

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

- The district serves a population base of approximately 5,000. The mild climate supports a flourishing agricultural economy of dairy, cotton, rice, sugar beets, tomatoes, and other leading commodities.
- Dos Palos Oro Loma Unified School District maintains an enrollment of about 2,300-2,400 students. The district is made up of about 90% unduplicated pupils with 26.7% being English Language Learners and 88.1% being low income. The foster youth count is minimal and ranges from 4-7 students. About 79% are Hispanic, 15% are White, 3% African American, and 3% other. Approximately 26% of the English Language Learners speak Spanish with less than 1% speaking Arabic, Punjabi and other non-English languages.
- Dos Palos-Oro Loma is proud to have community centered schools Transitional Kindergarten-12th grade. The schools (total of 5) are firmly involved in community activities and the community strongly supports the local schools and programs.
- Dos Palos–Oro Loma has a Transitional Kindergarten for all children with birthdates between September and December of the year they turn five. Transitional Kindergarten (TK) is a bridge between preschool and kindergarten for California’s youngest children eligible for public school. TK is taught by credentialed teachers who give children the opportunity to learn and practice social and academic skills necessary for success in Kindergarten and beyond.
- Through the use of the latest technology, including strong computer components at each school site, it is the goal of the Dos Palos - Oro Loma Joint Unified School District to enhance a well-rounded, up-to-date curriculum that will meet the needs of all students and the community.
- Several colleges and universities are located within a one hour drive, including UC Merced, Merced Junior College, California State Universities in Fresno and Turlock (Stanislaus), and Fresno Pacific University. In addition, other universities offer educational programs within the county.
- The county seat located in Merced offers most governmental, professional, and commercial services. The community of Dos Palos includes two clinics, doctors, shopping areas, many churches, and recreational facilities, several parks, sports activity leagues for adults and children and a swimming pool. Surrounding recreational areas include the San Luis Reservoir and O'Neill Forebay for fishing, windsurfing, jet skiing, and other water sports and National and State Wildlife Refuges for viewing, hunting and other outdoor activities.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

- For the 2017-2018 school year, the district hired 21 new teachers which have been placed at all of the sites. The district also hired English Language Arts and Mathematics Intervention teachers at the elementary levels to assist students.
- Professional Development continued to be a priority for the 2017-2018 school year especially targeting the non-credentialed or beginning teachers so that they could better serve their students. Planning Days for teachers continues to expand especially for the TK-8 grades due to the new ELA/ELD adoption that

begins in the 2017-2018 school year. Professional Development will continue to be a priority in the the upcoming school years.

- All of the sites continued to provide support to students on assessments, academic strategies to improve student achievement, and before, during, and after school intervention. All of the sites provided support to students as they prepare for the SBAC given in the spring. Interim assessments were a focus as the district's benchmark assessments so that students would be prepared to navigate through the test using all of the accessibility tools provided to them. .
- All of the sites will continue to provide a safe environment for all of the students, staff, and parents/community by implementing "Positive Behavior Interventions and Supports" (PBIS) to all of the students TK-12 and providing additional safety measures at the sites such as: cameras, entry security gates, etc.
- The fiscal department will continue to monitor the funds of each site and district, assisting the sites with up-to-date fiscal reporting so that sites/district can manage their monies more efficiently.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

- The LEA and DPHS of the Graduation Rate status increased by 2.6% from 96.7% to 99.3% for all student groups.
- The Graduation Rate status for Student Groups was: English Language Learners (ELLs) increased by 3.0% from 95.2 to 98.2%, the Socioeconomically Disadvantaged students increased by 2.6% from 96.7% to 99.3%, Students with Disabilities increased by 1.8% from 98.2% to 100%, and the Hispanic/Latino increased by 2.5% from 96.6% to 99.1%.
- The status of the "ELLs" was high increasing by 3.8% from 76.0% to 79.8%, the status for Bryant Middle school increased 2.2% from 81.4% to 83.6, and the status for DPHS was very high with 100% maintained.
- Marks Elementary has maintained the change level in mathematics with -0.20 points. Please note: the current status is the average distance from level 3 which is the level where students demonstrate and understanding of the core subject.
- DPOLs suspension rate was very high with a 9% but declined significantly with a 21% decline. Bryant Middle School & Marks Elementary School's status was very high with a change level that declined significantly: Bryant Middle- had a 13.4% status in suspensions but improved by 7.9%; and Marks had a 6.1% suspension rate, and declined significantly with a -2.2% change.
- The Academic Indicators: ELA and Math resulted in the following strengths: In ELA, DPOL had a very low status of 74.2 points below 3 but maintained the change with -1.3 points. The EL Reclassification group increased with 47 points from level 3 in ELA; the district's African-American group increased by 10.1 points from 108.6 to 98.5 points and in Marks African-American group increased by 18.6 points; and at Bryant Middle School, they increased by 4.4 points. The district's high school continues to show

increases in ELA with a 66.99% of the students meeting or exceeding the state standards. In mathematics, The district's student groups, Hispanic, students with disabilities, ELL reclassified, and English Only students, all increased. The English Learner student group increased by 3.8% and the students with disabilities increase by 1 level.

Supporting students throughout their educational experiences has been a success. The support led to a high percentage of students graduating from high school and a lower percentage rate in suspensions at 2 of the 5 sites. Intervention supports for all students, including low-income, ELLs, and foster youth continues to be a goal of the district.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

- The suspension rate of the district is in the orange with a "very high" status of 9% and the change level "declined significantly" with a -2.1% decline. There is a continued need to assist the sites with strategies/techniques that would bring the number down by providing support to the students in a "preventive" manner.
- The Academic Indicators of the ELA and Math results show that the LEA is in the red in English Language Arts with a "very low" status of 74.2 points below level 3 but maintained the "change level" with -1.3 points. In math, the district has a "very low" status with 98.7 points below level 3 with a change showing a "decline" of -8.7 points.
- Academic support for students is an area of "need" – The district has added intervention support in ELA and Math at the 3 of district's sites: Dos Palos Elementary, Marks Elementary, and the Middle School. Additional counseling support was added to address the high suspension rates in the district. An additional counselor and Family Support Specialist were hired to assist the elementary and other sites.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Performance gaps in ELA and Math exist in the district:

- In Math and English Language Arts, all students and student groups, such as, English Learners, Socioeconomic Disadvantaged students, English Learners, Students with Disabilities, and the Hispanic student groups are performing at the "lowest (red) performance level." The African American students are performing one level above (orange) than the rest of the student groups in English Language Arts and the White student group is performing one level above (orange) the rest of the student groups in Math. All of

the sites will be implementing Math intervention and tutoring to support and assist students. Each site will continue to implement an afterschool and summer school sessions to support "all" of the needs of all groups. The LEA will address the gaps by providing assistance to all of the sites and groups.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

1. Low-income, ELLs, Foster Youth will benefit from additional personnel to serve identified students with emotional issues and behavioral needs due to social and emotional circumstances that arise which may lead to suspensions, absenteeism, or academic deficiencies. Hiring additional "Intervention Teachers" throughout the district will assist the ELLs, low-income, and Foster Youth who are in need of additional resources and support.
2. The expanded Summer School and afterschool sessions will increase services for all of the ELLs, low-income, and foster youth assisting them to receive additional academic support.
3. Parent/Family activities will be expanded to help increase parent involvement and improve communication between schools and home especially from the homes of the English Learners, low-income, and Foster Youth.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$30,514,660
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 10,719,957

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- a. Cost of base programs and general cost of overhead
- b. Contribution to programs not included in LCAP (SPED, Restricted, other Funds, etc.)
- c. Mandatory contribution to Routine Restricted Maintenance Accounts

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$26,356,757