

Introduction:

LEA: Durham Unified
Contact: Len Foreman, Superintendent, lforeman@durhamunified.org, (530)895-4675
LCAP Year: 2016-17

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

Invitations to participate in each of our LCAP process meetings were sent to all families with students in our district via email, phone messages, principals' newsletters, postings on site and district websites and texts with all planned dates, times and locations on December 9, 2015. An additional invitation specifically for students was placed in the bulletins of Durham Intermediate School and Durham High School.

In addition, articles and ads inviting community members to participate were placed in the local newspaper.

All classified and certificated staff members as well as representatives from the classified and certificated bargaining units were invited to participate in each meeting as well via email and text message. A district-wide email and letter was sent to all certificated and classified staff containing all planned LCAP meeting dates on December 9, 2015. Follow up emails were sent one week prior to the actual LCAP meetings. These were sent on January 6, 2016, February 17, 2016 and April 20, 2016.

A reminder email and text message was sent out one week before each meeting as well as the day of meetings.

All communications were in both English and Spanish to meet the needs of all of our families.

Certificated and classified members of the DUSD staff attended and actively participated in each LCAP meeting. In addition, all certificated and classified staff participated in an anonymous online staff survey.

Staff without access to the internet at home were unable to take the survey at work in a private office at their convenience.

At the meetings stakeholders were provided with power point presentations, a summary document of the current LCAP, results of student, parent and staff surveys, and data showing student achievement by district, school site, grade level and subgroups.

Review of the 15/16 LCAP as well as a discussion of its applicability to the 16/17 LCAP was a focus of each meeting. Using the 15/16 LCAP and achievement data as a guide, priorities were established for the 16/17 LCAP.

In addition to LCAP meetings, a computer based parent survey was conducted in the community from January 11-15, 2016. Community

Participants at the first LCAP meeting discussed the goals and subgoals of the 15/16 LCAP. Principals from each site shared students achievement data and led discussions of the 15/16 goals and subgoals. Participants were asked to rank the goals and subgoals and to suggest new goals they felt would be appropriate.

The second LCAP meeting revolved around data from the parent, staff and student surveys. The results of each survey as well as comments included in the survey were discussed. These survey results were compared with results of previous surveys.

At the third meeting the discussion was about proposed changes to the current LCAP based upon achievement data and surveys. District administrators had met several times during the development process to review the LCAP, assess the viability of current services and actions and discuss possible changes. The suggestions from these administrative meetings was presented to the committee for review and discussion.

Participants provided input as to whether the current LCAP adequately addressed areas of concern within the district, provided suggestions for changes to the LCAP and approved the draft of the LCAP prior to going to the governing board for approval.

Meetings were held with students at Durham Intermediate School on May 25, 2016 and Durham High School on April 11, 2016. Survey data, school climate data and performance data were shared at the meetings. Students were encouraged to speak about what was going well at school and what could be improved from their standpoint. All students were eligible to attend these meetings.

Data shared at LCAP meetings included:

- Enrollment
- Average Daily Attendance
- Number of Computer Workstations/Tablets/Laptops
- Teacher assignments
- Availability of Standards based materials for students
- Condition of school facilities
- Williams complaints
- State standard implementation
- Elective course offerings
- Discipline data regarding suspensions and expulsions

members without computer access were invited to take the survey in a private office in the district office. Student surveys and both certificated and classified staff surveys were conducted on the same dates.

Students and staff were able to access the survey from home or from computers at any district site. The survey elicited input in the areas of school climate, academic rigor, campus safety and student/parent involvement. The results of these surveys were presented to the LCAP community group as well as School Site Councils, and the Governing Board

LCAP meetings were held on the following dates and locations

- Wednesday, January 13, 2016 at Durham Elementary School
- Wednesday, February 24, 2016 at Durham Intermediate School
- Wednesday, April 27, 2016 at Durham Unified School District Office

Child care and light refreshments were provided at each meeting. A Spanish translator was provided also.

Data shared was broken down into significant subgroups whenever possible. The three significant subgroups in Durham Unified School District are; White, Hispanic and Low Income.

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- Average Daily Attendance
- Number of Computer Workstations/Tablets/Laptops
- Teacher assignments
- Availability of Standards based materials for students
- Condition of school facilities
- Williams complaints
- State standard implementation
- Elective course offerings
- Discipline data regarding suspensions and expulsions
- Historical student performance on standardized tests
- Grade point averages
- D and F grades
- College and career readiness
- English Language Learner academic performance data
- English Language Learner reclassification rate

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- Grade point averages
- D and F grades
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- English Language Learner academic performance data
- English Language Learner reclassification rate
- Percentage of students who become English proficient
- AP test results
- EAP assessment data
- Career and technical education completion rate
- Opportunities for parental input into programs
- School attendance and dropout rates
- Chronic absenteeism rates
- High school graduation rates
- Survey results

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- AP test results
- EAP assessment data
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- School attendance and dropout rates
- Chronic absenteeism rates
- High school graduation rates
- Survey results

Participants were encouraged to make comments and to ask clarifying questions at each meeting.

Participants were asked to reflect upon discussions, documentation and achievement data provided at each meeting prior to the next meeting and to bring back questions or concerns for further discussion.

Participants provided input as to whether the current LCAP adequately addressed areas of concern within the district, provided suggestions for changes to the LCAP and finally approved the draft of the LCAP prior to going to the governing board for approval.

Meetings were held with students at Durham Intermediate School on May 25, 2016 and Durham High School on April 11, 2016. Survey data, school climate data and performance data were shared at the meetings. Students were encouraged to speak about what was going well at school and what could be improved from their standpoint. All students were eligible to attend these meetings.

Copies of the draft LCAP was emailed to staff on May 27, 2016 prior to the public hearing and Board consideration seeking input and comments.

The DELAC committee approved tech draft LCAP on June 8, 2016.

The LCAP public hearing is scheduled for June 15, 2016. and final adoption on June 22, 2016.

The 2016/17 LCAP will be posted on the district and school websites following approval from the Governing Board.

Annual Update:

After reviewing student data, as well as surveys collected from students, parents/guardians and staff the consensus was that much of the LCAP needed more time to assess the full impact of improvement efforts contained in the LCAP. The committee believed that there was not conclusive information to determine the adequacy of the LCAP after only two years.

The LCAP already contains actions to increase student support in subsequent years. The committee recommended maintaining the majority of these actions with the idea that data in subsequent years will provide a clearer picture of the impact of the LCAP.

There were several minor language changes to reflect current terminology such as changing Common Core Standards to California State Standards,

In previous LCAP's each of the three goals had several sub-goals. The committee felt that all of the subgoals were listed in other areas of the LCAP and that the sub-goals should be eliminated for clarity and ease of readability.

Durham High School students expressed a desire for more advanced placement offerings. The purchase of online curriculum has made more AP classes available to students but the possibility of having additional AP classes on site will be reviewed during the upcoming school year.

Annual Update:

The LCAP Committee recommended relatively minor language changes to reflect current terminology i.e. California Common Core State Standards to California State Standards.

The committee also recommended that goals be simplified by eliminating sub-goals that had been included in earlier LCAP documents. The committee noted that the subgoals were contained within other areas of the LCAP.

Data revealed that students in DUSD scored above county and state averages. However, a gap still exists between achievement of English Language Learners, students from low income households and the largest subgroup, white students.

Because there was not enough consistent historical testing data, it was difficult to tell if changes to student achievement this year had an effect. The committee believes that as more years of data is collected utilizing consistent state testing formats there will be enough information to determine the impact of specific actions/services.

The committee noted that some goals contained within annual measurable objectives are difficult to attain due to the low number of students in the district and the high level of overall achievement. Because of this goals that had a percentage of improvement listed were changed to read that there would be improvement. For example, a 4% improvement is significant but if the goal was 5 % then the improvement could be considered failure.

It was apparent from staff and parent surveys that there was a significant need for counseling services at Durham Intermediate School. The committee recommended a 50% position be established at DIS.

In addition, staff at Durham Elementary School expressed a need for a behavioral support position to help meet the challenges of the changing student population at DES. The committee recommended a 1.0 behavioral aide position be established.

The DELAC committee recommended the district investigate the creation of a regularly scheduled after school "Homework Club" at

	Durham Elementary School and Durham Intermediate School.
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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).

Actions/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?

GOAL:	All students, including all subgroups, will attain proficiency in core content area.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local: Fiscal and Budget Matters
Identified Need:	Based upon data, the academic performance of EL and LI students needs to improve, closing the achievement gap. Teachers and administrators must keep pace with changes as the adopted California State Standards continue to evolve. Facilities must be clean, safe and well-maintained.	
Goal Applies to:	Schools:	LEA wide Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Durham will continue to receive a 100% rating on the annual FIT survey. Repairs will occur within 30 days of a work request being received depending upon the availability of funds in the budget. The district equipment replacement plan will be reviewed annually. All teachers will be credentialed with no mis-assignments. All students will have California standards aligned textbooks in all classes where such materials are available.</p> <p>Priority 2: Implementation of California State Standards All teachers will receive professional development training in the California State Standards. All staff comfort and adoption of California State Standards will increase as measured by annual staff survey.</p> <p>Priority 4:Pupil Achievement Students reading performance will improve as measured by Accelerated Reader. Student performance at each site as measured by standardized testing will improve. As compared to a five year historical average, the academic performance of all students will improve with the performance of ELL, LI and FY students improving at a faster rate thusly closing the achievement gap. ELD students will be able to access EL instruction without conflict with core classes. The graduation rate of EL and LI students will improve over the 3 year historical average. The percentage of EL students attaining RFEP status after being enrolled continuously in DUSD for 6 years will increase each year. The percentage of subgroup students completing A-G requirements will be above the previous five year historical average. EL students will increase their level on the English language development test one level each year they are continuously enrolled in the District. EL and Low Income students grade point average will improve over that of the previous five year historical average. The percentage of students earning a 3 or better on AP tests will increase. Students determined to be ready for college will be above the 5 year historical average as measured by the EAP test. Students receiving a D or F on reporting period grades will be reduced at each site compared to the 5 year historical average. The number of students earning over a 2.50 grade point average will be above the five year historical average. The share of students deemed college and career ready will increase as measured by the percentage of students completing A-G coursework. If reinstated, the percentage of students who pass the CAHSEE will improve over the five year historical average.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Student to teacher ratio will at or below 24:1 in grades TK - 3.</p> <p>Student/teacher ratios will not exceed countywide averages in grades 4 - 5.</p> <p>Student/teacher ratios will not exceed countywide averages in core academic sections in grades 6 - 12.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>DES: \$63,591 (300001-1100)</p> <p>Academic Support Teacher</p> <p>DIS: \$43,341 (340001-1100)</p> <p>DHS: \$64,965 (700001-1100)</p>
<p>Purchase ELD instructional materials as enrollment increases and improved materials are available.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$8,300 (000004-4310)</p>
<p>Provide professional development in ELD Instruction.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$2,500 (000004-5200)</p>

Identify students in need of academic support and provide academic interventions.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL Academic Support Teacher DIS: \$43,310 (340001-1100) DHS: \$64,965 (700001-1100)
Provide standards aligned instructional materials for every student in every course where such materials are available.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LOTTERY-PROP 20 \$25,000 (001110-4310)
Instructional staff will be trained in use of new instructional materials.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	EDUCATOR EFFECTIVENESS GRANT DES: \$35,155 (306264-5200) DIS: \$14,930 (336264-5200) DHS: \$26,718 (706264-5200)

<p>Maintain computer lab support.</p> <p>Open computer lab at DIS 30 minutes before school daily.</p> <p>Open computer labs at DHS 30 minutes before and after school daily.</p> <p>Open DIS and DHS computer labs at lunch.</p>	<p>LEA wide</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$11,830 (000006-2900)</p> <p>DES: \$4,605 (300002-2200)</p> <p>DIS: \$0 (340002-2200)</p> <p>DHS: \$3,209 (700008-2200)</p>
<p>Purchase additional educational software for staff dependent upon funds being available.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>DHS: \$8,000 (700002-5800)</p>
<p>Provide sections of ELD instruction.as indicated by enrollment.</p>	<p>Durham Intermediate School, Durham High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>DIS: \$15,749 (340005-1100)</p> <p>DHS: \$15,749 (700007-1100)</p>

Maintain Reading Intervention program.	Durham Elementary School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL LCFF Contribution to Title I District: \$4,997 (000100-8980)
Maintain athletic directors and activity directors	Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE DHS: Athletic Director \$7,146 (718000-1900) Activities Coordinator \$7,115 (708100-2200)
Provide tutoring for students having difficulty passing any State mandated test required for HS graduation.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$1,000 (700001-5800)

Maintain online classes.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$8,000 (700002-5800) \$300 (700002-4310) One section of Online Academy \$13,262 (700002-1100)
Each Williams inspection report deficiency will be addressed within 30 days (where feasible based upon budget allocations).	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE \$10,000 as needed (007700-5800)
Counselors and/or administrators will meet with Foster Youth at least monthly to assess student progress and needs.	LEA wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$10,266 (700004-1200)

District will implement equipment replacement plan as budget constraints allow.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE District: \$10,000 (007571-5800)
Investigate ways to streamline computer support services to better serve students and staff.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL IT Tech District: \$0 (000009-2400) as determined.
Maintain Advanced Placement offerings. Implement new AP courses as staffing and enrollment allow.	Durham High School Grades: 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$65,122 (700001-1100) 4 Sections \$1,000 (700001-5200)

<p>Investigate creation of after school homework assistance plan.</p>	<p>LEA wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>SUPPLEMENTAL \$100 (000004-5200)</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Durham will continue to receive a 100% rating on the annual FIT survey. Repairs will occur within 30 days of a work request being received depending upon the availability of funds in the budget. The district equipment replacement plan will be reviewed annually. All teachers will be credentialed with no mis-assignments. All students will have California standards aligned textbooks in all classes where such materials are available.</p> <p>Priority 2: Implementation of California State Standards All teachers will receive professional development training in the California State Standards. Staff adherence and comfort with California State Standards will increase as measured by annual staff survey.</p> <p>Priority 4: Pupil Achievement Students reading performance will improve as measured by Accelerated Reader. Student performance at each site as measured by standardized testing will improve. As compared to a five year historical average, the academic performance of all students will improve with the performance of ELL, LI and FY students improving at a faster rate thusly closing the achievement gap.. ELD students will be able to access EL instruction without conflict with core classes. The graduation rate of EL and LI students will improve over the 3 year historical average. The percentage of EL students attaining RFEP status after being enrolled continuously in DUSD for 6 years will increase each year. The percentage of subgroup students completing A-G requirements will increase over the previous five year historical average. EL students will increase their level on the CELDT test one level each year they are continuously enrolled in the District. EL and Low Income students grade point average will improve over that of the previous five year historical average. The percentage of students earning a 3 or better on AP tests will increase. Students determined to be ready for college will increase over the past 5 year historical average as measured by the EAP test. Students receiving a D or F on reporting period grades will be reduced at each site over the 5 year historical average. The number of students earning over a 2.50 grade point average will increase over the five year historical average. The share of students deemed college and career ready will increase as measured by the percentage of students completing A-G coursework. If re-implemented, the percentage of students who pass the CAHSEE will improve over the five year historical average.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify students in need of academic support and provide academic interventions.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL Academic Support Teacher DIS: \$44,609 (340001-1100) DHS: \$66,914 (700001-1100)
Maintain athletic directors and activity directors	Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE DHS: Athletic Director \$7,200 (718000-1900) Activities Coordinator \$7,328 (708100-2200)
Provide sections of ELD instruction.as enrollment indicates.	Durham Intermediate School, Durham High School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DIS: \$16,221 (340005-1100) DHS: \$16,221 (700007-1100)

<p>Provide tutoring for students having difficulty passing any State mandated test required for HS graduation.</p>	<p>Durham High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DHS: \$1,000 (700001-5800)</p>
<p>Student to teacher ratio will at or below 24:1 in grades TK - 3.</p> <p>Student/teacher ratios will not exceed county-wide averages in grades 4 - 5.</p> <p>Student/teacher ratios will not exceed countywide averages in core academic sections in grades 6 - 12.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$65,499 (300001-1100) Academic Support Teacher DIS: \$44,609 (340001-1100) DHS: \$66,914 (700001-1100)</p>
<p>Each Williams inspection report deficiency will be addressed within 30 days (where feasible based upon budget allocations).</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE District: \$10,000 (007700-5800) as needed</p>

<p>Maintain computer lab support.</p> <p>Open computer lab at DIS 30 minutes before school daily.</p> <p>Open computer labs at DHS 30 minutes before and after school daily.</p> <p>Open DIS and DHS computer labs at lunch.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$12,185 (000006-2900)</p> <p>DES: \$4,743 (300002-2200)</p> <p>DIS: \$0 (340002-2200)</p> <p>DHS: \$3,305 (700008-2200)</p>
<p>Purchase ELD instructional materials as enrollment increases and improved materials are available.</p>	<p>All Sites</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$8,300 (000004-4310)</p>
<p>Counselors and/or administrators will meet with Foster Youth at least monthly to assess student progress and needs.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>DHS: \$10,574 (700004-1200)</p>

Maintain online classes	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$8,000 (700002-5800) \$300 (700002-4310) One section of Online Academy \$13,660 (700002-1100)
Provide professional development in ELD Instruction.	LEA wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL District: \$2,500 (000004-5200)
Maintain Reading Intervention program	Durham Elementary School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE Contribution to Title I \$4,997 (000100-8980)

<p>Maintain computer support services</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL District: IT Tech \$0 (000009-2400) as determined.</p>
<p>District will implement equipment replacement plan as budget constraints allow.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE District: \$10,000 (007571-5800) as needed</p>
<p>Purchase additional educational software for staff as the budget allows.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DHS: \$8,000 (700002-5800)</p>
<p>Provide standards aligned instructional materials for every student in every course where such materials are available.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LOTTERY - PROP 20 \$25,000 (001110-4310)</p>

<p>Instructional staff will be trained in use of new instructional materials.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LOTTERY - UNRESTRICTED DES: \$5,000 (001100-5200) DIS: \$5,000 (001100-5200) DHS: \$5,000 (001100-5200)</p>
<p>Maintain Advanced Placement offerings. Implement new AP courses as staffing and enrollment allow.</p>	<p>Durham High School Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DHS: \$1,000 (700001-5200) \$65,122 (700001-1100) 4 sections</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Durham will continue to receive a 100% rating on the annual FIT survey. Repairs will occur within 30 days of a work request being received depending upon the availability of funds in the budget. The district equipment replacement plan will be reviewed annually. All teachers will be credentialed with no mis-assignments. All students will have California standards aligned textbooks in all classes where such materials are available.</p> <p>Priority 2: Implementation of California State Standards All teachers will receive professional development training in the California State Standards. Staff adherence and comfort with California State Standards will increase as measured by annual staff survey.</p> <p>Priority 4: Pupil Achievement Students reading performance will improve as measured by Accelerated Reader. Student performance at each site as measured by standardized testing will improve. As compared to a five year historical average, the academic performance of all students will improve with the performance of ELL, LI and FY students improving at a faster rate thusly closing the achievement gap.. ELD students will be able to access EL instruction without conflict with core classes. The graduation rate of EL and LI students will improve over the 3 year historical average. The percentage of EL students attaining RFEP status after being enrolled continuously in DUSD for 6 years will increase each year. The percentage of subgroup students completing A-G requirements will increase over the previous five year historical average. EL students will increase their level on the CELDT test one level each year they are continuously enrolled in the District. EL and Low Income students grade point average will improve over that of the previous five year historical average. The percentage of students earning a 3 or better on AP tests will increase. Students determined to be ready for college will increase over the past 5 year historical average as measured by the EAP test. Students receiving a D or F on reporting period grades will be reduced at each site over the 5 year historical average. The number of students earning over a 2.50 grade point average will increase over the five year historical average. The share of students deemed college and career ready will increase as measured by the percentage of students completing A-G coursework. If reinsituted, the percentage of students who pass the CAHSEE will improve over the five year historical average.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify students in need of academic support and provide academic interventions.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL Academic Support Teacher DIS: \$44,609 (340001-1100) DHS: \$66,914 (700001-1100)
Maintain athletic directors and activity directors.	Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE DHS: Athletic Director \$7,200 (718000-1900) Activities Coordinator \$7,548 (708100-2200)
Provide sections of ELD instruction.as enrollment indicates.	Durham Intermediate School, Durham High School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DIS: \$16,708 (340005-1100) DHS: \$16,708 (700007-1100)

<p>Provide tutoring for students having difficulty passing any State mandated test required for HS graduation.</p>	<p>Durham High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DHS: \$1,000 (700001-5800)</p>
<p>Student to teacher ratio will at or below 24:1 in grades K - 3. Student/teacher ratios will not exceed county-wide averages in grades 4 - 5. Student/teacher ratios will not exceed countywide averages in core academic sections in grades 6 - 12.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$67,464 (300001-1100) Academic Support Teacher DIS: \$45,947 (340001-1100) DHS: \$68,921 (700001-1100)</p>
<p>Each Williams inspection report deficiency will be addressed within 30 days (where feasible based upon budget allocations).</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE \$10,000 (007700-5800) as needed</p>

<p>Maintain computer lab support.</p> <p>Open computer lab at DIS 30 minutes before school daily.</p> <p>Open computer labs at DHS 30 minutes before and after school daily.</p> <p>Open computer labs at DIS and DHS at lunch.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$12,551 (000006-2900)</p> <p>DES: \$4,885 (300002-2200)</p> <p>DIS: \$0 (340002-2200)</p> <p>DHS: \$3,404 (700008-2200)</p>
<p>Purchase ELD instructional materials as enrollment increases and improved materials are available.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$8,300 (000004-4310)</p>
<p>Counselors and/or administrators will meet with Foster Youth at least monthly to assess student progress and needs.</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>DHS: \$10,891 (700004-1200)</p>

Maintain online classes	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$8,000 (700002-5800) \$300 (700002-4310) One section of Online Academy \$14,070 (700002-1100)
Provide professional development in ELD Instruction.	LEA wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL District: \$2,500 (000004-5200)
Maintain Reading Intervention program.	Durham Elementary School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL District: \$4,997 (000100-8980) contribution to Title I

Maintain computer support services.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL District: IT Tech \$0 (000009-2400) as determined.
District will implement equipment replacement plan as budget constraints allow.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE \$10,000 (007571-5800) as needed.
Purchase additional educational software as funds are available.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$8,000 (700002-5800)
Provide standards aligned instructional materials for every student in every course where such materials are available.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LOTTERY - PROP 20 \$25,000 (001110-4310)

<p>Instructional staff will be trained in use of new instructional materials.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LOTTERY - UNRESTRICTED DES: \$5,000 (001100-5200) DIS: \$5,000 (001100-5200) DHS: \$5,000 (001100-5200)</p>
<p>Maintain Advanced Placement offerings. Implement new AP courses as staffing and enrollment allow.</p>	<p>Durham High School Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DHS: \$69,088 (700001-1100) 4 sections</p>

GOAL:	All students will master 21st Century learning tools.	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 X 7 _8 Local: N/A
Identified Need:	<p>Technology district-wide has lagged behind other districts in previous years due to lack of bandwidth and resources.</p> <p>All students need to develop 21st Century skills.</p> <p>Students, parents adn staff expressed a desire and need for greater elective course offerings to provide a well-rounded education.</p> <p>A traditional educational model does not meet the needs of all students.</p>	
Goal Applies to:	Schools: LEA wide Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5: Pupil Engagement</p> <p>School attendance rates will improve over historical five year average.</p> <p>The percentage of chronically absent students will decrease over the five year historical average.</p> <p>Dropout rates at DIS and DHS will remain, or decrease, at current levels below County and State levels.</p> <p>Graduation rates will remain at current levels above County and State rates.</p> <p>Priority 7: Course Access</p> <p>The number of online courses available to DHS students will be maintained.</p> <p>The number of computers over five years old will decrease.</p> <p>The number of onsite elective courses will remain at current levels, 10 offerings at DHS and 7 offerings at DIS.</p> <p>The DHS independent study program will be maintained.</p> <p>Creation of additional Career Pathway/CTE courses will be evaluated/implemented annually as funding permits.</p> <p>Dual enrollment courses with a community college will be evaluated and implemented if possible.</p> <p>Additional VAPA courses will be created as funding is available.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The parents of students will be contacted each day they are absent.</p> <p>Truancy letters will be mailed home per county guidelines.</p> <p>The parents of truant students will be contacted by phone as soon as they are deemed truant.</p> <p>SARB process will be followed per county guidelines Staff will receive training in SARB process</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$5,000 (000004-5200)</p>

Maintain online course offerings.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$8,000 (700002-5800)
Maintain independent study offerings.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$26,524 (700006-1100) 0.40 FTE
Work with a community college to establish courses that earn dual credit.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$1,000 (700001-5200)

<p>Purchase new computers for student use.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$10,000 (300002-4310) DIS: \$10,000 (340002-4310) DHS \$10,000 (700008-4310)</p>
<p>Investigate additional elective course offerings to provide a wide assortment for students as the budget and staffing allow.</p>	<p>Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DHS: \$8,000 (700002-5800)</p>
<p>Investigate expansion of CTE program as budget allows.</p>	<p>Durham High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE DHS: As needed.</p>

<p>Investigate additional VAPA courses or sections based upon student interest and as the budget and staffing allow.</p>	<p>Durham Intermediate School, Durham High School</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>SUPPLEMENTAL</p> <p>DIS: As needed (340001-1100)</p> <p>DHS: As needed (700001-1100)</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5: Pupil Engagement</p> <p>School attendance rates will improve by 2% over historical five year average.</p> <p>The percentage of chronically absent students will drop by 5% over the five year historical average.</p> <p>Dropout rates at DIS and DHS will remain below County and State levels.</p> <p>Graduation rates will remain above County and State rates.</p> <p>Priority 7: Course Access</p> <p>The number of online courses available to DHS students will increase from zero to five dependent upon funding.</p> <p>The number of computers over five years old will decrease by 10% dependent upon funding.</p> <p>The number of onsite elective courses will remain at current levels. 10 at DHS and 7 at DIS.</p> <p>The DHS independent study program will be maintained</p> <p>Priority 8: Other pupil outcomes</p> <p>One additional Career Pathway course will be added</p> <p>One course offering Dual enrollment credit with a community college will be established.</p> <p>Additional VAPA courses will be created as funding is available.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to work with a community college to establish courses that earn dual credit.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$1,000 (700001-5200)
The parents of students will be contacted each day they are absent. Truancy letters will be mailed home per county guidelines. The parents of truant students will be contacted by phone as soon as they are deemed truant. SARB process will be followed per county guidelines. Staff will receive training in SARB process.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL District: \$5,000 (000004-5200)
Investigate expansion of CTE program as budget allows.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE DHS: As needed.

Maintain or expand elective courses to provide a wide assortment for students.	Durham Intermediate School, Durham High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$8,000 (700002-5800)
Maintain independent study offerings	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$27,320 (700006-1100) 0.40 FTE
Purchase new computers for student use	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DES: \$10,000 (300002-4310) DIS: \$10,000 (340002-4310) DHS \$10,000 (700008-4310)

<p>Provide online course offerings</p>	<p>Durham High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DHS: \$8,000 (700002-5800)</p>
<p>Implement additional VAPA courses or sections based upon student interest and as funds become available.</p>	<p>Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DIS: As needed. (340001-1100) DHS: As needed. (700001-1100)</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5: Pupil Engagement</p> <p>School attendance rates will improve by 2% over historical five year average.</p> <p>The percentage of chronically absent students will drop by 5% over the five year historical average.</p> <p>Dropout rates at DIS and DHS will remain below County and State levels.</p> <p>Graduation rates will remain above County and State rates.</p> <p>Priority 7: Course Access</p> <p>The number of online courses available to DHS students will increase from zero to five dependent upon funding.</p> <p>The number of computers over five years old will decrease by 10% dependent upon funding.</p> <p>The number of onsite elective courses will remain at current levels, 10 at DHS and 7 at DIS.</p> <p>The DHS independent study program will be maintained</p> <p>Priority 8: Other pupil outcomes</p> <p>One additional Career Pathway course will be added</p> <p>One course offering Dual enrollment credit with a community college will be established.</p> <p>Additional VAPA courses will be created as funding is available.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Work with a community college to establish courses that earn dual credit (both high school and college credit)</p>	<p>Durham High School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>SUPPLEMENTAL</p> <p>DHS: \$1,000 (700001-5200)</p>

<p>The parents of students will be contacted each day they are absent.</p> <p>Truancy letters will be mailed home per county guidelines.</p> <p>The parents of truant students will be contacted by phone as soon as they are deemed truant.</p> <p>SARB process will be followed per county guidelines Staff will receive training in SARB process</p>	<p>LEA wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>SUPPLEMENTAL</p> <p>District: \$5,000 (000004-5200)</p>
<p>Expand the list of possible elective courses to provide a wide assortment for students</p>	<p>Durham Intermediate School, Durham High School</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>SUPPLEMENTAL</p> <p>DHS: \$8,000 (700002-5800)</p>
<p>Investigate expansion of CTE program as budget allows.</p>	<p>Durham High School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF BASE</p> <p>DHS: As needed.</p>

Maintain independent study offerings.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$28,140 (700006-1100) 0.40 FTE
Purchase new computers for student use.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DES: \$10,000 (300002-4310) DIS: \$10,000 (340002-4310) DHS: \$10,000 (700008-4310)
Provide online course offerings.	Durham High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DHS: \$8,000 (700002-5800)

<p>Implement additional VAPA courses or sections based upon student interest and as funds become available.</p>	<p>Durham Intermediate School, Durham High School</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL</p> <p>DIS: As needed (340001-1100)</p> <p>DHS: As needed (700001-1100)</p>
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GOAL:	All students will feel safe, secure and part of the school community.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<p>Based upon student/parent survey not all students feel a part of the school community.</p> <p>The percentage of ELL students who participate in school activities should match that of the pre-dominant racial and cultural group.</p> <p>Students need to show compassion and understanding towards each other.</p>	
Goal Applies to:	Schools: LEA wide Grades: All	Applicable Pupil Subgroups: All
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p>Priority 3</p> <p>The percentage of subgroup parents/guardians expressing satisfaction with school and its activities will increase as measured by previous survey data..</p> <p>Subgroup parent participation at school sponsored events and meetings will improve.</p> <p>Attendance at DELAC meetings will improve over five year historical averages.</p> <p>Priority 5:</p> <p>School attendance rates for EL and Low Income students will increase over the historical five year average.</p> <p>Durham Intermediate School and Durham High School dropout rates will remain at the current low level.</p> <p>Chronic absenteeism will decline over the historical five year average.</p> <p>Graduation rates for subgroup students will increase over the historical five year average.</p> <p>Durham High School overall graduation rate will improve over the historical five year average.</p> <p>The number of students transferring out of the District will decline as compared to the historical five year average.</p> <p>Priority 6</p> <p>The percentage of students expressing concern about their safety will decline over previous survey administrations.</p> <p>The percentage of students indicating they feel a part of the school community will increase over previous survey administrations.</p> <p>Pupil suspension rates will remain at current low rates or decline over the historical five year average.</p> <p>The number of students expelled will remain at the current low level.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Communications home about school sponsored events will be communicated in English and Spanish.</p>	<p>LEA wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>TITLE I District: \$32,809 (002400-2100)</p>
<p>The parents/guardians of students absent from school will be contacted daily.</p> <p>Every chronically absent student and their parents will meet with site administrators.</p> <p>SARB guidelines (truancy letters, etc.) will be followed for all students.</p>	<p>LEA wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>SUPPLEMENTAL DES: \$1,000 (300001-5900) DIS: \$1,000 (340001-5900) DHS: \$1,000 (700001-5900)</p>
<p>The “anti-bullying” program will be maintained.</p> <p>Changes to improve/expand the anti-bullying program will be evaluated annually.</p>	<p>LEA wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>SUPPLEMENTAL DES: \$2,500 (300001-4310) DIS: \$2,500 (340001-4310) DHS: \$2,500 (700001-4310)</p>

<p>Staff, student and parent/guardian surveys will be administered annually and compared with previous data.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL District: \$1,500 (000004-5800)</p>
<p>A .50 FTE counseling position will be added at Durham Intermediate School. A 1.0 FTE behavioral aide position will be added at Durham Elementary School.</p>	<p>Durham Elementary School Durham Intermediate School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$48,540 (300001-2100) 1.0 FTE DIS: \$39,564 (340003-1200) 0.50 FTE</p>
<p>Hold regular parent/guardian meetings to improve parent understanding of curriculum and school procedures.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TITLE I DES: \$3,500 (002409-4310) \$2,000 (002409-5800)</p>

<p>Provide a fulltime district nurse.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL District: \$64,216 (000008-1200) \$1,423 (000008-2200) \$2,000 (000008-4310) \$200 (000008-5200) \$250 (000008-5300) \$4,000 (000008-5800)</p>
<p style="text-align: center;">LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>Priority 3</p> <p>The percentage of subgroup parents/guardians expressing satisfaction with school and its activities will increase as measured by previous survey data gathered over the previous five years.</p> <p>Subgroup parent participation at school sponsored events and meetings will improve.</p> <p>Attendance at DELAC meetings will improve over five year historical averages.</p> <p>Priority 5</p> <p>School attendance rates for EL and Low Income students will increase over the historical five year average.</p> <p>Durham Intermediate School and Durham High School dropout rates will remain at the current low level.</p> <p>Chronic absenteeism will decline over the historical five year average.</p> <p>Graduation rates for subgroup students will increase over the historical five year average.</p> <p>Durham High School overall graduation rate will improve over the historical five year average.</p> <p>The number of students transferring out of the District will decline as compared to the historical five year average.</p> <p>Priority 6</p> <p>The percentage of students expressing concern about their safety will decline over previous survey administrations.</p> <p>The percentage of students indicating they feel a part of the school community will increase over previous survey administrations.</p> <p>Pupil suspension rates will remain at current low rates or decline over the historical five year average.</p> <p>The number of students expelled will remain at the current low level.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service

<p>The parents/guardians of students absent from school will be contacted daily.</p> <p>Every chronically absent student and their parents will meet with site administrators.</p> <p>SARB guidelines (truancy letters, etc.) will be followed for all students.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$1,000 (300001-5900) DIS: \$1,000 (340001-5900) DHS: \$1,000 (700001-5900)</p>
<p>Communications home about school sponsored events will be communicated in English and Spanish.</p>	<p>LEA wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TITLE I District: \$33,793 (002400-2100)</p>
<p>Maintain the “anti-bullying” program.</p> <p>Investigate effectiveness of the program annually.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$2,500 (300001-4310) DIS: \$2,500 (340001-4310) DHS: \$2,500 (700001-4310)</p>

<p>Staff, student and parent/guardian surveys will be administered annually and compared with previous data.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL District: \$1,500 (000004-5800)</p>
<p>Maintain the .50 FTE counseling position at Durham Intermediate School. Maintain the 1.0 FTE behavioral aide position at Durham Elementary School.</p>	<p>Durham Eleemntary School Durham Intermediate School Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$49,997 (300001-2100) 1.0 FTE DIS: \$40,751 (340003-1200) 0.50 FTE</p>
<p>Hold regular parent/guardian meetings to improve parent understanding of curriculum and school procedures.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TITLE I DES: \$3,500 (002409-4310) \$2,000 (002409-5800)</p>

<p>Provide a fulltime district nurse.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL District: \$66,142 (000008-1200) \$1,466 (000008-2200) \$2,000 (000008-4310) \$200 (000008-5200) \$250 (000008-5300) \$4,000 (000008-5800)</p>
<p style="text-align: center;">LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>Priority 3</p> <p>The percentage of subgroup parents/guardians expressing satisfaction with school and its activities will increase as measured by previous survey data gathered over the previous five years.</p> <p>Subgroup parent participation at school sponsored events and meetings will improve.</p> <p>Attendance at DELAC meetings will improve over five year historical averages.</p> <p>Priority 5</p> <p>School attendance rates for EL and Low Income students will increase over the historical five year average.</p> <p>Durham Intermediate School and Durham High School dropout rates will remain at the current low level.</p> <p>Chronic absenteeism will decline over the historical five year average.</p> <p>Graduation rates for subgroup students will increase over the historical five year average.</p> <p>Durham High School overall graduation rate will improve over the historical five year average.</p> <p>The number of students transferring out of the District will decline as compared to the historical five year average.</p> <p>Priority 6</p> <p>The percentage of students expressing concern about their safety will decline over previous survey administrations.</p> <p>The percentage of students indicating they feel a part of the school community will increase over previous survey administrations.</p> <p>Pupil suspension rates will remain at current low rates or decline over the historical five year average.</p> <p>The number of students expelled will remain at the current low level.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>The parents/guardians of students absent from school will be contacted daily.</p> <p>Every chronically absent student and their parents will meet with site administrators.</p> <p>SARB guidelines (truancy letters, etc.) will be followed for all students</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$1,000 (300001-5900) DIS: \$1,000 (340001-5900) DHS: \$1,000 (700001-5900)</p>
<p>Maintain the “anti-bullying” program.</p> <p>Investigate effectiveness of the program annually.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL DES: \$2,500 (300001-4310) DIS: \$2,500 (340001-4310) DHS: \$2,500 (700001-4310)</p>
<p>Communications home about school sponsored events will be communicated in English and Spanish.</p>	<p>LEA wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TITLE I District: \$34,807 (002400-2100)</p>

Staff, student and parent/guardian surveys will be administered annually and compared with previous data.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL District: \$1,500 (000004-5800)
Maintain the .50 FTE counseling position at Durham Intermediate School. Maintain the 1.0 FTE behavioral assistance position at Durham Elementary School.	Durham Elementary School Durham Intermediate School Grades: TK, K, 1st, 2nd, 3rd, 5th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	SUPPLEMENTAL DES: \$51,496 (300001-2100) 1.0 FTE DIS: \$41,974 (340003-1200) 0.50 FTE
Hold regular parent/guardian meetings to improve parent understanding of curriculum and school procedures.	LEA wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	TITLE I DES: \$3,500 (002409-4310) \$2,000 (002409-5800)

<p>Provide a fulltime district nurse.</p>	<p>LEA wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SUPPLEMENTAL District: \$68,126 (000008-1200) \$1,510 (000008-2200) \$2,000 (000008-4310) \$200 (000008-5200) \$250 (000008-5300) \$4,000 (000008-5800)</p>
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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?

Original Goal from prior year LCAP:	All students, including all subgroups, will attain proficiency in core content areas. 1.1 Provide small class sizes to increase student achievement. 1.2 Provide ELD instruction without reducing core academic and elective opportunities. 1.3 All student populations will increase academic achievement and the achievement gap will close. 1.4 All EL students will gain RFEP status within 6 years of continuous enrollment in Durham Unified School District. 1.5 Staff knowledge and application of California Common Core State Standards will increase in all areas. 1.6 Students will have access to clean, safe and well-maintained facilities.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All Sites Grades: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Priority 1: Basic <ul style="list-style-type: none"> • Durham will continue to receive a 100% rating in regards to facilities on the annual FIT survey. • Repairs will occur within 30 days of a work request being received depending upon the availability of funds in the budget. • An ongoing replacement plan for equipment will be developed. • All teachers will be credentialed with no mis-assignments. • All students will have California standards aligned textbooks in all classes where such 	Actual Annual Measurable Outcomes:	Durham received a 100% rating on its annual FIT survey. All repair work orders were performed in less than 30 days. The District created an ongoing equipment replacement plan that will be reviewed annually. There were 5 teachers utilizing a Board adopted resolution Ed Code assignment for at least one period a day reflecting their proven expertise in a curricular area.

materials are available.

Priority 2: Implementation of California State Standards

- Teachers will receive professional development training in the California Common Core State Standards.
- Familiarity and adoption of California State Common Core Standards will increase by 15% as measured by an annual implementation survey.

Priority 4: All students will improve academic achievement and the academic achievement gap will close.

- Students reading performance will improve by 5% as measured by local assessments.
- Student performance at each site as measured by standardized testing will improve by 5%
- The academic performance of EL, Low Income and Foster Youth student will improve at a 10% higher rate than that of the predominant subgroup as measured by standardized testing and grade point averages.
- Academic achievement of subgroups will improve 5% higher than the improvement of the predominant subgroup.
- ELD students will be able to access EL instruction without conflict with core classes.
- The graduation rate of EL and LI students will improve by 5% over the 3 year historical average.
- The percentage of EL students attaining RFEP status after being enrolled continuously in DUSD for 6 years will increase each year.
- The percentage of subgroup students completing A-G requirements will increase by

All students have California standards aligned textbooks in all classes where such materials are available.

Priority 2: Implementation of California State Standards

Teachers received professional development training in the California Common Core State Standards.

Durham Elementary School staff attended a full day of Everyday Math training. Two administrators and two teachers, from Durham Elementary School and Durham Intermediate School attended the rollout training of the new ELA/ELD Framework.

Durham Elementary School staff attended trainings on Information Text.

Durham Intermediate School staff participated in two, hour long, trainings concerning ELD. The first was on January 11, 2016 and the second on February 8, 2016.

Durham Intermediate School and Durham High School math teachers attended a week long summer training for the new College Preparatory Math (CPM) curriculum. In addition, there were four additional days of training scattered throughout the school year for CPM.

Forty-eight percent of all district staff state they feel prepared to teach the new California State Standards. The implementation of the Next Generation Science Standards caused the percentage of staff feeling prepared to remain at the same level as in 2014/15 despite improvement in comfort with ELA and math standards.

Priority 4: All students will improve academic achievement and the academic achievement gap will close.

Final local assessment reading data is not available at the time of this writing. However, 2015/16

10% over the previous five year historical average.

- EL students will increase their level on the CELDT test one level each year they are continuously enrolled in the District.
- EL and Low Income students grade point average will improve by 10% over that of the previous five year historical average.
- The API scores will meet the improvement goal assigned by CDE.
- The percentage of students earning a 3 or better on AP tests will increase by 5%.
- Students determined to be ready for college will increase by 5% over the past 5 year historical average as measured by the EAP test.
- Students receiving a D or F on reporting period grades will be reduced by 10% at each site over the 5 year historical average.
- The number of students earning over a 2.50 grade point average will increase by 5% over the five year historical average.
- The share of students deemed college and career ready will increase by 5% as measured by the percentage of students completing A-G coursework.
- Percentage of students who pass the CAHSEE will improve by 5% over the five year historical average.

CAASSP data indicates that at Durham Elementary School that 40% of 3rd grade students, 36% of 4th graders and 55% of 5th graders scored at the met or exceeded target.

It was impossible to compare standardized test scores with previous test results due to the changes in the State mandated test. As the test matures it will be possible to use it to measure progress.

All ELD students were able to access EL instruction without conflict with core classes.

The graduation rate for ELL students was 83.3% for 2014/15. This was a 3.1% drop from the historical average.

The graduation rate for students from Low Income families was 92.3% for 2014/15. This was a .1% increase from the historical average.

Nine Durham Unified School District students earned RFEP status in the 15/16 school year. Five from Durham Elementary School and 4 Durham Intermediate School.

In 2013, two RFEP students met A-G requirements. In 2014 one RFEP student met A-G requirements and in 2015 no RFEP students met the A-G requirement.

The percentage of low income students meeting A-G requirements rose 6% over the historical average and white students rose 10% over the historical average.

District-wide 51% of students showed one or more years of growth on the CELDT test.

Final grades were not available in time to be included in the the new LCAP. A review of third quarter grades did not reveal any trends out of the ordinary.

		<p>There are no API scores this year.</p> <p>Results of the latest AP testing are not available at the time of this writing.. Results will be reviewed when they become available.</p> <p>Results of EAP testing are not available at this time. Results will be reviewed when they become available.</p> <p>Final grades for the 2nd semester have not been posted yet. First semester grades indicate there was a 1.3% increase in the number of students with a D or F at Durham Intermediate School over the 5 year historical average. Durham High School first semester grades indicated a 2% reduction in the percentage of students receiving a D or F on their report card.</p> <p>Final grades have not been posted yet. A review of 1st semester grades at DIS show a 3% increase in the number of students earning a 2.5+ grade point average. A review of DHS first semester grades show that there was a 4% increase of students earning a 2.5+ grade point average over the historical average.</p> <p>In 2014/15 40.3% of Durham High School graduates completed A-G requirements for admission into UC/CSU. In 2015/16 38.8% of DHS graduates completed A-G requirements. This is comparable to historical percentages and exceeds the 2014/15 county-wide average of 28.8%.</p> <p>The CAHSEE was not administered this year.</p>
LCAP Year: 2015-16		
Planned Actions/Services	Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>Student to teacher ratio will at or below 24:1 in grades K-3.</p> <p>Student/teacher ratios will not exceed county-wide averages in grades 4-6.</p> <p>Student/teacher ratios will not exceed countywide averages in core academic sections in grades 7-12</p>		<p>DES: Additional teaching position, \$68,975</p> <p>DIS: Academic Support teacher: \$48,088</p> <p>DHS: Academic Support teacher: \$48,088</p>	<p>Student to teacher ratios are below 24:1 in grades K-3.</p> <p>In grades 4 – 5 the teacher to student ratio is below county-wide averages.</p> <p>In core classes for grades 6 – 12 class sizes are below county-wide averages.</p>		<p>SUPPLEMENTAL</p> <p>DES: Additional teaching position, \$71,617 (300001-1100)</p> <p>DIS: Academic Support teacher: \$42,255 (340100-1100)</p> <p>DHS: Academic Support teacher: \$63,383 (710100-1100)</p>
Scope of service:	<p>LEA wide</p> <p>Grades: All</p>		Scope of service:	<p>LEA wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

Purchase new ELD instructional materials		\$8,300 LCFF Supplemental	New ELD materials were purchased at Durham Intermediate School and Durham High School.		SUPPLEMENTAL District: \$7,872 (000004-4310)
Scope of service:	Durham Intermediate and Durham High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Durham Intermediate School Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide professional development in ELD Instruction.		\$2,500 CAFE Conference, LCFF Supplemental	Two certificated teachers and two site administrators attended the ELA/ELD Framework Rollout Conference at CSU, Chico. Durham Intermediate School staff participated in two trainings on ELD strategies. The first was January 11, 2016 and the second was February 8, 2016. Durham High School staff had staff discussions on ELD strategies at their monthly staff meetings.		SUPPLEMENTAL \$0 (000004-5200)
Scope of service:	LEA wide Grades: All		Scope of service:	All Sites Grades: All	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Identify students in need of academic support and provide academic interventions.		Academic Support Teacher at DIS and DHS, \$96,176 LCFF Supplemental	Principals and counselors regularly monitored academic progress of all students. An academic support position was created to assist students who were struggling academically.	SUPPLEMENTAL DIS: Academic Support teacher: \$42,255 (340100-1100) DHS: Academic Support teacher: \$63,383 (710100-1100)
Scope of service:	LEA wide Grades: All		Scope of service:	Durham Intermediate Durham High School Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

Provide standards aligned instructional materials for every student in every course where such materials are available.		\$25,000 Lottery	All materials in the district are standards aligned in curricular areas where such materials are available.		LOTTERY District: \$30,532 (001110-4310)
Scope of service:	LEA wide Grades: All		Scope of service:	All school sites. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Instructional staff will be trained in use of new instructional materials.		\$10,000 Lottery	Instructional staff received training as new materials were purchased. Multiple dates for training were provided as was stipends for attending training outside the school day/year.		LOTTERY District: \$0 (001100-5200)
Scope of service:	LEA wide Grades: All		Scope of service:	LEA wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Maintain computer lab support.</p> <p>Open computer lab two days a week at DES 30 minutes before school.</p> <p>Open computer lab at DIS 30 minutes before school daily.</p> <p>Open computer labs at DHS 30 minutes before and after school daily.</p> <p>Have all computer labs open at lunch.</p>		<p>District: \$11,875</p> <p>DES: \$4,885</p> <p>DIS: \$6,977</p> <p>DHS: \$3,607</p> <p>LCFF supplemental</p>	<p>Hours of computer support was increased this school year. The District contracted with the county office to provide two days of computer tech support rather than just one.</p> <p>Hours were increased for the on staff computer tech as needed to complete work orders and configure new computers.</p> <p>The computer labs at Durham Intermediate School and Durham High School were open before school, at lunch and after school. Because of a lack of staff the computer lab at Durham Elementary School was not open at these times. However, because of the purchase of 202 Chromebooks at DES the demand for open computer lab time was eliminated..</p> <p>Computer labs were open at all three sites before school and after school at DHS.</p>	<p>SUPPLEMENTAL</p> <p>District: \$11,816 (000006-2900)</p> <p>DES: \$4,391 (300002-2200)</p> <p>DIS: \$0 (340002-2200)</p> <p>DHS: \$3,006 (70008-2200)</p>
<p>Scope of service:</p>	<p>Durham Elementary School</p> <p>Durham Intermediate School</p> <p>Durham High School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Durham Elementary School</p> <p>Durham Intermediate School</p> <p>Durham High School</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Purchase educational software		DHS: \$8,000 LCFF Supplemental	Certificated staff reviewed available sotware and made frequests to principals. Requests approved by principals were forwarded to the business office for processing orders. Software purchases: Durham Elementary School: Dreambox Learning, Type to Learn, Accelersated Reader Durham Intemediate School: Dreambox Learning, Edu-type, Accelerated Reader Durham High School: Solid Works	SUPPLEMENTAL DHS: \$14,571 (700002-5800) \$1,881 (700002-4310)
Scope of service:	LEA wide Grades: All		Scope of service: LEA wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide an additional section of ELD instruction.		DIS: \$15,317 DHS: \$15,317 LCFF Supplemental	Three sections of ELD instruction were provided. Two at Durham Intermediate School and one at Durham High School. The number of sections was established as a result of the number of ELL students at each site.	SUPPLEMENTAL DIS: \$15,371 (340001-1100) DHS: \$15,371 (700001-1100)

Scope of service:	Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Durham Intermediate School Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Maintain Reading Intervention program		\$18,167 LCFF Supplemental Transfer to Title 1	The Reading Intervention Program at Durham Elementary was continued in the same manner as in previous years.		LCFF BASE District: \$13,878 (000100-8980) contribution to Title I.
Scope of service:	Durham Elementary School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	Durham Elementary School Grades: 1st, 2nd, 3rd, 4th, 5th	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

Maintain athletic directors and activity directors		DHS Athletic Director: \$7,904 Activity Director: \$9,306 LCFF Supplemental	The athletic director and activity director positions were maintained at Durham Intermediate School and Durham High School.	LCFF BASE DHS: Athletic Director \$7,027 (700005-1900) Activities Coordinator \$6,996 (700003-2200)
Scope of service:	Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Durham Intermediate School Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide tutoring for students struggling to pass CAHSEE		DHS: \$852 Software prep LCFF Supplemental	The CAHSEE was not required this year. If it returns, in whatever form, CAHSEE tutoring services for students experiencing difficulty will be resumed.	SUPPLEMENTAL DHS: \$0 (700001-5800)

Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Durham High School Grades: 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase online course access.		DHS: \$8,000 LCFF Supplemental	Access to online courses were purchased in 15/16. A full complement of standards aligned courses were available.	SUPPLEMENTAL DHS: \$14,571 (700002-5800) \$1,881 (700002-4310)	
Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Each Williams inspection report deficiency will be addressed within 30 days (where feasible based on budget allocations).		\$10,000 LCFF Base as needed	The District did not receive any Williams complaints during the 15/16 school year.		LCFF BASE District: \$0 (007700-5800)
Scope of service:	LEA wide Grades: All		Scope of service:	LEA wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Counselors and/or administrators will meet with Foster Youth at least monthly to assess student progress and needs.		DHS Counselor: 10% \$9,847 LCFF Supplemental	No Foster Youth enrolled in the District during the 15/16 school year.		SUPPLEMENT AL DHS: \$9,876 (700004-1200)
Scope of service:	LEA wide Grades: All		Scope of service:	No Foster Youth enrolled in the District during the 15/16 school year. Grades: All	

<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
District will create equipment replacement plan.		District: \$10,000 LCFF Base	A District-wide equipment replacement plan was developed during the 15/16 school year. The plan includes both classroom equipment such as desks as well as maintenance, operations and transportation equipment.	LCFF BASE District: \$0 (007571-5800)
Scope of service:	LEA wide Grades: All		Scope of service:	LEA wide Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

What changes in actions, services, and expenditures	<p>Previous LCAP's contained subgoals for each goal. The committee chose to eliminate the subgoals because they were all contained within actions and services.</p> <p>The structure of the academic support position will be re-configured to provide more student access and efficient support for students.</p> <p>Current District computer support will be re-evaluated to streamline the work order process and to provide more tech time to staff.</p> <p>The DELAC committee recommended the District investigate the creation of a regularly scheduled after school homework program.</p> <p>The 15/16 LCAP indicated funds for training in new instructional materials would come from lottery funds. The funds came out of site budgets instead.</p> <p>Software purchases cost \$8,500 more than originally budgeted in the 15/16 LCAP.</p> <p>In 15/16 LCAP \$10,000 was budgeted for the creation of district equipment replacement plan. District administrators created the plan as part of their regular duties so there were no overt expenses.</p> <p>SARB training was done at no cost through the use of county and district staff.</p> <p>The independent study teaching position was reduced to part-time due to a drop in enrollment.</p>
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Original Goal from prior year LCAP:	All students will master 21st Century learning tools, resources and skills.		Related State and/or Local Priorities: _1 _2 _3 _4 X5 _6 X7 _8 Local:	
	2.1 Students will have equitable access to current technology.			
	2.2 Students will have access to a breadth of elective course offerings including career/technical education and visual and performing arts.			
	2.3 There will be a range of educational settings available for students.			
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable	Priority 5: Pupil Engagement		Actual Annual Measurable	Preliminary school attendance rates reveal an

Outcomes:

- School attendance rates will improve by 2% over historical five year average.
- The percentage of chronically absent students will drop by 5% over the five year historical average.
- Dropout rates at DIS and DHS will remain below County and State levels.
- Graduation rates will remain above County and State rates.

Priority 7: Course Access

- The number of online courses available to DHS students will increase from zero to five dependent upon funding.
- The number of computers over five years old will decrease by 10% dependent upon funding.
- The number of onsite elective courses will remain at current levels.
- The DHS independent study program will be maintained
- One additional Career Pathway course will be added
- One course offering Dual enrollment credit with a community college will be established.
- Additional VAPA courses will be created.

Outcomes:

increase in attendance at all three sites from a slight 1% increase at Durham Elementary to a 4% increase at Durham Intermediate and Durham High School.

Preliminary data reveal that the percentage of chronically absent students at Durham Elementary rose from 5.9% to 7.6%. At Durham Intermediate School the rate of chronically absent students dropped from 11% to 4.9% while the rate at Durham High School dropped 0.5% to 8.3%.

The dropout rates at Durham Intermediate School and Durham High School remain below county and state rates.

Durham High Schools graduation rate remains higher than that of Butte County and the State. Data for the 2015/16 school year is not available at the time of this writing. However, Durham High School's cohort graduation rate for 13/14 was 94.1% and for 2014/15 it was 93.4% Butte County's cohort graduation rate for the same two years was 85.7% and 86.3%. The overall graduation rate for California for these two years was 81% in 2013/14 and 82.3% in 2014/15.

Online course access was purchased this year with over 30 courses being available to Durham High School students.

The number of computers over 5 years old remained at the same level as previous years. The District purchased 250 Chromebooks and set up a 15 desktop lab for the DHS manufacturing program.

There was no change in the number of on site elective classes, 10 at DHS and 7 at DIS.

The DHS independent study program was maintained. There was a change in format from "packets" to online courses which improved the quality of the courses offered.

Durham High School added a CTE Viticulture class.

		<p>Several discussions were held with both local and out of the area community colleges. Although no dual credit courses were established in 15/16 discussions will continue.</p> <p>Due to staffing and funding constraints no additional VAPA courses were added,</p> <p>DES: Each grade level receives art and music instruction imbedded in their regular school day. In addition, students have class with a VAPA specialist two times a week. Daily beginning band starts with 5th graders,</p> <p>DIS has art in the 6th grade program plus as an elective in the 7/8 grade "wheel". Daily band class continues from grades 6 - 8. Durham High School has art and ceramics as electives.</p> <p>Durham High School offers art and ceramics as well as jazz band and concert band.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>The parents of students will be contacted each day they are absent.</p> <p>Truancy letters will be mailed home per county guidelines.</p> <p>The parents of truant students will be contacted by phone as soon as they are deemed truant.</p> <p>SARB process will be followed per county guidelines</p> <p>Staff will receive training in SARB process</p>		<p>Training \$5,000</p> <p>Postage \$1,000</p> <p>LCFF Supplemental</p>	<p>Parents were contacted daily. A computerized dialer program was implemented to assure that parents/guardians were contacted when their students were absent.</p> <p>Truancy letter as well as SARB guidelines were followed district wide.</p> <p>Classified staff in new positions recieved training on SARB guidelines.</p>	<p>SUPPLEMENTAL</p> <p>District: \$150 (000004-5200)</p>
<p>Scope of service:</p>	<p>LEA wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA WIDE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Provide online course offerings</p>		<p>DHS: \$8,000</p> <p>LCFF Supplemental</p>	<p>Two online course providers were purchased for teh 15/16 school year. One provider was designed for non-college prep students and a second, more rigorous platform, was purchased for college prep students and to provide AP access. The strengths of each program were discussed wioth students prior to the selection of a specific provider.</p>	<p>SUPPLEMENTAL</p> <p>DHS: \$14,571 (700002-5800)</p> <p>\$1,881 (700002-4310)</p>

Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain independent study offerings		DHS: 1.0 FTE \$80,251 LCFF Supplemental	Lower enrollment in the program resulted in the independent study position being a .50 FTE. The purchase of online courses for independent study was a significant upgrade in quality of coursework and alignment to State Standards.	SUPPLEMENTAL DHS: \$25,551 (700006-1100)	
Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Work with a community college to establish courses that earn dual credit (both high school and college credit)		DHS: Travel & Coordination \$1,000 LCFF Supplemental	Although no dual credit courses were established discussions with community colleges on this matter continued during the 15/16 school year.	SUPPLEMENTAL DHS: \$0 (700001-5200)
Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th		Scope of service: Durham High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Purchase new computers for student use		DES: \$10,000 DIS: \$10,000 DHS: \$10,000 LCFF Supplemental	202 Chromebooks with carts and 4 laptops were purchased at Durham Elementary School. 104 Chromebooks and 13 desktops were purchased at Durham Intermediate School. 31 laptops, 26 desktops and 40 tablets were purchased for Durham High School. An additional 15 desktops were purchased for the Manufacturing/Engineering lab at Durham High School.	SUPPLEMENTAL DHS: \$8,498 (710100-4310) LOTTERY-UNRESTRICTED DES: \$10,000 (001100-4310) DIS: \$8,184 (001100-4310) DHS: \$10,509 (001100-4310)

Scope of service:	LEA wide Grades: All		Scope of service:	LEA wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Expand the list of possible elective courses to provide a wide assortment for students		\$0	The number of traditional electives remained the same at Durham Intermediate School and Durham High School due to staffing constraints. The number of electives available through online courses at Durham High School were dramatically increased as a result of teh purchase of online curriculum providers.	SUPPLEMENTAL DHS: \$14,571 (700002-5800) \$1,881 (700002-4310)	
Scope of service:	Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Durham Intermediate School, Durham High School Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Add a career/technical career pathway course		DHS: Add 1 section at 0.20 FTE \$16,000 LCFF Supplemental	Durham High School added a new Viticulture course.		SUPPLEMENTAL DHS: \$14,708 (710101-1100)
Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Durham High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide independent study courses based upon student enrollment.		DHS: Possibly add 0.40 FTE if needed by enrollment \$32,000 LCFF Supplemental	Independent study was maintained in 15/16. A decrease in enrollment in the program resulted in the position being .50 FTE.		SUPPLEMENTAL DHS: \$25,551 (700006-1100) 0.40 FTE
Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Investigate additional VAPA courses		DHS: Travel & Coordination \$1,000	Due to budget constraints no additional VAPA courses were added in 15/16.	SUPPLEMENTAL DIS: \$0 (340001-1100) DHS: \$0 (700001-1100)
Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Durham High School Grades: 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

What changes in actions, services, and expenditures	Previous LCAP's contained subgoals for each goal. The committee chose to eliminate the subgoals because they were all contained within actions and services.
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Original Goal from prior year LCAP:	<p>All Students will feel safe, secure and a part of the school community.</p> <p>3.1 Students will feel safe at school and part of the school community.</p> <p>3.2 All student subgroups will participate in extra and co-curricular activities.</p> <p>3.3 Parents/Guardians of English Learners participate and feel part of the school community.</p> <p>3.4 Parents support the academic and social experiences of school.</p> <p>3.5 Students are engaged and choose to remain enrolled in Durham Unified School District.</p>		<p>Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:</p>
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Priority 3</p> <ul style="list-style-type: none"> The percentage of subgroup parents/guardians expressing satisfaction with school and its activities will increase by 10% as measured by previous survey data gathered over the previous five years. Subgroup parent participation at school sponsored events and meetings will increase by 10%. 	Actual Annual Measurable Outcomes:	<p>No parents expressed dissatisfaction with schools within the district. 83% of parents stated there students were well prepared in district schools.</p> <p>Registration at Durham Elementary School events revealed that participation rose 12% over all through out the year.</p> <p>Volunteers at Durham Elementary remained virtually identical to previous years, 7,000 volunteers a year.</p>

- Attendance at DELAC meetings will improve by 10% over five year historical averages.

Priority 5

- School attendance rates for EL and Low Income students will increase by 5% over the historical five year average.
- Durham Intermediate School and Durham High School dropout rates will remain at the current low level
- Chronic absenteeism will decline by 10% over the historical five year average.
- Graduation rates for EL and Low Income students will increase by 10% over the historical five year average.
- Durham High School overall graduation rate will improve over the historical five year average.
- The number of students transferring out of the District will decline as compared to the historical five year average.

Priority 6

- The percentage of students expressing concern about their safety will decline by 10% over previous survey administrations.
- The percentage of students indicating they feel a part of the school community will increase by 10% over previous survey administrations.
- Pupil suspension rates will decline by 10% over the historical five year average.
- The number of students expelled will remain at the current low level.

A review of sign in sheets reveal that DELAC participation remained at the same level as in past years. A small, but active, group of 7-10 parents/guardians comprise the group.

Preliminary attendance rates for subgroups revealed an improvement in attendance for ELL students from 95.2% to 95.6% district-wide.

Preliminary attendance rates for low income students revealed an improvement from 94.6% to 96.7%.

There were no dropouts at Durham Intermediate School. One student who left Durham High School earlier this year may be a dropout. DHS administration and staff are unsure of the student's whereabouts at this time.

The percentage of chronically absent students declined from 8.6% to 6.9% district wide.

The graduation rate for low income students was 92.3 in 14/15. This is a slight increase of 0.1% over the historical average.

The graduation rate for ELL students was 83.3%, a 3.1% decrease over 13/14.

Durham High School's graduation rate for 2014/15 was 93.4%. This is a .7% reduction from 13/14 but remains higher than Butte County's graduation rate (86.3%) and California's overall graduation rate (82.3%)

In 2014/15 206 out-of-district students enrolled in DUSD with 23 students choosing to enroll in another district. In 2015/16 226 out-of-district students enrolled in DUSD with 24 students transferring to another district.

Results of the annual student survey reveal that 92.8% of students feel safe at school a nearly 20% improvement over last years survey.

		<p>79% of students reported that they are well-informed about school. That is virtually unchanged over last year's survey.</p> <p>Suspension data for 15/16 was not finalized at the of this writing. However from 2011/12 to 2014/15 the average suspension rate at each school was: DES: 2.5%, DIS: 7.95% and DHS 2.5%. The rate for DUSD is the second lowest in Butte County.</p> <p>Expulsion rate data from CDE for 2015/16 are not available at this time. One student was expelled in the 15/16 school year which yields a preliminary expulsion rate of .09%. There were no expulsions in 14/15 or 13/14.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Communications home about school sponsored events will be communicated in English and Spanish.	<p>DES: Bilingual Aid at 6 hours \$21,161</p> <p>DIS & DHS: Bilingual Aid \$8,300 LCFF Supplemental</p>	Communications home consistently were sent out in Spanish and English.	<p>TITLE I</p> <p>DES: \$32,397 (002400-2100) Bilingual Aide</p> <p>SUPPLEMENTAL</p> <p>District: \$77 (000004-5900)</p>

Scope of service:	LEA wide Grades: All		Scope of service:	LEA wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The parents/guardians of students absent from school will be contacted daily. Every chronically absent student and their parents will meet with site administrators. SARB guidelines (truancy letters, etc.) will be followed for all students		Coordination and Postage \$1,500 LCFF Supplemental	Parents/guardians were contacted daily if their student was absent. A automatic dialer system was put in place to make initial contact. Site principals and the DHS counselor contacted parents/guardians of chronically absent students. SARB guidelines were followed regarding truancy letters and SARB procedures.	SUPPLEMENTAL District: \$150 (000004-5200)	
Scope of service:	LEA wide Grades: All		Scope of service:	LEA wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

An "anti-bullying" program will be implemented.		Materials \$3,000 LCFF Supplemental	<p>Durham Elementary School implemented "Every Friday Morning" schoolwide gatherings to present skits, poems and other activities to expand their school climate of kindness.</p> <p>Durham Intermediate School hosted a parent social media night, schoolwide "Respect Pledge" poster signing, weekly Lunch Bunch as well as Girl Power activities, "Words of Wisdom" in teh daily bulletin and a presentation entitled "Walk in Our Shoes" from the B Street Theater.</p> <p>Durham High School hosted several Odyssey Team activites as well as a schoolwide assembly designed to foster a inclusive and kind school community.</p>	<p>SUPPLEMENTAL</p> <p>District: \$0 (000004-4310)</p>
Scope of service:	LEA wide Grades: All		<p>Scope of service:</p> <p>LEA wide Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
Parent/guardian surveys will be administered annually and compared with previous data.		Coordination and Postage \$1,500 LCFF Supplemental	<p>Online parent, staff and student surveys were administered in the fall of 2015.</p> <p>A private office was available for anyone who lacked internet access.</p> <p>Results of the surveys were analyzed by parents and staff at LCAP meetings and compared to previous years survey results.</p>	<p>SUPPLEMENTAL</p> <p>District: \$0 (000004-5800)</p>

Scope of service:	LEA wide Grades: All		Scope of service:	LEA wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Previous LCAP's contained subgoals for each goal. The committee chose to eliminate the subgoals because they were all contained within actions and services. Some of the percentage of improvement goals i.e.. graduation rate improvement, are unrealistic due to the high levels of achievement that already exist. These goals will be changed to reflect that the current rate will remain the same or will improve without a specific percentage goal.				

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:	548490
Total Identified Expenditures (\$580,603):	

Goal #1 = \$345,886

Goal #2 = \$62,524

Goal #3 = \$172,709

Per LCFF calculation, Supplemental Grant = \$548,490

We are serving students by doing the following services in a district-wide manner in order to serve at risk students:

The following research validates the actions and services we have chosen:

Online Coursework: *Using Technology to Support At-Risk Students*, Darling-Hammond and Goldman, 2014. ; *Virtual Schooling and Student Learning*, Chingos and Schwerdt, 2014

Counseling Services for College and Career readiness: *Promoting College and Career Readiness*, Sambolt and Blumenthal, 2013.

Small Class Size: *The Effectiveness of Class Size Reduction*, Mathis, 2016.

Providing ELD instruction at Durham Intermediate and Durham High School as enrollment and student need indicates.. These sections allowed students to receive ELD instruction with their peers. In addition to the classroom teacher a Spanish speaking para-educator is also provided to assist students and provide more individualized instruction.

Establishing online course offerings for Durham High School and DHS Independent Study to improve offerings to students to all students. Two online course providers were chosen to provide access to online courses that would meet the desire and academic capabilities of all students. Online courses provide flexibility not found in traditional classroom environment.

Providing additional hours of para-educator time at district schools to provide additional mental and behavioral support to students and allowing differentiated instruction to more readily occur.

Maintaining counseling services at Durham High School providing academic, career assistance as well as personal support for students.

Providing translation services at meetings such as LCAP meetings, DELAC meetings and Parent Education Nights.

Translating documents and communications into Spanish to assist in communications between home and school.

We used supplemental funds, in addition to LCFF Base funds and other sources, in a district-wide manner to address the needs of all students in need of support by :

Maintaining small class sizes LEA –wide thusly providing more opportunities for members of student subgroups to receive individual attention..

Providing additional student access to computers and computer labs LEA-wide to assist students in performing school assignments, doing research for classes and accessing additional resources outside of the classroom that are not available to some of our low income families.

Purchase educational software to provide a wider selection of educational opportunities as well as differentiate instruction to subgroups.

Translating documents and communications LEA-wide to improve communications between home and school.

Provide a fulltime nurse to improve students access to professional health care. Previously the school nurse was available two days a week.

Providing additional para-educator time and services at Durham Elementary School and Durham Intermediate School thusly providing additional support for student subgroups.

A certificated academic support position was created to provide access to additional services for student subgroups who are not flourishing academically and lack resources at home due to language barriers and less financial resources.

School counselors are consistently providing additional support for subgroups who struggle at school. Although not all struggling students are English Language Learners or come from low income families, these two subgroups historically have less academic success than the bulk of the student body.

Access to online courses and the use of educational software provide additional targeted resources to meet the needs of students who are lagging behind academically. Two online providers are available to meet the needs of all students in all subgroups.

Independent study was maintained to provide alternatives and resources to meet the needs of all subgroups.

Viticulture was added to the CTE course offerings at Durham High School to provide an additional pathway to future success to all subgroups. Viticulture was selected due to the high demand

Providing a fulltime school nurse allows students access for health care services that may not be available otherwise.

- 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.

7.55	%
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The services provided to subgroups are:

Maintaining ELD instruction at Durham Intermediate and Durham High School. These sections allowed students to receive ELD instruction with their peers.

Purchasing new ELD materials and providing appropriate professional development to teaching staff.

Providing online course offerings for Durham High School and DHS Independent Study to improve offerings to students in preparation for their future endeavors.

Providing additional hours of para-educator time at Durham Elementary School providing additional mental and behavioral support to students struggling with school or life situations.

Providing additional hours of para-educator time at Durham Intermediate School providing additional student support..

Maintaining counseling services at 1.0 at Durham High School along with additional counseling services at Durham Intermediate School, providing academic, career assistance as well as mental and behavioral support for students.

Providing translation services at meetings such as LCAP meetings, DELAC meetings and Parent Education Nights.

Translating documents and communications into Spanish to assist in communications between home and school.

The following services are provided to all students. It is more efficient to provide all students in the following ways thusly providing services to our significant subgroups.

Maintaining small class sizes LEA –wide thusly providing additional support for members of student subgroups.

Providing additional student access to computer labs LEA-wide to assist students in performing school assignments, doing research for classes and accessing additional resources outside of the classroom that are not available at home.

Purchase educational software which allows teachers to provide differentiated instruction and provide more individualized attention.

Provide access to two online course providers providing students access to electives as well as the ability to makeup courses. Two providers allows students to choose courses that are both vocational in orientation as well as college preparatory and advanced placement.

Providing additional para-educator time and services at Durham Elementary School and Durham Intermediate School allowing teaching staff to provide more individualized instruction.

Additional administrator master schedule planning time to insure that all ELL students had access to EL instruction while maintaining access to core academic classes.

Advanced placement courses allow all students to participate in challenging coursework.

Data shows that while attendance is high at DUSD students from our three subgroups have lower attendance rates than the rest of the student body.

"Anti-bullying" programs help provide a school climate that is more accepting of all students.

Providing a fulltime nurse provides access to a healthcare professional that some members of our subgroups would not have otherwise.

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).