

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.****Introduction:**LEA: Del Mar Union School DistrictContact: Holly McClurg, Ph.D., Superintendent, [hmcclurg@dmusd.org](mailto:hmcclurg@dmusd.org), (858)755-9301LCAP Year: 2015-2016***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)*

**Base Program: Narrative**

Del Mar Union School District provides a nurturing, inspiring and rigorous educational program for all students. As part of a challenging academic program, we strive to develop in students a strong appreciation of the fine arts, a keen interest in science, the desire to stay physically fit and an understanding of technology as a tool for learning. In the Del Mar Union School District, it is the expectation that all students will experience high levels of academic success, participate in a variety of enriching activities and experiences, and realize their full potential.

All teachers in DMUSD are highly qualified and possess the required authorization to instruct students who are identified as English Learners. Additionally, our educational program includes credentialed specialists who provide regular instruction in art, music, physical education, science, and technology for every child. Del Mar Union School District encourages and supports ongoing professional growth for all staff members. All instructional staff receives ongoing, high-quality professional development in instructional practices and content aligned to the California Standards. The educational program and professional learning are leading core strategy focus areas in the District Strategic Plan and are directly linked to continuous improvement and an ongoing focus on the instructional core.

Instructional materials are purchased and available for every student in every classroom. As quality materials aligned to California Standards become available, they are reviewed and purchased to support the full implementation of California Standards. Additionally, Chromebooks are provided to every third through sixth grade student and are used as a tool to promote high-quality writing and increased student-to-student collaboration and student-to-teacher interaction.

The quality of the educational program is a testament to the outstanding collaborative leadership involving all stakeholders. Shared decision-making takes place throughout all levels of the organization. At the site level, parents play a critical role through their participation in School Site Councils, Parent Teacher Associations, and English Learner Advisory Committees. On a districtwide level, staff, students, parents, and community members are an integral part of the district decision-making process through their participation as a member of the school community and/or involvement in the Parent Teacher Association Presidents Advisory Committee, District English Language Advisory Committee, Del Mar Certificated Teachers Association, Classified Advisory Committee, District Wellness Advisory Committee, and District Strategic Planning Committee. District staff receives input and gathers information to inform decisions made at the District Leadership and District Cabinet levels. Decisions are reflective of input provided through a broad range of avenues and are representative of the diverse stakeholders within the educational community.

Del Mar Union schools were designed to create optimal learning environments that accommodate the educational needs of all students. Daytime and evening custodial staff clean schools according to an established schedule and help to ensure facilities are in good repair. Additionally, district personnel provide maintenance and landscaping upkeep. To keep all facilities in 100% working order, the schools' custodial staffs work cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that may arise. Identified maintenance needs and modernization projects can be viewed in the comprehensive DMUSD Facility Master Plan completed in spring 2014.

Each site's Comprehensive School Safety Plan incorporates policies and procedures for injury and illness prevention for students and staff. Local safety representatives, including fire and police, work with the district safety committee to revise, and update the safety plans as needed. Regular safety inspections of all buildings are conducted. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. All sites conduct regularly scheduled fire and disaster drills and earthquake drills. School custodians make visual inspections of the campuses every morning before students arrive. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering every school. Discipline policies are based on the belief that the best way to eliminate behavior problems is to maintain programs that challenge students' academic interests and emphasize the development of character and citizenship. Staffs focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. District schools participate in the PeaceBuilders program or engage in other character education programs unique to the needs of an individual site.

Physical fitness and wellness are a focal point for DMUSD. Students receive a minimum of the required 200 minutes of physical education every ten days. Physical Fitness specialists integrate health and nutrition units of study into their lessons. DMUSD offers lunches that exceed the federal nutrition guidelines and include vegetarian and organic options. The District believes healthy students not only excel academically, but are more likely to be positively engaged in social, community, and extracurricular activities. The District Wellness Committee promotes healthy eating and physical activity throughout the day in all district student programs.

The Del Mar Union School District is a Community Funded District (Basic Aid), which means the district's property tax revenue exceeds its Local Control Funding Formula (LCFF) funding level. Because DMUSD relies on property taxes as its major source of revenue, the District is sensitive to economic conditions related to property tax collection which includes the sales of commercial, industrial, and residential properties, and reassessments. Over the past few years, DMUSD was subjected to a basic aid reduction (fair share). As fair share was implemented beginning in fiscal year 2009-2010, funding to basic aid school districts for state categorical programs was greatly reduced. The California Department of Education (CDE) indicated that minimum state aid during LCFF implementation will be the equivalent to the fiscal year 2012-2013 funding level which is approximately \$1,170,350. There has been no restoration to the basic aid reduction (8.92% in 2012-2013). Therefore, the District is subject to the ongoing reduction of \$2.5 million.

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## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Input and communication for key stakeholder groups occurs in a variety of formats.</p> <p><b>Established Advisory Committees:</b> Stakeholders engage in meaningful dialogue and give input on the LCAP through formal groups such as the School Board, Parent Teacher Association (PTA) Presidents Advisory Committee, District English Language Advisory Committee (DELAC), School Site Council (SSC), Del Mar Certificated Teachers Association (DMCTA), Classified Advisory Committee, District Wellness Advisory Committee, District Strategic Planning Committee, District Leadership Group, District Cabinet, and Facility Master Planning Committee.</p> <p><b>Outreach via Technology:</b> Technology is used to both communicate information and request feedback about the LCAP goals from the Del Mar School District community at large. Information and questionnaires are posted on the district website and each school website. Requests for feedback and participation in online questionnaires is sought through email communication as well as districtwide ‘all-calls.’</p> <p><b>In-person Outreach:</b> The superintendent, district office administration, and school site principals meet with community members to share district and school site information related to the LCAP. Agendas reflect a broad range of topics including development of the Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF), budget information, implementation of common core state standards, instructional program focused on teaching and learning, and districtwide and site specific data related to student progress. Involvement from students occurred through multiple classroom visitations, observation of student work, and collection of anecdotal data.</p>	<p>The community engagement process is reflective of a broad range of district stakeholders including those representing unduplicated pupils. District priorities and goals are inclusive of input received from stakeholders. Staff, student, and parent survey data helped us to prioritize our needs, identify best practices, and refine goals.</p> <p>For example, the following goals and/or actions were included in the LCAP as a result of stakeholder input.</p> <p>Goal 1, Action Item: <u>CC Lead Teachers will update K-6 instructional resources (Toolkits), including units of instruction, that are aligned to California Standards (ELA, Mathematics, ELD, NGSS); Teachers will design and provide differentiated learning opportunities based upon formative and summative student data; Additional resources for literacy intervention will be purchased</u></p> <p>Goal 3, Action Item: <u>All principals will attend EEI sessions; Principals will plan and deliver collaborative learning in California Standards aligned instruction to all teachers; Teachers and administrators will participate in CGI training; Art, Music, Physical Education, Science, and Technology specialists will attend content specific professional learning with an emphasis on furthering cross disciplinary practices in support of STEAM+; Training in the use of technology is provided to instructional staff</u></p> <p>Goal 5, Action Item: <u>Teachers at all school sites and the district office use social media to communicate with school and community members</u></p>

**Annual Update:**

The LCAP and District Strategic Plan documents are used to guide ongoing improvement efforts impacting student performance, student safety and well-being, facilities and budget planning. Updates to staff, school communities and district-wide community occurred through extensive outreach through district, community and site-based meetings.

**District:**

February/March/April/May

- Parent Teacher Association (PTA) Presidents Advisory Committee
- School Board
- District English Language Advisory Committee (DELAC)
- Del Mar Certificated Teachers Association (DMCTA)
- Superintendent's State of the District to Community
- District Cabinet
- District Wellness Advisory Committee
- District Leadership Group
- Department Meetings
- Principal Meetings

**School Site Level:**

February/March/April/May

- School Site Council
- Principals' Coffees
- English Language Advisory Committee
- Superintendent's State of the District to Staff
- Staff Meetings

**Annual Update:**

Staff and community members were asked to provide input both verbally and through a written survey.

The following trends emerged as a result of feedback:

Our district strives to offer a high quality educational program that meets the needs of every child and challenges each to reach his/her potential. What feedback/recommendations do you have regarding DMUSD's educational program?

- More/differentiated opportunities for advanced learners should be available in every classroom
- Additional instructional resources are needed to support English learners

Purposeful implementation and use of technology to enhance teaching and learning is a top priority. In what ways would you like to see DMUSD continue to expand the use of technology to meet students' needs?

- Plan for devices for K-2 students at all schools
- Continued focus on progressive use of technology as an instructional tool

Ongoing professional learning enables DMUSD employees to improve their professional practice. What additional training would benefit employees and ensure we have the necessary tools to educate students to think critically, collaborate, create, and communicate?

- There is a need for continued professional learning in mathematics
- There is a need to provide training in English/language arts
- Provide alternatives to training staff during the school day

DMUSD has completed a multiyear, extensive Facilities Master Plan process involving community stakeholders representing all eight school sites. What additional feedback/recommendations do you have regarding DMUSD facilities?

- Need upgrades at aging sites

Communication with all stakeholders is highly valued and achieved using a variety of formats (in-person, email, written communiqués, Twitter, Facebook, website, phone calls). How can our district improve upon established methods of communication?

- Continue to communicate using multiple formats
- Ensure all website (teacher, site, district) information is current

and easily accessible

DMUSD students learn and thrive in safe, nurturing school environments. What feedback/recommendations do you have that will further enhance the students' learning environment?

- Evaluate safety measures at all school sites and improve where necessary
- Continue to build on character education programs in place at schools

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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?

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<b>GOAL:</b>	1. Implement and assess a comprehensive educational program based on 21 <sup>st</sup> Century learning skills to educate the whole child. See Attachment A: DMUSD Strategic Plan Core Strategy No. 1, Educational Program	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
<b>Identified Need:</b>	Educational program aligned to California Standards and inclusive of a wide range of study	
<b>Goal Applies to:</b>	<b>Schools:</b> All	
	<b>Applicable Pupil Subgroups:</b> All	

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Instructional alignment to California Standards is evident in every classroom and units of instruction reflect 21 <sup>st</sup> century learning; Instruction will reflect increased integration of disciplines in alignment with STEAM+; Students in 3 <sup>rd</sup> -6 <sup>th</sup> grade will take Smarter Balanced assessment; Establish districtwide API (fall 2016); Maintain or improve baseline EL reclassification rate (18.6%); Maintain or improve baseline EL proficiency rate (38.5%)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CC Lead Teachers will update K-6 instructional resources (Toolkits), including units of instruction, that are aligned to California Standards (ELA, Mathematics, ELD, NGSS); Teachers will design and provide differentiated learning opportunities based upon formative and summative student data; Additional resources for literacy intervention will be purchased  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program	K-6	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: General Fund  CC Lead Teachers \$126,000  CC TOSAs \$143,500
Maintain small class sizes to ensure attention to individual student needs  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program	K-6	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: General Fund  Small Class Size \$1,142,000
Evaluate progress of English learners. Determine if additional/different instructional resources and staffing are needed to support academic progress  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program	K-6	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: General Fund Staff Development \$243,800

<p>Review formative and summative data to ensure continuous progress of RFEP students</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund Staff Development \$243,800</p>
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**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Instructional alignment to California Standards is evident in every classroom and units of instruction reflect 21<sup>st</sup> century learning; Instruction reflects increased integration of disciplines in alignment with STEAM+; Teachers and teams seek and have access to relevant data and information and use that information to continuously improve teaching and learning; Student performance on MAP and district benchmark exams will increase; Student performance on Smarter Balanced exams will increase; Maintain or increase districtwide API; Maintain or improve baseline EL reclassification rate (18.6%); Maintain or improve baseline EL proficiency rate (38.5%)</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>CC Lead Teachers will update K-6 instructional resources (Toolkits), including units of instruction, that are aligned to California Standards (ELA, Mathematics, ELD, NGSS); Teachers will design and provide differentiated learning opportunities based upon formative and summative student data; Additional resources for literacy intervention will be purchased</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund</p> <p>CC Lead Teacher \$143,500</p>
<p>Maintain small class sizes to ensure attention to individual student needs</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund Small Class Size \$1,165,000</p>
<p>Evaluate progress of English learners. Determine if additional/different instructional resources and staffing are needed to support academic progress</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund Staff Development \$243,800</p>

<p>Review formative and summative data to ensure continuous progress of RFEP students</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund Staff Development \$243,800</p>
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**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Units of study are fully aligned to California Standards and implemented in every classroom; Instruction reflects the integration of disciplines in alignment with STEAM+; Teachers and teams seek and have access to relevant data and information and use that information to continuously improve teaching and learning; Student performance on MAP and district benchmark exams will increase; Student performance on Smarter Balanced exams will increase; Maintain or increase districtwide API; Maintain or improve baseline EL reclassification rate (18.6%); Maintain or improve baseline EL proficiency rate (38.5%)</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>CC Lead Teachers will update K-6 instructional resources (Toolkits), including units of instruction, that are aligned to California Standards (ELA, Mathematics, ELD, NGSS); Teachers will design and provide differentiated learning opportunities based upon formative and summative student data</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>CC Lead Teacher \$143,500</p>
<p>Maintain small class sizes to ensure attention to individual student needs</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund</p> <p>Small Class Size \$1,188,300</p>
<p>Evaluate progress of English learners. Determine if additional/different instructional resources and staffing are needed to support academic progress</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund Staff Development \$243,800</p>

<p>Review formative and summative data to ensure continuous progress of RFEP students</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 1, Educational Program</p>	<p>K-6</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> X Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund Staff Development \$243,800</p>
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<p>GOAL:</p>	<p>2. Every student will actively use technology to develop 21<sup>st</sup> Century Skills within a safe and secure digital environment. See Attachment A: DMUSD Strategic Plan Core Strategy No. 2, Technology</p>	<p>Related State and/or Local Priorities: 1__ 2<u>X</u> 3__ 4<u>X</u> 5<u>X</u> 6__ 7<u>X</u> 8<u>X</u> COE only: 9__ 10__ Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Technology as a tool to promote learning</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>
<p>Goal Applies to:</p>	<p>Applicable Pupil Subgroups: All</p>

**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>All students in kindergarten through second grade will have access to a mobile digital device to support differentiated learning opportunities and support for foundational academic skills.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Expand K – 2<sup>nd</sup> grade pilot to include 50% of K-2 classrooms.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 2, Technology</p>	<p>K-2</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund Devices \$60,000</p>
<p>Continue to ensure high quality software which supports academic advancement is used by every student identified as below benchmark; Determine if additional/different resources are needed; Monitor student progress using formative and summative data</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 2, Technology</p>	<p>K-6</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund Technology \$311,500</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual</p>	<p>All students in kindergarten through sixth grade use technology as an integrated part of curriculum and instruction.</p>
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Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand K – 2 <sup>nd</sup> grade pilot to include 100% of K-2 classrooms.  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 2, Technology	K-2	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source:  General Fund Devices \$60,000
Ensure technology hardware and high quality software which supports academic advancement is acquired and used by every student identified as below benchmark; Determine if additional/different resources are needed; Monitor student progress using formative and summative data  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 2, Technology	K-6	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source:  General Fund Technology \$311,500

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: Technology is seamlessly integrated in kindergarten through sixth grade as a tool for learning across all disciplines.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide all students' access to multiple digital devices in response to needs of specific learning tasks.  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 2, Technology	K-6	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source:  General Fund Technology \$311,500
Ensure technology hardware and high quality software which supports academic advancement is acquired and used by every student identified as below benchmark; Determine if additional/different resources are needed; Monitor student progress using formative and summative data  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 2, Technology	K-6	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source:  General Fund Technology \$311,500



<b>GOAL:</b>	<b>3.</b> Provide quality professional development that supports all district employees in providing a nurturing, inspiring, and rigorous educational program. See Attachment A: DMUSD Strategic Plan Core Strategy No. 3, Professional Learning	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____
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<b>Identified Need:</b>	Ongoing professional development aligned to California Standards
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Instructional practices aligned to California Standards are evident in every classroom and technology tools are use with clear purpose to promote learning; Maintain highly qualified teachers at 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All principals will attend EEI sessions; Principals will plan and deliver collaborative learning in California Standards aligned instruction to all teachers; Teachers and administrators will participate in CGI training; Art, Music, Physical Education, Science, and Technology specialists will attend content specific professional learning with an emphasis on furthering cross disciplinary practices in support of STEAM+; Training in the use of technology is provided to instructional staff  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 3, Professional Learning	K-6	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Source:  General Fund Staff Development \$243,800
Embed training specific to English learners in every training conducted by the district; Schedule training for instructional staff specific to English language development and students not meeting benchmarks  *See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 3, Professional Learning	K-6	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Source:  General Fund Staff Development \$243,800

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Instructional practices and student work reflect California Standards aligned instructional practices and 21 <sup>st</sup> century learning skills and technology is purposefully and skillfully used by teachers and students to promote learning; Formative assessment is effectively utilized by every teacher to promote high levels of student learning; Maintain highly qualified teachers at 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>All principals will attend EEI sessions; Principals will plan and deliver collaborative learning in California Standards aligned instruction to all teachers; Teachers and administrators will participate in CGI training; Art, Music, Physical Education, Science, and Technology specialists will attend content specific professional learning with an emphasis on furthering cross disciplinary practices in support of STEAM+; Training in the use of technology is provided to instructional staff</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 3, Professional Learning</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund Staff Development \$243,800</p>
<p>Embed training specific to English learners in every training conducted by the district; Schedule training for instructional staff specific to English language development and students not meeting benchmarks</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 3, Professional Learning</p>	<p>K-6</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund Staff Development \$243,800</p>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Instructional practices and student work reflect California Standards aligned instructional practices and 21<sup>st</sup> century learning skills and technology is purposefully and skillfully used by teachers and students to promote learning; Integrated units of study reflecting STEAM+ are present in the district-wide instructional program; Formative assessment is effectively utilized by every teacher to promote high levels of student learning; Maintain highly qualified teachers at 100%</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>All principals will attend EEI sessions; Principals will plan and deliver collaborative learning in California Standards aligned instruction to all teachers; Teachers and administrators will participate in CGI training; Art, Music, Physical Education, Science, and Technology specialists will attend content specific professional learning with an emphasis on furthering cross disciplinary practices in support of STEAM+; Training in the use of technology is provided to instructional staff</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 3, Professional Learning</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund Staff Development \$243,800</p>

<p>Embed training specific to English learners in every training conducted by the district; Schedule training for instructional staff specific to English language development and students not meeting benchmarks</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 3, Professional Learning</p>	<p>K-6</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source:</p> <p>General Fund Staff Development \$243,800</p>
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<p>GOAL:</p>	<p>4. Develop a plan to maximize functional use of facilities in support of educational programs. See Attachment A: DMUSD Strategic Plan Core Strategy No. 4, Facility Optimization</p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <u>  </u> 3 <u>  </u> 4 <u>  </u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>  </u></p> <p>COE only: 9 <u>  </u> 10 <u>  </u></p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Adequate, safe and modern spaces for all district children and programs</p>
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>

**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>Demographic Study, Facilities Master Plan and Five-Year Facility Plan Priorities</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Determine how to fund modernization at identified school sites</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 4, Facility Optimization</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>Funding Source:</p> <p>General Fund \$1,381,050</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Demographic Study, Facilities Master Plan and Five-Year Facility Plan Priorities</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Begin to plan the modernization at identified school sites.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 4, Facility Optimization</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund</p> <p>Services \$30,000</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Demographic Study, Facilities Master Plan and Five-Year Facility Plan Priorities</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Continue to complete projects according to the five year prioritized list.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 4, Facility Optimization</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: Deferred Maintenance \$136,000</p>

<p>GOAL:</p>	<p><b>5.</b> Facilitate communication with stakeholders at every level consistent with our core values to promote our mission and to achieve our vision. See Attachment A: DMUSD Strategic Plan Core Strategy No. 6, Communication</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/></p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Parent and community participation</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>		
	<p>Applicable Pupil Subgroups: All</p>		

**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>Social media pilot will expand to include additional school sites and district office communications. District and site websites are updated annually and contain relevant, current information.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Social media pilot will expand to include additional school sites and district office communications</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$2,000</p>
<p>A protocol for updating site and district websites will be developed and implemented.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$2,000</p>
<p>Implement campaign to message with brevity and clarity, the District's priorities</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$10,000</p>
<p>Translation devices are available to be used for district presentations; Schedule ELD classes and advertise availability to all district EL parents.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$10,000</p>

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>All school sites communicate using social media on a regular basis to communicate with DMUSD community.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Social media pilot will expand to include all school sites and district office communications</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$2,000</p>

<p>Site and district websites will be updated annually.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$2,000</p>
<p>All stakeholders are able to clearly state District's priorities</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$10,000</p>
<p>Translation devices are available to be used for district presentations; Schedule ELD classes and advertise availability to all district EL parents.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$10,000</p>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Classroom teachers effectively use social media to communicate with families.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Teachers at all school sites and the district office use social media to communicate with school and community members.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$2,000</p>
<p>Site and district websites will be updated annually.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source:</p> <p>General Fund \$2,000</p>

<p>Translation devices are available to be used for district presentations; Schedule ELD classes and advertise availability to all district EL parents.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 6, Communication</p>	<p>K-6</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source:</p> <p>General Fund \$10,000</p>
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<p>GOAL:</p>	<p>6. We will provide a safe and nurturing environment that promotes student well-being, engagement, and individual ownership of learning. See Attachment A: DMUSD Strategic Plan Core Strategy No. 8, Student Safety and Well-being</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Safe and healthy learning environments</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>
	<p>Applicable Pupil Subgroups: All</p>

**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a reduction in chronic absenteeism by consistently following State laws and developing families' awareness of the impact absenteeism has on student learning; Maintain or improve baseline attendance rate 97%; Maintain or reduce baseline suspension rate of .05%; Maintain 0% expulsion rate.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Communication to all stakeholders at start of school year regarding importance of attendance; Consistent use of letters to families reporting on excessive absences and tardiest is in place; Update and revision of CSSP; Training for staff and implementation of positive school climate practices is in place</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 8, Student Safety and Well-being</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source:</p> <p>General Fund Pupil Services \$15,000</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will treat others with respect and be engaged in a positive learning community at their school sites, and as part of the larger DMUSD; Maintain or improve baseline attendance rate 97% ; Maintain or reduce baseline suspension rate of .05%; Maintain 0% expulsion rate.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
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<p>Update and revision of CSSP; School site climate survey developed and administered to students; Train new staff in attendance support procedures</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 8, Student Safety and Well-being</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund</p> <p>Pupil Services \$15,000</p>
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**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>There will be a reduction in chronic absenteeism by consistently following State laws and developing families' awareness of the impact absenteeism has on student learning; Maintain or improve baseline attendance rate 97%; Maintain or reduce baseline suspension rate of .05%; Maintain 0% expulsion rate.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Communication to all stakeholders at start of school year regarding importance of attendance; Consistent use of letters to families reporting on excessive absences and tardiest is in place; Update and revision of CSSP; Continue implementation of site specific plans to address the social-emotional well-being of children, including an anti-bullying curriculum, as well as a culture supportive of 21st century learning behavioral outcomes.; School site climate survey developed and administered to students; Train new staff in attendance support procedures.</p> <p>*See Attachment A: DMUSD Strategic Plan Priority Actions for Core Strategy No. 8, Student Safety and Well-being</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: General Fund</p> <p>Pupil Services \$15,000</p>



## 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?

<b>GOAL from prior year LCAP:</b>	to educate the whole child. See Attachment A: DMUSD Strategic Plan Core Strategy No. 1, Educational Program	1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local: Specify _____
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<b>Goal Applies to:</b>	Schools: All	Applicable Pupil Subgroups: All
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<b>Expected Annual Measurable Outcomes:</b>	Instructional alignment to CCSS will increase in every classroom; All students will participate in district developed benchmark exams aligned to CCSS in English language arts and mathematics; All students in 3 <sup>rd</sup> - 6 <sup>th</sup> grade will participate in SBAC testing; Will establish API baseline as soon as metric becomes available; Maintain or improve baseline EL reclassification rate (18.6%); Maintain or improve baseline EL proficiency rate (38.5%)	<b>Actual Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>- Instructional practices aligned to CCSS have increased and are evident in every classroom</li> <li>- All students participate in benchmark exams in English language arts and mathematics aligned to CCSS</li> <li>- All 3<sup>rd</sup>- 6<sup>th</sup> grade students will participate in CAASPP assessments</li> <li>- API will not be calculated for 2015 based on spring 2014 assessments</li> <li>- Baseline EL reclassification rate is 18.6%</li> <li>- Baseline EL proficiency rate is 38.5%</li> </ul>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>CC lead teachers will annually update materials and benchmark assessments.</p> <p>CC lead teachers will develop authentic learning units that address the common core curriculum.</p> <p>Develop Response to Intervention (RtI) Toolkit identifying structures and practices that will support students not meeting proficiency in language arts and mathematics.</p> <p>Curriculum aligned to CCSS in ELA and mathematics will be examined for quality and alignment and purchased if appropriate.</p> <p>Teachers and teams will have access to relevant data and information and use that information to continuously improve teaching and differentiate learning.</p> <p>Teachers will use a Safari Montage as a tool to develop multi-media units of study.</p>	<p>Funding Source: Common Core \$413,300</p>	<ul style="list-style-type: none"> <li>- CC lead teachers updated resources (Toolkits) at each grade level. Included are curriculum maps, units of instruction, proficiency level descriptors aligned to report cards, and benchmark assessment information.</li> <li>- Response to Intervention (RtI) is in the initial stage of implementation. Focus has been on the use of formative assessment data to inform instruction and diagnose student needs. The Essential Elements of Instruction (EEI) are being used to continue build sound instructional practices in every classroom as part of RtI, Tier 1. A literacy intervention program is being piloted at three schools.</li> <li>- Supplemental mathematics materials, which support district-wide, ongoing professional learning in mathematics, have been purchased for all grade levels.</li> <li>- Student performance data on district benchmark exams and other state assessments is available for all students.</li> <li>- Safari Montage contains grade level digital resources, including professional learning modules, aligned to CCSS.</li> </ul>	<p>Funding Source: Common Core \$413,300</p>
<b>Scope of service:</b>	LEA-wide	<b>Scope of service:</b>	LEA-wide

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Maintain small class size to ensure attention to individual student needs.		Funding Source: General Fund  Small Class Size \$1,120,000	- Small class size remains a priority. District class size averages are: TK - 3 <sup>rd</sup> grade - 21 students 4 <sup>th</sup> - 6 <sup>th</sup> grade - 26 students	Funding Source: General Fund  Small Class Size \$1,120,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Identify instructional resources, including educational software, to support English language development.		Funding Source: General Fund Staff Development \$236,000	- Web-based programs have been purchased to support English acquisition and are available to all students who are English learners.	Funding Source: General Fund Staff Development \$242,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Establish a systematic process to monitor academic success and growth.		Funding Source: General Fund Staff Development \$236,000	- Redesignated fluent English proficient (RFEP) students are monitored through district benchmark exams, state assessments, and classroom formative assessment data aligned to CCSS.	Funding Source: General Fund Staff Development \$242,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	- A defined RtI model needs to be developed and with clear descriptions of practices in place at each level of intervention. - Literacy intervention programs will be included at additional sites and effective models of implementation explored. - Explore resources and/or staffing to support progress of English Learners and Immigrant students.
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Original GOAL from prior year LCAP:	2. Every student will actively use technology to develop 21 <sup>st</sup> Century Skills within a safe and secure digital environment. See Attachment A: DMUSD Strategic Plan Core Strategy No. 2, Technology	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	All students in 3 <sup>rd</sup> - 6 <sup>th</sup> grade will have access to a Chromebook to support writing and collaboration.	Actual Annual Measurable Outcomes:	- All students in 3 <sup>rd</sup> - 6 <sup>th</sup> grade have access to a Chromebook throughout the school day.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop refresh rate and funding for technologies Provide digital learning tools and software for all K-6 <sup>th</sup> grade students. Create learning spaces aligned to 21 <sup>st</sup> century learning goals.	Funding Source: General Fund Devices \$320,900	- A Refresh rate has been established for Chromebooks in grades 3-6 - Funding to refresh our initial Chromebook pilots has been identified. - All 3 <sup>rd</sup> - 6 <sup>th</sup> grade students have Chromebooks. - A pilot is in place at three schools to determine the most effective technology tool to support student learning at the primary level. - Modern Learning Studios for select classrooms at two school sites are in the design stage and will be in place fall 2015. - Innovation Centers for two school sites are in the design stage.	Funding Source: General Fund Devices \$320,900  General Fund Services \$30,000

Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Provide technology tools to ensure differentiated learning opportunities.	Funding Source: General Fund Technology \$339,300	- English learners and low income pupils have access to a variety of technology tools (hardware and software) to support learning.	Funding Source: General Fund Technology \$326,000
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Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>- Additional software needs to be explored and acquired to support the K-6 Instructional program.</li> <li>- Additional software to support English language acquisition needs to be explored and purchased if appropriate.</li> <li>- A plan for funding needs to be developed to support purchase of K-2 tech devices.</li> <li>- A funding plan needs to be finalized to support the refresh of Chromebooks in grades 3-6.</li> </ul>
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Original GOAL from prior year LCAP:	3. Provide quality professional development that supports all district employees in providing a nurturing, inspiring, and rigorous educational program. See Attachment A: DMUSD Strategic Plan Core Strategy No. 3, Professional Learning	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	All Classroom teachers and site administrators will participate in CC aligned mathematics professional learning (CGI); Administrators will plan and deliver professional learning to all teachers in English language arts; Principals will attend training in effective elements of instructional practice; Maintain highly qualified teachers at 100%	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>- All teachers and site administrators participated in mathematics training aligned to CCSS.</li> <li>- All site administrators attended training in Essential Elements of Instruction (EEI).</li> <li>- 100% of Del Mar Union teachers are highly qualified.</li> </ul>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Create a professional learning schedule for all principals focused on Essential Elements of Instruction.                      Schedule collaborative learning across all school sites focused on English language arts aligned to CCSS.                      Provide ongoing CGI instruction for all teachers and administrators.                      Seek opportunities for all content specialists in Art, Music, Physical Education, Science, and Technology to attend professional learning aligned to CCSS.                      All instructional staff will be trained in districtwide RtI model.                      Teachers will be trained in the use of ongoing formative assessment for the purpose of designing differentiated learning opportunities for all students.</p>	<p>Funding Source:                      General Fund Staff Development                      \$236,000</p>	<ul style="list-style-type: none"> <li>- All site administrators participated in ongoing EEI coaching.</li> <li>- Collaborative learning was scheduled and focused on mathematics.</li> <li>- Professional learning in mathematics included all K-6 classroom teachers and administrators.</li> <li>- Content specialists all had opportunities to attend content-specific professional learning aligned to CCSS.</li> <li>- Training in the use of formative assessment for the purpose of differentiating learning was provided to all staff.</li> </ul>	<p>Funding Source:                      General Fund Staff Development                      \$242,000</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide professional learning and resources for teachers to address the specific needs of ELs in mathematics and English language arts, and English language development.</p>	<p>Funding Source:                      General Fund Staff Development                      \$236,000</p>	<p>- Professional learning to address the specific needs of English learners was embedded in the mathematics training.</p>	<p>Funding Source:                      General Fund Staff Development                      \$242,000</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Provide training for teachers in the process for monitoring continued student academic progress.		Funding Source: General Fund Staff Development \$236,000	- Training for teachers was provided in administration of diagnostic benchmark exams, the use of formative assessment data, and proficiency level descriptors aligned to the report card and grade level CCSS.	Funding Source: General Fund Staff Development \$242,000
Scope of service:	LEA-wide		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		- Additional training needs to be scheduled to help classroom teachers understand the new ELD standards and how to address needs of English learners within the classroom. - Rtl, Tier 1 training for all teachers needs to continue while Tier 2 and 3 are developed. Once the model is fully developed, training and full implementation can begin.		

Original GOAL from prior year LCAP:	4. Develop a plan to maximize functional use of facilities in support of educational programs. See Attachment A: DMUSD Strategic Plan Core Strategy No. 4, Facility Optimization	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Implement Facility Master Plan Components and identify attributes of highly effective learning environments; Prioritize identified improvements with available funding and need; Prioritize funds to align with annual priority actions identified in LCAP and within DMUSD Strategic Plan.	Actual Annual Measurable Outcomes:	- Attributes of highly effective learning environments have been researched. Model Learning Studios and Innovation Centers are in the design stage for two school sites. - A five-year prioritization project list has been created for each site based upon the FMP and available funding.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Facilities Master Plan will be completed and in place	Funding Source: General Fund \$118,000	- The facilities Master Plan has been completed.	Funding Source: General Fund \$ 90,000
Improvement projects as identified in the Facilities Master		- Identified improvement projects have occurred based upon	

Plan will begin-Partial Modernization at Carmel Del Mar School District Early Childhood Education Program will have a permanent facility for children with special needs.		Fund 40-Special Reserves for Capital Projects \$141,000	prioritized need and available funding.  - A portion of the Early Childhood Development Center will be moved from Sycamore Ridge to Torrey Hills in fall 2016.  - I-Vu installed at three school sites (Energy Efficiency Project implementation will begin in the summer 2015-16)	Fund 40-Special Reserves for Capital Projects \$141,000
Utilize California Clean Energy Jobs Act funding for districtwide energy efficiency projects		General Fund \$ 323,000		General Fund \$7,680
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	- Facility improvements will occur based upon the district five-year priority list and are dependent upon available funding.
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Original GOAL from prior year LCAP:	5. Facilitate communication with stakeholders at every level consistent with our core values to promote our mission and to achieve our vision. See Attachment A: DMUSD Strategic Plan Core Strategy No. 6, Communication	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Social media will be used to communicate with parent groups as part of a pilot program; Identify and use a digital tool to distribute information to all district families. (Eg, Blackboard Connect)	Actual Annual Measurable Outcomes:	- Twitter and Facebook are being used by the Superintendent to share current district information and updates. - Twitter is being used to share updates with school communities by some principals. - Blackboard Connect is being used to communicate to all district parents.
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**LCAP Year: 2014-15**

Planned Actions/Services	Actual Actions/Services
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		Budgeted Expenditures			Estimated Actual Annual Expenditures
Identify existing district communication tools and purpose, determine training needs, plan timeline for delivering professional learning and conduct trainings Establish an electronic network for professional teacher communication and collaboration Establish procedures for use of social media Pilot classroom Twitter outreach Determine and implement effective means of communication with ALL stakeholders ( <i>multi-media</i> ) including social media and traditional means i.e. mailings, hardcopy, television, website		Funding Source: General Fund \$2,000	<ul style="list-style-type: none"> <li>- Completed training with admin assistants and Principals in Blackboard Connect</li> <li>- Training Administrative Assistants on Schoolwires (website provider)</li> <li>- Trained Principals on the use of Twitter</li> <li>- Superintendent actively uses Twitter</li> <li>- IT department reviewed the Acceptable Use Policy</li> <li>- Procedures and guidelines established for consistency among site and district webpages</li> <li>- Initial steps taken to increase communication with community at large</li> </ul>		Funding Source: General Fund \$2,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Create multiple avenues for families to receive communication and information from district, site, and teachers; Create multiple avenues for families to provide feedback to district, site, and teachers		Funding Source: General Fund \$2,000	<ul style="list-style-type: none"> <li>- Families who have not opted out of email communication receive monthly updates from the superintendent and weekly updates from principals.</li> <li>- Information is shared and there are opportunities for verbal and/or written input at the Superintendent's State of the District to Community.</li> <li>- Teachers communicate via email, telephone, classroom websites, and in-person conferences.</li> <li>- Some principals communicate via Twitter.</li> <li>- Principals use school the school website, email, phone calls, principal coffee's, and in-person meetings to communicate and receive feedback from families and community members.</li> </ul>		Funding Source: General Fund \$2,000
Scope of service:	LEA-wide		Scope of service:		
<u>  </u> ALL			<u>  </u> ALL		

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide updated district parent handbook for families of immigrant/English learners; Utilize translation services for presentations and parent conferences, and district communication when possible; ELD classes will be offered to district parents Provide parent information/resources in primary language whenever possible		Funding Source: General Fund \$2,000	- The district parent handbook for families of immigrant/English learners is updated annually and available in four languages. - Translation services are available and utilized for conferences. - ELD classes were available to parents throughout the district who are learning English.		Funding Source: General Fund \$2,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		- Further action needs to be taken to ensure all parents are communicated with via the district email system. - A plan needs to be developed to rollout the regular use of social media by principals. - A determination needs to be made regarding use of social media by classroom teachers to communicate with families. - District websites need to be updated and examined for relevant, current content.			
Original GOAL from prior year LCAP:	6. We will provide a safe and nurturing environment that promotes student well-being, engagement, and individual ownership of learning. See Attachment A: DMUSD Strategic Plan Core Strategy No. 8, Student Safety and Well-being			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Comprehensive school safety plans will reflect current best practices related to disaster procedures, policies for suspension and expulsion, discrimination and harassment policies, maintenance of a safe and orderly environment conducive to learning, rules and procedures for school discipline, and bullying/hate crime report procedures; Maintain or improve baseline attendance rate (97%);		Actual Annual Measurable Outcomes:	- All Comprehensive School Safety Plans were updated according to the established timeline and contain all required content. - Attendance rate is 97% - Suspension rate is .05% - Expulsion rate is 0%	

	Maintain or reduce suspension rate of .93%, Maintain 0% expulsion rate.		
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Establish a culture to promote positive youth development. Determine and use an anti-bullying curriculum. Teach life skills through dynamic, interactive lessons, and games/activities.</p>	<p>Funding Source: General Fund Pupil Services \$15,000</p>	<ul style="list-style-type: none"> <li>- Schools implement character education programs such as Peace Builders and 8 Keys of Excellence, and reinforce such efforts through events such as Peace Week and The Great Kindness Challenge.</li> <li>- Schools sponsor student clubs that engage students in health and wellness activities such as positive peer relations, special interests, and organized sporting events. -</li> <li>-Schools participated in anti-bullying presentations, as well as presentations that emphasize appreciation for diversity.</li> <li>-Schools sponsored PlayItSafe presentations. PlayItSafe is a fun, interactive, age appropriate method that teaches children to respond appropriately to unique challenges they must face, such as stranger awareness and abduction defense.</li> <li>-Schools updated Comprehensive School Safety Plans, including the development of annual goals for student safety and well-being.</li> <li>-A Districtwide attendance campaign has increased family awareness of attendance policies and the impact of absences and tardies on student performance.</li> </ul>	<p>Funding Source: General Fund Pupil Services \$15,000</p>
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress</p>	<p>The Director of Pupil Services will work with each principal to develop and implement a site-specific plan to address the social-emotional well-being of children, including an anti-bullying curriculum, as well as a culture supportive of 21st century learning behavioral outcomes. Each school will articulate for their community the elements of the school's plan to support student social-emotional well-being with alignment to 21st century student behaviors.</p>
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and/or changes to goals?

DRAFT

**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:	2015-16 \$486,907
<ul style="list-style-type: none"> <li>• Pursuant to LCFF calculations the estimated supplemental grant is approximately \$486,907.</li> <li>• Districtwide demographic data identifies EL and immigrant students enrolled in every grade and every site throughout the district, making it necessary for every teacher to possess the instructional skills necessary to meet specific needs of English learners.</li> <li>• API results do not indicate an achievement gap for students identified as low income or English learners.</li> <li>• Low income and English learner academic success is due to the district focus on high quality instruction and use of effective supplemental resources by all district instructional staff. Extensive, ongoing districtwide professional learning focused on writing, using research based methodologies specific to English learners and those who struggle academically has been provided to all staff. The model, with professional development by Nancy Fetzer, is research-based, provides extensive visual support systems, emphasizes oral ‘rehearsal’, and employs extensive modeling.</li> <li>• Cognitively Guided Instruction (CGI), one of the effective instructional methodologies identified in the California Mathematics Framework, is being implemented districtwide. Cognitively Guided Instruction supports deep conceptual understanding of mathematics by all students, including struggling students and those who are linguistically and culturally diverse. Attention to culture, language, and students with exceptionalities when teaching and assessing is a focal point of professional learning in CGI for ALL teachers. Teachers are taught to engage in intentional actions that will result in high levels of success for all students. Resources acquired for teachers support culturally and linguistically responsive instruction and equitable instruction providing high expectations and supports for all students.</li> <li>• As indicated by most recent API scores for identified student groups, performance of low income and English learner pupils is well above the state target of 800. (low income API: 853; English learners API: 916)</li> <li>• Using a districtwide expenditure model has proven to be the most effective use of funds and is reflected by our excellent API scores.</li> </ul>	

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.

1.73	%	2015-2016
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According to LCFF and enrollment projections, DMUSD will increase or improve services for unduplicated pupils by approximately 1.73% in 2015-16, over services provided for all students. The current unduplicated student percentage is 12.00% for low income pupils, foster youth and English learners. Although the district does not receive additional supplemental grant funds under LCFF, DMUSD plans to achieve the increase or improvement in services by incorporating research based methodologies specific to low income and English learners in district professional learning provided to ALL teachers. The Nancy Fetzer and CGI training models provide teachers with effective instructional tools to assist students at all levels as well as those with diverse backgrounds. In addition to professional learning specific to low income and English learners, supplemental materials in the form of instructional materials and software are provided for unduplicated students. Parent outreach is also a priority of the district to engage and support parents in their student's achievement.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

### 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).