

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

LEA: Del Mar Union School District LCAP Year: 2014-2015

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***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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** efforts to seek parent input in decision making, 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. The DMUSD 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 Common Core State Standards (CCSS). 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 Common Core State Standards* become available, they are reviewed and purchased to support the full implementation of CCSS. Additionally, Chromebooks are provided to every fourth 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, District Strategic Planning Committee, and Facility Master 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. In addition, all schools are equipped with districtwide and schoolwide walkie-talkies.

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. Staff focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. District schools participate in the PeaceBuilders program.

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 collections which includes the sales of commercial, industrial, and residential properties, and reassessments. Over the past few years, the 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 state aid for fiscal year 2013-2014, or hold harmless funding, will be the equivalent to the fiscal year 2012-2013 funding level. The 8.92% basic aid reduction in 2012-2013 was approximately \$2.5 million.

**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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
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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 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 identified subgroups. District priorities and goals are inclusive of input received from stakeholders. Staff, student, and parent survey data helped us to prioritize our needs and identify best practices.</p>

**Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

**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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
1. Educational program aligned to CCSS and inclusive of a wide range of study, <i>Metrics: Observational data, formative and summative assessment results</i>	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	ALL	ALL		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	Instructional alignment to CCSS will increase in every classroom and units of instruction will be developed to support 21 <sup>st</sup> century learning; Student performance on district benchmark exams will increase; Student performance on SBAC exams will increase	Units of study will be fully aligned to CCSS and implemented in every classroom; 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 district benchmark exams will increase; Student performance on SBAC exams will increase	Basic, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Parent Involvement, Student Engagement
2. Technology as a tool to promote learning,	Every student will actively use technology to develop 21 <sup>st</sup>	ALL	ALL		All students in 3 <sup>rd</sup> - 6 <sup>th</sup> grade will have access to a	All students in K - 2 <sup>nd</sup> grade will have access to a mobile digital	All students in K - 6 <sup>th</sup> grade use technology as an	Implementation of State Standards, Course Access, Student

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<i>Metrics: Observational data, student work samples, formative and summative assessment results</i>	Century Skills within a safe and secure digital environment. See Attachment A: DMUSD Strategic Plan Core Strategy No. 2, Technology				Chromebook to support writing and collaboration.	device to support differentiated learning opportunities and support for foundational academic skills.	integrated part of curriculum and instruction.	Achievement, Other Student Outcomes, Student Engagement
3. Ongoing professional development aligned to CCSS, <i>Metric: Professional Development records, observational data</i>	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	ALL	ALL		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.	Instructional practices aligned to CCSS are evident in every classroom; Teachers in every discipline including art, music, physical education, science, and technology will attend content specific professional learning aligned to CCSS.	Instructional practices and student work reflect CC aligned instructional practices and 21 <sup>st</sup> century learning skills; Formative assessment is effectively utilized by every teacher to promote high levels of student learning.	Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement
4. Adequate, safe and modern spaces for all district children and programs,	Develop a plan to maximize functional use of facilities in support of educational programs. See	ALL	ALL		Implement Facility Master Plan Components and identify attributes of	Demographic Study	Demographic Study	Basic

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<i>Metric: Facilities Master Plan</i>	Attachment A: DMUSD Strategic Plan Core Strategy No. 4, Facility Optimization				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.			
5. Parent and community participation, <i>Metrics: Parent surveys, participation, attendance at district/school events</i>	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	ALL	ALL		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)	Social media pilot will expand to include additional school sites and district office communications.	All stakeholders are able to articulate district core values and core strategies.	Other Student Outcomes, Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
6. Safe and healthy learning environments, <i>Metrics: Staff and student surveys, Comprehensive School Safety Plans, attendance records</i>	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	ALL	ALL		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.	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.	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.	Other Student Outcomes, Student Engagement, School Climate

**Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
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	Basic, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Parent Involvement, Student Engagement	CC lead teachers will annually update materials and benchmark assessments.	LEA-wide		CC lead teachers will annually update materials and benchmark assessments; CC lead teachers will begin writing units of instruction, including formative assessments, to be included in ELA/Mathematics toolkits; Administrators will be trained in RtI and a toolkit for site implementation developed; Curriculum aligned to CCSS in ELA and mathematics will be examined for quality and alignment and purchased if appropriate; Teachers will design lessons based upon formative and summative student data.  Funding Source: Common Core	CC lead teachers will annually update materials and benchmark assessments; CC lead teachers will continue to write units of instruction, including formative assessments, to be included in ELA/Mathematics toolkits; A systematic RtI structure will be implemented at each school site to support students not meeting proficiency in language arts and mathematics; Teachers will design lessons based upon formative and summative student data.  Funding Source: General Fund Lead Teachers Salary \$154,000	CC lead teachers will annually update materials and benchmark assessments; CC lead teachers will begin writing units of instruction, including formative assessments, to be included in ELA/Mathematics toolkits; Teachers will design lessons based upon formative and summative student data.  Funding Source: General Fund Lead Teachers Salary \$154,000
		CC lead teachers will develop authentic learning units that address the common core curriculum.					
		Develop Response to Intervention (RtI) Toolkit identifying structures and practices that will support students not meeting proficiency in language arts and mathematics.					
		Curriculum aligned to CCSS in ELA and mathematics will be examined for quality and alignment and purchased if appropriate.					
		Teachers and teams will have access to relevant data and information and use that information to continuously improve teaching and differentiate learning.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
					Carryover Estimated at \$400,000		
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	Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement	Teachers will use a Safari Montage as a tool to develop multi-media units of study.	LEA-wide		Research digital solutions for K – 2 <sup>nd</sup> grade students; Begin pilot program in select K - 2 <sup>nd</sup> grade classrooms; Design model classrooms that reflect a 21 <sup>st</sup> century physical learning space.  Funding Source: General Fund Devices \$12,000 Consultant \$10,000	Expand K – 2 <sup>nd</sup> grade pilot to include 50% of K-2 classrooms.  Funding Source: General Fund Devices \$48,000	Expand K – 2 <sup>nd</sup> grade pilot to include 100% of K-2 classrooms.  Funding Source: General Fund Devices \$48,000
		Develop refresh rate and funding for technologies					
		Provide digital learning tools and software for all K-6 <sup>th</sup> grade students.					
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	Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement	Create a professional learning schedule for all principals focused on Essential Elements of Instruction.	LEA-wide		All principals will attend EEI sessions; Principals will plan and deliver collaborative learning in ELA 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.	All principals will attend EEI sessions; Principals will plan and deliver collaborative learning in CC 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; Teachers will be trained in a	All principals will attend EEI sessions; Principals will plan and deliver collaborative learning in CC 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.
		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					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		<p>Education, Science, and Technology to attend professional learning aligned to CCSS.</p> <p>All instructional staff will be trained in districtwide RtI model.</p> <p>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>	<p>systematic RtI structure which will be implemented at each school site.</p> <p>Funding Source: General Fund Staff Development \$236,000</p>	<p>Funding Source: General Fund Staff Development \$236,000</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	Basic	<p>Facilities Master Plan will be completed and in place.</p> <p>Improvement projects as identified in the Facilities Master Plan will begin.</p> <p>District Early Childhood Education Program will have a permanent facility for children with special needs.</p> <p>Utilize California Clean Energy Jobs Act funding for districtwide energy efficiency projects</p>	LEA-wide		<p>Facilities will be evaluated to ensure physical spaces address all learning styles and are conducive to 21<sup>st</sup> century learning requirements.</p> <p>Funding Source: Capital Facilities Fund \$50,000</p>	<p>Determine how to fund modernization at identified school sites.</p> <p>Funding Source: General Fund \$10,000</p>	<p>Begin to modernize identified school sites.</p> <p>Funding Source: General Fund \$1,500,000</p>
5. Facilitate communication with stakeholders at every level consistent with our core values	Other Student Outcomes, Parent Involvement	Identify existing district communication tools and purpose, determine training needs, plan timeline for delivering	LEA-wide		<p>Increase parent outreach via DELAC, ELAC, PTA, and parent nights; Create a culture of outreach inclusion and two-</p>	<p>Social media pilot will expand to include additional school sites and district office communications; Implement</p>	<p>Social media pilot will expand to include all school sites and district office communications; All stakeholders</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
to promote our mission and to achieve our vision. See Attachment A: DMUSD Strategic Plan Core Strategy No. 6, Communication		professional learning and conduct trainings			way communication; Establish a regular schedule of principal/ superintendent coffees; Social media will be used to communicate with parent groups as part of a pilot program; Surveys will be utilized to obtain input from stakeholders  Funding Source: General Fund \$2,000	campaign to message with brevity and clarity, the District's priorities  Funding Source: General Fund \$2,000	are able to clearly state District's priorities  Funding Source: General Fund \$2,000
		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					
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	Other Student Outcomes, Student Engagement School Climate	Establish a culture to promote positive youth development.	LEA-wide		Communicate the importance of student attendance to all district families; School sites will identify a comprehensive program to support a positive school climate; Schools will have an updated Comprehensive School Safety Plan (CSSP) in place  Funding Source: General Fund Pupil Services \$15,000	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	Update and revision of CSSP; School site climate survey developed and administered to students; Train new staff in attendance support procedures  Funding Source: General Fund Pupil Services \$15,000
		Determine and use an anti-bullying curriculum.					
		Teach life skills through dynamic, interactive lessons, and games/activities.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
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	Basic, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Parent Involvement, Student Engagement	<b>For low income pupils:</b> Maintain small class to ensure attention to individual student needs.	LEA-wide		Maintain small class sizes to ensure attention to individual student needs; Identify and purchase resources, including educational software, to support English language development; Identify and train instructional staff in process for monitoring RFEP students for two years following reclassification.  Funding Source: General Fund Small Class Size \$1,120,000  Staff Development \$236,000	Maintain small class sizes to ensure attention to individual student needs; Evaluate progress of English learners relative to use and implementation of EL resources; Determine if additional/different resources are needed; Review formative and summative data to ensure continuous progress of RFEP students.  Funding Source: General Fund Small Class Size \$1,142,000  Staff Development \$236,000	Maintain small class sizes to ensure attention to individual student needs; Evaluate progress of English learners relative to use and implementation of EL resources; Determine if additional/different resources are needed; Review formative and summative data to ensure continuous progress of RFEP students.  Funding Source: General Fund Small Class Size \$1,165,000  Staff Development \$236,000
		<b>For English learners:</b> Identify instructional resources, including educational software, to support English language development; Maintain small class sizes to ensure attention to individual student needs.					
		<b>For foster youth:</b> Maintain small class to ensure attention to individual student needs.					
		<b>For redesignated fluent English proficient pupils:</b> Establish a systematic process to monitor academic success and growth; Maintain small class sizes to ensure attention to individual student needs.					
2. Every student will	Implementation of State Standards,	<b>For low income pupils:</b> Provide	LEA-wide		Ensure technology	Continue to ensure high	Ensure technology

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
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	Course Access, Student Achievement, Other Student Outcomes, Student Engagement	<p>technology tools to ensure differentiated learning opportunities.</p> <p><b>For English learners:</b> Provide technology tools to ensure differentiated learning opportunities.</p> <p><b>For foster youth:</b> Maintain small class to ensure attention to individual student needs.</p> <p>For redesignated fluent English proficient pupils:</p>			<p>hardware and high quality software which supports academic advancement is acquired and used by every student identified as below benchmark;</p> <p>Monitor student progress using formative and summative data.</p> <p>Funding Source: General Fund Technology \$255,000</p>	<p>quality software which supports academic advancement is used by every student identified as below benchmark;</p> <p>Determine if additional/different resources are needed; Monitor student progress using formative and summative data.</p> <p>Funding Source: General Fund Technology \$255,000</p>	<p>hardware and high quality software which supports academic advancement is acquired and used by every student identified as below benchmark;</p> <p>Determine if additional/different resources are needed; Monitor student progress using formative and summative data.</p> <p>Funding Source: General Fund Technology \$255,000</p>
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	Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement	<p>For low income pupils:</p> <p><b>For English learners:</b> 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>For foster youth:</p> <p><b>For redesignated fluent English proficient pupils:</b> Provide training for teachers in the process for monitoring continued student academic progress.</p>	LEA-wide		<p>Provide training for teachers in the process for monitoring student continued academic progress; Embed training specific to ELs in every training conducted by the district;</p> <p>Schedule training for instructional staff specific to English language development.</p> <p>Funding Source: General Fund \$236,000</p>	<p>Review records of RFEP students to ensure academic progress is monitored for two years following redesignation;</p> <p>Embed training specific to ELs in every training conducted by the district; Schedule training for instructional staff specific to English language development.</p> <p>Funding Source: General Fund \$236,000</p>	<p>Review records of RFEP students to ensure academic progress is monitored for two years following redesignation;</p> <p>Embed training specific to ELs in every training conducted by the district; Schedule training for instructional staff specific to English language development.</p> <p>Funding Source: General Fund \$236,000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
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	Other Student Outcomes, Parent Involvement	<p><b>For low income pupils:</b> 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</p>	LEA-wide		<p>Provide every site with a computer that can be accessed by families during the school day; Multiple platforms will be used to communicate with parent groups including social media as part of a pilot program; DMUSD parent handbook will be translated into multiple languages and distributed to identified parents; Translation devices and will be used for district presentations; Schedule ELD classes and advertise availability to all district EL parents.</p> <p>Funding Source: General Fund \$18,000</p>	<p>Social media pilot will expand to include additional school sites and district office communications; Translation devices and will be used for district presentations; Schedule ELD classes and advertise availability to all district EL parents.</p> <p>Funding Source: General Fund \$2,000</p>	<p>Social media pilot will expand to include all school sites and district office communications; Translation devices and will be used for district presentations; Schedule ELD classes and advertise availability to all district EL parents.</p> <p>Funding Source: General Fund \$2,000</p>
		<p><b>For English learners:</b> 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; 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</p>					
		<p><b>For foster youth:</b> Create multiple avenues for families to receive communication and information from district, site, and</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		<p>teachers; Create multiple avenues for families to provide feedback to district, site, and teachers</p> <p><b>For redesignated fluent English proficient pupils:</b> Provide parent information/resources in primary language whenever possible; Utilize translation services for presentations, parent conferences, and district communication when possible; 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</p>					

Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

- Pursuant to LCFF calculations the estimated supplemental grant is approximately \$344,000.
- 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.
- API results do not indicate an achievement gap for students identified as low income or English learners.
- 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.
- 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.
- 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)
- Using a districtwide expenditure model has proven to be the most effective use of funds and is reflected by our excellent API scores.

C. 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). 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). 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.

According to LCFF and enrollment projections, DMUSD will increase or improve services for unduplicated pupils by approximately 1.33% in 2014-15, over services provided for all students. The current unduplicated student percentage is 12.18% 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 and 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.