engagement
5. Parental Involvement

Stakeholder meetings helped district administration focus on the areas of the LCAP that students, parents and community members felt most important and consider items that were not included in the original LCAP.

Presenting the LCFF and LCAP information and seeking input in a timely manner has allowed the district to identify priorities and focus our efforts on developing goals that address the 8 state priorities and are reflective of the needs of Dinuba Unified School District students. Effective communication has been an emphasis throughout the process of the development of the LCAP. Multiple, established methods of communicating with parents and all stakeholders impacts the LCAP, as transparency and open, frequent opportunities for giving feedback are the hallmarks of a solid plan. The recommendations from the LCAP Committee have been validated through the forums and various meetings held throughout the district and community.

Several modifications were made to our LCAP based on the community meetings and forums.

Parents continue to seek ways to get other parents involved. Fresno County Office of Education's Parent Services Center has been a great resource and will continue to be used, however we will be pursuing other avenues of training and programs to get more parents actively engaged. Discussions with stakeholder groups (DAC & DELAC) indicated that there was a need for a wider range of topics than what FCOE could offer and wanted more of a "hands on" approach to parent engagement.

School teams of parents and staff will be developed during the 16-17 school year to provide training to other parents on the importance of parent involvement. DUSD will contract with Parenting Partners to build a strong parent involvement base. Classes will be presented to parents in English and Spanish. The FCOE Parent Services Center will also continue to work with each

site administrator to select the workshops and parent programs that met the needs identified by parents.

Other areas that have been identified but not yet funded are:

Parents and the community have been very pleased with the addition of the Learning and Guidance Center services that have been provided with LCFF through our LCAP. Continuance of these services and possibly increasing the availability of services is of importance to everyone. Stakeholder input identified the need for an additional Social worker (approx cost - \$127,00) to help reduce the caseloads of the two current social workers.

Community input also fully supports the work being done in the area of Career Tech Ed and providing students with real world work experiences. The District College and Career Coordinator is kept busy developing new pathways and academies. There is a need to continue to support this work with a Job Developer (approx cost - \$83,000) position that will support the work of the coordinator and academy leaders in placement of students in work experience positions.

Parents also identified the need for more after-school activities for elementary students to keep them engaged. The development of an after-school athletics program was of interest to many parents. Parents feel that students who are participate in athletics typically do better in school both academically and socially. DUSD will be investigating the development of an after-school athletics program (approximate cost for year 1 - \$60,000) to begin in the Spring of the 16-17 school year which will be overseen by the Elementary PE Coordinator.

At every parent, student, staff and community forum there has been continued discussion on the need for constructing and/or acquiring additional instructional space to alleviate overcrowding at current sites. The high school is the most impacted but elementary sites are also reaching capacity. A Facilities Master Plan is being developed and will be adopted by the Board of Trustees and a future board meeting.

Annual Update:

In planning for the 2016-17 school year and the revision of the LCAP, Dinuba Unified continued the stakeholder engagement process throughout the Spring of 2016 by conducting a series of Community meetings which included meaningful consultation with parents, students, school personnel, local bargaining units, and the community at large. The district's 5 goals were addressed at each of these meetings by presentations on current implementation or annual update of LCAP, input was gathered through consultation at these stakeholder meetings for draft LCAP consideration for the 16-17 plan.

All participants in the stakeholder meetings were asked to complete an online survey which was aligned to the five district goals and included feedback on primary actions. The intent of the survey was to allow stakeholders the opportunity to provide input and direction in the development and revision of the 16-17 LCAP. Phone calls were made to each home notifying them of the Community meetings as well as a request to complete the online survey. The results of the survey indicated that most stakeholders felt the need to continue with the 5 goals and areas of focus. All comments were taken into consideration as the 16-17 LCAP was developed. The summaries taken from the stakeholder meetings were reviewed for alignment and inclusion in the updated LCAP. In addition, the survey provided opportunities for open ended responses which included feedback, concerns, or suggestions for goals and actions, as well as what else could be done to address student needs for academic achievement, college and career readiness, safe, orderly and inviting learning environments, social & emotional well-being of all students & or family and community engagement.

The district and all sites presented this information and process at all SSC/ELAC/DAC/DELAC meetings with students also given opportunities at middle and high school levels. The dates of the Community meetings were:

November 30 - Budget Standards

January 25 - Budget Standards

February 9 - Jefferson Parent Forum

February 22 - TCOE Consultation/Technical Support

February 22 - Budget Standards & DAC

February 25 - Wilson Parent Forum

March 9 - Migrant Parent Meeting

Annual Update:

Upon completion of the various stakeholder input meetings, the District is confident that the major reoccurring themes identified in the implemented 15-16 LCAP are still important and relevant to the 16-17 LCAP. These themes are identified below. These themes are reflected in the goals, action/services and expenditures of the District. Common themes included (these are not in ranked order):

- Use of technology & access to technology
- Attract and retain quality personnel in all departments
- Focus on student learning and application
- Address discrepancies between quality instruction and assessment performance
- More career technical educational courses
- Improve study skills
- Provide rewards, address absences and tardiness
- Hold teachers accountable for teaching
- Implement Common Core State Standards instruction
- Implement site-LCFF funding; fund programs according to needs & in alignment with LCAP
- Provide industry-driven courses such as, internships, work experience, job placement
- Partner with business, community groups, non-profits, etc. to increase opportunities for students
- Increase tutoring
- Reduce class size
- Utilize multiple ways to measure success
- Increase the access to the student mentor program
- Increase counseling services
- Extended class/coursework study outside the classroom
- Provide more arts opportunities to improve subject literacy

Based on the feedback received from all meetings DUSD will maintain the 5 goals in the 15-16 LCAP with revisions being made to specific actions. The plan will be monitored throughout the 16-17 school year and recommendations and feedback will continue to be solicited from all stakeholders. A program and data timeline in conjunction with the state LCAP evaluation rubric based on the eight priorities will drive our ongoing LCAP planning for the future and

March 18 - Kennedy Parent Forum
April 4 - Budget Standards
April 5 - DELAC
April 20 - DUSD CSEA & DTA Staff Budget workshop & LCAP review
April 25 - Budget Standards
May 10 - Sunrise Rotary
May 10 - Dinuba Teachers Association Budget & LCAP review
May 16 - Budget Standards & DAC
June 21 - TCOE Consultation/Technical Support

will be reviewed and monitored within our continuous improvement approach, ongoing involvement process, and multiple measures accountability system.

2015-16 CAASPP data will not be in until after this year's LCAP has been adopted so some revisions may be made at a later time.

The scores from the 2014-15 SBAC revealed that only 30% of all students tested in ELA made "Met or Exceeded" the Standards. 2014-15 SBAC scores also indicate that only 18% of students tested "Met or Exceed" the Standards in Math.

The 3 additional Professional Development days that were negotiated into the DTA Contract were spent aligning instruction to district goals (based on data), as well as district provided sessions by core area to assist teachers in providing good first instruction. These additional days also allowed for site specific PD aligned to the needs identified by each sites data.

On-going PD aligned to technology needs, not only for students but aligned to teachers will be necessary as the technology infrastructure and hardware is improved and increased.

DHS will continue their relationship with Valley ROP and add additional classes and Linked Learning Academy offerings for the 2016-17 school year. The Job Developer position will be hired this year to support the Academies and Pathways.

Feedback from site administrators and teachers indicated that the additional hours given to the intervention teachers was beneficial. All intervention teachers were HQT and provided the needed support necessary for our struggling students. These positions will be maintained. Sites have the option

to utilize site allocated LCAP dollars to hire additional intervention support if desired.

The implementation of the CCSS and the increase in the use of technology has created an increased need for the addition of a Library Media Specialist who will provide Technology Coaching and Curriculum support for teachers across the district. This position was hired in May and will begin work in the 16-17 school year.

The addition of a custodial supervisor has had a positive impact on the services provided at all school sites. We will continue to utilize the services of an outside contractor to complete our yearly school inspections (FIT) to ensure that all students have access to clean, safe schools.

The mentor programs at the two elementary sites has been a positive addition to our overall program. Programs will be added to two more sites during the 16-17 school year. Positive relationships are being developed and students who were once at risk are now thriving. DHS continues to look for ways to involve students and get them connected. After-school activities to promote student engagement and a sense of "Connectedness" need to be more fully developed. DHS uses site funds to provide enrichment activities and clubs that appeal to all students.

DHS will continue the Mandatory Drug Testing Program for Athletes during the 16-17 school year. Parents may continue to choose to enroll their child in a Random Drug Testing Program.

Parent Engagement workshops will begin in the fall with teams of staff and parents being trained in August and 8 week courses beginning in September. Workshops will be promoted at Back-to-School Nights and Parent-Teacher-Conferences. Sites will continue to recruit and encourage parent participation in site and district advisory committees such as SSC, ELAC, & DELAC.

As the EL Master Plan has been rolled out there has been the need for several updates and revisions. This work will continue under the direction of the Director of Curriculum and Director of Instructional Services. ELACs and DELACs continue to be a source of parental involvement in the development of a plan that meets the needs of DUSD English Learners.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

FUNDING SOURCE LEGEND FOR EXPENDITURES

GOAL 1:	<p>Goal 1 As a result of stake-holder input and data analysis we have determined to address the following goal:</p> <p>Improve student achievement in English Language Arts and Mathematics so that all students graduate from high school with the skills necessary to enter college or pursue the career of their choice including technology use and integration</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :

State and District assessment data shows all students need academic support to be successful. Building teacher capacity to instruct students in the Common Core Standards, ELD Standards, NGSS, CTE, Academies and Pathways is critical. The district needs to provide technology to prepare students for 21st Century skills and learning.

Currently, not ALL of Dinuba Unified students perform at or above grade level in Mathematics and English Language Arts. In addition, we want ALL DUSD students to strive for increasing academic achievement.

2015-16 California Assessment of Student Performance and Progress (CAASPP) data are not available at the time of this writing but will be added to our LCAP as soon as they become available.

CAASPP results from 14-15 indicate that only 30% of all students tested "Met or Exceeded" state standard in ELA and that only 18% "Met or Exceeded" the state standards in Math.

Developmental Reading Assessment (DRA) results indicate that 59% of Kindergartners and 55% of 1st graders were on grade level or above

Local CCSS ELA Benchmarks indicate that:

48% of 2nd graders are proficient or above
 45% of 3rd graders are proficient or above
 21% of 4th graders are proficient or above
 41% of 5th graders are proficient or above
 31% of 6th graders are proficient or above

STAR Reading Assessments indicate that 26% of 7th graders are Near/At/Above Grade Level
 STAR Reading Assessments indicate that 15% of 8th graders are Near/At/Above Grade Level

California High School Exit Exam (CAHSEE) results indicate that:
 There is a 81% Pass rate among 10th graders in ELA
 There is a 78% Pass Rate among 10th graders in Math

Dinuba High School reports that 52.3% of students completed all A-G requirements

In 2015 Dinuba High School's Advanced Placement passing rate (3 or higher) was 22.8%

** 3 = qualified. "Qualified" means that you have proven yourself capable of doing the work of an introductory-level course in a particular

subject at college.

Local CCSS Math Benchmarks indicate that:
88% of Kindergartners are proficient or above
74% of 1st graders are proficient or above
61% of 2nd graders are proficient or above
54% of 3rd graders are proficient or above
24% of 4th graders are proficient or above
22% of 5th graders are proficient or above
29% of 6th graders are proficient or above

Preliminary PE Data 9th grade 63% passed, 7th grade 52%, 5th grade 54% passed

Goal Applies to: Schools: All district schools

Applicable Pupil Subgroups:

Although the District will focus on all students, this goal pertains to the following subgroups:

- English Language Learners
- Socio-Economically Disadvantaged
- Homeless & Foster Youth
- Students with Disabilities

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Students will be taught by highly qualified teachers as evidenced by annual credential audit. Rate of appropriately assigned and credentialed teachers will be 100% 2. 100% of DUSD teachers will participate in professional development focused on the implementation of CCSS including the ELD standards and improving instruction and student learning. Classroom walk-throughs and observations will result in improved implementation feedback. 3. Availability of standards-aligned instructional materials in all core content areas will be 100% according to the Williams inspection. 4. Academic Assessment For all students and all sub-groups: ELA: K - 1st Grade DRA 3rd Trimester benchmark will show 60% proficient 2nd-6th Grade STAR Reading 3rd Trimester data will show 50% on grade level 7th-8th Grade STAR Reading data will show 40% Near/At/Above Grade Level 3-8 SBAC Data in ELA - Met or Exceeded combined summary results will increase by 5% Math: 3-8 SBAC Data Math - Met or Exceeded combined summary results will increase by 5% Science: 5, 8 & 10 CST Science - Proficient or Advanced will increase by 5% 5. Rate of 5th, 7th & 9th Grade Students in the Healthy Fitness Zone will increase by 2% 6. 55% of Dinuba High School students will complete all A-G requirements 7. There will be an increase in the number of CTE Course offerings with an increased enrollment of 5% 8. Establish baseline data for EAP results for the 15-16 school year 9. The percentage of students achieving a score of 3 or higher on the AP Exams will increase by 2% annually
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide administrators, teachers and staff the appropriate training and materials to ensure that the CCSS are implemented and students have access in English Language Arts and math</p> <p>DUSD will provide support to new teachers and tenured teachers needing additional support. Participating</p>	Districtwide	<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>District Directors overseeing PD and Curriculum 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$72,388</p> <p>Classified support for implementation of PD and Curriculum 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$26,244</p>

<p>Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession. The Director of Curriculum will oversee all Professional Development activities throughout the district to ensure quality and that the needs of individual staff members are met.</p> <p>Professional development opportunities will be provided to teachers in the area of ELA/Math/Science/English Language Development and effective research-based English Language strategies to increase learning for EL students</p> <p>Additional professional development will include: Classroom Technology Professional Development Site Based After School Professional Development Provide release time to facilitate teachers observing teachers Continue District-wide Curriculum Design days Summer PD focused Unit Design Work Implementation of new ELA/ELD Curriculum</p>		<p>_ Other Subgroups: (Specify)</p>	<p>Directors and Support Staff 3000-3999: Employee Benefits Supplemental and Concentration \$62,545</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,350</p> <p>Dues 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$850</p> <p>Directors and Support Staff Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,729</p> <p>Directors and Support Staff Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,432</p> <p>Directors and Support Staff Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$14,608</p> <p>Curriculum and Instruction Technology Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$69,574</p> <p>Copier Contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$125,000</p>
<p>2. Provide District & Site based coaching and lesson development support for staff in order to improve instruction across all curricular areas.</p> <p>DUSD hires Teacher on Special Assignment to serve as coaches at each elementary site and at the district level. These teachers provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students while maintaining a focus on coaching in all subject areas, collaborating, and providing professional development in the area of literacy and assessment, math and effective teaching strategies.</p>	<p>Districtwide</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>Site & District based Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$410,861</p> <p>Site & District based Academic Coaches 3000-3999: Employee Benefits Supplemental and Concentration \$148,949</p>

<p>3. Provide Before & After School intervention opportunities for students who are not meeting proficiency.</p> <p>Dinuba Unified will continue to participate in the After School Enrichment program provided by Tulare County Office of Education Choices program.</p> <p>DUSD works with Choices to ensure that students have access to quality after-school programs and a safe place to be after hours.</p>	<p>Districtwide</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>Choices After School Program Contract with TCOE 7000-7439: Other Outgo Supplemental and Concentration \$22,500</p>
<p>4. Provide Summer School opportunities for students needing extra support and remediation</p> <p>Students not meeting grade level standards will be given the opportunity to attend Summer School to extend their classroom time and increase their learning opportunities.</p> <p>Dinuba High School will offer summer school to at-risk students so that they can repeat failed classes or to gain mastery of identified standards in all core content area. Students will also be able to take required classes during the summer so that it will allow them to enroll in advanced classes, VAPA, and CTE classes during the regular year.</p> <p>TK-8 grade students will be identified based on literacy levels and provided additional instruction to assist them in attaining grade level benchmark levels.</p>	<p>Districtwide</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>Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$180,000</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Title I \$40,000</p> <p>Teacher and Classified Salaries 3000-3999: Employee Benefits Title I \$20,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I \$10,000</p>
<p>5. Create CTE Academies that address the needs of students. K-8 students will be surveyed and introduced to career pathways in the elementary years in-order to develop pathways of interest.</p> <p>The College and Career Coordinator will provide</p>	<p>Districtwide</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</p>	<p>College and Career Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,593</p> <p>College and Career Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$30,241</p> <p>Vocational Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$75,000</p>

<p>additional workshops for parents to help in understanding college and career readiness. The coordinator will also meet with students & parents to help students understand college requirements, Linked Learning Academies, AP classes, and "how to prepare for high school".</p> <p>The Coordinator will continue to increase community/industry partnerships to provide opportunities for students to develop career readiness skills.</p> <p>Continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning Academies, Pathway Programs and College & Career Readiness.</p> <p>Expand partnership with Valley ROP to add additional courses.</p>		<p>English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Expand CTE Classes with Valley ROP JPA 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$492,876</p> <p>Professional Development or C&C Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,895</p> <p>Professional Development or C&C Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$935</p> <p>Technology Applications for CTE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500</p>
<p>6. Improved Technology Implementation</p> <p>In order to increase opportunities for all students to become proficient in the use of all technology resources, DUSD will continue to purchase appropriate technology and replacement computers and technology devices and allocate resources to maintain the necessary infrastructure upgrades and technician support. We will continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS.</p> <p>DUSD will hire a Director of Information Technology to support the additional technology being purchased and oversee the implementation of the district's technology plan.</p>	<p>Districtwide</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>Ongoing infrastructure upgrades to support instruction 4000-4999: Books And Supplies Supplemental and Concentration \$475,000</p> <p>Ongoing infrastructure upgrades to support instruction 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p> <p>New Director of Technology 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$99,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$131,816</p> <p>DOT and Technology Staff 3000-3999: Employee Benefits Supplemental and Concentration \$115,628</p> <p>Technology Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,017</p> <p>Technology Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$6,456</p>
<p>7. Reduce student to adult ratio in kindergarten by placing an instructional assistant in every TK-Kinder classroom and back-filling IA positions with "Push-In"</p>	<p>Schoolwide: Grand</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6</p>

<p>Intervention teachers</p> <p>The district will provide support for this intervention model by:</p> <ul style="list-style-type: none"> • Ensuring every TK-Kinder classroom is assigned a 3 hour, highly qualified Instructional Assistant • Hiring HQT 1st-6th grade Intervention teachers to provide support for students identified as at-risk to back-fill movement of Instructional Assistants to TK-K • Providing the intervention teaches a case load of students based on their English language development and their performance on district assessments. • providing instructional materials for the intervention programs at each site • providing coordinated coaching support for the intervention teachers • monitoring the progress of the students. • providing administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency or mastery of grade level standards. 	<p>View Jefferson Kennedy Lincoln Roosevelt Wilson</p>	<p><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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$254,353</p> <hr/> <p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6 3000-3999: Employee Benefits Supplemental and Concentration \$88,339</p>
<p>8. Hire only teachers who are highly qualified and fully credentialed</p> <p>DUSD will seek to hire only the most qualified staff to fill vacant positions. We will actively recruit teachers who are fully prepared to serve as effective practitioners. Teachers who are not fully credentialed will be provided on-going support in the way of BTSA, PD and site based mentoring.</p> <p>DUSD Personnel Department will participate in local job fairs as well as hold their own job fair in order to recruit and hire qualified teachers and substitutes.</p>	<p>Districtwide</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>Recruitment Activities 4000-4999: Books And Supplies Supplemental and Concentration \$19,000</p> <hr/> <p>Recruitment Activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p>

<p>9.Support Gifted & Talented Education Program</p> <p>DUSD will provide ongoing support for the Elementary GATE program by ensuring that students are properly identified and that they are given opportunities to explore their interests and compete both locally and at the state level in events such as History Day, Science Fair, Word Masters, Mensa Reading Challenge and others. DUSD will focus on making sure that students from unduplicated student groups are proportionally identified and access is made available to all qualifying students</p>	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</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>Gate Teacher Salary - 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,026</p> <p>Gate Teacher Salary - 25% 3000-3999: Employee Benefits Supplemental and Concentration \$6,415</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>Competition Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>
<p>10. Provide library support services:</p> <p>In order to increase reading scores and provide low income and English learners access to high interest books, the district has hired a Library Media Specialist and provides library clerks/technicians at all school sites to allow for extended library hours. These library support services provided ensure that all students have access to high interest books and materials.</p> <p>The addition of the fully credentialed library Media Specialist will provide mentoring and support to school library clerks/technicians to assist them in making sure low income and EL students continue to have access to high-interest books. They will also serve as a resource to teachers in the use of technology for research purposes and and project based learning.</p>	<p>Districtwide</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>Library Media Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,000</p> <p>Library Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,973</p> <p>Library Media Specialist and Aides 3000-3999: Employee Benefits Supplemental and Concentration \$42,731</p> <p>Library Aides Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,505</p>
<p>11. Provide collaboration time for TK-6th grade teachers. TK-6th grade teachers are provided release time for collaboration via Elementary PE Teachers assigned to each TK-6 school and the Elementary VAPA Support Team.</p> <p>PE Teachers provide to support the TK-6 educational program so that students have the opportunity to participate in a structured Physical Education program. During PE release time, classroom teachers meet to</p>	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</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>Continued Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$301,213</p> <p>Continued Professional Development - Addition of PE Aides (formerly funded by PEP) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$82,874</p> <p>Continued Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$149,040</p> <p>Materials and Supplies 4000-4999: Books And Supplies</p>

<p>collaborate and plan effective instructional lessons, review data and create units of study.</p> <p>This will also result in healthier students who are better prepared to learn.</p>			<p>Supplemental and Concentration \$15,000</p>
<p>12. Provide staff development to enhance the skills of both new and veteran teachers and staff.</p> <p>DUSD will provide support to new teachers and tenured teachers needing additional support. Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession. The Director of Curriculum will oversee all Professional Development activities throughout the district to ensure quality and that the needs of individual staff members is met.</p> <p>DUSD works closely with consultants from Tulare County Office of Education who provide professional development and guidance in the implementation of effective teaching and learning strategies and development of instructional units.</p> <p>To enhance English Learner achievement and language proficiency, professional development will be provided to K-8 and primary sites on the new ELA/ELD Framework, the ELD Standards, Academic Discourse, and the use of both Designated and Integrated ELD. Materials will be purchased to support EL programs and resources. Professional development to increase elementary administrator English Learner pedagogy, materials, and supplies.</p> <p>Provide professional development to teachers, instructional specialists, and administration centered around the ELA/ELD Framework, Speaking and Listening, CELDT & ELPAC training, EL strategies, and the ELD standards to increase effective instructional practices for English Learners.</p>	<p>District-wide</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>District wide PD to improve instructional practices and ensure positive school climate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,018,201</p> <p>District wide PD to improve instructional practices and ensure positive school climate 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,669</p> <p>District wide PD to improve instructional practices and ensure positive school climate 3000-3999: Employee Benefits Supplemental and Concentration \$403,150</p> <p>District wide PD to improve instructional practices and ensure positive school climate - Hold for possible negotiations 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$440,000</p> <p>Professional Development Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>
<p>13. Provide allocations to schools in-order to implement the SPSA whose goals are aligned to the District LCAP</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>School Site Allocation to support all LCAP Goals 1000-1999:</p>

<p>DUSD allocates resources directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on the supplemental needs of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close the achievement gaps and be in direct alignment with the District LCAP. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Funds may support the purchase of technology hardware and software to support student access to supplementary materials. Sites may choose to add additional support personnel including intervention teachers and/or early literacy intervention teachers. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.</p> <p>Funds may support student field trips, academic competitions, awards and incentives and other resources to implement the school plan.</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>Certificated Personnel Salaries Supplemental and Concentration \$240,354</p> <p>School Site Allocation to support all LCAP Goals 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$448,731.5</p> <p>School Site Allocation to support all LCAP Goals 3000-3999: Employee Benefits Supplemental and Concentration \$208,877</p> <p>School Site Allocation to support all LCAP Goals 4000-4999: Books And Supplies Supplemental and Concentration \$828,721</p> <p>School Site Allocation to support all LCAP Goals 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$76,556</p> <p>School Site Allocation to support all LCAP Goals 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$843,950</p> <p>School Site Allocation to support all LCAP Goals 5900: Communications Supplemental and Concentration \$17,049</p> <p>School Site Allocation to support all LCAP Goals 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$1,730</p>
<p>14. Projected Unexpended Balance for Review by Stakeholders</p> <p>Calculations made after then draft LCAP was completed revealed that DUSD's allocation will increase by \$1,287,205. Administration will be reviewing stakeholder input and making recommendations as to the most appropriate use of these funds in-order to meet the needs of our most at-risk learners.</p>	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</p>	<p><input checked="" type="checkbox"/> All OR: <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>	<p>Unexpended fund balance to be discussed for "on hold" items 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,287,205</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Students will be taught by highly qualified teachers as evidenced by annual credential audit. Rate of appropriately assigned and credentialed teachers will be 100% 2. 100% of DUSD teachers will participate in professional development focused on the implementation of CCSS including the ELD standards and improving instruction and student learning. Classroom walk-throughs and observations will result in improved implementation feedback. 3. Availability of standards-aligned instructional materials in all core content areas will be 100% according to the Williams inspection. 4. Academic Assessment For all students and all sub-groups: <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> K - 1st Grade DRA 3rd Trimester benchmark will show 65% proficient 2nd-6th Grade STAR Reading 3rd Trimester data will show 60% on grade level 7th-8th Grade STAR Reading data will show 45% Near/At/Above Grade Level 3-8 SBAC Data in ELA - Met or Exceeded combined summary results will increase by 5% Math: <ul style="list-style-type: none"> 3-8 SBAC Data Math - Met or Exceeded combined summary results will increase by 5% Science: <ul style="list-style-type: none"> 5, 8 & 10 CST Science - Proficient or Advanced will increase by 5% 5. Rate of 5th, 7th & 9th Grade Students in the Healthy Fitness Zone will increase by 2% 6. 60% of Dinuba High School students will complete all A-G requirements 7. There will be an increase in the number of CTE Course offerings with an increased enrollment of 5% 8. The percentage of students showing they are "Conditionally Ready" or "Ready" on the EAP will increase by 2% 9. The percentage of students achieving a score of 3 or higher on the AP Exams will increase by 2% annually
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide administrators, teachers and staff the appropriate training and materials to ensure that the CCSS are implemented and students have access in English Language Arts and math</p> <p>DUSD will provide support to new teachers and tenured teachers needing additional support. Participating Teachers will become reflective practitioners and</p>	<p>Districtwide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:</p>	<p>District Directors overseeing PD and Curriculum 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$76,008</p> <p>Classified support for implementation of PD and Curriculum 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,556</p> <p>Directors and Support Staff 3000-3999: Employee Benefits</p>

<p>demonstrate growth and competence in each of the California Standards of the Teaching Profession. The Director of Curriculum will oversee all Professional Development activities throughout the district to ensure quality and that the needs of individual staff members are met.</p> <p>Professional development opportunities will be provided to teachers in the area of ELA/Math/Science/English Language Development and effective research-based English Language strategies to increase learning for EL students</p> <p>Additional professional development will include: Classroom Technology Professional Development Site Based After School Professional Development Provide release time to facilitate teachers observing teachers Continue District-wide Curriculum Design days Summer PD focused Unit Design Work Implementation of new ELA/ELD Curriculum</p>		<p>(Specify)</p>	<p>Supplemental and Concentration \$65,412</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,618</p> <p>Dues 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$884</p> <p>Directors and Support Staff Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,165</p> <p>Directors and Support Staff Professional Development Curriculum 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,304</p> <p>Directors and Support Staff Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$15,338</p> <p>Curriculum and Instruction Technology Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$73,053</p> <p>Copier Contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$130,000</p>
<p>2. Provide District & Site based coaching and lesson development support for staff in order to improve instruction across all curricular areas.</p> <p>DUSD hires Teacher on Special Assignment to serve as coaches at each elementary site and at the district level. These teachers provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students while maintaining a focus on coaching in all subject areas, collaborating, and providing professional development in the area of literacy and assessment, math and effective teaching strategies.</p>	<p>Districtwide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Site & District based Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$431,404</p> <p>Site & District based Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 3000-3999: Employee Benefits Supplemental and Concentration \$155,728</p>
<p>3. Provide Before & After School intervention opportunities for students who are not meeting proficiency.</p> <p>Dinuba Unified will continue to participate in the After</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners</p>	<p>Choices After School Program Contract with TCOE 7000-7439: Other Outgo Supplemental and Concentration \$23,625</p> <p>Elementary Sports Program 4000-4999: Books And Supplies Supplemental and Concentration \$60,000</p>

<p>School Enrichment program provided by Tulare County Office of Education Choices program.</p> <p>DUSD works with Choices to ensure that students have access to quality after-school programs and a safe place to be after hours.</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>4. Provide Summer School opportunities for students needing extra support and remediation</p> <p>Students not meeting grade level standards will be given with the opportunity to attend Summer School to extend their classroom time and increase their learning opportunities.</p> <p>Dinuba High School will offer summer school to at-risk students so that they can repeat failed classes or to gain mastery of identified standards in all core content area. Students will also be able to take required classes during the summer so that it will allow them to enroll in advanced classes, VAPA, and CTE classes during the regular year.</p> <p>TK-8 grade students will be identified based on literacy levels and provided additional instruction to assist them in attaining grade level benchmark levels.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$180,000</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Title I \$40,000</p> <p>Teacher and Classified Salaries 3000-3999: Employee Benefits Title I \$20,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I \$10,000</p>
<p>5. Create CTE Academies that address the needs of students. K-8 students will be surveyed and introduced to career pathways in the elementary years in-order to develop pathways of interest.</p> <p>The College and Career Coordinator will provide additional workshops for parents to help in understanding college and career readiness. The coordinator will also meet with students & parents to help students understand college requirements, Linked Learning Academies, AP classes, and "how to prepare for high school".</p> <p>The Coordinator will continue to increase community/industry partnerships to provide opportunities</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>College and Career Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,273</p> <p>College and Career Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$31,753</p> <p>Vocational Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$75,000</p> <p>Expand CTE Classes with Valley ROP JPA 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$516,192</p> <p>Professional Development or C&C Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,039</p> <p>Professional Development or C&C Counselor 3000-3999:</p>

<p>for students to develop career readiness skills.</p> <p>Continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning Academies, Pathway Programs and College & Career Readiness.</p> <p>Expand partnership with Valley ROP to add additional courses.</p>			<p>Employee Benefits Supplemental and Concentration \$982</p> <p>Technology Applications for CTE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$17,160</p> <p>New Position - Job Developer 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,000</p> <p>New Position - Job Developer 3000-3999: Employee Benefits Supplemental and Concentration \$23,000</p>
<p>6. Improved Technology Implementation</p> <p>In order to increase opportunities for all students to become proficient in the use of all technology resources, DUSD will continue to purchase appropriate technology and replacement computers and technology devices and allocate resources to maintain the necessary infrastructure upgrades and technician support. We will continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS.</p> <p>DUSD will continue to support the position of Director of Information Technology to support the additional technology being purchased and oversee the implementation of the district's technology plan.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Ongoing infrastructure upgrades to support instruction 4000-4999: Books And Supplies Supplemental and Concentration \$800,000</p> <p>Ongoing infrastructure upgrades to support instruction 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$200,000</p> <p>New Director of Technology 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$103,950</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$137,407</p> <p>DOT and Technology Staff 3000-3999: Employee Benefits Supplemental and Concentration \$120,993</p> <p>Technology Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,618</p> <p>Technology Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$6,778</p>
<p>7. Reduce student to adult ratio in kindergarten by placing an instructional assistant in every TK-Kinder classroom and back-filling IA positions with "Push-In" Intervention teachers</p> <p>The district will provide support for this intervention model by:</p> <ul style="list-style-type: none"> Ensuring every TK-Kinder classroom is assigned a 3 hour, highly qualified Instructional Assistant Hiring HQT 1st-6th grade Intervention teachers to provide support for students identified as at-risk to back-fill movement of Instructional Assistants to TK-K Providing the intervention teaches a case load of students based on their English language 	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$267,071</p> <p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6 3000-3999: Employee Benefits Supplemental and Concentration \$92,756</p> <p>Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$378,310</p> <p>Grade Span Adjustment 3000-3999: Employee Benefits Supplemental and Concentration \$71,690</p>

<p>development and their performance on district assessments.</p> <ul style="list-style-type: none"> • providing instructional materials for the intervention programs at each site • providing coordinated coaching support for the intervention teachers • monitoring the progress of the students. • providing administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency or mastery of grade level standards. 			
<p>8. Hire only teachers who are highly qualified and fully credentialed</p> <p>DUSD will seek to hire only the most qualified staff to fill vacant positions. We will actively recruit teachers who are fully prepared to serve as effective practitioners. Teachers who are not fully credentialed will be provided on-going support in the way of BTSA, PD and site based mentoring.</p> <p>DUSD Personnel Department will participate in local job fairs as well as hold their own job fair in order to recruit and hire qualified teachers and substitutes.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _____ Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Recruitment Activities 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p> <p>Recruitment Activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p>
<p>9.Support Gifted & Talented Education Program</p> <p>DUSD will provide ongoing support for the Elementary GATE program by ensuring that students are properly identified and that they are given opportunities to explore their interests and compete both locally and at the state level in events such as History Day, Science Fair, Word Masters, Mensa Reading Challenge and others. DUSD will focus on making sure that students from unduplicated student groups are proportionally identified and access is made available to all qualifying students</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _____ Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Gate Teacher Salary - 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,827</p> <p>Gate Teacher Salary - 25% 3000-3999: Employee Benefits Supplemental and Concentration \$6,736</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>Competition Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,800</p>
<p>10. Provide library support services:</p> <p>In order to increase reading scores and provide low</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _____ Low Income pupils</p>	<p>Library Media Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,250</p> <p>Library Aides 2000-2999: Classified Personnel Salaries</p>

<p>income and English learners access to high interest books, the district has hired a Library Media Specialist and provides library clerks/technicians at all school sites to allow for extended library hours. These library support services provided ensure that all students have access to high interest books and materials.</p> <p>The addition of the fully credentialed library Media Specialist will provide mentoring and support to school library clerks/technicians to assist them in making sure low income and EL students continue to have access to high-interest books. They will also serve as a resource to teachers in the use of technology for research purposes and and project based learning.</p>		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$47,221</p> <p>Library Media Specialist and Aides 3000-3999: Employee Benefits Supplemental and Concentration \$44,269</p> <p>Library Aides Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,580</p>
<p>11. Provide collaboration time for TK-6th grade teachers. TK-6th grade teachers are provided release time for collaboration via Elementary PE Teachers assigned to each TK-6 school and the Elementary VAPA Support Team.</p> <p>PE Teachers provide to support the TK-6 educational program so that students have the opportunity to participate in a structured Physical Education program. During PE release time, classroom teachers meet to collaborate and plan effective instructional lessons, review data and create units of study.</p> <p>This will also result in healthier students who are better prepared to learn.</p>	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continued Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$310,592</p> <p>Continued Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$121,483</p> <p>PE Aides (formerly funded by PEP) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$64,260</p> <p>PE Aides (formerly funded by PEP) 3000-3999: Employee Benefits Supplemental and Concentration \$16,065</p> <p>Health Benefits Increases for PE Staff 3000-3999: Employee Benefits Supplemental and Concentration \$57,550</p>
<p>12. Provide staff development to enhance the skills of both new and veteran teachers and staff.</p> <p>DUSD will provide support to new teachers and tenured teachers needing additional support. Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession. The Director of Curriculum will oversee all Professional Development activities throughout the district to ensure quality and that the needs of individual staff members is met.</p>	<p>District-wide</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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District wide PD to improve instructional practices and ensure positive school climate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,069,111</p> <p>District wide PD to improve instructional practices and ensure positive school climate 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,852</p> <p>District wide PD to improve instructional practices and ensure positive school climate 3000-3999: Employee Benefits Supplemental and Concentration \$423,308</p> <p>Professional Development Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration</p>

<p>DUSD is working with Fresno State's Central Valley Educational Leadership Institute (CVELI) to build coherence for instructional improvement across all school sites and the district. Teams of teachers and admin from each site, along with a facilitator, are working to identify the instructional focus at each site and then make sure all staff have the tools needed to ensure students are successful.</p> <p>DUSD works closely with consultants from Tulare County Office of Education who provide professional development and guidance in the implementation of effective teaching and learning strategies and development of instructional units. To enhance English Learner achievement and language proficiency, professional development will be provided to K-8 and primary sites on the new ELA/ELD Framework, the ELD Standards, Academic Discourse, and the use of both Designated and Integrated ELD. Materials will be purchased to support EL programs and resources. Professional development to increase elementary administrator English Learner pedagogy, materials, and supplies.</p> <p>Provide professional development to teachers, instructional specialists, and administration centered around the ELA/ELD Framework, Speaking and Listening, CELDT & ELPAC training, EL strategies, and the ELD standards to increase effective instructional practices for English Learners.</p>			<p>\$5,200</p> <p>Reserve for Added PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$279,000</p> <p>Reserve for Added PD 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$83,655</p> <p>Reserve for Added Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$94,945</p>
<p>13. Provide allocations to schools in-order to implement the SPSA whose goals are aligned to the District LCAP</p> <p>DUSD allocates resources directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on the supplemental needs of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close the achievement gaps and be in direct alignment with the District LCAP. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Funds may support</p>	<p>Districtwide</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>School Site Allocations 4000-4999: Books And Supplies Supplemental and Concentration \$1,142,965</p> <p>School Site Allocations - Instructional Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration \$660,000</p> <p>School Site Allocations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$106,569</p> <p>School Site Allocations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$437,896</p> <p>School Site Allocations 3000-3999: Employee Benefits Supplemental and Concentration \$189,552</p>

<p>the purchase of technology hardware and software to support student access to supplementary materials. Sites may choose to add additional support personnel including intervention teachers and/or early literacy intervention teachers. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.</p> <p>Funds may support student field trips, academic competitions, awards and incentives and other resources to implement the school plan.</p>			<p>School Site Allocations - Parent Involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,390</p> <p>School Site Allocations - Parent Involvement 3000-3999: Employee Benefits Supplemental and Concentration \$4,985</p> <p>School Site Allocations - Parent Involvement 4000-4999: Books And Supplies Supplemental and Concentration \$6,554</p> <p>School Site Allocations 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,510</p> <p>School Site Allocations - Copiers 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$141,125</p>
<p>14. Projected Unexpended Balance for Review by Stakeholders</p> <p>Administration will be reviewing stakeholder input and making recommendations as to the most appropriate use of these funds in-order to meet the needs of our most at-risk learners.</p>	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</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>Unexpended fund balance to be discussed for "on-hold" items and expansion of LCAP programs. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,639,174</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Students will be taught by highly qualified teachers as evidenced by annual credential audit. Rate of appropriately assigned and credentialed teachers will be 100% 2. 100% of DUSD teachers will participate in professional development focused on the implementation of CCSS including the ELD standards and improving instruction and student learning. Classroom walk-throughs and observations will result in improved implementation feedback. 3. Availability of standards-aligned instructional materials in all core content areas will be 100% according to the Williams inspection. 4. Academic Assessment For all students and all sub-groups: ELA: K - 1st Grade DRA 3rd Trimester benchmark will show 65% proficient 2nd-6th Grade STAR Reading 3rd Trimester data will show 60% on grade level 7th-8th Grade STAR Reading data will show 45% Near/At/Above Grade Level 3-8 SBAC Data in ELA - Met or Exceeded combined summary results will increase by 5% Math: 3-8 SBAC Data Math - Met or Exceeded combined summary results will increase by 5% Science: 5, 8 & 10 CST Science - Proficient or Advanced will increase by 5% 5. Rate of 5th, 7th & 9th Grade Students in the Healthy Fitness Zone will increase by 2% 6. 60% of Dinuba High School students will complete all A-G requirements 7. There will be an increase in the number of CTE Course offerings with an increased enrollment of 5% 8. The percentage of students showing they are "Conditionally Ready" or "Ready" on the EAP will increase by 2% 9. The percentage of students achieving a score of 3 or higher on the AP Exams will increase by 2% annually
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide administrators, teachers and staff the appropriate training and materials to ensure that the CCSS are implemented and students have access in English Language Arts and math</p> <p>DUSD will provide support to new teachers and tenured teachers needing additional support. Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>District Directors overseeing PD and Curriculum 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$79,808</p> <p>Classified support for implementation of PD and Curriculum 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$28,666</p> <p>Directors and Support Staff 3000-3999: Employee Benefits Supplemental and Concentration \$68,682</p>

<p>California Standards of the Teaching Profession. The Director of Curriculum will oversee all Professional Development activities throughout the district to ensure quality and that the needs of individual staff members are met.</p> <p>Professional development opportunities will be provided to teachers in the area of ELA/Math/Science/English Language Development and effective research-based English Language strategies to increase learning for EL students</p> <p>Additional professional development will include: Classroom Technology Professional Development Site Based After School Professional Development Provide release time to facilitate teachers observing teachers Continue District-wide Curriculum Design days Summer PD focused Unit Design Work Implementation of new ELA/ELD Curriculum</p>			<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,898</p> <p>Dues 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$919</p> <p>Directors and Support Staff Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,673</p> <p>Directors and Support Staff Professional Development Curriculum 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,219</p> <p>Directors and Support Staff Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$16,105</p> <p>Curriculum and Instruction Technology Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$76,705</p> <p>Copier Contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$135,000</p>
<p>2. Provide District & Site based coaching and lesson development support for staff in order to improve instruction across all curricular areas.</p> <p>DUSD hires Teacher on Special Assignment to serve as coaches at each elementary site and at the district level. These teachers provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students while maintaining a focus on coaching in all subject areas, collaborating, and providing professional development in the area of literacy and assessment, math and effective teaching strategies.</p>	<p>Districtwide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Site & District based Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$452,974</p> <p>Site & District based Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 3000-3999: Employee Benefits Supplemental and Concentration \$162,820</p>
<p>3. Provide Before & After School intervention opportunities for students who are not meeting proficiency.</p> <p>Dinuba Unified will continue to participate in the After School Enrichment program provided by Tulare County Office of Education Choices program.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>Choices After School Program Contract with TCOE 7000-7439: Other Outgo Supplemental and Concentration \$24,806</p> <p>Elementary Sports Program 4000-4999: Books And Supplies Supplemental and Concentration \$80,000</p>

<p>DUSD works with Choices to ensure that students have access to quality after-school programs and a safe place to be after hours.</p>		<p>English proficient Other Subgroups: (Specify)</p>	
<p>4. Provide Summer School opportunities for students needing extra support and remediation</p> <p>Students not meeting grade level standards will be given with the opportunity to attend Summer School to extend their classroom time and increase their learning opportunities.</p> <p>Dinuba High School will offer summer school to at-risk students so that they can repeat failed classes or to gain mastery of identified standards in all core content area. Students will also be able to take required classes during the summer so that it will allow them to enroll in advanced classes, VAPA, and CTE classes during the regular year.</p> <p>TK-8 grade students will be identified based on literacy levels and provided additional instruction to assist them in attaining grade level benchmark levels.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$180,000</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Title I \$40,000</p> <p>Teacher and Classified Salaries 3000-3999: Employee Benefits Title I \$20,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I \$10,000</p>
<p>5. Create CTE Academies that address the needs of students. K-8 students will be surveyed and introduced to career pathways in the elementary years in-order to develop pathways of interest.</p> <p>The College and Career Coordinator will provide additional workshops for parents to help in understanding college and career readiness. The coordinator will also meet with students & parents to help students understand college requirements, Linked Learning Academies, AP classes, and "how to prepare for high school".</p> <p>The Coordinator will continue to increase community/industry partnerships to provide opportunities for students to develop career readiness skills.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>College and Career Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$103,188</p> <p>College and Career Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$33,341</p> <p>Vocational Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$75,000</p> <p>Expand CTE Classes with Valley ROP JPA 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$544,839</p> <p>Professional Development or C&C Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,190</p> <p>Professional Development or C&C Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$1,031</p>

<p>Continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning Academies, Pathway Programs and College & Career Readiness.</p> <p>Expand partnership with Valley ROP to add additional courses.</p>			<p>Technology Applications for CTE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$17,846</p> <p>Job Developer 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$62,170</p> <p>Job Developer 3000-3999: Employee Benefits Supplemental and Concentration \$24,150</p>
<p>6. Improved Technology Implementation</p> <p>In order to increase opportunities for all students to become proficient in the use of all technology resources, DUSD will continue to purchase appropriate technology and replacement computers and technology devices and allocate resources to maintain the necessary infrastructure upgrades and technician support. We will continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS.</p> <p>DUSD will continue to support the position of Director of Information Technology to support the additional technology being purchased and oversee the implementation of the district's technology plan.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Ongoing infrastructure upgrades to support instruction 4000-4999: Books And Supplies Supplemental and Concentration \$475,000</p> <p>Ongoing infrastructure upgrades to support instruction 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p> <p>New Director of Technology 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$108,147</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$144,278</p> <p>DOT and Technology Staff 3000-3999: Employee Benefits Supplemental and Concentration \$126,390</p> <p>Technology Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,428</p> <p>Technology Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$7,116</p>
<p>7. Reduce student to adult ratio in kindergarten by placing an instructional assistant in every TK-Kinder classroom and back-filling IA positions with "Push-In" Intervention teachers</p> <p>The district will provide support for this intervention model by:</p> <ul style="list-style-type: none"> Ensuring every TK-Kinder classroom is assigned a 3 hour, highly qualified Instructional Assistant Hiring HQT 1st-6th grade Intervention teachers to provide support for students identified as at-risk to back-fill movement of Instructional Assistants to TK-K Providing the intervention teaches a case load of students based on their English language development and their performance on district assessments. 	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$280,425</p> <p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6 3000-3999: Employee Benefits Supplemental and Concentration \$97,393</p> <p>Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$397,225</p> <p>Grade Span Adjustment 3000-3999: Employee Benefits Supplemental and Concentration \$77,775</p>

<ul style="list-style-type: none"> • providing instructional materials for the intervention programs at each site • providing coordinated coaching support for the intervention teachers • monitoring the progress of the students. • providing administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency or mastery of grade level standards. 			
<p>8. Hire only teachers who are highly qualified and fully credentialed</p> <p>DUSD will seek to hire only the most qualified staff to fill vacant positions. We will actively recruit teachers who are fully prepared to serve as effective practitioners. Teachers who are not fully credentialed will be provided on-going support in the way of BTSAs, PD and site based mentoring.</p> <p>DUSD Personnel Department will participate in local job fairs as well as hold their own job fair in order to recruit and hire qualified teachers and substitutes.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Recruitment Activities 4000-4999: Books And Supplies Supplemental and Concentration \$21,500</p> <p>Recruitment Activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500</p>
<p>9.Support Gifted & Talented Education Program</p> <p>DUSD will provide ongoing support for the Elementary GATE program by ensuring that students are properly identified and that they are given opportunities to explore their interests and compete both locally and at the state level in events such as History Day, Science Fair, Word Masters, Mensa Reading Challenge and others. DUSD will focus on making sure that students from unduplicated student groups are proportionally identified and access is made available to all qualifying students</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Gate Teacher Salary - 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,668</p> <p>Gate Teacher Salary - 25% 3000-3999: Employee Benefits Supplemental and Concentration \$7,073</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$16,000</p> <p>Competition Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,632</p>
<p>10. Provide library support services:</p> <p>In order to increase reading scores and provide low income and English learners access to high interest books, the district has hired a Library Media Specialist</p>	<p>District-wide & Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth</p>	<p>Library Media Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,712</p> <p>Library Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$49,582</p> <p>Library Media Specialist and Aides 3000-3999: Employee</p>

<p>and provides library clerks/technicians at all school sites to allow for extended library hours. These library support services provided ensure that all students have access to high interest books and materials.</p> <p>The addition of the fully credentialed library Media Specialist will provide mentoring and support to school library clerks/technicians to assist them in making sure low income and EL students continue to have access to high-interest books. They will also serve as a resource to teachers in the use of technology for research purposes and and project based learning.</p>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Benefits Supplemental and Concentration \$45,859 Library Aides Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,659</p>
<p>11. Provide collaboration time for TK-6th grade teachers. TK-6th grade teachers are provided release time for collaboration via Elementary PE Teachers assigned to each TK-6 school and the Elementary VAPA Support Team.</p> <p>PE Teachers provide to support the TK-6 educational program so that students have the opportunity to participate in a structured Physical Education program. During PE release time, classroom teachers meet to collaborate and plan effective instructional lessons, review data and create units of study.</p> <p>This will also result in healthier students who are better prepared to learn.</p>	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Continued Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$326,121 Continued Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$127,263 PE Aides for Collaboration 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$67,473 PE Aides for Collaboration 3000-3999: Employee Benefits Supplemental and Concentration \$16,868 Health Benefits for PE Staff 3000-3999: Employee Benefits Supplemental and Concentration \$60,427</p>
<p>12. Provide staff development to enhance the skills of both new and veteran teachers and staff.</p> <p>DUSD will provide support to new teachers and tenured teachers needing additional support. Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession. The Director of Curriculum will oversee all Professional Development activities throughout the district to ensure quality and that the needs of individual staff members is met.</p> <p>DUSD is working with Fresno State's Central Valley</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Fosted Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Districtwide PD to improve instructional practices and ensure positive school climate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,413,286 Districtwide PD to improve instructional practices and ensure positive school climate 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$92,084 Districtwide PD to improve instructional practices and ensure positive school climate 3000-3999: Employee Benefits Supplemental and Concentration \$544,166 Professional Development Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,048</p>

<p>Educational Leadership Institute (CVELI) to build coherence for instructional improvement across all school sites and the district. Teams of teachers and admin from each site, along with a facilitator, are working to identify the instructional focus at each site and then make sure all staff have the tools needed to ensure students are successful.</p> <p>DUSD works closely with consultants from Tulare County Office of Education who provide professional development and guidance in the implementation of effective teaching and learning strategies and development of instructional units. To enhance English Learner achievement and language proficiency, professional development will be provided to K-8 and primary sites on the new ELA/ELD Framework, the ELD Standards, Academic Discourse, and the use of both Designated and Integrated ELD. Materials will be purchased to support EL programs and resources. Professional development to increase elementary administrator English Learner pedagogy, materials, and supplies.</p> <p>Provide professional development to teachers, instructional specialists, and administration centered around the ELA/ELD Framework, Speaking and Listening, CELDT & ELPAC training, EL strategies, and the ELD standards to increase effective instructional practices for English Learners.</p>			
<p>13. Provide allocations to schools in-order to implement the SPSA whose goals are aligned to the District LCAP</p> <p>DUSD allocates resources directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on the supplemental needs of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close the achievement gaps and be in direct alignment with the District LCAP. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Funds may support the purchase of technology hardware and software to support student access to supplementary materials.</p>	<p>Districtwide</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>School Site Allocations 4000-4999: Books And Supplies Supplemental and Concentration \$1,157,790</p> <p>School Site Allocations - Instructional Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration \$665,000</p> <p>School Site Allocations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$107,709</p> <p>School Site Allocations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$446,486</p> <p>School Site Allocations 3000-3999: Employee Benefits Supplemental and Concentration \$199,030</p> <p>School Site Allocations - Parental Involvement 2000-2999: Classified Personnel Salaries Supplemental and</p>

<p>Sites may choose to add additional support personnel including intervention teachers and/or early literacy intervention teachers. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.</p> <p>Funds may support student field trips, academic competitions, awards and incentives and other resources to implement the school plan.</p>			<p>Concentration \$20,359</p> <p>School Site Allocations - Parental Involvement 3000-3999: Employee Benefits Supplemental and Concentration \$5,234</p> <p>School Site Allocations - Parental Involvement 4000-4999: Books And Supplies Supplemental and Concentration \$6,881</p> <p>School Site Allocations 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$29,912</p> <p>School Site Allocations - Copiers 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$142,705</p>
<p>14. Projected Unexpended Balance for Review by Stakeholders</p> <p>Administration will be reviewing stakeholder input and making recommendations as to the most appropriate use of these funds in-order to meet the needs of our most at-risk learners.</p>	<p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</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>Unexpended fund balance to be discussed for "on-hold" items and expansion of LCAP programs. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,030,005</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Goal 2 As a result of stakeholder input and data analysis we have determined to focus on the following goal: Ensure all facilities are in good repair and provide a safe environment for students, staff and parents and promote a sense of pride in all schools.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
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<p>Identified Need :</p>	<p>Need: There has been a reorganization of the maintenance department and restructuring of the custodial team. This reorganization has revealed that our maintenance and custodial teams need training to effectively plan and keep up with the maintenance and smooth operation of all buildings and facilities. Site custodial staff need to identify maintenance needs and communicate with maintenance and facilities department so that sites are kept in good repair and provide a safe environment for all students, staff and the community.</p> <p>Metrics used: 1. LCAP Survey Results and stakeholder meetings indicated that facilities (especially restrooms) were in need of cleaning and repair. The Facilities Inspection Tool (FIT) is used at each site each year as a means of identifying facility repair needs. The results of the FIT can be found in each school's School Accountability Report Card (SARC) on the district website. Surveys of stakeholders indicated that in general our schools are perceived as old but our staff does a good job in keeping them looking as good as possible. There is a need to do improvements at all sites and that custodial staff should take pride in keeping campuses clean.</p> <p>2. Fiscal Crisis Management Assistance Team (FCMAT) report recommended that there be a reorganization of the maintenance department and the addition of custodial staffing. The FCMAT report can be found on the district's website or a copy obtained at the District Office.</p> <p>3. During the 14-15 School year the district conducted a Facilities Master Plan assessment in which all school facilities were inspected and recommendations made to the DUSD Board of Trustees in order to assist them in making decisions regarding school repairs, renovations and the building of new facilities. The plan has still not been approved at this time but will be in the near future.</p> <p>California Healthy Kids Survey reports that slightly over 50% of students surveyed felt safe at school</p>
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<p>Goal Applies to:</p>	<p>Schools: All Dinuba Unified schools Applicable Pupil Subgroups: All students</p>
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LCAP Year 1: 2016-17

- Expected Annual Measurable Outcomes:
1. Achieve a score of Good on the Facility Inspection Report in eight (8) of eight (8) categories:
 - A. Systems
 - B. Interior
 - C. Cleanliness
 - D. Electrical
 - E. Restrooms & Fountains
 - F. Safety
 - G. Structural
 - H. External
 2. There will be a 3% fiscal set aside for routine restricted maintenance, plus additional funds for deferred maintenance.
 3. Move 2 Dinuba High School CTE classes off campus creating more classroom space on the high school campus.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide campus security</p> <p>Provide security at the school campuses through School Resource Officers, Classified Campus Monitors, facilities upgrades, Canine detection services, and cameras in order to ensure staff, student, and community safety on campus</p>	<p>Districtwide</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>Campus Monitors for DHS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,501</p> <p>Campus Monitors for DHS 3000-3999: Employee Benefits Supplemental and Concentration \$4,518</p> <p>Two School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures Lottery \$78,000</p> <p>Two School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures Base \$78,000</p> <p>Canine Drug Detection - Interquest 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p> <p>Incentive Trip for Students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,300</p> <p>Communications devices for site staff 5900: Communications Supplemental and Concentration \$3,824</p>
<p>2. Provide Extended Day Activities</p> <p>Provide students with the opportunity to attend a structured after school programs to ensure students are safe and ready to graduate.</p>	<p>Schoolwide: Dinuba High School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Teachers/Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$32,261</p> <p>Teachers/Coaches 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000</p> <p>Teacher and Coaches 3000-3999: Employee Benefits</p>

<p>Allow students to explore co-curricular and extra-curricular activities and interests which motivate them to do well in school.</p> <p>Provide additional support for the expansion of After School Programs</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$5,789</p> <p>Enrichment Activity Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,342</p> <p>Enrichment Activity Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,692</p> <p>Enrichment Activity Indirect Costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$7,715</p> <p>Enrichment Activity Professional/Consulting Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,682</p>
<p>3. Repair, Maintenance and Replacement of substandard instructional facilities</p> <p>The Maintenance staff will continue to provide facilities upgrades and repairs so that a safe environment is created and maintained for students, staff and the community.</p> <p>Cameras, security fences, fire alarms and other security features will be provided at each site based on need in order to ensure staff, student, and community safety on campus</p>	<p>Districtwide</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>Custodial Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$61,785</p> <p>New Maintenance Person 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$43,860</p> <p>Custodial Supervisor and Maintenance Person 3000-3999: Employee Benefits Supplemental and Concentration \$52,487</p> <p>Professional Development for Custodial Supervisor, Maintenance and Custodians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$46,125</p> <p>Professional Development for Custodial Supervisor, Maintenance and Custodians 3000-3999: Employee Benefits Supplemental and Concentration \$27,270</p> <p>Interfund Transfer to Capital Projects Fund 7000-7439: Other Outgo Supplemental and Concentration \$1,209,430</p>

LCAP Year 2: 2017-2018

- Expected Annual Measurable Outcomes:
1. Achieve a score of Good on the Facility Inspection Report in eight (8) of eight (8) categories:
 - A. Systems
 - B. Interior
 - C. Cleanliness
 - D. Electrical
 - E. Restrooms & Fountains
 - F. Safety
 - G. Structural
 - H. External
 2. There will be a 3% fiscal set aside for routine restricted maintenance, plus additional funds for deferred maintenance.
 3. Move 2 Dinuba High School CTE classes off campus creating more classroom space on the high school campus.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide campus security</p> <p>Provide security at the school campuses through School Resource Officers, Classified Campus Monitors, facilities upgrades, Canine detection services, and cameras in order to ensure staff, student, and community safety on campus</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Campus Monitors for DHS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,126</p> <p>Campus Monitors for DHS 3000-3999: Employee Benefits Supplemental and Concentration \$4,744</p> <p>Two School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures Lottery \$81,000</p> <p>Two School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures Base \$81,000</p> <p>Canine Drug Detection - Interquest 5800: Professional/Consulting Services And Operating Expenditures Base \$4,400</p> <p>Incentive Trip for Students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,700</p> <p>Communications devices for site staff 5900: Communications Supplemental and Concentration \$4,200</p>
<p>2. Provide Extended Day Activities</p> <p>Provide students with the opportunity to attend a structured after school programs to ensure students are</p>	<p>Schoolwide: Dinuba High</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners</p>	<p>Teachers/Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,874</p> <p>Teachers/Coaches 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,050</p>

<p>safe and ready to graduate.</p> <p>Allow students to explore co-curricular and extra-curricular activities and interests which motivate them to do well in school.</p> <p>Provide additional support for the expansion of After School Programs</p>	<p>School</p>	<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher and Coaches 3000-3999: Employee Benefits Supplemental and Concentration \$6,078</p> <p>Enrichment Activity Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,609</p> <p>Enrichment Activity Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,077</p> <p>Enrichment Activity Indirect Costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$8,100</p> <p>Enrichment Activity Professional/Consulting Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$7,016</p>
<p>3. Repair, Maintenance and Replacement of substandard instructional facilities</p> <p>The Maintenance staff will continue to provide facilities upgrades and repairs so that a safe environment is created and maintained for students, staff and the community.</p> <p>Cameras, security fences, fire alarms and other security features will be provided at each site based on need in order to ensure staff, student, and community safety on campus</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Custodial Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$64,875</p> <p>New Maintenance Person 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$46,053</p> <p>Custodial Supervisor and Maintenance Person 3000-3999: Employee Benefits Supplemental and Concentration \$55,111</p> <p>Professional Development for Custodial Supervisor, Maintenance and Custodians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$48,431</p> <p>Professional Development for Custodial Supervisor, Maintenance and Custodians 3000-3999: Employee Benefits Supplemental and Concentration \$27,994</p> <p>Interfund Transfer to Capital Projects Fund 7000-7439: Other Outgo Supplemental and Concentration \$1,435,337</p>

LCAP Year 3: 2018-19

- Expected Annual Measurable Outcomes:
1. Achieve a score of Good on the Facility Inspection Report in eight (8) of eight (8) categories:
 - A. Systems
 - B. Interior
 - C. Cleanliness
 - D. Electrical
 - E. Restrooms & Fountains
 - F. Safety
 - G. Structural
 - H. External
 2. There will be a 3% fiscal set aside for routine restricted maintenance, plus additional funds for deferred maintenance.
 3. Move 2 Dinuba High School CTE classes off campus creating more classroom space on the high school campus.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide campus security</p> <p>Provide security at the school campuses through School Resource Officers, Classified Campus Monitors, facilities upgrades, Canine detection services, and cameras in order to ensure staff, student, and community safety on campus</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Campus Monitors for DHS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,782</p> <p>Campus Monitors for DHS 3000-3999: Employee Benefits Supplemental and Concentration \$4,981</p> <p>Two School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures Lottery \$83,000</p> <p>Two School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures Base \$83,000</p> <p>Canine Drug Detection - Interquest 5800: Professional/Consulting Services And Operating Expenditures Base \$4,800</p> <p>Incentive Trip for Students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,500</p> <p>Communications devices for site staff 5900: Communications Supplemental and Concentration \$4,800</p>
<p>2. Provide Extended Day Activities</p> <p>Provide students with the opportunity to attend a structured after school programs to ensure students are safe and ready to graduate.</p>	<p>Schoolwide: Dinuba High School</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth</p>	<p>Teachers/Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,567</p> <p>Teachers/Coaches 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,102</p> <p>Teacher and Coaches 3000-3999: Employee Benefits</p>

<p>Allow students to explore co-curricular and extra-curricular activities and interests which motivate them to do well in school.</p> <p>Provide additional support for the expansion of After School Programs</p>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$6,381</p> <p>Enrichment Activity Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,889</p> <p>Enrichment Activity Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,481</p> <p>Enrichment Activity Indirect Costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$8,505</p> <p>Enrichment Activity Professional/Consulting Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$7,366</p>
<p>3. Repair, Maintenance and Replacement of substandard instructional facilities</p> <p>The Maintenance staff will continue to provide facilities upgrades and repairs so that a safe environment is created and maintained for students, staff and the community.</p> <p>Cameras, security fences, fire alarms and other security features will be provided at each site based on need in order to ensure staff, student, and community safety on campus</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Custodial Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$68,118</p> <p>New Maintenance Person 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$49,737</p> <p>Custodial Supervisor and Maintenance Person 3000-3999: Employee Benefits Supplemental and Concentration \$57,866</p> <p>Professional Development for Custodial Supervisor, Maintenance and Custodians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,852</p> <p>Professional Development for Custodial Supervisor, Maintenance and Custodians 3000-3999: Employee Benefits Supplemental and Concentration \$27,256</p> <p>Interfund Transfer to Capital Projects Fund 7000-7439: Other Outgo Supplemental and Concentration \$1,417,755</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	<p>Goal 3 As a result of stakeholder input and data analysis we have determined to focus on the following goal:</p> <p>Support the social-emotional health of students by providing appropriate supports and services, use evidence based protocols to improve behavioral practices (PBIS) to reduce suspensions and expulsions and improve pupil attendance and truancy rates.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>Need: It is necessary to address the needs of the “whole child” in order to achieve academic success. A child's academic success is dependent upon both their physical and emotional health. Making sure students social-emotional needs are recognized and met is an important part of educating a child.</p> <p>Metrics used:</p> <ol style="list-style-type: none"> 1. Suspension/Expulsion Rates 14-15 school year - 7 total expulsions 14-15 school year - 219 total suspensions 2. Truancy Rate = 10.41% compared to a county Truancy rate of 31.51% in the 14-15 school year 3. Graduation rates: 14-15 Cohort Grad rate - 96.8% 4. Dropout Rates: 14-15 Cohort Dropout rate - 1.4% 5. SARB Referrals 14-15 95 SARB referrals = 1.46% 6. 586 students were reported as being Chronically Absent this is approximately 10.35% 7. Average Daily Attendance = 95% <p>Parent Surveys 14-15 School year (Learning Guidance & Student Support Center) 238 intakes 73 Surveys returned</p> <p>Data related to student discipline referrals and documented in SWIS will be aggregated and made available at a later time.</p>
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Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	Although the District will focus on all students, this goal pertains to the following subgroups: English Language Learners Socio-Economically Disadvantaged Homeless and Foster Youth Students with Disabilities

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

1. Suspension/ expulsion rates will decrease by 3%
2. Truancy rates will decline by 2%
3. Graduation rates will increase by:
.5% at Dinuba High School
2% at Sierra Vista & Ronald Reagan
4. Dropout rates will decrease by 2% district-wide
5. SARB Referrals will decrease by 5% from previous year
6. Decrease number of Chronic Student Absenteeism by 2%
7. Average Daily Attendance Goal = 96%

Involvement/attendance of parents from unduplicated students parents and parents of students with exceptional needs in ELAC/DELAC & SSCs will be documented & a goal of increasing participation will be established based on baseline data at each school site.

+5% of 5th, 7th, 9th and 11th graders will report a feeling of School Connectedness on CHKS - June release

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. DUSD will maintain a centralized Learning & Guidance Center</p> <p>The LGSSS Center continues to be a district resource for students and parents needed assistance that goes beyonds the identified academic needs. The staff in the LGSSS Center provide Social-Emotional support and counseling services principally directed to support the social-emotional health of at-risk students including; low income, English learner, foster youth, redesignated fluent English proficient, and special education students and families. LGSSS personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals,</p>	<p>Districtwide</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>Intake & Case Manager Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$119,401</p> <p>Intake & Case Manager Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,530</p> <p>Intake & Case Manager Staff 3000-3999: Employee Benefits Supplemental and Concentration \$66,454</p> <p>Professional Development for LGSS Center Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,066</p> <p>Professional Development for LGSS Center Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,253</p>

<p>feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Licensed Clinical Social Workers and a case manager ensure that the needs of families are met through direct services provided in the LGSSS Center or by a referral process to outside agencies.</p> <p>The case manager is to provide "triage" of referrals from school sites or self-referred youth and parents then coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that all students receive the full benefit of their education.</p>			<p>Professional Development for LGSS Center Staff 3000-3999: Employee Benefits Supplemental and Concentration \$3,673</p> <p>Services for LGSS Center 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$250</p>
<p>2. Monitor student attendance and truancy</p> <p>In order to address the number of low social economic students and at-risk students identified as having chronic or irregular attendance the district has hired community liaisons at each site to monitor student attendance, collaborate with parents, make referrals to the Learning, Guidance & Student Support Services Center and local social agencies, and the SARB Board.</p> <p>Community Liaisons work closely with health care staff to ensure students with chronic absenteeism issues are not experiencing health issues that would keep them out of school.</p>	<p>Districtwide</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>Site & District based Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$221,774</p> <p>Site & District based Community Liaisons 3000-3999: Employee Benefits Supplemental and Concentration \$180,860</p> <p>Professional Development for AD and Nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,361</p> <p>Professional Development for Community Liaisons and Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,519</p> <p>Professional Development for Community Liaisons and Clerks 3000-3999: Employee Benefits Supplemental and Concentration \$15,565</p>
<p>3. Provide Counseling Services and supports to improve academic achievement, behavior and attendance</p> <p>Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic goals in order to foster a positive school culture, and as a result, increase the number of students who come to school on time every day.</p>	<p>Districtwide</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>Psychologists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$162,593</p> <p>Psychologist 3000-3999: Employee Benefits Supplemental and Concentration \$56,296</p> <p>Professional Development for Guidance and Counseling Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,661</p> <p>Professional Development for Counseling Staff 3000-3999: Employee Benefits Supplemental and Concentration \$11,641</p>

<p>DUSD has implemented a mentor program aimed at targeting high-risk, elementary youth, primarily boys, but girls have also been identified and are participating. The two programs in place are: Campus Life Mentorship & Big Brothers, Big Sisters - Little-Bigs program.</p> <p>Participating students are identified by school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families. Big Brothers, Big Sisters pairs high school "Bigs" with elementary school site "Littles" and promotes positive relationships and role modeling.</p> <p>As the number of students with chronic behavior issues continues to increase there is a need to increase supports. Students needing additional behavioral supports will be provided a Behavioral Aide to assist them in monitoring and improving their behavior. One new Behavioral Aide will be hired in the 16-17 school year.</p>			<p>New Behavioral Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,076</p> <p>New Behavioral Aide 3000-3999: Employee Benefits Supplemental and Concentration \$4,657</p> <p>Student Mentoring - BBBS and Campus Life 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$285,120</p> <p>Turning Point and Recovery Resources Drug Counseling Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$31,000</p> <p>Supplies and Materials for Campus Life Mentors 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Red Ribbon Week and other Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>
<p>4. Decrease student discipline referrals</p> <p>Positive Behavior Intervention & Support (PBIS) programs are in place at all sites. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments that assist school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, foster youth, and redesignated fluent English proficient.</p> <p>The District supports the school site work with a district PBIS support team.</p>	<p>Districtwide</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>Continue PBIS Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$225</p> <p>Continue PBIS Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,350</p> <p>Professional Development for Staff handling Student Discipline 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$19,438</p> <p>Professional Development for Staff handling Student Discipline 3000-3999: Employee Benefits Supplemental and Concentration \$6,407</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

1. Suspension/ expulsion rates will decrease by 3%
2. Truancy rates will decline by 2%
3. Graduation rates will increase by:
.5% at Dinuba High School
2% at Sierra Vista & Ronald Reagan
4. Dropout rates will decrease by 2% district-wide
5. SARB Referrals will decrease by 5% from previous year
6. Decrease number of Chronic Student Absenteeism by 2%
7. Average Daily Attendance Goal = 97%

Involvement/attendance of parents from unduplicated students parents and parents of students with exceptional needs in ELAC/DELAC & SSCs will be documented & a goal of increasing participation will be established based on baseline data at each school site.

+5% of 5th, 7th, 9th and 11th graders will report a feeling of School Connectedness on CHKS - June release

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. DUSD will maintain a centralized Learning & Guidance Center</p> <p>The LGSSS Center continues to be a district resource for students and parents needed assistance that goes beyonds the identified academic needs. The staff in the LGSSS Center provide Social-Emotional support and counseling services principally directed to support the social-emotional health of at-risk students including; low income, English learner, foster youth, redesignated fluent English proficient, and special education students and families. LGSSS personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Intake & Case Manager Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$125,371</p> <p>Intake & Case Manager Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,417</p> <p>Intake & Case Manager Staff 3000-3999: Employee Benefits Supplemental and Concentration \$69,777</p> <p>Professional Development for LGSS Center Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,519</p> <p>Professional Development for LGSS Center Staff 2000-2999: Classified Personnel Salaries Supplemental and</p>

<p>and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Licensed Clinical Social Workers and a case manager ensure that the needs of families are met through direct services provided in the LGSSS Center or by a referral process to outside agencies.</p> <p>The case manager is to provide "triage" of referrals from school sites or self-referred youth and parents then coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that all students receive the full benefit of their education.</p>			<p>Concentration \$1,315</p> <p>Professional Development for LGSS Center Staff 3000-3999: Employee Benefits Supplemental and Concentration \$3,856</p> <p>Services for LGSS Center 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$263</p> <p>Additional Social Worker 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$106,758</p> <p>Additional Social Worker 3000-3999: Employee Benefits Supplemental and Concentration \$20,242</p>
<p>2. Monitor student attendance and truancy</p> <p>In order to address the number of low social economic students and at-risk students identified as having chronic or irregular attendance the district has hired community liaisons at each site to monitor student attendance, collaborate with parents, make referrals to the Learning, Guidance & Student Support Services Center and local social agencies, and the SARB Board.</p> <p>Community Liaisons work closely with health care staff to ensure students with chronic absenteeism issues are not experiencing health issues that would keep them out of school.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Site & District based Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$232,863</p> <p>Site & District based Community Liaisons 3000-3999: Employee Benefits Supplemental and Concentration \$189,903</p> <p>Professional Development for AD and Nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,029</p> <p>Professional Development for Community Liaisons and Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,495</p> <p>Professional Development for Community Liaisons and Clerks 3000-3999: Employee Benefits Supplemental and Concentration \$16,343</p>
<p>3. Provide Counseling Services and supports to improve academic achievement, behavior and attendance Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic goals in order to foster a positive school culture, and as a result, increase the number of students who come to school on time every day.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Psychologists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$169,723</p> <p>Psychologist 3000-3999: Employee Benefits Supplemental and Concentration \$58,790</p> <p>Professional Development for Guidance and Counseling Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,394</p> <p>Professional Development for Counseling Staff 3000-3999: Employee Benefits Supplemental and Concentration \$12,223</p>

<p>DUSD has implemented a mentor program aimed at targeting high-risk, elementary youth, primarily boys, but girls have also been identified and are participating. The two programs in place are: Campus Life Mentorship & Big Brothers, Big Sisters - Little-Bigs program.</p> <p>Participating students are identified by school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families. Big Brothers, Big Sisters pairs high school "Bigs" with elementary school site "Littles" and promotes positive relationships and role modeling.</p> <p>As the number of students with chronic behavior issues continues to increase there is a need to increase supports. Students needing additional behavioral supports will be provided a Behavioral Aide to assist them in monitoring and improving their behavior. The Behavioral Aide position will be maintained to support the ongoing needs of behaviorally challenged students.</p>			<p>New Behavioral Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,029</p> <p>New Behavioral Aide 3000-3999: Employee Benefits Supplemental and Concentration \$4,889</p> <p>Student Mentoring - BBBS and Campus Life 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$379,000</p> <p>Turning Point and Recovery Resources Drug Counseling Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$33,550</p> <p>Supplies and Materials for Campus Life Mentors 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Red Ribbon Week and other Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,500</p>
<p>4. Decrease student discipline referrals</p> <p>Positive Behavior Intervention & Support (PBIS) programs are in place at all sites. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments that assist school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, foster youth, and redesignated fluent English proficient.</p> <p>The District supports the school site work with a district PBIS support team.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Continue PBIS Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$300</p> <p>Continue PBIS Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,564</p> <p>Professional Development for Staff handling Student Discipline 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,409</p> <p>Professional Development for Staff handling Student Discipline 3000-3999: Employee Benefits Supplemental and Concentration \$6,728</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. Suspension/ expulsion rates will decrease by 3%
2. Truancy rates will decline by 2%
3. Graduation rates will increase by:
.5% at Dinuba High School
2% at Sierra Vista & Ronald Reagan
4. Dropout rates will decrease by 2% district-wide
5. SARB Referrals will decrease by 5% from previous year
6. Decrease number of Chronic Student Absenteeism by 2%
7. Average Daily Attendance Goal = 97.5%

Involvement/attendance of parents from unduplicated students parents and parents of students with exceptional needs in ELAC/DELAC & SSCs will be documented & a goal of increasing participation will be established based on baseline data at each school site.

+5% of 5th, 7th, 9th and 11th graders will report a feeling of School Connectedness on CHKS - June release

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. DUSD will maintain a centralized Learning & Guidance Center</p> <p>The LGSSS Center continues to be a district resource for students and parents needed assistance that goes beyonds the identified academic needs. The staff in the LGSSS Center provide Social-Emotional support and counseling services principally directed to support the social-emotional health of at-risk students including; low income, English learner, foster youth, redesignated fluent English proficient, and special education students and families. LGSSS personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals,</p>	<p>Districtwide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Intake & Case Manager Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$243,735</p> <p>Intake & Case Manager Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,538</p> <p>Intake & Case Manager Staff 3000-3999: Employee Benefits Supplemental and Concentration \$90,019</p> <p>Professional Development for LGSS Center Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,352</p> <p>Professional Development for LGSS Center Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,381</p>

<p>feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Licensed Clinical Social Workers and a case manager ensure that the needs of families are met through direct services provided in the LGSSS Center or by a referral process to outside agencies.</p> <p>The case manager is to provide "triage" of referrals from school sites or self-referred youth and parents then coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that all students receive the full benefit of their education.</p>			<p>Professional Development for LGSS Center Staff 3000-3999: Employee Benefits Supplemental and Concentration \$4,048</p> <p>Services for LGSS Center 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$276</p>
<p>2. Monitor student attendance and truancy</p> <p>In order to address the number of low social economic students and at-risk students identified as having chronic or irregular attendance the district has hired community liaisons at each site to monitor student attendance, collaborate with parents, make referrals to the Learning, Guidance & Student Support Services Center and local social agencies, and the SARB Board.</p> <p>Community Liaisons work closely with health care staff to ensure students with chronic absenteeism issues are not experiencing health issues that would keep them out of school.</p>	<p>Districtwide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Site & District based Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$244,506</p> <p>Site & District based Community Liaisons 3000-3999: Employee Benefits Supplemental and Concentration \$199,398</p> <p>Professional Development for AD and Nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,730</p> <p>Professional Development for Community Liaisons and Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,519</p> <p>Professional Development for Community Liaisons and Clerks 3000-3999: Employee Benefits Supplemental and Concentration \$17,162</p>
<p>3. Provide Counseling Services and supports to improve academic achievement, behavior and attendance Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic goals in order to foster a positive school culture, and as a result, increase the number of students who come to school on time every day.</p> <p>DUSD has implemented a mentor program aimed at</p>	<p>Districtwide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Psychologists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$177,209</p> <p>Psychologist 3000-3999: Employee Benefits Supplemental and Concentration \$61,355</p> <p>Professional Development for Guidance and Counseling Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,213</p> <p>Professional Development for Counseling Staff 3000-3999: Employee Benefits Supplemental and Concentration \$12,834</p> <p>New Behavioral Aide 2000-2999: Classified Personnel</p>

<p>targeting high-risk, elementary youth, primarily boys, but girls have also been identified and are participating. The two programs in place are: Campus Life Mentorship & Big Brothers, Big Sisters - Little-Bigs program.</p> <p>Participating students are identified by school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families. Big Brothers, Big Sisters pairs high school "Bigs" with elementary school site "Littles" and promotes positive relationships and role modeling.</p> <p>As the number of students with chronic behavior issues continues to increase there is a need to increase supports. Students needing additional behavioral supports will be provided a Behavioral Aide to assist them in monitoring and improving their behavior. The Behavioral Aide position will be maintained to support the ongoing needs of behaviorally challenged students.</p>			<p>Salaries Supplemental and Concentration \$21,030</p> <p>New Behavioral Aide 3000-3999: Employee Benefits Supplemental and Concentration \$5,133</p> <p>Student Mentoring - BBBS and Campus Life 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$488,000</p> <p>Turning Point and Recovery Resources Drug Counseling Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$36,128</p> <p>Supplies and Materials for Campus Life Mentors 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Red Ribbon Week and other Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,500</p>
<p>4. Decrease student discipline referrals</p> <p>Positive Behavior Intervention & Support (PBIS) programs are in place at all sites. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments that assist school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, foster youth, and redesignated fluent English proficient.</p> <p>The District supports the school site work with a district PBIS support team.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Continue PBIS Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$300</p> <p>Continue PBIS Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,787</p> <p>Professional Development for Staff handling Student Discipline 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,429</p> <p>Professional Development for Staff handling Student Discipline 3000-3999: Employee Benefits Supplemental and Concentration \$7,065</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 4:</p>	<p>Goal 4 As a result of stakeholder input and data analysis we have determined to focus on the following goal: Improve parent participation, engagement and increase the learning opportunities for parents so that they are better equipped to support the learning of their students.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 _ 6 _ 7 _ 8 _ 9 COE only: 9 _ 10 _ 11 Local : Specify</p>
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<p>Identified Need :</p>	<p>Need: 1. Parents need to be provided with tools and strategies so that they can support their children's educational experience. Schools experience low parent participation in school meetings such as SSC, ELAC and Annual Title I meetings. Past Participation Rates: Parents participation in various advisory committees, where given the opportunity to give input and ask questions and provide input on specific programs and services, has been extremely low (as reported by site administration and sign-in sheets): Gifted And Talented Education (GATE) Advisory, District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC) 15-16 Elementary Parent Teacher Conference participation district-wide is currently at 96.4% Metrics used: 2. FCOE Parent Services Center Survey. All DUSD parents were given surveys to identify areas important to them as a parent in regards to helping their child be successful. Over 1,000 surveys were completed and returned. Based on the results of the surveys The FCOE Parent Services Center scheduled and provided parent workshops in the identified areas of need. A complete report can be obtained at the District Office. Approximately 247 families were represented at the various workshops provided by FCOE. LCAP Survey Results indicated that: Parents want to better informed of school activities Parents want to know that their children are safe and that all facilities are in good repair Parents want to be informed about their child's academic performance and how they can best support their children so that they are academically successful Parents want schools to provide them with a variety of workshops on varying topics related to their children's needs</p>
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<p>Goal Applies to:</p>	<p>Schools: All Dinuba Unified Schools Applicable Pupil Subgroups: Although the District will focus on all students, this goal pertains to the following subgroups:</p>
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		English Language Learners Socio-Economically Disadvantaged Homeless and Foster Youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Expand opportunities for parent/ community input through additional surveys/meetings Increase Parent education opportunities by adding Parenting Partners 2. Participation in Parent Conferences, Parent Learning Opportunities and Events Increase Parent Teacher Conference Participation by .5% each year including parents of EL students and exceptional needs students Baseline data will need to be collected on number and percentage of parents attending are parents of unduplicated students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide Parent Engagement workshops and trainings. All district and school committees such as ELAC, SSC, DELAC, DAC and GATE Advisory will be provided training on the roles and responsibilities of committee members. A needs assessment will also be done to determine the best practices for increasing parent involvement and engagement. DUSD will provide parent advisory and involvement opportunities for all parents through: a) District Advisory Council b) School Site Councils & English Language Advisory Committees c) District English Language Advisory Council d) Parent Surveys e) Superintendent's Parent Forums Continue contract with Fresno County Office of Education Parent Services Center and add the support of Parenting Partners to provide workshops for parents. Develop and implement district-wide Parent Academy to	Districtwide	<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)	Parent Empowerment Workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000 Parent Newsletter and Other Postage 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,200 Blackboard Connect Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,145 Parent Involvement Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$7,200 Parent Involvement Activities Travel and Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,200 Communications 5900: Communications Supplemental and Concentration \$3,255

<p>provide parent education opportunities, including child care and interpretation Provide communication regarding parent involvement opportunities through automated communication system and the District and school websites Increase communication with families and community through Newsletters and local newspaper supplemental inserts</p>			
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Expand opportunities for parent/ community input through additional surveys/meetings Increase Parent education opportunities by adding Parenting Partners</p> <p>2. Participation in Parent Conferences, Parent Learning Opportunities and Events Increase Parent Teacher Conference Participation by .5% each year including parents of EL students and exceptional needs students Baseline data will need to be collected on number and percentage of parents attending are parents of unduplicated students</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide Parent Engagement workshops and trainings. All district and school committees such as ELAC, SSC, DELAC, DAC and GATE Advisory will be provided training on the roles and responsibilities of committee members. A needs assessment will also be done to determine the best practices for increasing parent involvement and engagement.</p> <p>DUSD will provide parent advisory and involvement opportunities for all parents through: a) District Advisory Council b) School Site Councils & English Language Advisory Committees c) District English Language Advisory Council d) Parent Surveys e) Superintendent's Parent Forums</p>	<p>Districtwide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>PIQE & Parent Empowerment Workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000</p> <p>Parent Newsletter and Other Postage 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000</p> <p>Blackboard Connect Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$21,152</p> <p>Parent Involvement Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$7,560</p> <p>Parent Involvement Activities Travel and Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,260</p> <p>Communications 5900: Communications Supplemental and Concentration \$3,418</p>

<p>Continue contract with Fresno County Office of Education Parent Services Center and add the support of Parenting Partners to provide workshops for parents.</p> <p>Develop and implement district-wide Parent Academy to provide parent education opportunities, including child care and interpretation</p> <p>Provide communication regarding parent involvement opportunities through automated communication system and the District and school websites</p> <p>Increase communication with families and community through Newsletters and local newspaper supplemental inserts</p>			
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Expand opportunities for parent/ community input through additional surveys/meetings Increase Parent education opportunities by adding Parenting Partners</p> <p>2. Participation in Parent Conferences, Parent Learning Opportunities and Events Increase Parent Teacher Conference Participation by .5% each year including parents of EL students and exceptional needs students Baseline data will need to be collected on number and percentage of parents attending are parents of unduplicated students</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide Parent Engagement workshops and trainings. All district and school committees such as ELAC, SSC, DELAC, DAC and GATE Advisory will be provided training on the roles and responsibilities of committee members. A needs assessment will also be done to determine the best practices for increasing parent involvement and engagement.</p> <p>DUSD will provide parent advisory and involvement opportunities for all parents through: a) District Advisory Council b) School Site Councils & English Language Advisory Committees c) District English Language Advisory Council d) Parent Surveys</p>	<p>Districtwide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>PIQE & Parent Empowerment Workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$55,000</p> <p>Parent Newsletter and Other Postage 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$17,500</p> <p>Blackboard Connect Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$22,210</p> <p>Parent Involvement Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$7,938</p> <p>Parent Involvement Activities Travel and Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,323</p> <p>Communications 5900: Communications Supplemental and</p>

<p>e) Superintendent's Parent Forums</p> <p>Continue contract with Fresno County Office of Education Parent Services Center and add the support of Parenting Partners to provide workshops for parents.</p> <p>Develop and implement district-wide Parent Academy to provide parent education opportunities, including child care and interpretation</p> <p>Provide communication regarding parent involvement opportunities through automated communication system and the District and school websites</p> <p>Increase communication with families and community through Newsletters and local newspaper supplemental inserts</p>			<p>Concentration \$3,589</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	<p>Goal 5 As a result of stakeholder input and data analysis we have determined that it is necessary to:</p> <p>Improve the rate at which our English Learners acquire the English Language.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>1. Too many DUSD students are becoming Long Term English Learners. There is a need to increase the rate at which our EL students meet proficiency requirements and increase the number of ELL reaching proficiency within a reasonable amount of time</p> <p>Metrics used: 2014-2015 AMAO 1 = 50.3% AMAO 2 = 24.2% - 5 years or less AMAO 2 = 38.6% 5 years or more AMAO 3 = Did not meet</p> <p>2. 2015-16 Reclassification = 4.5%</p>
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Goal Applies to:	Schools: All Dinuba Unified Schools
	Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>1. AMAO 1 - Percentage of ELs Making Annual Progress in Learning English as measured by the CELDT or LPAC will increase by 2% each year</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT or ELPAC will increase by 4% each year</p> <p>2. Based on our previous year's reclassification percentage, we will evaluate our instructional strategies to continue to increase our reclassification percentage.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. EL Master Plan implementation. Please see the attached timeline	Districtwide	<u> </u> All <u> </u> OR: <u> </u>	API Coaches 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$136,954

<p>The English Language & Literacy Coach will assist principals and teachers with progress monitoring and instructional practice, and provide parent education opportunities to support language acquisition and student achievement.</p> <p>Coaches will provide professional development opportunities to teachers in the area of ELD standards and effective research-based EL strategies to increase learning</p>		<p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>API Coaches 25% 3000-3999: Employee Benefits Supplemental and Concentration \$49,650</p> <p>English Language & Literacy Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$57,918</p> <p>English Language & Literacy Coach 3000-3999: Employee Benefits Supplemental and Concentration \$21,564</p>
<p>2. Monitor student's acquisition of English Language through purchase and implementation of a Language Assessment tool</p> <p>Language acquisition progress will be monitored through the administration of required state assessments as well as district identified benchmarks. District Language Assessors will work with site EL Coordinators to ensure all EL Learners are making progress and that they are monitored to meet all compliance requirements.</p> <p>A monitoring tool specifically for use with English Learners will be purchased.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Language Assessors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,776</p> <p>Language Assessors 3000-3999: Employee Benefits Supplemental and Concentration \$8,213</p> <p>Language Assessors Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,532</p> <p>Language Assessors Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$487</p> <p>Formative Assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>1. AMAO 1 - Percentage of ELs Making Annual Progress in Learning English as measured by the CELDT or LPAC will increase by 2% each year</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT or ELPAC will increase by 4% each year</p> <p>2. Based on our previous year’s reclassification percentage, we will evaluate our instructional strategies to continue to increase our reclassification percentage.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. EL Master Plan implementation. Please see the attached timeline</p> <p>The English Language & Literacy Coach will assist principals and teachers with progress monitoring and instructional practice, and provide parent education opportunities to support language acquisition and student achievement.</p> <p>Coaches will provide professional development opportunities to teachers in the area of ELD standards and effective research-based EL strategies to increase learning</p>	Districtwide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>API Coaches 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$143,802</p> <p>API Coaches 25% 3000-3999: Employee Benefits Supplemental and Concentration \$52,132</p> <p>English Language & Literacy Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,814</p> <p>English Language & Literacy Coach 3000-3999: Employee Benefits Supplemental and Concentration \$21,847</p>
<p>2. Monitor student's acquisition of English Language through purchase and implementation of a Language Assessment tool</p> <p>Language acquisition progress will be monitored through the administration of required state assessments as well as district identified benchmarks. District Language Assessors will work with site EL Coordinators to ensure all EL Learners are making progress and that they are monitored to meet all compliance requirements.</p> <p>A monitoring tool specifically for use with English Learners will be purchased.</p>	Districtwide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Language Assessors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,044</p> <p>Language Assessors 3000-3999: Employee Benefits Supplemental and Concentration \$8,624</p> <p>Language Assessors Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,609</p> <p>Language Assessors Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$511</p> <p>Formative Assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,480</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>1. AMAO 1 - Percentage of ELs Making Annual Progress in Learning English as measured by the CELDT or LPAC will increase by 2% each year</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT or ELPAC will increase by 4% each year</p> <p>2. Based on our previous year’s reclassification percentage, we will evaluate our instructional strategies to continue to increase our reclassification percentage.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. EL Master Plan implementation. Please see the attached timeline</p> <p>The English Language & Literacy Coach will assist principals and teachers with progress monitoring and instructional practice, and provide parent education opportunities to support language acquisition and student achievement.</p> <p>Coaches will provide professional development opportunities to teachers in the area of ELD standards and effective research-based EL strategies to increase learning</p>	Districtwide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>API Coaches 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$150,992</p> <p>API Coaches 25% 3000-3999: Employee Benefits Supplemental and Concentration \$54,739</p> <p>English Language & Literacy Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$64,462</p> <p>English Language & Literacy Coach 3000-3999: Employee Benefits Supplemental and Concentration \$21,506</p>
<p>2. Monitor student’s acquisition of English Language through purchase and implementation of a Language Assessment tool</p> <p>Language acquisition progress will be monitored through the administration of required state assessments as well as district identified benchmarks. District Language Assessors will work with site EL Coordinators to ensure all EL Learners are making progress and that they are monitored to meet all compliance requirements.</p> <p>A monitoring tool specifically for use with English Learners will be purchased.</p>	Districtwide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Language Assessors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$28,313</p> <p>Language Assessors 3000-3999: Employee Benefits Supplemental and Concentration \$9,055</p> <p>Language Assessors Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,689</p> <p>Language Assessors Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$536</p> <p>Formative Assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,979</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal 1 As a result of stake-holder input and data analysis we have determined to address the following goal: Improve student achievement in English Language Arts and Mathematics so that all students graduate from high school with the skills necessary to enter college or pursue the career of their choice including technology use and integration</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All district schools ----- Applicable Pupil Subgroups: Although the District will focus on all students, this goal pertains to the following subgroups: English Language Learners Socio-Economically Disadvantaged Homeless & Foster Youth Students with Disabilities</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Alignment Students will receive instruction that is increasingly aligned to the Common Core State Standards. Teacher Capacity: All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards. 2. Staffing: Students will be taught by highly qualified teachers as evidenced by annual credential audit. Students in Kindergarten will be in classrooms with an increasingly reduced student to adult ratio. 3. Achievement: a. Students cohorts in grades K-8 will improve 5% on designated district assessments each year. b. Students will meet state standards as indicated by state & local district assessments: Math & ELA Benchmarks</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1. All instructional staff (certificated and classified) received multiple opportunities to participate in Professional Development that was aligned to the full implementation and teaching of the CCSS. 100% of TK-6 staff participated in at least 3 cycles of ELA/ELD CCSS Unit Planning and strategy development 100% of TK-6 staff participated in at least 3 cycles of Math Standards for Mathematical Practice, Mathematical problem solving, Talk Moves and Talk Structures 100% of all 7-8th ELA, Math & Science teachers participated in 2 days of PD 2. Staffing: 100% of TK-6 Teachers met HQT status 99% of single subject 9-12 teachers in English met HQT status 92% of single subject 9-12 teachers in Science met HQT status 3. Achievement: Local CCSS ELA Benchmarks indicate that:</p>

<p>SBAC Assessments c. 60% of all students will show proficiency in English Language Arts and Math using CA Assessment of Student Performance (CAASPP) and locally developed benchmark assessments.</p> <p>Positive progress based on previous year's data.</p>	<p>48% of 2nd graders are proficient or above 45% of 3rd graders are proficient or above 21% of 4th graders are proficient or above 41% of 5th graders are proficient or above 31% of 6th graders are proficient or above</p> <p>Local CCSS Math Benchmarks indicate that: 88% of Kindergartners are proficient or above 74% of 1st graders are proficient or above 61% of 2nd graders are proficient or above 54% of 3rd graders are proficient or above 24% of 4th graders are proficient or above 22% of 5th graders are proficient or above 29% of 6th graders are proficient or above</p> <p>STAR Reading Assessments indicate that 26% of 7th graders are Near/At/Above Grade Level STAR Reading Assessments indicate that 15% of 8th graders are Near/At/Above Grade Level</p> <p>2015-2016 CAASPP results are not available at this time</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide administrators, teachers and staff the appropriate training and materials to ensure that the CCSS are implemented and students have access in English Language Arts and Mathematics	TCOE Consultant Contracts 5800: Professional/Consulting Services And Operating Expenditures Title I \$100,000	Professional Development was offered to all levels of staff - Administration, Certificated, Confidential and Classified. The Tulare County Office of Education consultants worked with teachers in the following ways: 1. TK-6 grade teachers each had 2.5 days of ELA training per grade level specifically addressing the writing text type standards, the language standards, and the reading for	TCOE Consultant Contracts 5800: Professional/Consulting Services And Operating Expenditures Title I \$100,000
	Communications 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,100		District Director Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$7,355
	District Director Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$19,500		District Director Support for planning and implementation of PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000
	District Director Support for planning		

	<p>and implementation of PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$41,248</p> <p>Classified personnel support for implementation of CCSS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,427</p> <p>District Director Support for Curriculum implementation & PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$29,275</p> <p>District Director Support for Curriculum implementation & PD 3000-3999: Employee Benefits Supplemental and Concentration \$7,893</p> <p>Increase copy & supply costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$76,500</p> <p>District Director and Classified Personnel to implement PD 3000-3999: Employee Benefits Supplemental and Concentration \$26,487</p>	<p>information standards.</p> <p>2. TK-6 teachers each had 2.5 days of Math training that addressed higher cognitive demand math tasks and problem solving strategies.</p> <p>3. 7-12 English teachers had a series of training and planning days where reading and writing strategies were shared to support close reading and argument writing. Work around use of the state interim assessment system was also included.</p> <p>4. 7-12 Math teachers each participated in a series of training and planning days to assist with the shift to integrated math courses. Work around use of the state interim assessment system was also included.</p> <p>5. A TCOE History-Social Science consultant also provided 3 days of training in grades 7-12 to improve content literacy instruction and help our students have access to the ELA standards.</p> <p>6. A TCOE science consultant provided 3 days of training in grades 7-12 on the NGSS standards and how to support content literacy.</p> <p>7. Administration was supported by TCOE through Admin. Math and ELA chats periodically through-out the year to build leadership capacity around the ELA and Math standards.</p> <p>Additionally, several mentor texts per grade level teacher in grades TK-6 were purchased to support work around the CCSS Language standards.</p>	<p>District Director Support for planning and implementation of PD 3000-3999: Employee Benefits Supplemental and Concentration \$13,000</p> <p>Classified personnel support for implementation of CCSS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$29,000</p> <p>Classified personnel support for implementation of CCSS 3000-3999: Employee Benefits Supplemental and Concentration \$15,500</p> <p>District Director Support for Curriculum implementation & PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,000</p> <p>District Director Support for Curriculum implementation & PD 3000-3999: Employee Benefits Supplemental and Concentration \$8,300</p>
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		<p>ELA model mini-units were created by TCOE consultants and copied for each teacher in grades TK-6.</p>	
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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>2. Provide site based coaching and lesson development support for staff in order to improve instruction across all curricular areas.</p>	<p>Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$303,922</p> <p>Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 3000-3999: Employee Benefits Supplemental and Concentration \$123,611</p>	<p>Both District and site based coaches met monthly to develop a plan of action for the district as a whole and for their specific sites.</p> <p>District level coaches provided support to site based coaches who work directly with teachers in classrooms. District level coaches provide much of the district level PD.</p> <p>District and site coaches provided support to teachers in the following ways:</p> <ol style="list-style-type: none"> 1. Created and trained a writing calibration protocol to use with district writing performance tasks given at each trimester 2. Created informational and opinion/argument writing performance tasks that align with CCSS-ELA writing standards. 	<p>Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$361,755</p> <p>Academic Coaches to provide support and ongoing training on effective teaching strategies for English Learners, SED, Foster Youth and SPED students 3000-3999: Employee Benefits Supplemental and Concentration \$122,438</p>

3. Supported guided reading and multi-sensory phonics instruction in grades K-1 through coaching cycles
4. Trained and modeled administration of the DRA reading assessment in grades K-1.
5. Supported the use of Achieve 3000 in grades 3-6 through analyzing student performance reports, meeting with teachers, and student incentives
6. Supported reading intervention teachers in grades K-6
7. Trained and facilitated site grade level PLCs in using the new state interim assessments in ELA and Math including using the prep and check sets
8. Supported the emphasis on writing K-6 through coaching cycles in the classrooms
9. Created and trained a Math Chapter Planning protocol for grades 3-6 which helped teachers identify the learning targets of each chapter and analyze whether the rigor of the textbook chapter matched the rigor of the SBAC item specifications
10. Facilitated site, grade level Math lesson studies
11. Facilitated book studies at sites around ELA or Math instructional practice
12. Supported new teachers with classroom management, cooperative learning, close reading strategies,

		<p>guided reading strategies, and other topics previously focused on in Dinuba</p> <p>13. Trained and supported instructional aides in providing high quality literacy intervention consistently</p>	
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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. Provide Before & After School intervention opportunities for students who are not meeting proficiency</p>	<p>CHOICES After School Program w/ TCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$21,420</p> <p>Teachers Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,000</p> <p>Classified Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000</p> <p>Teacher & Classified Salaries 3000-3999: Employee Benefits Supplemental and Concentration \$15,869</p>	<p>All Elementary sites and the Middle School have Choices programs available to students. All sites were at full capacity. The Director Of Instructional Services works closely with the Choices staff to ensure our students are receiving top quality instruction and support.</p>	<p>CHOICES After School Program w/ TCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$21,420</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service Districtwide</p> <hr/> <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>4. Provide Summer School opportunities for students needing extra support and remediation</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries Title I \$180,000 Classified Staff 2000-2999: Classified Personnel Salaries Title I \$40,000 Certificated and Classified 3000-3999: Employee Benefits Title I \$20,000 Materials & Supplies 4000-4999: Books And Supplies Title I \$10,000</p>	<p>9th-12th grade classes were offered for the following reasons: Courses offered for all students who failed a course Courses offered for students wanting to take an additional elective during the school year Courses offered for students who are in need of intervention 528 students attended the 18 day summer school TK-8th Grade classes were offered to students who were identified as not meeting reading benchmark goals 347 students attended the 15 day summer school</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries Title I \$185,000 Classified Staff 2000-2999: Classified Personnel Salaries Title I \$23,500 Employee Benefits 3000-3999: Employee Benefits Title I \$33,000 Materials & Supplies 4000-4999: Books And Supplies Title I \$9,400</p>
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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>5. Create CTE Academies that address the needs of students. K-8 students will be surveyed and</p>	<p>Release Planning time (prep buyouts) 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>Dinuba High School continues to offer a Medical Academy (MED) as well as a Engineering and Construction Academy</p>	<p>CTE 7-12 Counselor and New Job Developer 1000-1999: Certificated Personnel Salaries Supplemental and</p>

<p>introduced to career pathways in the elementary years in-order to develop pathways of interest.</p>	<p>and Concentration \$30,452</p>	<p>(ECM) 147 students were enrolled in the ECM Academy 171 students were enrolled in the MED Academy</p>	<p>Concentration \$95,593</p>
	<p>CTE 7-12 Counselor and New Job Developer 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$142,150</p>	<p>The auto shop, welding shop and engineering labs were modernized this past year with equipment purchased specifically for the academies and pathways. More equipment will be purchased this coming year to complete the needed upgrades and modifications.</p>	<p>CTE 7-12 Counselor and New Job Developer 3000-3999: Employee Benefits Supplemental and Concentration \$31,681</p>
	<p>Release Planning time (prep buyouts) 3000-3999: Employee Benefits Supplemental and Concentration \$8,383</p>	<p>The College and Career Coordinator worked across the district to bring awareness of the academies and pathways and to build connections with community partners. A Career Day was held at the Middle School to bring awareness of the jobs available and to introduce 7th and 8th graders to courses at DHS.</p>	<p>Engineering & Construction Academy 4000-4999: Books And Supplies Supplemental and Concentration \$14,800</p>
	<p>Engineering & Construction Academy 4000-4999: Books And Supplies Supplemental and Concentration \$60,000</p>	<p>Teachers at DHS lead many after school clubs connected to the academies and encourage students to seek academic support through after school interventions.</p>	<p>Engineering & Construction Academy 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000</p>
	<p>Medway Pathway 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p>	<p>Naviance software was introduced at Washington Middle School to help prepare students for high school and career planning. All 458 8th graders were assigned Naviance accounts and an introduction to Naviance was provided.</p>	<p>Medway Pathway 4000-4999: Books And Supplies Supplemental and Concentration \$2,400</p>
	<p>Expand CTE Equipment for 21st Century Learning 6000-6999: Capital Outlay Supplemental and Concentration \$500,000</p>	<p>98 5th-7th grade students participated in a Summer Bridge program for career exploration at DHS. Instruction was provided by Academy and Pathway instructors.</p>	<p>Expand CTE Equipment for 21st Century Learning 4000-4999: Books And Supplies Supplemental and Concentration \$247,643</p>
	<p>CTE 7-12 Counselor and New Job Developer 3000-3999: Employee Benefits Supplemental and Concentration \$49,897</p>		<p>Expand CTE Equipment for 21st Century Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,600</p>
	<p>Expansion of Vocational Classes through Valley ROP JPA 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$120,000</p>		<p>Expand CTE Equipment for 21st Century Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$171,000</p>
		<p>Expand CTE Equipment for 21st Century Learning 6000-6999: Capital Outlay Supplemental and Concentration \$280,200</p>	
		<p>Medway Pathway 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,900</p>	

<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</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><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>6. Improved Technology Implementation</p>	<p>Upgrade infrastructure to support additional technology 7000-7439: Other Outgo Supplemental and Concentration \$815,298</p> <p>Technology Support Staff - 3 positions 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$136,620</p> <p>Supplemental Technology Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$133,003</p> <p>Technology Support Staff - 3 positions 3000-3999: Employee Benefits Supplemental and Concentration \$75,922</p>	<p>Major networking projects were completed this past year at DHS, Grand View and Sierra Vista and Jefferson</p> <p>Over 2000 Chromebooks were added to the district inventory. Other tech devices added included: Document Cameras, TV's, Projectors, and Desktop Computers.</p> <p>A new IT support position was added to help keep up with the increase in devices and to ensure all students have access to them.</p>	<p>Upgrade infrastructure to support additional technology 7000-7439: Other Outgo Supplemental and Concentration \$432,977</p> <p>Technology Support Staff - 3 positions 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$69,311</p> <p>Supplemental Technology Contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$88,195</p> <p>Technology Support Staff - 3 positions 3000-3999: Employee Benefits Supplemental and Concentration \$37,539</p> <p>Upgrade infrastructure to support additional technology 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$968,846</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Reduce student to adult ratio in kindergarten</p>	<p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$205,000</p> <p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1- 3000-3999: Employee Benefits Supplemental and Concentration \$72,985</p>	<p>All TK & Kinder classrooms were provided with a 3 hour IA to help reduce the student to adult ratio in these classrooms.</p> <p>Certificated push-In teachers were hired at all 6 elementary sites to provide ongoing intervention services that the IAs had previously been providing to 1st-6th grade students. Having certificated staff provide intervention and literacy instructional support has improved the success of our program.</p>	<p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$266,629</p> <p>Move IAs to Kinder, Hire "Push-in" Teachers for grades 1-6 3000-3999: Employee Benefits Supplemental and Concentration \$82,699</p>
<p>Scope of Service</p> <p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</p>		<p>Scope of Service</p> <p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</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><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>8. Hire only teachers who meet HQT status or equivalent</p>	<p>Selection & Recruitment Activities 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>	<p>The Personnel Department made an effort to hire early and recruit only HQT staff. Unfortunately single subject teachers are difficult to find so several new hires were interns or teachers not fully credentialed and had to be placed</p>	<p>Selection & Recruitment Activities 4000-4999: Books And Supplies Supplemental and Concentration \$19,000</p> <p>Selection & Recruitment Activities</p>

		as a STP or PIP. Those not fully credentialed were provided mentors and monitored throughout the year for progress in completing coursework.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000				
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Scope of Service	Districtwide						
Scope of Service	Districtwide						
<p>9. Support Gifted & Talented Education Program</p>	<p>GATE Teacher salary - 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$23,867</p> <p>GATE Teacher salary - 25% 3000-3999: Employee Benefits Supplemental and Concentration \$7,559</p> <p>Gate Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	<p>The Elementary GATE program continues to grow. Students participate in a weekly pull-out program. Students participated in History Day and Word Masters. The number of students going on to state competitions continues to grow. This year 20 students in grades 3-12 went to the State History Day competition with 2 making it to the finals.</p>	<p>GATE Teacher salary - 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,369</p> <p>GATE Teacher salary - 25% 3000-3999: Employee Benefits Supplemental and Concentration \$7,437</p> <p>Gate Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0.00</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table> <hr/> <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)	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Scope of Service	Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson	
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Scope of Service	Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson						

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
10. Provide library support services	Library Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$46,450 Hire Library Media Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,696 Library Media Specialist Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$24,304 Library Aides 3000-3999: Employee Benefits Supplemental and Concentration \$13,293	All sites were staffed by library Aides. The Library Media Teacher was not hired during the 2015-16 school year as planned. This position was filled in late May and the Library Media Teacher will begin in August. All libraries were accessible to students throughout the school day.	Library Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$53,278 Hire Library Media Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00 Library Media Specialist Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$16,846
Scope of Service: Districtwide <hr/> <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)		Scope of Service: Districtwide <hr/> <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)	
11. Provide collaboration time for TK-6th grade teachers. TK-6th grade teachers are provided release time for collaboration via Elementary PE Teachers assigned to each TK-6 school	Certificated PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$235,863 Certificated PE Teachers 3000-3999: Employee Benefits Supplemental and Concentration \$93,092.11 Classified PE Staff 3000-3999: Employee Benefits Supplemental and Concentration \$40,500	All TK-6th grade teachers received weekly collaboration time to review data, unit plan and develop assessments. The PE/VAPA team provided the release time so teachers could focus on the instructional needs of their students. Students benefit from this model due to the increased physical activity they receive.	Certificated PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,000 Certificated PE Teachers 3000-3999: Employee Benefits Supplemental and Concentration \$7,993 Classified PE Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,412

<p>Scope of Service</p> <p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</p>		<p>Scope of Service</p> <p>Schoolwide: Grand View Jefferson Kennedy Lincoln Roosevelt Wilson</p>	
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<p>12. Provide staff development to enhance the skills of both new and veteran teachers and staff.</p>	<p>District wide PD to improve instructional practices and ensure positive school climate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,268,834</p> <p>District wide PD to improve instructional practices and ensure positive school climate 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$69,234</p> <p>District wide PD to improve instructional practices and ensure positive school climate 3000-3999: Employee Benefits Supplemental and Concentration \$393,792</p>	<p>The Director of Curriculum provided a wide range of professional development activities for all staff. In addition to the 3 days negotiated specifically for increasing PD, many staff attended TCOE workshops, state or county conferences and online training.</p> <p>TCOE Consultants also provided ongoing PD for all core subject areas in TK-12; See detailed list in Planned Action 1.</p> <p>The Director of Curriculum leveraged the coaches listed in Item 2 to facilitate site based staff development for new and veteran teachers and staff. See detailed list in Planned Action 2 above.</p> <p>The Director of Curriculum provided training to site administrators in the following areas:</p> <p>1. How to analyze Math and Reading data and support teachers in that analysis</p>	<p>District wide PD to improve instructional practices and ensure positive school climate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$891,047</p> <p>District wide PD to improve instructional practices and ensure positive school climate 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,084</p> <p>District wide PD to improve instructional practices and ensure positive school climate 3000-3999: Employee Benefits Supplemental and Concentration \$221,348</p>

		<p>2. How to monitor and motivate students and teachers using Achieve 3000 to improve student literacy levels</p> <p>3. How to effectively use the prep and check sets included in the interim assessments to build a clearer understanding of the SBAC claims and the ELA/Math standards</p> <p>4. How to effectively facilitate the use of a Math Chapter Planning protocol to build a clearer understanding of the SBAC claims and the Math standards</p> <p>5. How poverty impacts learning and what schools can do about it using Eric Jensen's work</p>	
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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>13. Provide allocations to schools in order to implement the SPSA whose goals are aligned to the District LCAP</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$813,163</p> <p>\$100 per CBEDS for Instructional Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration \$665,400</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>	<p>School sites were provided the opportunity to meet the unique needs of each specific site. School administration included their staff leadership teams to develop priorities. In addition, school site councils were advised of expenditures and expenditures were listed on School site plans. Expenditures varied by site but included supplemental instructional supplies such as books for early</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$293,065</p> <p>\$100 per CBEDS for Instructional Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration \$773,198</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

	<p>\$124,911</p> <p>Classified Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$413,826</p> <p>Certificated and Classified Salary 3000-3999: Employee Benefits Supplemental and Concentration \$183,423</p> <p>Parent Involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,750</p> <p>Parent Involvement 3000-3999: Employee Benefits Supplemental and Concentration \$4,564</p> <p>Parent Involvement 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p> <p>Competition Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$32,500</p> <p>Copier Costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$136,600</p>	<p>literacy, additional technology for students, additional personnel to support students struggling academically and emotionally. Expenses also included rewards for academic achievement as well as for meeting behavioral expectations.</p> <p>Sites also support parent involvement activities, student participation in competitions such as Spelling Bees, Poetry & Prose, Instructional Assistants, school culture building work and site based staff professional development.</p>	<p>\$95,000</p> <p>Classified Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$352,326</p> <p>Certificated and Classified Salary 3000-3999: Employee Benefits Supplemental and Concentration \$148,200</p> <p>Parent Involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,000</p> <p>Parent Involvement 3000-3999: Employee Benefits Supplemental and Concentration \$11,760</p> <p>Parent Involvement 4000-4999: Books And Supplies Supplemental and Concentration \$26,500</p> <p>Competition Travel 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$7,500</p> <p>Copier Costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$90,264</p>
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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</p>		<p>We will continue to refine the actions within Goal 1 as described above. Due to a need for increased student success, we will continue our work with TCOE consultants to work with our instructional staff in English Language Arts and math. Services will</p>	

made as a result of reviewing past progress and/or changes to goals?

be added specifically for English Language Development coaching for staff to improve our instruction in this critical area. The district continues to review and change summer school in order to better meet the needs of all students by moving from a strictly remedial program to a balance of remediation and enrichment. A Director of Information Technology will be hired to support the increase in technology devices and to maintain the infrastructure needed to keep all technology working and accessible.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 2 As a result of stakeholder input and data analysis we have determined to focus on the following goal: Ensure all facilities are in good repair and provide a safe environment for students, staff and parents and promote a sense of pride in all schools.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: All Dinuba Unified schools	-----
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	1. Achieve a score of Good on the Facility Inspection Report in seven (7) of eight (8) categories A. Systems B. Interior C. Cleanliness D. Electrical E. Restrooms & Fountains F. Safety G. Structural H. External 2. There will be a 3% fiscal set aside for routine restricted maintenance, plus additional funds for deferred maintenance 3. Possibly construct or acquire additional instructional space to alleviate overcrowding at current sites.	Actual Annual Measurable Outcomes:	1. All schools achieved a score of Good on the FIT in at least 7 of the 8 areas. 2. \$408,000 was set aside for deferred maintenance \$1,853,179 was set-a-side into restricted maintenance 3. No new space was acquired but 12 temporary portables were installed on the DHS campus to provide for additional housing.
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LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide campus security	Campus Monitors for DHS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$43,816 Two School Resource Officers 5800: Professional/Consulting Services And Operating	DUSD continued their partnership with the City of Dinuba in providing 2 full-time SROs that support all schools within the district. DHS also has the added security of Campus Monitors who patrol the high school campus monitoring gates,	Campus Monitors for DHS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,804 Two School Resource Officers 5000-5999: Services And Other Operating Expenditures Other \$153,700

	<p>Expenditures Other \$153,000</p> <p>Canine Drug Detection - Interquest 5800: Professional/Consulting Services And Operating Expenditures Other \$3,630</p> <p>Campus Monitors for DHS 3000-3999: Employee Benefits Supplemental and Concentration \$50,606</p>	<p>visitors and students not in class.</p> <p>All sites have access to communication devices such as radios and telephones which keep all staff in contact with one another and provide</p> <p>A canine detection company provided random drug checks on the Middle School, High School and Alternative Education Campuses to help reduce the presence of drugs on our campuses.</p>	<p>Canine Drug Detection - Interquest 5800: Professional/Consulting Services And Operating Expenditures Other \$3,630</p> <p>Campus Monitors for DHS 3000-3999: Employee Benefits Supplemental and Concentration \$4,011</p> <p>Student Incentive Trip 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,300</p> <p>Communication Devices for Site Staff 5900: Communications Supplemental and Concentration \$23,027</p>
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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>2. Dinuba High School Extended Day student engagement activities</p>	<p>Teachers/Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000</p> <p>Teachers/Coaches 3000-3999: Employee Benefits Supplemental and Concentration \$1,166</p> <p>Supplies/Materials 4000-4999: Books And Supplies Supplemental and Concentration \$40,000</p> <p>Fishing Club Insurance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,465</p>	<p>Dinuba High School provides many extended day activities for students to participate in. Activities range from academic clubs such as HOSA, MESA, and Mock trial to athletic activities and high interest clubs such as fishing and hiking clubs. After school academic interventions were also provided to all students with an average daily attendance in intervention at 250 students.</p> <p>Many academic based clubs and organizations competed at the state level with several going on to compete Nationally (HOSA & FFA)</p>	<p>Teachers/Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000</p> <p>Teachers/Coaches 3000-3999: Employee Benefits Supplemental and Concentration \$3,000</p> <p>Supplies/Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,025</p> <p>Fishing Club Insurance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0.00</p> <p>Enrichment Field Trips/Competitions</p>

			5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,000 Enrichment Field Trips/Competitions 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$7,500				
<table border="1"> <tr> <td>Scope of Service</td> <td>Schoolwide: Dinuba High School</td> </tr> </table>	Scope of Service	Schoolwide: Dinuba High School		<table border="1"> <tr> <td>Scope of Service</td> <td>Schoolwide: Dinuba High School</td> </tr> </table>	Scope of Service	Schoolwide: Dinuba High School	
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<p>3. Repair, Maintenance and Replacement of substandard instructional facilities</p>	<p>Custodial Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$84,280</p> <p>Custodial Supervisor 3000-3999: Employee Benefits Supplemental and Concentration \$32,177</p> <p>Transfer of funds to Capital Projects 7000-7439: Other Outgo Supplemental and Concentration \$1,055,920</p>	<p>Security fences were installed at 3 elementary sites, a new custodial supervisor was hired to oversee the custodial team and implement increased expectations for facility cleanliness and maintenance.</p> <p>Monies transferred to the Deferred Maintenance Fund were used to provide needed repairs and upkeep of all instructional facilities across the district.</p>	<p>Custodial Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$52,000</p> <p>Custodial Supervisor 3000-3999: Employee Benefits Supplemental and Concentration \$26,000</p> <p>Transfer of funds to Deferred Maintenance 7000-7439: Other Outgo Supplemental and Concentration \$1,055,920</p>				
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Scope of Service	Districtwide						
Scope of Service	Districtwide						
<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</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>					

proficient _ Other Subgroups: (Specify)		_ 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 Facilities Master Plan recommends that a new high school be built. The district is in current negotiations for property to build the new school. In the interim we will look for alternative housing for CTE programs that can be held off campus (Child Development & Teacher Education). As our elementary sites continue to grow there is a need for expanded multi-purpose space, administration spaces and additional classroom spaces.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Goal 3 As a result of stakeholder input and data analysis we have determined to focus on the following goal: Support the social-emotional health of students by providing appropriate supports and services, use evidence based protocols to improve behavioral practices (PBIS) to reduce suspensions and expulsions and improve pupil attendance and truancy rates.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups: Although the District will focus on all students, this goal pertains to the following subgroups: English Language Learners Socio-Economically Disadvantaged Homeless and Foster Youth Students with Disabilities</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Graduation rates will increase by: .5% at Dinuba High School 2% at Sierra Vista & Ronald Reagan 2. Dropout rates will decrease by 2% district-wide 3. Suspension/ expulsion rates will decrease by 3% 4. Average Daily Attendance Goal = 97% 5. SARB Referrals will decrease 5% from previous year 6. (CHKS tested every 2 years - no results this year) 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Graduation Rates: The cohort graduation rate for DUSD rose from 94.5% to 96.8% The cohort graduation rate for DHS rose from 98.7% to 99% in 2014-15 The cohort graduation rate for Ronald Reagan Independent Study rose from 79.1% to 87.2% in 2014-215 2. Dropout rates for DUSD remained the same at 1.4% 3. The suspension rate for DUSD dropped from 3.5% to 3.2% The expulsion rate dropped from .2% to .1% 4. Average Daily Attendance Rate = 96.72% 5. Truancy rates rose from 9.04% to 10.41% 6. 15-16 California Healthy Kids report highlighted some areas of concern such as: 32% of 9th and 11th graders feel sad and hopeless 16% of students had seen a weapon on campus

		<p>31% of 9th & 11th graders report using drugs or alcohol 29% have experienced bullying or harassment The same survey also reported: 40% of all students have a strong feeling of connectedness to their school 32% report having strong caring relationships with adults 40% reported that there are high expectations set for them 64% perceive our schools to be very safe</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. DUSD will maintain centralized Learning & Guidance Services	Case Manager Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$111,825	The team worked with assigned case loads of students and families. The LGSSS Center staff worked to link families to school and outside agencies as needed as well as develop programs to help increase student achievement. The LGSSS Center staff worked closely with the Director of Student Services and school site staff to insure services were coordinated among all departments. The Licensed Clinical Social Workers provided the following services to identified elementary sites: Case load management of students who are determined having a difficult time connecting to school either by attendance or behavior concerns by school staff. Worked to help engage families in their child's education through:translation support, connecting families to outside agencies for social/emotional, building a report with families so they feel comfortable in	Case Manager Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$115,492
	Continue student mentorship program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$160,000		Case Manager Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,364
	Supplies & Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$7,000		Case Manager Staff 3000-3999: Employee Benefits Supplemental and Concentration \$62,203
	Substance Abuse Prevention & Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000		Services to LGSS Center 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$155
	Intake Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$39,388		Student Mentorship Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$171,600
	Case Mangers and Intake Staff 3000-3999: Employee Benefits		

	<p>Supplemental and Concentration \$61,364</p> <p>Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000</p>	<p>the school environment. The team will continue to be assigned case loads of students to monitor and work with families.</p>	
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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>2. Monitor student attendance & truancy</p>	<p>Site & District based Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$204,374</p> <p>Site & District based Community Liaisons 3000-3999: Employee Benefits Supplemental and Concentration \$159,956</p>	<p>Community Liaisons provide support to each school site in increasing student attendance and increasing parent participation and communication. Daily calls are made to students who are absent and parents are reminded of the importance of regular school attendance. Community Liaisons work with the site administration to identify students with chronic absenteeism issues and make the appropriate referrals to SARB, CARB and the LGSSS Center for counseling and family support services.</p>	<p>Site & District based Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$207,711</p> <p>Site & District based Community Liaisons 3000-3999: Employee Benefits Supplemental and Concentration \$171,594</p>
<p>Scope of Service Districtwide</p> <hr/> <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</p>		<p>Scope of Service Districtwide</p> <hr/> <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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
3. Provide counseling services	Turning Point Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000 Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,942 Psychologist 3000-3999: Employee Benefits Supplemental and Concentration \$25,518	Dinuba Unified continued to use the services of Turning Point to provide counseling services to students identified to be experimenting and/or using drugs and alcohol. A new school psychologist was added this past year to help manage the increased case load of students with behavioral challenges.	Turning Point Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,472 Psychologist 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$78,174 Psychologist 3000-3999: Employee Benefits Supplemental and Concentration \$25,701
Scope of Service Districtwide <hr/> <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)		Scope of Service Districtwide <hr/> <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)	
4. Decrease student discipline referrals	Continue PBIS Implementation/Awards & Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$34,000	DUSD continues to fully support all sites in the implementation of a high quality PBIS system at each site. All sites have identified support teams that work with staff to implement a coherent PBIS program. All staff attend training and have set goals to decrease student discipline referrals. Sites are using the program SWISS to record and monitor student behaviors.	Continue PBIS Implementation/Awards & Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$208 Continue PBIS Implementation/Awards & Incentives 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,145
Scope of Service Districtwide <hr/> <input checked="" type="checkbox"/> All		Scope of Service Districtwide <hr/> <input checked="" type="checkbox"/> All	

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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>Based on the overall positive results achieved DUSD will continue the services provided by the LGSSS Center. The addition of a 3rd social worker is being considered to assist sites in providing support for chronically absent/tardy students and to work with their families to resolve attendance problems. The LGSSS Center has outgrown it's current location and will be moved to another location within the district to allow more room for additional staff and student and family counseling.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original Goal 4 from prior year LCAP:	<p>Goal 4 As a result of stakeholder input and data analysis we have determined to focus on the following goal: Improve parent participation, engagement and increase the learning opportunities for parents so that they are better equipped to support the learning of their students.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
Goal Applies to:	<p>Schools: All Dinuba Unified Schools</p> <p>Applicable Pupil Subgroups: Although the District will focus on all students, this goal pertains to the following subgroups: English Language Learners Socio-Economically Disadvantaged Homeless and Foster Youth</p>		
Expected Annual Measurable Outcomes:	<p>1. Expand opportunities for parent/ community input through additional surveys/meetings Increase of 5% in parent participation in workshops and programs such as PIQE & PEP</p> <p>2. Participation in Parent Conferences, Parent Learning Opportunities and Events</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Over 263 parents participated in one or more of the FCOE parent workshops. Surveys on effectiveness reported mixed success. Overall parents reported content was good but method of presentation was difficult to follow.</p> <p>2. All elementary sites report 95%+ attendance for 1st Trimester Parent teacher conferences. Attendance and participation in ELAC and SSC meetings remains low.</p>	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide Parent Engagement workshops and trainings. All district and school committees such as ELAC, SSC, DELAC, DAC and GATE Advisory will be provided	FCOE Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	The contract with FCOE Parent Services Center provided workshops at all sites across the district. A parent survey given in the fall helped to identify the needs at each site.	FCOE Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000

<p>training on the roles and responsibilities of committee members. A needs assessment will also be done to determine the best practices for increasing parent involvement and engagement.</p>	<p>\$51,593 District Newsletter 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,800</p>	<p>Personnel from the Parent Services Center provide the workshops and trainings. Feedback from staff and parents is mixed. The topics are appropriate but the manner in which the workshops are delivered is not as effective as some would like. We are looking into other avenues of training parents and engaging them in the education of their children.</p>	<p>Parent Meetings 4000-4999: Books And Supplies Supplemental and Concentration \$2,000 District Newsletter 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,400</p>
<p>Scope of Service: Districtwide</p> <hr/> <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>Scope of Service: Districtwide</p> <hr/> <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>DUSD is researching other Parent Engagement programs and will be adding to the variety of offerings in the 2016-2017 school year. Parenting Partners will provide a Trainer of Trainers model to school site staffs and select parents who will in-turn train other parents. The focus of the Parenting Partners workshops are to build parent capacity to be involved in their child's education and take an active role in positive parenting. We will continue to utilize the services of FCOE and the Parent Services Center for district-wide workshops.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Goal 5 As a result of stakeholder input and data analysis we have determined that it is necessary to: Improve the rate at which our English Learners acquire the English Language.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Dinuba Unified Schools ----- Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	1. EL students will advance one proficiency level on the CELDT or LPAC until reclassification occurs. 2. Based on our previous year's reclassification percentage, we will evaluate our instructional strategies to continue to increase our reclassification percentage. 3. Annual Reclassification Rate of Students in the District > 3 Years = 25% using new reclassification criteria using the current Language assessment (CELDT or LPAC)	Actual Annual Measurable Outcomes: 1. Total number of reclassified students in 2015-16 was 119 or 5.7%. This is a significant drop from the previous year of 13.5%. AMAO 1 rates dropped from 52.2% to 50.3% AMAO 2 rates for students less than 5 years rose from 22.8% to 24.2% AMAO 2 rates for students more than 5 years dropped from 40.8% to 36.8% 2. ELD strategies professional development provided (no true metric established - will revise in 16-17) 3. Reclassification data reviewed by ELACs and DELAC - reclassification dropped in 15-16 school year to 4.5% from 11.2% in 14-15.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. EL Master Plan implementation. Please see the attached timeline	API Coaches 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$101,307 English Language & Literacy Coach & ELA Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	The EL Master Plan was distributed to all site staff, ELAC and DELAC parents and posted on the district website. A timeline for full implementation was developed and shared across the district. An English language and Literacy Coach was hired to provide supportive	API Coaches 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,585 API Coaches 25% 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,812

	<p>\$108,312</p> <p>API Coaches 25% 3000-3999: Employee Benefits Supplemental and Concentration \$41,204</p> <p>English Language & Literacy Coach & ELA Coach 3000-3999: Employee Benefits Supplemental and Concentration \$38,186</p>	<p>services to staff who work with EL students.</p> <p>Consultation with site admin was done to ensure accurate placement of all EL students at the beginning of the school year.</p> <p>The English language and literacy coach specifically targeted new teachers who were teaching designated ELD and facilitated one to two week long coaching cycles around the designated ELD.</p> <p>The coach also supported new primary teachers with effective literacy instruction for English learners by completing one to two week coaching cycles.</p>	<p>English Language & Literacy Coach & ELA Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,231</p> <p>English Language & Literacy Coach & ELA Coach 3000-3999: Employee Benefits Supplemental and Concentration \$19,888</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Monitor student's acquisition of English Language through purchase and implementation of a Language Assessment tool</p>	<p>Formative Assessments 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p> <p>Two Language Assessors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,219</p>	<p>EL Assessors provide Title III compliance support in making sure all English Learners are properly assessed and placed within required timelines. It was our intention to purchase English Learner Formative Assessments and monitoring tools but this did not get</p>	<p>Formative Assessments 4000-4999: Books And Supplies Supplemental and Concentration \$0.00</p> <p>Two Language Assessors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,042</p>

	<p>Two Language Assessors 3000-3999: Employee Benefits Supplemental and Concentration \$7,404</p>	<p>done. EL students were assessed using district benchmarks and formative assessments within the ELA curriculum. We will continue to investigate and seek out an appropriate assessment for ongoing monitoring of our EL students progress throughout the year.</p>	<p>Two Language Assessors 3000-3999: Employee Benefits Supplemental and Concentration \$8,507</p> <p>Additional Language Assessment Activities 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,517</p> <p>Additional Language Assessment Activities 3000-3999: Employee Benefits Supplemental and Concentration \$483</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" 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>A review of the reclassification process will be reviewed and shared throughout the district to create consistency in use and application. More specific PD in the area of the needs of Long Term English Learners will be provided by the English Language Literacy Coach. The progress of English Learners will be monitored more closely through the use of online software (Ellevation). The Director of Instructional Services and Director of Curriculum will work together to identify an appropriate formative assessment which can be used across the district for tracking EL progress.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$12,788,006</u>
<p>Multiple funding sources (federal, state, local) are used to staff and support the programs and services found in Dinuba Unified's Local Control & Accountability Plan. The LCFF supplemental grant provided \$10,365,303 in 2015-16 toward improving and increasing programs and services identified in the LCAP. The estimated increase in Supplemental and Concentration funding for 2016-17 is \$2,422,703 with a total estimated supplemental and concentration grant entitlement of \$12,788,006 .</p>	
<p>Dinuba reports an unduplicated student count of 83.61%. With this in mind DUSD has determined that the use of Supplemental and Concentration funds in a district-wide manner is the most effective way to meet the District's goals for unduplicated students. DUSD will implement the goals and all action steps associated with these goals district-wide. All goals and actions included in the LCAP are for the benefit of all students and are intended to close the achievement gap. It is our intention to raise the achievement of levels of all students and ensure that all 6,300 plus students receive the best possible education that can be provided. Actions described within this plan are principally directed to those students in the identified sub- groups: English Learners, Foster Youth, Low Socio-Economic income students and LCFF funds are allocated to ensure their success. principally directed</p>	
<p>Following is a detailed description and justification for use of these funds:</p>	
<p>Add 3 professional development days—to provide additional training in in Common Core State Standards and Standards implementation so teacher are better prepared to work with students who are English learners, low income and students with learning needs to insure that these students access Common Core standards. These days were negotiated into the contract.</p>	
<p>Provide additional professional development for certificated and classified staff—to provide staff with increased training outside of work hours to best be prepared to work with and improve the learning opportunities for English learners, students with learning needs, and students who are low income</p>	
<p>On-site teacher instructional coaches—to provide follow up coaching and support to teachers along the teaching learning continuum, with focused work on lesson design and implementation of differentiation designed to support all students (including English learners, low income students and foster youth) in acquisition of Common Core standards</p>	
<p>Decrease teacher to student ratio in Kindergarten classes to provide more focused instruction to students who are English learners, low income, and students with learning needs to insure increased opportunities for academic success.</p>	
<p>Hire Instructional Support teachers to provide focused intervention for students including those who are English learners, low income and foster youth to increase involvement</p>	

and interest in educational opportunities and success.

Maintain two social workers and case manager to assist students and families who are low income and those with learning needs with mental health and social services designed to support them in the learning environment

Add one teacher librarian to provide additional support to all K-12 schools in providing information literacy for low income, English learners and students with learning needs

Continue to support the college and career counselor to provide enhanced services for students throughout the district families that are low income, English learner and foster youth that will increase their opportunities for college and career readiness and access

Increase technology support for all schools to ensure that students have access to computer instruction including English learner and foster youth so that all students, and particularly target populations, develop the skills needed to succeed in the new Common Core State Standards for technology and for career and 21st Century skills.

Hire Director of Information Technology to support implementation of technology plan & services

Increase parent education and engagement opportunities for families —provide additional educational opportunities for families with a focus on families of low income and English learner students to engage them in supporting their students to succeed and increase their knowledge of the Common Core State Standards to better support student success

Increase substitute teacher training and recruitment efforts in order to attract higher quality substitute teachers and build our pool so that teachers can be released for professional development training and students maintain quality instruction

Hire bilingual paraprofessionals in classrooms with higher concentrations of English learners to better support primary language literacy and the support of language skills transfer to English that are a requirement of the new Common Core English Language Development and English Language Arts Standards

Continue to maintain school facilities LEA-Wide to ensure they are in good repair

Expansion of ROP programs

Support site collaboration

Our goal is to completely eliminate the achievement gap. It is our moral imperative. It is imperative that we provide an opportunity for all our students, including our EL students, foster youth, and low socio-economically disadvantaged students to break through the generational poverty that has gripped our community for so many years. Education provides the venue for this realization. It is our intent that Dinuba's LCAP clearly articulates how to realize our moral imperative for ALL students. In DUSD, we believe in our students and have a tremendous commitment to their success.

- 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).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

25.3	%
7	

Using the calculation tool provided by the state, Dinuba Unified School District has calculated that it will receive \$12,788,006 in Supplemental and Concentration Funds under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 25.37%, Dinuba Unified has demonstrated the district is meeting its minimum proportionality requirement by planned expenditure of the total 2016-17 Supplemental and Concentration funding. The services below will increase services to these students:

Add 3 professional development days for all teachers making our work year 185 days. Professional Development will focus on core academic areas and implementation of CCSS and on English Learner achievement and language proficiency, professional development will be provided to K-8 and primary sites on the new ELA/ELD Framework, the ELD Standards, Academic Discourse, and the use of both Designated and Integrated ELD.

On-site teacher coaches

Provide District ELD Coach

Reduce student to adult ratio in kindergarten by placing an instructional assistant in every TK-Kinder classroom and back-filling IA positions with "Push-In" Intervention teachers

Maintain social workers and case manager and add an additional social worker and psychologist

A Library Media Specialist will support low-income and ELL students by providing access to high interest books, The Library Media Specialist will also provide library clerks/technicians at all school sites with additional training to ensure that all students have access to high interest books and materials. They will also serve as a resource to teachers in the use of technology for research purposes and and project based learning.

Maintain the College and Career Coordinator & add a Job Development Specialist

Add bilingual paraprofessionals

Increase technology support

Parent Workshops - A portion of these workshops will provide training and support for English learner parents based on their needs. Fresno County office of Ed and Parenting Partners will provide workshops and trainings for parents and assist DUSD in getting parents engaged in the education of their children.

Our goal is to completely eliminate the achievement gap. It is our moral imperative. It is imperative that we provide an opportunity for all our students, including our EL students, foster youth, and low socio-economically disadvantaged students to break through the generational poverty that has gripped our community for so many years. Education provides the venue for this realization. It is our intent that Dinuba's LCAP clearly articulates how to realize our moral imperative for ALL students. In DUSD, we believe in our students and have a tremendous commitment to their success.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	11,015,408.74	9,576,509.00	13,198,006.00	15,491,769.00	15,946,455.00	44,636,230.00
Base	0.00	0.00	82,000.00	85,400.00	87,800.00	255,200.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	78,000.00	81,000.00	83,000.00	242,000.00
Other	153,003.63	157,330.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	10,512,405.11	9,068,279.00	12,788,006.00	15,075,369.00	15,525,655.00	43,389,030.00
Title I	350,000.00	350,900.00	250,000.00	250,000.00	250,000.00	750,000.00
Title II	0.00	0.00	0.00	0.00	0.00	0.00
Title III	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	11,015,408.74	9,576,509.00	13,198,006.00	15,491,769.00	15,946,455.00	44,636,230.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	78,174.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	3,151,604.00	2,398,513.00	3,289,266.00	4,056,312.00	4,247,668.00	11,593,246.00
2000-2999: Classified Personnel Salaries	1,156,384.00	949,349.00	1,390,504.00	1,576,996.00	1,640,118.00	4,607,618.00
3000-3999: Employee Benefits	1,579,155.11	1,079,128.00	1,813,445.00	2,123,115.00	2,220,057.00	6,156,617.00
4000-4999: Books And Supplies	1,717,063.00	1,400,594.00	1,461,838.00	2,814,806.00	2,533,244.00	6,809,888.00
5000-5999: Services And Other Operating Expenditures	249,700.00	362,059.00	226,598.00	309,856.00	305,560.00	842,014.00
5700-5799: Transfers Of Direct Costs	0.00	15,000.00	9,445.00	8,100.00	8,505.00	26,050.00
5800: Professional/Consulting Services And Operating Expenditures	790,284.63	1,501,568.00	3,750,852.00	3,136,004.00	3,540,353.00	10,427,209.00
5900: Communications	0.00	23,027.00	24,128.00	7,618.00	8,389.00	40,135.00
6000-6999: Capital Outlay	500,000.00	280,200.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	1,871,218.00	1,488,897.00	1,231,930.00	1,458,962.00	1,442,561.00	4,133,453.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	11,015,408.74	9,576,509.00	13,198,006.00	15,491,769.00	15,946,455.00	44,636,230.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,707,063.00	1,391,194.00	1,451,838.00	2,804,806.00	2,523,244.00	6,779,888.00
4000-4999: Books And Supplies	Title I	10,000.00	9,400.00	10,000.00	10,000.00	10,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	153,700.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	249,700.00	208,359.00	226,598.00	309,856.00	305,560.00	842,014.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	0.00	15,000.00	9,445.00	8,100.00	8,505.00	26,050.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	82,000.00	85,400.00	87,800.00	255,200.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	0.00	0.00	78,000.00	81,000.00	83,000.00	242,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	153,003.63	3,630.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	537,281.00	1,397,938.00	3,590,852.00	2,969,604.00	3,369,553.00	9,930,009.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	100,000.00	100,000.00	0.00	0.00	0.00	0.00
5900: Communications	Supplemental and Concentration	0.00	23,027.00	24,128.00	7,618.00	8,389.00	40,135.00
6000-6999: Capital Outlay	Supplemental and Concentration	500,000.00	280,200.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Supplemental and Concentration	1,871,218.00	1,488,897.00	1,231,930.00	1,458,962.00	1,442,561.00	4,133,453.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).