Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

(b) "English learner parent advisory committee," as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

1   (c) "Local control and accountability plan (LCAP)" means the plan created by an LEA pursuant to Education

2   Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update

3   template found in section 15497.5.

4   (d) "Local educational agency (LEA)" means a school district, county office of education, or charter school.

5   (e) "Parents" means the natural or adoptive parents, legal guardians, or other persons holding the right to

6   make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or

7   Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

8   (f) "Parent advisory committee," as used in Education Code sections 52063 and 52069, shall be composed of a

9   majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of

10   the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county

11   superintendent of schools shall not be required to establish a new parent advisory committee if a previously

12   established committee meets these requirements, including any committee established to meet the requirements

13   of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part

14   A of Title I of that act.

15   (g) "Prior year" means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

16   (h) "Services" as used in Education Code section 42238.07 may include, but are not limited to, services

17   associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other

18   general infrastructure necessary to operate and deliver educational instruction and related services.

19   (i) "State priority areas" means the priorities identified in Education Code sections 52060 and 52066. For

20   charter schools, "state priority areas" means the priorities identified in Education Code section 52060 that apply

21   for the grade levels served or the nature of the program operated by the charter school.

22   (j) "Subgroup" means the numerically significant pupil subgroups identified pursuant to Education Code

23   section 52052.

24   (k) "to improve services" means to grow services in quality.

25   (l) "to increase services" means to grow services in quantity.

26   (m) "unduplicated pupil" means any of those pupils to whom one or more of the definitions included in

27   Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and

28   English learners.

29   NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

30   42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code;

31   20 U.S.C. Section 6312.

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33   **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in**

34   **Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.**

35   (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the

36   number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and

37   42238.03 is used to support such pupils. This funding shall be used to increase or improve services for

1   unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds

2   apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code

3   section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet

4   the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by

5   which services for unduplicated pupils must be increased or improved above services provided to all pupils in the

6   fiscal year as follows:

7   (1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the

8   LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is

9   adopted.

10   (2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior

11   year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds

12   expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the

13   2012-13 fiscal year.

14   (3) Subtract subdivision (a)(2) from subdivision (a)(1).

15   (4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of

16   Finance that represents how much of the statewide funding gap between current funding and full implementation

17   of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

18   (5) Add subdivision (a)(4) to subdivision (a)(2).

19   (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code

20   sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively,

21   excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School

22   Transportation program, in the fiscal year for which the LCAP is adopted.

23   (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

24   (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully

25   implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the

26   amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant

27   to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of

28   the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the

29   Home to School Transportation program.

30   (b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of

31   the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide

32   purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or

33   improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire

34   educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

35   (1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total

36   enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and

1 concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do

2 all of the following:

3   (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

4   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the

5 district's goals for its unduplicated pupils in the state and any local priority areas.

6   (2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total

7 enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant

8 funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

9   (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

10   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the

11 district's goals for its unduplicated pupils in the state and any local priority areas.

12   (C) Describe how these services are the most effective use of the funds to meet the district's goals for its

13 unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this

14 determination, including, but not limited to, any alternatives considered and any supporting research, experience,

15 or educational theory.

16   (3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the

17 school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend

18 supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a

19 schoolwide basis shall do all of the following:

20   (A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

21   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the

22 district's goals for its unduplicated pupils in the state and any local priority areas.

23   (4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the

24 schoolsite's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and

25 concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do

26 all of the following:

27   (A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

28   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the

29 district's goals for its unduplicated pupils in the state and any local priority areas.

30   (C) Describe how these services are the most effective use of the funds to meet the district's goals for its

31 unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this

32 determination, including, but not limited to, any alternatives considered and any supporting research, experience,

33 or educational theory.

34   (5) A county office of education expending supplemental and concentration grant funds on a countywide basis

35 or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of

36 the following:

37   (A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide

1 basis.

2   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the

3 county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority

4 areas, as applicable.

5 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

6 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code;

7 20 U.S.C. Section 6312.

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9 **§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.**

10   In making the determinations required under Education Code section 52070(d)(3), the county superintendent

11 of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to

12 sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it

13 will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent

14 of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or

15 improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the

16 school district in meeting that requirement pursuant to Education Code section 52071.

17 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

18 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code;

19 20 U.S.C. Section 6312.

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§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Palm Desert Charter Middle School   **Contact (Name, Title, Email, Phone Number): Sallie Fraser, Principal, sallie.fraser@desertsands.us 760-862-4320**
LCAP Year: 2015/2016, 2016/2017, & 2017/2018

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
LCAP Advisory Committee Members: Principal, teacher representative from all core academic departments, counselor representing the ELL population, budget consultant. Stakeholders representing parent advisory committees, students, teachers, principal, PDCMS Governing Board members, administrators, other school personnel, business community members. Meeting Dates: February 3 – Strategic Planning Sub Committee LCAP February 17 – Strategic Planning Sub Committee LCAP March 17 – Strategic Planning Sub Committee LCAP March 24 – Strategic Planning Sub Committee LCAP June 11 – Strategic Planning Committee LCAP June 12 – Strategic Planning Committee LCAP June 15 – Strategic Planning Committee LCAP	**Purpose:** To build stakeholder capacity, to engage in the development and adoption of the LCAP, receive report of progress and consult regarding quality of process and content. Participants were selected to represent a wide array of stakeholder interests who met during the LCAP/Strategic Plan development process to: • Reviewed LCFF/LCAP guidelines and definitions • Received a report on past year's process & progress • Reviewed plan to engage the community: Is it comprehensive and meaningful? • Provided input as the LCAP is revised and updated
LCAP Design and Development Committee Members: Principal, teacher representative from all core academic departments, budget consultant Meeting Dates: Met throughout the year :May and June 2015	**Purpose:** To provide expert guidance in LCAP compliance, design and development; receives, analyzes and incorporates input from stakeholders; serves as author of the LCAP document; presents draft LCAP to Oversight Committee; presents final LCAP to Board of Education. As a Charter School under the umbrella of DSUSD, this committee utilized the DSUSD LCAP document as a guide for facilitation and documentation.

Annual Update:	Annual Update:
Stakeholder involvement in the annual update and input for revisions is reflected in the processes noted below: PDCMS used multiple venues to engage our community and stakeholders. PDCMS's efforts began in September and October with a series of meetings and trainings. A list of the meetings is as follows: September 10 – Back to School Night October 7 - PDCMS Governing Board Introduction to LCAP + LCFF presentation January 8 – conducted LCAP Parent Teacher Organization survey January 17 – E.L.A.C. Parent LCAP + LCFF presentation January 20 – PDCMS Governing Board (Preliminary Budget + LCAP) January 25 – conducted LCAP Staff survey January 28 – Town Hall Meeting for Parents LCAP February 23 – conducted LCAP Student Survey June 9 - summary of LCAP survey results posted on PDCMS website June 15 – PDCMS Governing Board (Final Approval and Adoption) PDCMS used the following quantitative data for the goal setting process. The results of the three surveys were analyzed and compared looking for common themes to prioritize funding needs for the LCAP. surveyed parent sub-groups, community members, staff and students summarized results prioritized expenditures	After several community meetings, organized internally or through community partners, PDCMS has identified common recurring themes, which are listed below. These themes are reflected in the goals, action/services and investments of PDCMS. Common themes included: Highly qualified staff Availability of instructional materials High school and career readiness for all students Expansion of targeted support services for low income students, English Learners, and foster youth Increase the reclassification rate of English Learners / FEPs Students with disabilities in conjunctions with DSUSD directives Parent Engagement: Increased communication and involvement with parents Support Services: hired additional positions: counselor, bilingual para-educator, and office technician to monitor attendance, tutoring, establish an Attendance Facilitation Team Professional Development: staff workshops and conferences, differentiated support for the Common Core State Standards (CCSS) initiative Enhanced Programs: expansion of curricular field trips, established AVID class, enrichment classes at all grade levels, continue the school culture of kindness, tolerance and respect, expanded the Renaissance program to reward student academic and attendance success Intervention Programs: expansion of the after school intervention BRIDGES program included increased enrollment and hired additional tutors, continued lunch tutoring and mentoring with a bilingual aide, KARE (Kindness, Attention, Respect and Excellence) positive behavior intervention programs, Wisdom Writers, expansion of READ 180 class, additional Intro Humanities class, addition of MATH 180 program, EL math class School Safety: early interventions for absences, maintain school facilities providing a safe and secure campus, increased and upgraded video surveillance, additional security signage posted to promote a more secure campus, additional hydration and bottle filling stations and shade structure, install a single-gated entrance to school Class Size: continue to reduce class size and improve student-to-teacher ratio Technology- Continue to increase access, Professional Development to integrate technology into classroom instruction, purchased Chromebooks

	sets for each classroom, large format displays with touch-screen overlays *Raw and aggregate data available.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

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

	GOAL 1	
GOAL:	Goal 1: All students will demonstrate growth measured by Federal, State, District, and PDCMS assessments.	Related State and/or Local Priorities: 1_X_ 2_X_ 3___ 4_X_ 5___ 6___ 7_X_ 8_X_

Identified Need:	To annually increase the percentage of all students who are Proficient/Advanced on the Common Core State Standards (CCSS) for English-Language Arts, Mathematics, History/Social Science and Science. To close the achievement gap for the PDCMS's lowest performing subgroups by annually increasing the percentage of English Learner, Hispanic, Socio-economically disadvantaged students who are proficient /advanced in ELA, Math, History/Social Science and Science. To maintain/ increase the number of English Learners achieving full English language proficiency. To decrease the number of long-term English learners. Metrics: PDCMS's Common Core aligned assessments, District Benchmarks, California English Language Development Test (CELDT), Reclassification Rates, California Assessment of Student Performance and progress (CAASPP), Smarter-Balanced Assessment Consortium (CASSPP) Interim Assessments, Williams related elements to show support of desired district programs, staffing, and materials that contribute to student proficiencies.

Goal Applies to:	Schools:	PDCMS
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17
GOAL 1

Expected Annual Measurable Outcomes:	100% of all core classroom teachers will be "highly qualified". Students will meet/exceed proficiency rates: CAASPP: ELA Baseline (TBD August 2016) Math Baseline (TBD August 2016). AMAO 1, 2a, and 2b will meet or exceed District targets based on the 2016 CELDT. Reclassification Rate: EL students 8% or greater. District Benchmarks: ELA Baseline (TBD Spring 2017), Math Baseline (TBD Spring 2017).

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100% of all students have access to textbooks and instructional materials as evidenced by Williams Reports.
Every student will demonstrate growth toward grade level literacy and math proficiency.

Maintain and analyze the system of monitoring academic achievement in grades 6 – 8.

Develop a long-term plan to include upgrades, maintenance and replacement of all technology devices.

Maintain 1 to 1 student to Chromebook ratio in each classroom.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action Area 1: Highly Qualified Staff Increase efforts to recruit, select and maintain highly qualified staff.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$303,000 Supplemental Grant $0 LCFF Base
Action Area 2: Professional Development Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff. Evaluate the effectiveness of the added Middle School Facilitator Provide Professional Development for Staff on effective instructional strategies, classroom management, California State Standards, curriculum and technology and CASSPP Professional development days for each core department. AVID team certification / professional development training	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$10,000 Supplemental Grant $42,000 Educator Effectiveness $5,000 LCFF Base

Action Area 3: Instructional Materials/Assessments Continue to provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials. Continue to provide ongoing annual cost of consumable student materials and reasonable replacements of EL materials. Evaluate effectiveness of the Math 180 program and need for professional development. Implement the newly adopted and purchased 6th, 7th and 8th grade State Standard math textbooks Implement the newly adopted and purchased Compacted level student materials to be used in the 7th grade classes and provide professional development Implement the newly adopted and purchased Math I high school level student materials to be used in the 8th grade classes and provide professional development. Purchase new Science materials to meet the NGSS Integrated Curriculum Funds will be allocated for materials and supplies for each classroom Teachers	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$42,500 Supplemental Grant $55,504 Lottery $ 5,000 LCFF Base

Action Area 4: Technology Continue to utilize district tech support. Continue to add updated technology and provide professional development as needed for staff Continue to provide ongoing annual cost of Chromebooks and Computer replacement schoolwide.	PDCMS	_X_ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$13,000 Supplemental Grant $117,000 LCFF Base
Action Area 5: Interventions Monitor effectiveness of Introductory Humanities and Math classes, Read 180 program, Math 180 program, before/after and lunch school tutoring, after school BRIDGES program, EL mentoring, EL support in math classes, KARE program, Wisdom Writers program, AVID, and gender specific mentoring programs (Ophelia Project and Warrior Wednesdays). Provide site-based before/after school intervention programs focusing on closing the achievement gap.	PDCMS	_X_ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$17,000 Supplemental Grant $12,608 TITLE III $3,000 LCFF Base
Action Area 6: School Site Staffing Maintain grades 6-8 staffing to achieve school-wide average class size of 29:1.	PDCMS	_X_ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$257,000 Supplemental Grant $40,831 TITLE II $ 174,935 LCFF Base

Action Area 7: Parent Engagement Maintain English Learner Advisory Council (ELAC) to educate parents and solicit input to best meet the needs of low-income students and English Learners Provide increased opportunities for parents to learn about rigorous educational options, California State Standards and CAASPP at PDCMS. Continue to provide 6th grade parent orientation Provide training for parents to improve home to school communication. Training to possibly include: Home Access Center, teacher websites, PDCMS website, health and nutrition, time management and social media. Provide childcare during evening trainings. Provide an evening training speaker or outside consultant to guide parents through social media and technological management. Improve communication with non-English speaking parents/guardians and community members (i.e. translations on communications sent home and on the PDCMS website)	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$ 9,000 Supplemental Grant

LCAP Year 2: 2017-18 GOAL 1				
Expected Annual Measurable Outcomes:	Goal 1: All students will demonstrate growth measured by Federal, State, District, and PDCMS assessments.			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Action Area 1: Highly Qualified Staff Continue to recruit, select and maintain highly qualified staff.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		$311,000 Supplemental Grant $0 LCFF Base
Action Area 2: Professional Development Maintain a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff. Provide continuous Professional Development in all California State Standards Continue to provide a Middle School Facilitator Provide professional development for staff on effective instructional strategies, classroom management, California State Standards, curriculum and technology. Professional development days for each core department. Provide and expand professional development for AVID team	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		$10,000 Supplemental Grant $47,000 LCFF Base

members and all staff			
Action Area 3: Instructional Materials/Assessments Continue to provide ongoing annual cost of consumable student materials, reasonable replacements of lost core materials and needed core textbooks. Continue to implement Math 180 program and provide professional development as needed	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$42,500 Supplemental Grant $55,504 Lottery $5,000 LCFF Base
Action Area 4: Technology Evaluate the effectiveness of the district based tech support. Continue to add updated technology and provide professional development as needed for staff.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$13,000 Supplemental Grant $117,000 LCFF Base
Action Area 5: Interventions Monitor effectiveness of Introductory Humanities and Math classes, Read 180 program, Math 180 program, before/after and lunch school tutoring, after school BRIDGES program, EL mentoring, EL support in math classes, KARE program, Wisdom Writers program, AVID, and gender specific mentoring programs (Ophelia Project and Warrior Wednesdays). Continue to provide site-based before/after school intervention programs focusing on closing the achievement gap.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$77,000 Supplemental Grant $12,608 TITLE III $3,000 LCFF Base

Action Area 6: School Site Staffing Maintain grades 6 - 8 staffing to achieve school-wide average class size of 29:1.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$287,000 Supplemental Grant $40,831 TITLE II $ 174,935 LCFF Base
Action Area 7: Parent Engagement Maintain English Learner Advisory Council (ELAC) to educate parents and solicit input to best meet the needs of low-income students and English Learners. Provide increased opportunities for parents to learn about rigorous educational options, California State Standards and CAASPP at PDCMS. Continue to provide 6th grade parent orientation Evaluate the effectiveness of training for parents to improve home to school communication. Training to possibly include: Home Access Center, teacher websites, PDCMS website, health and nutrition, time management. Provide childcare during evening trainings. Evaluate the effectiveness of the speaker or outside consultant to guide parents through social media and technological management. Continue to improve communication with non-English speaking parents/guardians and community members (i.e. translations on communications sent home and on the PDCMS website)	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$ 9,000 Supplemental Grant

LCAP Year 3: 2018-19 GOAL 1			
Expected Annual Measurable Outcomes:	Goal 1: All students will demonstrate growth measured by Federal, State, District, and PDCMS assessments.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Action Area 1: Highly Qualified Staff Continue to recruit, select and maintain highly qualified staff.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$319,000 Supplemental Grant $0 LCFF Base
Action Area 2: Professional Development Maintain a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff. Provide continuous Professional Development in all California State Standards Provide Professional Development for Staff on effective instructional strategies, classroom management, California State Standards, curriculum and technology. Professional development days for each core department.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$15,714 Supplemental Grant $63,000 LCFF Base

Action Area 3: Instructional Materials/Assessments Continue to provide ongoing annual cost of consumable student materials, reasonable replacements of lost core materials and needed core textbooks. Continue to provide Math 180 program	PDCMS	_X_ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$42,500 Supplemental Grant $55,504 Lottery $5,000 LCFF Base
Action Area 4: Technology Continue to use district-based tech support. Continue to add updated technology and provide professional development as needed for staff.	PDCMS	_X_ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$13,000 Supplemental Grant $117,000 LCFF Base
Action Area 5: Interventions Continue to provide Introductory Humanities and Math classes, Read 180 program, Math 180 program, before/after and lunch school tutoring, after school BRIDGES program, EL mentoring, EL support in math classes, KARE program, Wisdom Writers program, AVID, and gender specific mentoring programs (Ophelia Project and Warrior Wednesdays). Continue to provide site-based before/after school intervention programs focusing on closing the achievement gap.	PDCMS	_X_ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$77,000 Supplemental Grant $12,608 TITLE III $3,000 LCFF Base

Action Area				
Action Area 6: School Site Staffing Maintain grades 6 - 8 staffing to achieve school-wide average class size of 29:1.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		$287,000 Supplemental Grant $40,831 TITLE II $174,935 LCFF Base
Action Area 7: Parent Engagement Maintain English Learner Advisory Council (ELAC) to educate parents and solicit input to best meet the needs of low-income students and English Learners. Provide increased opportunities for parents to learn about rigorous educational options, California State Standards and CAASPP at PDCMS. Continue to provide 6th grade parent orientation Continue to provide training for parents to improve home to school communication. Training to possibly include: Home Access Center, teacher websites, PDCMS website, health and nutrition, time management. Provide childcare during evening trainings. Continue to provide the speaker or outside consultant to guide parents through social media and technological management. Continue to improve communication with non-English speaking parents/guardians and community members (i.e. translations on communications sent home and on the PDCMS website)	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		$ 9,000 Supplemental Grant

	GOAL 2	
GOAL:	Goal 2: All students will be prepared to make a successful transition to the high school level so as to meet the academic goals for their future education.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_

Identified Need:	All students need to be provided with a sequence of instructional opportunities that will ensure students are well prepared to enter high school. Metrics: increase the number of students in enhanced academic and career pathway classes, increase numbers of students that are offered enrollment in honors classes in high school

Goal Applies to:	Schools:	PDCMS	
	Applicable Pupil Subgroups:		ALL

	LCAP Year 1: 2016-17	
	GOAL 2	
Expected Annual Measurable Outcomes:	Every student will be prepared for a successful transition to high school. Articulate with high school institutions and adhere to California State Standards to provide 8th grade students with a successful transition to high school. Provide student opportunities to participate in career or interest themed pathways or courses.	

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action Area 1: Acceleration/Enrichment Programs: Provide academic support for students to complete the transition to high school Strengthen AVID program by providing funding for training, college field trips, and tutors. Provide added opportunities to enroll in challenging upper level Math, Humanities and Science courses Expand the elective program to meet the individual needs of students Establish a High School Transition committee whose purpose is to ease the transition by providing information and knowledge to our PDCMS 8th graders.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$2,000 Supplemental Grant
Action Area 2: Opportunities Outside of Traditional Programs Continue to implement CCGI to middle school students, including training and extra duty for counselors. Students will self-monitor progress of completing the most rigorous course of study through the CCGI program and complete individual lessons/modules on college and career.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$ 10,000 Supplemental Grant

LCAP Year 2: 2017-18 GOAL 2				
Expected Annual Measurable Outcomes:	Goal 2: All students will be prepared to make a successful transition to the high school level so as to meet the academic goals for their future education.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Action Area 1: Acceleration/Enrichment Programs: Continue to provide academic support for students to complete the transition to high school Continue to strengthen AVID program by providing funding for training, college field trips, and tutors. Continue to provide added opportunities to enroll in challenging upper level Math, Humanities and Science courses Continue to expand the elective program to meet the individual needs of students Continue to expand the High School Transition committee whose purpose is to ease the transition by providing information and knowledge to our PDCMS 8th graders.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		$2,000 Supplemental Grant
Action Area 2: Opportunities Outside of Traditional Programs Continue to implement CCGI to middle school students, including training and extra duty for counselors. Students will self-monitor progress of completing the most rigorous course of study through the CCGI program and complete individual lessons/modules on college and career.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		$2,000 Supplemental Grant $8,000 LCFF Base

LCAP Year 3: 2018-19 GOAL 2				
Expected Annual Measurable Outcomes:	Goal 2: All students will be prepared to make a successful transition to the high school level so as to meet the academic goals for their future education.			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Action Area 1: Acceleration/Enrichment Programs: Continue to provide academic support for students to complete the transition to high school Continue to strengthen AVID program by providing funding for training, college field trips, and tutors. Continue to provide added opportunities to enroll in challenging upper level Math, Humanities and Science courses Continue to expand the elective program to meet the individual needs of students Continue to expand the High School Transition committee whose purpose is to ease the transition by providing information and knowledge to our PDCMS 8th graders.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		$2,000 Supplemental Grant
Action Area 2: Opportunities Outside of Traditional Programs Continue to implement CCGI to middle school students, including training and extra duty for counselors. Students will self-monitor progress of completing the most rigorous course of study through the CCGI program and complete individual lessons/modules on college and career.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		$ 10,000 Supplemental Grant

	GOAL 3	
GOAL:	Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ Comprehensive School Safety Plan

Identified Need:	To maintain a safe, secure, clean and orderly environment characterized by responsible, respectful and ethical behavior by students, staff, parents and community members in order for students to learn. To achieve student attendance rates (truancy, suspension/expulsion and chronic absenteeism) that support optimal student learning and increase student engagement. Increase counseling support and access to outside resources for students at risk. Increase health and wellness activities in order for students/employees to maintain healthy habits. Maintain/increase timely communication to the PDCMS community regarding school site events Metrics: California Healthy Kids Survey (CHKS), Williams Report, Attendance reports, Suspension/Expulsion reports, surveys, Communication calendar.

Goal Applies to:	Schools:	PDCMS
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17
GOAL 3

Expected Annual Measurable Outcomes:	Maintain an ADA of 95% or better Maintain expulsion rate <0.5% Maintain suspension rate <5.0% Increase student sense of safety and engagement as measured by student survey (LCAP survey) Increase health/fitness events/activities for students Maintain and/or expand communication structures with parents and community as demonstrated by PDCMS engagement calendar and communication materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action Area 1- Improve School Attendance Establish PDCMS attendance facilitation team who will monitor student attendance The PDCMS attendance facilitation team will determine consistent approach to retrieve and analyze data on a regular basis to provide intervention protocol. Review and update existing attendance-related policies/protocols; train staff on attendance-related policies/protocols. Expand attendance intervention process to include more frequent meetings with families.	PDCMS	_X_ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$44,446 Supplemental Grant $ 32,336 LCFF Base
Action Area 2- Site Based Positive Behavior Support Programs Continue to provide Professional Development to support PDCMS in the implementation of positive behavior support/intervention programs (KARE program) Administer California Healthy Kids Survey (CHKS) to students in grade 7. Hire a facilitator to provide professional development to staff on promoting positive behavior and anti-bulling	PDCMS	_X_ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$689 Supplemental Grant $ 3,311 LCFF Base
Action Area 3- Counseling Support and Behavioral Health Maintain three counselors. Provide extra duty funding to meet scheduling needs of all students in preparation for the upcoming year to school site counselors.	PDCMS	__X_ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient	$90,000 Supplemental Grant $148,188 Lottery

Provide a counseling consultant to work with at-risk students.		___Other Subgroups:(Specify)_____	$57,175 LCFF Base
Action Area 4- Health and Wellness for Students and Staff PDCMS Providing professional development for certificated and classified personnel (professional to facilitate team building) Increase healthy school activities/nutritional awareness for students.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$1,000 LCFF Base
Action Area 5- Safety & Security Maintain Site Safety Committees Continue to have site annually review and revise Comprehensive School Safety Plan. Install a single-gated entrance to school Evaluate front office layout to enhance efficiency and increase parent access Maintain our participation with various city agencies for Resource officer services. Maintain security staffing formula to ensure a sense of safety. The following staff are provided: (1) FTE Assistant Principal Continue to provide and enforce school dress code through uniforms, lanyards and identification cards for school	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$144,000 LCFF Base

safety. Maintain Noon Yard supervisors to ensure student safety.			
Action Area 6- Clean and Efficient Environment Maintain custodial staffing ratio at 42,000 square feet per custodian for PDCMS. Continue to make necessary school facility improvements. (i.e. painting, grounds, plumbing, etc.) Explore solar options and purchase of energy efficient air conditioners	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$345,000 LCFF Base
Action Area 7- Communication Continue to provide ongoing communication to the PDCMS community through various media outlets (i.e. PDCMS's newsletters, websites, and e-blasts) Provide Spanish translation as needed	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$ 0 Supplemental Grant $1,000 LCFF Base
Action Area 8- Parent Engagement Continue to meet with parents during SART, SARB, SSA meetings. Share attendance-related information with PDCMS parents through Back-to-School Night materials/presentations, school website, school newsletters and student-specific attendance intervention supports and results to parent groups (ELAC, PTO, etc.)	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$0 Supplemental Grant

LCAP Year 2: 2017-18 GOAL 3			
Expected Annual Measurable Outcomes:	Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Action Area 1- Improve School Attendance Maintain PDCMS attendance facilitation team who will monitor student attendance The PDCMS attendance facilitation team will continue to retrieve and analyze data on a regular basis to provide intervention protocol. Review and update existing attendance-related policies/protocols; train staff on attendance-related policies/protocols. Continue to expand attendance intervention process to include more frequent meetings with families.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$44,446 Supplemental Grant $ 32,336 LCFF Base
Action Area 2- Site Based Positive Behavior Support Programs Continue to provide Professional Development to support PDCMS in the implementation of positive behavior support/intervention programs (KARE program) Administer California Healthy Kids Survey (CHKS) to students in grade 7.	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$ 1,000 Supplemental Grant $3,000 LCFF

Action Area 3- Counseling Support and Behavioral Health Maintain three counselors. Continue to provide extra duty funding to meet scheduling needs of all students in preparation for the upcoming year to school site counselors. Continue to provide a counseling consultant to work with at-risk students.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$90,000 Supplemental Grant $148,188 Lottery $57,175 LCFF Base
Action Area 4- Health and Wellness for Students and Staff PDCMS Continue to provide the professional development for teachers (professional to facilitate team building) Continue to increase healthy school activities/nutritional awareness for students.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$1,000 LCFF Base
Action Area 5- Safety &Security Maintain Site Safety Committees Continue to have site annually review and revise Comprehensive School Safety Plan. Evaluate the need for further security improvements at the single-gated entrance to school Continue to improve front office layout to enhance efficiency and increase parent access Maintain our participation with various city agencies for Resource officer services.	PDCMS	_X_ ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$144,000 LCFF Base

Maintain security staffing formula to ensure a sense of safety. The following staff are provided: (1) FTE Assistant Principal Continue to provide and enforce school dress code through uniforms, lanyards and identification cards for school safety. Maintain Noon Yard supervisors to ensure student safety.			
Action Area 6- Clean and Efficient Environment Maintain custodial staffing ratio at 42,000 square feet per custodian for PDCMS. Continue to make necessary school facility improvements. (i.e. painting, grounds, plumbing, etc.) Continue to explore solar options and purchase of energy efficient air conditioners	PDCMS	_X_ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$245,000 LCFF Base
Action Area 7- Communication Continue to provide ongoing communication to the PDCMS community through various media outlets. (i.e. PDCMS's newsletters, websites, and e-blasts) Continue to provide Spanish translation as needed	PDCMS	_X_ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$441 Supplemental Grant $559 LCFF Base

| Action Area 8- Parent Engagement
Continue to meet with parents during SART, SARB, SSA meetings.

Continue to share attendance-related information with PDCMS parents through Back-to-School Night materials/presentations, school website, school newsletters and student-specific attendance intervention supports and results to parent groups (ELAC, PTO, etc.) | PDCMS | _X_ ALL

OR:
_X_ Low Income pupils
_X_ English Learners
_X_ Foster Youth
_X_ Redesignated fluent English proficient
___ Other Subgroups:(Specify)_____ | $0 Supplemental Grant |

LCAP Year 3: 2018-19				
GOAL 3				
Expected Annual Measurable Outcomes:	Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Action Area 1- Improve School Attendance Maintain PDCMS attendance facilitation team who will monitor student attendance The PDCMS attendance facilitation team will continue to retrieve and analyze data on a regular basis to provide intervention protocol. Continue to review and update existing attendance-related policies/protocols; train staff on attendance-related policies/protocols. Continue attendance intervention process to include more frequent meetings with families.	PDCMS	_X_ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		$44,446 Supplemental Grant $ 32,336 LCFF Base
Action Area 2- Site Based Positive Behavior Support Programs Continue to provide Professional Development to support PDCMS in the implementation of positive behavior support/intervention programs (KARE program) Administer California Healthy Kids Survey (CHKS) to students in grade 7.	PDCMS	_X_ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		$ 1,000 Supplemental Grant $3,000 LCFF Base

Action Area 3- Counseling Support and Behavioral Health Maintain three counselors. Provide extra duty funding to meet scheduling needs of all students in preparation for the upcoming year to school site counselors. Provide a counseling consultant to work with at-risk students.	PDCMS	_X_ ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$90,000 Supplemental Grant $ 148,188 Lottery $57,175 LCFF Base Base
Action Area 4- Health and Wellness for Students and Staff PDCMS Celebrate the team building culture that has been established at PDCMS Continue to increase healthy school activities/nutritional awareness for students.	PDCMS	_X_ ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$1,000 LCFF Base
Action Area 5- Safety &Security Maintain Site Safety Committees Continue to have site annually review and revise Comprehensive School Safety Plan. Evaluate the need for further security improvements at the single-gated entrance to school Maintain our participation with various city agencies for Resource officer services. Maintain security staffing formula to ensure a sense of safety.	PDCMS	_X_ ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$144,000 LCFF Base

The following staff are provided: (1) FTE Assistant Principal Continue to provide and enforce school dress code through uniforms, lanyards and identification cards for school safety. Maintain Noon Yard supervisors to ensure student safety.			
Action Area 6- Clean and Efficient Environment Maintain custodial staffing ratio at 42,000 square feet per custodian for PDCMS. Continue to make necessary school facility improvements. (i.e. painting, grounds, plumbing, etc.) Evaluate and pursue solar options and purchase of energy efficient air conditioners	PDCMS	_X_ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$245,000 LCFF Base
Action Area 7- Communication Continue to provide ongoing communication to the PDCMS community through various media outlets. (i.e. PDCMS's newsletters, websites, and e-blasts) Continue to provide Spanish translation as needed	PDCMS	_X_ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$1,000 Supplemental Grant

Action Area 8- Parent Engagement Continue to meet with parents during SART, SARB, SSA meetings. Share attendance-related information with PDCMS parents through Back-to-School Night materials/presentations, school website, school newsletters and student-specific attendance intervention supports and results to parent groups (ELAC, PTO, etc.)	PDCMS	_X_ ALL -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	$0 Supplemental Grant

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?

GOAL 1

Annual Update LCAP Year: 2015-16

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	Goal 1: All students will demonstrate growth measured by Federal, State, District, and PDCMS assessments. *ALL STUDENTS:* Instructional staff is appropriately assigned, trained and highly skilled in current best practices and technology, and effectively implement them to ensure student success. Every student is prepared to meet or exceed grade level academic standards from grades 6 – 8 and ready to successfully transition between school levels (middle to high school). By the end of eighth grade, every student will read at grade level and continue to demonstrate grade level proficiency. Every student will be prepared for high school level California State Standards math and ELA. Ongoing formative assessments are an important component of monitoring student progress toward mastery of standards. *ENGLISH LEARNERS:* ELs receive rigorous instruction aligned to CCSS and 2012 ELD standards by Highly qualified, certified teachers. Each significant subgroup, including students of poverty, English learners & Reclassified/R-FEPs, Foster Youth and Students with Disabilities, make progress towards English and academic proficiency targets. The achievement gap between each subgroup and "all" students' narrows each year. *FOSTER YOUTH:* Foster Youth are promptly identified and placed in appropriate classrooms and provided necessary supports to master academic standards.	1 _X_ 2 _X_ 3 __ 4 _X_ 5 __ 6 __ 7 _X_ 8 _X_

Goal Applies to:	Schools:	PDCMS
	Applicable Pupil Subgroups:	ALL

| Expected Annual Measurable Outcomes: | 1.1 100% of all core classroom teachers will be "highly qualified" as evidenced.

1.2 Establish ELA and math proficiency baselines for all students and significant subgroups, as measured on the CAASPP (State testing program) as available.

1.3 Explore baseline data from all students, indicating the percentage of 6th, 7th and 8th grade students earning lower than a "C" in California State Standards math and ELA. | Actual Annual Measurable Outcomes: | 1.1 100% of all core classroom teachers at PDCMS are fully credentialed in their assigned subject area.

1.2 Proficiency baselines in ELA and math were established in August 2015 for all students and significant subgroups as measured on the 2014-2015 CAASPP.

1.3 Less than 5% of 6-8 graders scored lower than a "C" in mathematics and ELA at the end of the second semester 2015-2016.

7% of 6 graders scored lower than a "C" in ELA at the end of the second semester 2015-2016
16% of 7 graders scored lower than a "C" in ELA at the end of the second semester 2015-2016
12% of 8 graders scored lower than a "C" in ELA at the end of the second semester 2015-2016

15% of 6 graders scored lower than a "C" in math at the end of the second semester 2015-2016
14% of 7 graders scored lower than a "C" in math at the end of the second semester 2015-2016
7% of 8 graders scored lower than a "C" in math at the end of the second semester 2015-2016

Research indicates that students who do not do well in math and ELA do not transition to high school successfully. |
| | 1.4 Identify, create and/or purchase benchmark assessments which will guide instruction toward mastery of standards. | | 1.4 Implemented use of teacher-created assessments together with interim assessments and CASSPP to determine a percentage of students demonstrating proficiency of grade level CCSS. |

	1.5 EL students will meet or exceed District targets AMAO 1, 2a, and 2b targets based on the 2015 CELDT.		1.5 PDCMS met or exceeded District targets on AMAO 1, 2a and 2b based on the 2015 CELDT administration in the Fall. AMAO 1- District 59.9% ; PDCMS 55.3% AMAO2a - District 29.7%; PDCMS 6.14% AMAO2b - District 49.3%; PDCMS 45.7%
	1.6 The annual rate of students who are reclassified from English Learner to English proficient will be 8% or greater.		1.6 The annual percentage of students who were reclassified from English Learner to English proficient was 6%. 38% of our EL cohort transitioned to intermediate English which may lead to their reclassification next year.
	1.7 Identify Foster Youth and appropriately code in the DSUSD Student Information System.		1.7 The Foster Youth at PDCMS were identified by DSUSD and the DSUSD Student Information System.

Annual Update LCAP Year: 2015-16 Goal 1				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Action Area 1: Highly Qualified Staff Recruit and retain highly qualified teachers and supplemental staff to support student learning.	$164,000 Supplemental Grant		DSUSD enrolled in EDJOIN and PDCMS will continue to participate	$ 264,924 Supplemental Grant
	$175,374 LCFF Base		Negotiations between DSUSD and Desert Sands Teachers Association (DSTA) resulted in salary and compensation package increases	$ 216,756 LCFF Base
Scope of service: PDCMS			Scope of service: PDCMS	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action Area 2: Professional Development Provide support personnel to provide instructional support, ensuring all students receive highly effective instruction in core academic subjects and English Language Development. Establish a structure and culture for continuous improvement by implementing best practices and	$23,000 Supplemental Grant		Outside Conferences: Google, Science, Math, AVID Expo, HECT Leadership and Management, NCTE Annual Convention, Shaping Student Mindsets Conference, CUE National Conference	$0 Supplemental Grant
	$35,112 LCFF Base		Staff Led Workshops: technology workshops, CAASPP testing workshops, close-reading workshop	$1,570 LCFF BASE

providing professional development for teachers and staff. Provide continuous professional development in all California State Standards content area standards Provide professional development for staff on effective instructional strategies, classroom management, common core standards, curriculum and technology. Professional development days for each core department	$100,000 Supplemental Grant $5,000 Supplemental Grant $2,000 Supplemental Grant	District Workshops: math and ELA, math textbook evaluation Professional Development / Collaboration Days: every department	$24,987 Education Effectiveness

Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ ALL			_X_ 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)_____		

Action Area 3: Instructional Materials/Assessments Provide state-approved instructional materials and re-establish the textbook adoption cycle that is in alignment with the California Department of Education.	$15,000 Lottery $ 39,000 Lottery $3,000 Supplemental Grant $15,000 Lottery	Purchased new 6th and 7th grade California approved State Standards math books. Purchased new 8th grade California approved State Standards Math 1 books. Purchased 6th grade Math 180 intervention program. Replaced lost / damaged core Literacy books. Each teacher given funds for classroom support materials. Purchased classroom materials for Elective classes.	$161,765 Lottery $ 25,408 Supplemental Grant $131,309 LCFF Base

Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Action Area 4: Technology Enhance and expand the use of technology to support student learning for all students, including the purchase, maintenance and/or expansion of infrastructure, hardware and programs.	$15,000 Supplemental Grant $104,323 LCFF Base		Purchased 60 Chromebook sets with Storage Carts. Purchased needed hardware and software. Purchased 36 large format displays with touch-screen overlays. 3 displays have been installed and remaining 33 large format displays with touch-screen overlays will be installed in the summer and utilized in the 2016/2017 school year.	$ 1,080 Supplemental Grant $283,949 LCFF Base	
Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Action Area 5: Interventions				
Monitor effectiveness of Introductory Humanities and Math classes, Read 180 program, Math 180 program, before/after school tutoring, after school BRIDGES program, EL mentoring, EL math class, Attention Master's program, Wisdom Writers program, and QUEST. Provide site-based before/after school intervention programs focusing on closing the achievement gap.	$50,000 Supplemental Grant $15,658 TITLE III $11,000 Supplemental Grant	BRIDGES After School Program, EL after school tutoring, EL math class and QUEST (now the AVID program)being established. Program Director of the Attention Master's and Wisdom Writers programs reports annually to the PDCMS Governing Board. Lunch Opportunity serves 10-20 students on a daily basis to provide academic assistance.	$ 7,021 Supplemental Grant $ 12,862 Title III $3,000 LCFF Base	
Scope of service: PDCMS		Scope of service: PDCMS		
_X_ALL		_X_ 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)_____		
Action Area 6: School Site Staffing				
Maintain and/or reduce student-teacher ratio (CSR) in grades 6-8 to assist all students in reaching/maintaining grade level proficiency and to maintain an ideal learning environment for students.	$79,462 Supplemental Grant $ 109,970 LCFF Base $49,112 TITLE II	Hired 1 Bilingual ParaEducator, 1 Classified Specialist Consultant, and 1 Facilitator on special assignment to support teaching and learning for all students. Maintain and improve $6^{th} - 8^{th}$ grade student-teacher ratio to achieve a school-wide average class size of 30 or less.	$ 242,349 Supplemental Grant $ 148,631 LCFF Base $45,471 Title II	
Scope of service: PDCMS		Scope of service: PDCMS		
_X_ALL		_X_ 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)_____	
Action Area 7: Parent Engagement Maintain English Learner Advisory Council (ELAC) to educate parents and solicit input to best meet the needs of low-income students and English Learners Provide increased opportunities for parents to learn about rigorous educational options, Common Core standards and CAASPP at PDCMS. Continue to provide 6th grade parent orientation Provide training for parents to improve home to school communication. Training to possibly include: Home Access Center, teacher websites, PDCMS website, health and nutrition, time management and social media. Provide childcare during evening trainings. Provide an evening training speaker or outside consultant to guide parents through social media and technological management.	$ 1,000 Supplemental Grant $ 6,533 Supplemental Grant $ 500 Supplemental Grant $ 500 Supplemental Grant	ELAC continues to educate parents and is meeting the needs of low-income students and English Learners. Continue to offer parents opportunities to learn about rigorous educational options, California State Standards and CAASPP at PDCMS. Continue to provide 6th grade parent orientation including a bilingual presentation of the Shared Support Agreement. School Counselors provided parent trainings that included: Home Access Center, teacher websites, PDCMS website, health and nutrition, time management and social media. School Resource Officer provided an orientation to 6th grade parents to guide them through social media and technological management.	$ 0 Supplemental Grant
Scope of service: PDCMS		Scope of service: PDCMS	
_X_ALL		_X_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?	Action Area 1: Highly Qualified Staff: continue to hire only fully credentialed teachers that are "highly qualified" in their assigned teaching area. Action Area 2: Professional Development: train math teachers to properly implement the newly purchased, state-adopted math textbooks, principal and 8 staff members will attend AVID program training during the summer Action Area 3: Instructional Materials and Assessments: continue to update textbooks and instructional materials as necessary. Action Area 4: Technology: continue to identify and expand technology instruction, all core academic classrooms will have large format displays with touch-screen overlays to enhance their classroom instruction, and continue to in-service teachers to be more proficient at administering the CAASPP with technology Action Area 5: Interventions: current interventions will continue. A need was identified for a program that encourages college readiness for capable students so AVID will be purchased. Action Area 6: School Site Staffing: due to the need to continue reducing class size an additional Humanities teacher will be hired and 1/7's utilized as necessary. Action Area 7: Parent Engagement: we will continue to welcome parent input Expand learning opportunities for parents to understand school resources (i.e. Home Access Center, the Free and Reduced Lunch application, etc.)

	Actions and Services for Low Income Youth, Foster Youth and English Learners will be combined with Action and Services for all students unless the action is specific to a subgroup.

GOAL 2

Annual Update LCAP Year: 2015-16

Original GOAL from prior year LCAP:	Goal 2: All students will be prepared to make a successful transition to the high school level so as to meet the academic goals for their future education. Articulate with high school institutions and adhere to California State Standards to provide 8ᵗʰ grade students with a successful transition to high school. Students will have an opportunity to participate in career or interest themed pathway or course. *Each significant subgroup, including students of poverty, English learners & Reclassified/R-FEPs, Foster Youth and Students with Disabilities, make progress towards English and academic proficiency targets. The achievement gap between each subgroup and "all" students narrows each year.*	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 _X_ 6 __ 7 _X_ 8 _X_

Goal Applies to:	Schools:	PDCMS	
	Applicable Pupil Subgroups:		ALL

Expected Annual Measurable Outcomes:	2.1 Establish baseline for promotion of 8ᵗʰ grade students based on the following criteria; CAASPP results that indicate "met standards" and earning a grade of "D" or higher in core subjects. 2.2 Research the established indicators that lead to an increase in 8ᵗʰ grade students participating in high school core courses. 2.3 Research the established indicators that lead to an increase in 8ᵗʰ grade students participating in high school advanced core courses.	Actual Annual Measurable Outcomes:	2.1 Maintained 100% of 8ᵗʰ grade students who meet the set baseline criteria for promotion. 2.2 Continue articulation with the local high school to increase 8ᵗʰ grade students successfully completing the core courses and continue to monitor data. 2.3 Continue articulation with the local high school that lead to an increase in 8ᵗʰ grade students successfully participating in advanced core courses and the Capstone program.

Annual Update LCAP Year: 2015-16 Goal 2			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action Area 1: Acceleration/Enrichment Programs: Maintain and expand opportunities for students to complete advanced classes/course work.	$5,000 LCFF Base $1,000 Supplemental Grant	Continue to design a master schedule that provides opportunities for the following advanced classes: • Advanced Gardening • Advanced Dance • Concert Choir • Jazz Band • Varsity Color Guard • Advanced Art • Advanced Robotics • Enhanced Humanities, 6th, 7th, and 8th Grade • Enhanced Math, 6th Grade • Compacted Math, 7th and 8th Grade • Math 1, 8th Grade Provide textbooks and supporting materials for at risk / advanced students.	$850 LCFF Base $0 Supplemental Grant
Scope of service: PDCMS		Scope of service: PDCMS	
_X_ALL		_X_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)_____	

Action Area 2: Opportunities Outside of Traditional Programs Provide middle school students with enrichment opportunities in specialized, accelerated academic programs.		$ 10,000 Supplemental Grant	Continue to provide support for collaboration/articulation with high school teachers. Continue to provide the opportunity for additional professional development in the accelerated/enrichment areas. Enrichment opportunities were provided and include: guest speakers, field trips, Ophelia Project, Career Day, Math Field Day, performance competitions, etc.		$0 Supplemental $15,560 Outside Funding
Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ALL			_X_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?	Action Area 1: Acceleration/Enrichment Programs: Continue to design a master schedule that provides opportunities for electives and advanced classes. Implement the AVID program for 7th and 8th grade students.				

GOAL 3

Annual Update LCAP Year: 2015-16

Original GOAL from prior year LCAP:	Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment. Every student will attend school daily and demonstrate behavior which maximizes academic success and positive social interactions. Each student will have access to a supported and valued education experience allowing them to positively contribute to their school and local communities. The school environment and community promotes positive health and wellness for all students, maximizing each student's potential and motivation to succeed. Communicate with families and community members to increase positive school climate, and provide opportunities for community involvement and input. Every student will experience a greater sense of engagement on a daily basis regarding the cleanliness, and safety of the school environment. School facilities in good repair help student performance and encourage parental involvement.	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__

Goal Applies to:	Schools:	PDCMS	
	Applicable Pupil Subgroups:	ALL	

Expected Annual Measurable Outcomes:	3.1 Establish an attendance facilitation team to develop an incentive plan to increase the Average Daily Attendance. 3.2 The facilitation team will develop an incentive plan to reduce chronic absenteeism. 3.3 The facilitation team will develop a plan to decrease the truancy rate. 3.4 The facilitation team will develop a plan to decrease the suspension and expulsion rate.	Actual Annual Measurable Outcomes:	3.1 Enhance incentive plan to increase the Average Daily Attendance. Student Monthly Perfect Attendance Reward was given to all students that qualified. 3.2 Still need to establish a facilitation team that will continue to research and develop a plan to reduce chronic absenteeism. 3.3 Once established, the facilitation team will continue to research and develop a plan to decrease the truancy rate. 3.4 Once established, the facilitation team will continue to research and develop a plan to decrease the suspension and expulsion rate.

	3.5 Establish programs designed to increase student kindness and sense of safety.		3.5 Students participated in Wisdom Writers, KARE, Attention Masters, Environmental Service Learning Projects, Project Citizen, field trips to the Museum of Tolerance, Guest Author Talks about friendship.
	3.6 The broad school community will be better informed about critical issues and school events. (e.g. academic expectations, emergency preparedness strategies, etc.)		3.6 The PTO newsletter was published more frequently. Continue to publish the PTO newsletter in Spanish. The school newsletter was mailed with progress reports and report cards. Emergency Preparedness Strategies were conducted regularly to meet the monthly practice requirements The School Safety Plan was revised and approved by the PDCMS Governing Board. Staff workshops regularly focused on academic expectations.
	3.7 Maintain support of custodial staff at a ratio of 42,000 square feet per custodian for all schools.		3.7 PDCMS continues to maintain the same custodial staff ratio as the district.
	3.8 School sites will have available a law enforcement officer (School Resource Officer) assigned through city/county agreements.		3.8 PDCMS continues to have available a law enforcement officer (School Resource Officer) assigned through city/county agreements.
	3.9 Maintain facilities with appropriate heating, air conditioning, plumbing and lighting systems so students can learn in an optimal setting.		3.9 PDCMS exterior fence and front facility was painted, hydration and bottle filling stations were installed, built an outside shade structure, and air conditioning units were maintained.

Annual Update LCAP Year: 2015-16 Goal 3			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action Area 1- Improve School Attendance Continue to implement use of school personnel to facilitate the monitoring of student independent study program. Maintain collaboration with the BRIDGES After School Program which engages students and increase their academic success.	$10,000 Supplemental Grant $ 32,336 LCFF Base	Hired additional Office Technicians to ensure the attendance audit was completed. School counselor updated staff during staff workshops about attendance changes. Hired additional BRIDGES After School Program support staff to engage students and increase their academic success.	$ 9,339 Supplemental Grant $ 33,450 LCFF Base
Scope of service: PDCMS		Scope of service: PDCMS	
_X_ALL		_X_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)_____	
Action Area 2- Site Based Positive Behavior Support Programs Maintain a kindness program to promote safe, secure and positive behavior and environment for all.	$ 1,000 Supplemental Grant	Expand the KARE program as a means of encouraging positive student behavior.	$0 Supplemental $ 3,000 LCFF Base

Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ALL			_X_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)_____		
Action Area 3- Counseling Support and Behavioral Health Maintain counseling support to students/families. Provide extra duty funding to meet scheduling needs of all students in preparation for the upcoming year to school site counselors. Provide a counseling consultant to work with at-risk students.	$170,000 LCFF Base $ 112,000 Lottery $12,000 LCFF Base $25,000 Supplemental Grant		Maintain established student-counselor ratio. Maintain three full time school counselors Expanded counseling consultant services through the KARE program Assigned a bilingual counselor to address the EL and R-FEP needs Provided opportunities for more students to see the counselors as needed.	$ 37,908 LCFF Base $ 168,677 Lottery Unrestricted $ 88,778 Supplemental Grant	

Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ALL			_X_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)_____		
Action Area 4- Health and Wellness for Students and Staff PDCMS Provide Professional Development for instructional staff which promotes a safe, secure and positive environment for all.	$1,000 LCFF Base		Provide Professional Development to administration and security staff to increase positive school climate.	$ 0 LCFF Base $1,066 Supplemental Grant	
Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ALL			_X_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)_____		
Action Area 5- Safety & Security Ensure that the school maintains the established safety and security procedures.	$1,000 LCFF Base $133,565 LCFF Base		Maintain the School Safety personnel. Provide Materials and Supplies as needed. A need was identified to design a single-point of entry at the front of the main entrance of the school.	$124,539 LCFF Base $0 Supplemental	

	$ 139,985 LCFF Base $ 3,000 LCFF Base $ 14,000 LCFF Base		$1,240 Outside Funding

Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ ALL			_X_ 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)_____		

Action Area 6- Clean and Efficient Environment	$201,728 LCFF Base	Provided custodial staff based on a District staffing ratio of 42,000 square feet per custodian for schools.	$216,565 LCFF Base
Maintain or improve service of school facilities. Maintain custodial staffing ratio at 42,000 square feet per custodian for PDCMS. Continue to make necessary school facility improvements. (i.e. painting, grounds, plumbing, etc.)	$ 50,000 LCFF Base	Provide Materials and Supplies as needed for the maintenance and improvement of school facilities. Maintain exterior and interior facilities. Started adding desert landscape to east campus common areas to conserve water and costs	$0 Supplemental

Scope of service:	PDCMS		Scope of service:	PDCMS	
_X_ ALL			_X_ 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)_____	
Action Area 7: Communication Continue to provide ongoing communication to the PDCMS community through various media outlets (i.e. PDCMS's newsletters, websites, and e-blasts) Provide Spanish translation as needed	$500 LCFF Base $1,000 Supplemental Grant	Panther Paws, PTO newsletter, After-School magazine to feature student writing, local AM radio announcements, updated PDCMS website	$0 Supplemental Grant
_X_ ALL		_X_ 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)_____	

Action Area 8- Parent Engagement Continue to meet with parents during SART, SARB, SSA meetings. Share attendance-related information with PDCMS parents through Back-to-School Night materials/presentations, school website, school newsletters and student-specific attendance intervention supports and results to parent groups (ELAC, PTO, etc.)	$0 Supplemental $0 LCFF Base	Met with parents during SST, IEP, SART, SARB, SSA, and grade level retention meetings. Parent trainings on Home Access Center, Robo Calls to increase attendance notifications, family movie nights	$0 Supplemental Grant $0 LCFF Base
Scope of service: PDCMS _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: PDCMS _X_ALL 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?	Action Area 1- Improve and Maintain Attendance: Opened discussion for proposed parent trainings to include awareness and benefits of their child's regular attendance. Once established, the facilitation team will meet earlier in the school year to reduce chronic absenteeism and to decrease the truancy rate. Action Area 2- Kindness, Attention, Respect and Excellence (KARE): expand collaboration with KARE program director. Action Area 3- Counseling Support and Behavioral Health: continue to provide counseling consultant to work with at-risk students. Maintain three counselors. Action Area 4- Professional Development: continue to provide Professional Development to certificated and		

	classified personnel to increase positive school climate.
	Action Area 5- Safety &Security: build a single point of entry at front of main school entrance.
	Action Area 6- Clean and Efficient Environment: paint exterior of buildings as needed, add desert landscape to part of the front entrance, request that district service all air conditioning units and replace air conditioning unit filters, additional funds for custodial staff to prepare MPR for extra-curricular events. Research grants and funding for energy efficiency upgrades (i.e. toilets and air conditioners).
	Action Area 7- Communication: keep PDCMS website current and user friendly, more material translated in home-languages
	Action Area 8- Parent Engagement: provide opportunities for more home to school communication focusing primarily on EL parents and low income households.

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:	$ 798,635

The use of Supplemental /Concentration funds, for the principle benefit of supporting our unduplicated students, is budgeted district and school-wide for actions and services to increase student achievement. The actions/services come out of identified needs of our low income, foster youth and English learner students.

Below is a breakdown of expenditures by goal area: For more explanation see Action Area with Support/Services in the LCAP.

Goal 1	Expenditure	Goal 2	Expenditure	Goal 3	Expenditure
Action Area -1	$303,000	Action Area-1	$2,000	Action Area-1	$ 44,446
Action Area -2	$10,000	Action Area-2	$10,000	Action Area-2	$ 689
Action Area -3	$42,500			Action Area-3	$ 90,000
Action Area -4	$13,000			Action Area-4	$ 0
Action Area -5	$17,000			Action Area -5	$ 0
Action Area -6	$257,000			Action Area -6	$ 0
Action Area -7	$9,000			Action Area -7	$ 0
				Action Area -8	$ 0
Total	$651,500	Total	$12,000	Total	$135,135

Total Expenditures for Goals 1,2,3 is $798,635

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.

| 8.28 | % |

Supplemental /Concentration funds in the amount of $ 798,635 (current year 2016-17 proportionality) were allocated school-wide to support low income students, foster youth, and English learner populations and are used to provide increased services to these students. In the 2015/2016 School Year the percentage was 6.87% and funding was allocated in the amount of $ 639,965. In 2016/2017 it will increase by 1.41%.

PDCMS is allocating $798,635 of its proportionate share on support and services to build and strengthen programs in order to close the achievement gap.

The following actions and services that will improve and increase services for students are planned for 2016/2017:
    Accountability and support for instruction– particularly targeting students represented in the unduplicated count (EL, foster, poverty).
    Additional teacher to reduce class size.
    Additional staff 1/7's to reduce class size.
    Expansion of classroom technology.
    Expansion of staff development.
    Expansion of KARE Program.
    Expansion of CCGI Program.
    Implement the AVID Program.
    Implement new state adopted textbooks.
    Purchase Math 180 supplemental materials.
    Expansion of learning experiences through field trips, on-campus speakers and elective choices.
    Expansion of parent education programs during evening hours.
    Re-establish SSA panel procedures and outcomes.
    Continue with needed facilities maintenance.
    Update and monitor parent communication systems.

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).

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