LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Downtown College Prep Alum Rock
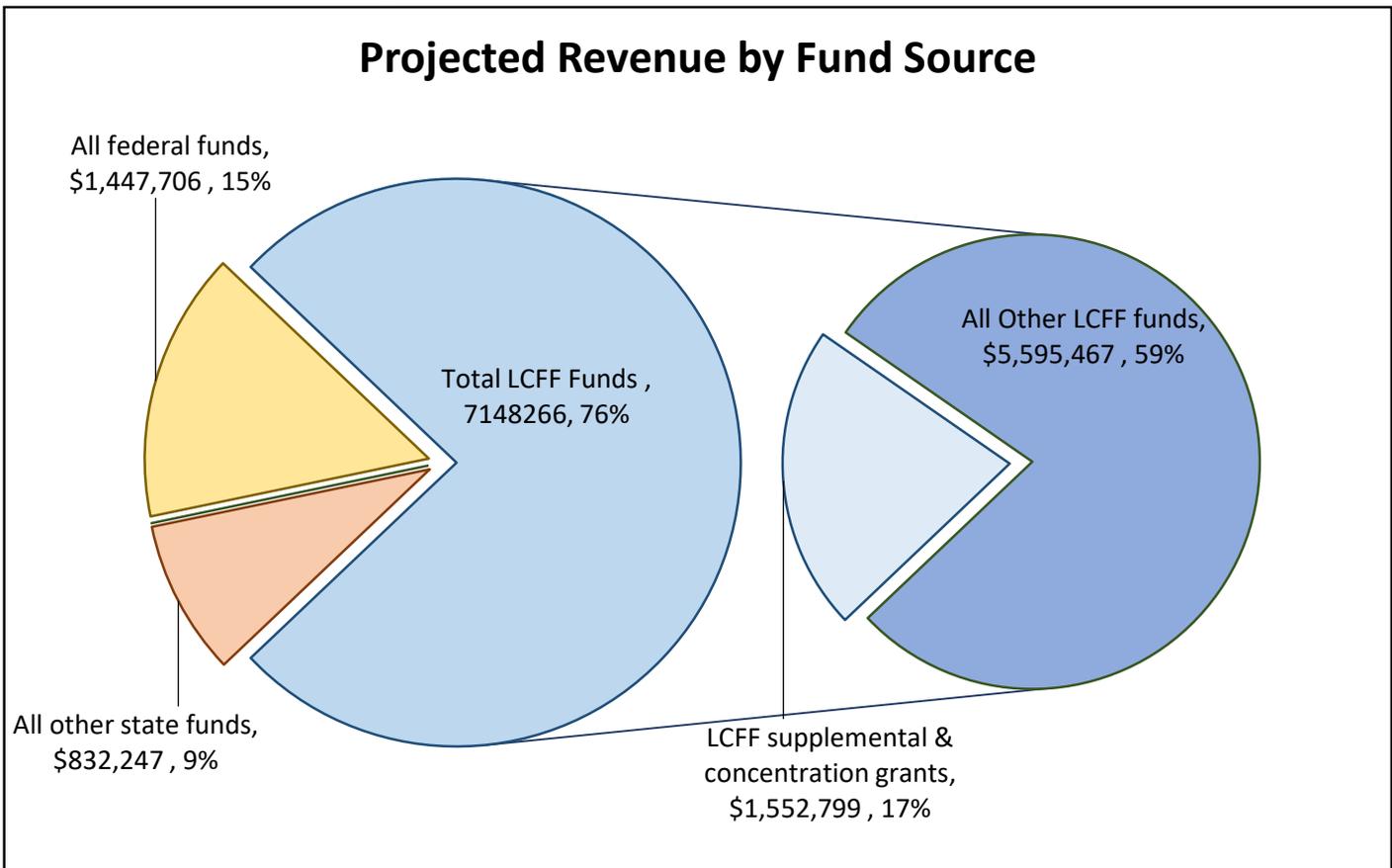
CDS Code: 43 10439 0123257

School Year: 2021 – 22

LEA contact information: Mercedes Carbajal, 408-271-8120 x123, mcarbajal@dcp.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,447,706 , 15%

Total LCFF Funds , 7148266, 76%

All Other LCFF funds, $5,595,467 , 59%

All other state funds, $832,247 , 9%

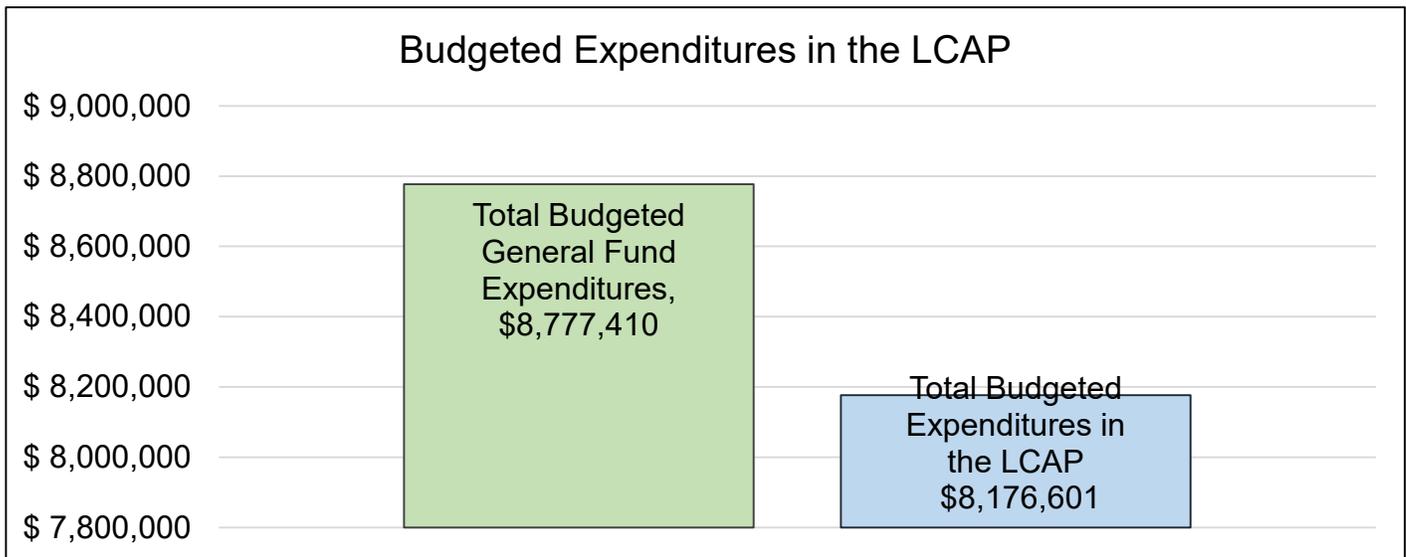LCFF supplemental & concentration grants, $1,552,799 , 17%

This chart shows the total general purpose revenue Downtown College Prep Alum Rock expects to receive in the coming year from all sources.

The total revenue projected for Downtown College Prep Alum Rock is $9,428,218.92, of which $7,148,266.00 is Local Control Funding Formula (LCFF), $832,246.86 is other state funds, $0.00 is local funds, and $1,447,706.06 is federal funds. Of the $7,148,266.00 in LCFF Funds, $1,552,799.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 9,000,000	
$ 8,800,000	
$ 8,600,000	Total Budgeted General Fund Expenditures, $8,777,410
$ 8,400,000	
$ 8,200,000	Total Budgeted Expenditures in the LCAP $8,176,601
$ 8,000,000	
$ 7,800,000	

This chart provides a quick summary of how much Downtown College Prep Alum Rock plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Downtown College Prep Alum Rock plans to spend $8,777,409.92 for the 2021 – 22 school year. Of that amount, $8,176,601.00 is tied to actions/services in the LCAP and $600,808.92 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
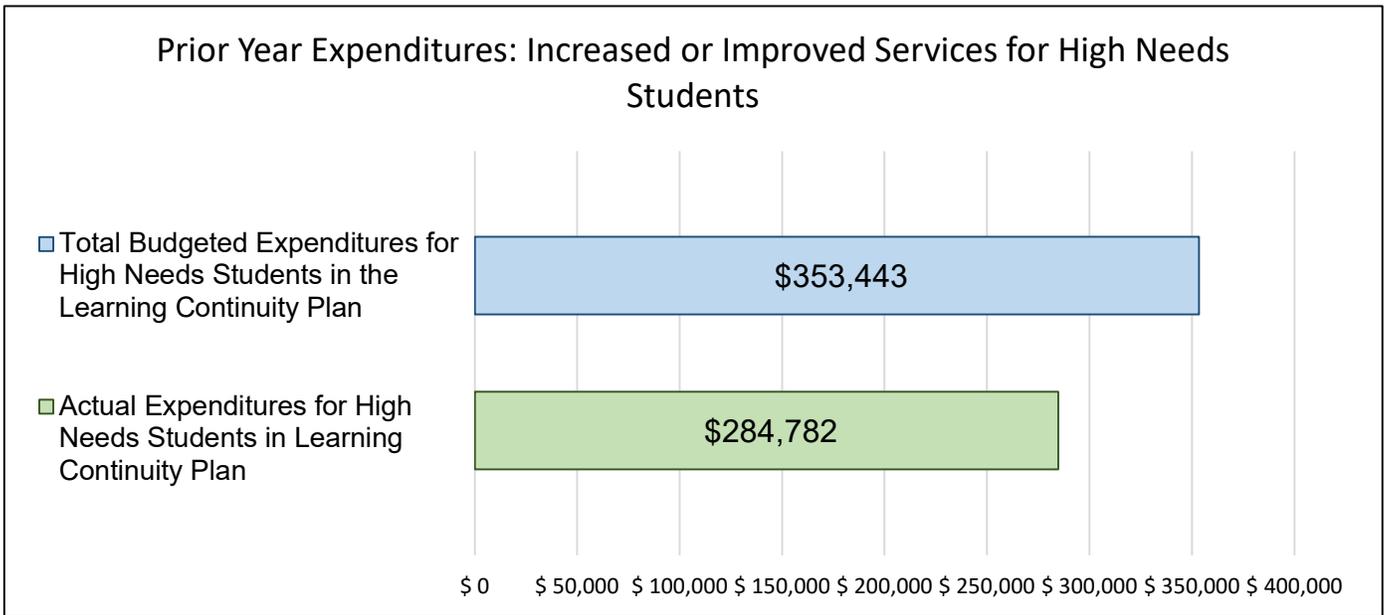
The funds not included in the budget are used for the reserve.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Downtown College Prep Alum Rock is projecting it will receive $1,552,799.00 based on the enrollment of foster youth, English learner, and low-income students. Downtown College Prep Alum Rock must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown College Prep Alum Rock plans to spend $1,562,657.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $353,443

□ Actual Expenditures for High Needs Students in Learning Continuity Plan $284,782

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000

This chart compares what Downtown College Prep Alum Rock budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Downtown College Prep Alum Rock estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Downtown College Prep Alum Rock's Learning Continuity Plan budgeted $353,443.00 for planned actions to increase or improve services for high needs students. Downtown College Prep Alum Rock actually spent $284,782.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $68,661.00 had the following impact on Downtown College Prep Alum Rock's ability to increase or improve services for high needs students:

Expenditures were less than anticipated for technology and internet access. We are currently still expending allocations for summer school. As a result of lower need in the area of technology, we have been able to expand our summer school programming to meet family demand.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown College Preparatory – Alum Rock CDS Code: 43104390123257	Amy Fowler Chief Academic Officer	afowler@dcp.org (408) 271-8120 x126

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
100% of teachers have appropriate credentials	100% of teachers held appropriate credentials
School provides standards aligned materials and technology for all courses.	School provided standards aligned materials and technology for all courses.
Teachers participate in professional development with a focus on instructional planning and differentiation strategies.	Teachers participated in professional development with a focus on instructional planning and differentiation strategies.

Actions / Services

Planned Action/Service	Budgeted Expenditures 2019-20	Actual Expenditures 2019-20
1a. Provides Common Core aligned textbooks and instructional materials in English and Math; Next Generation science standards aligned materials in Science; materials aligned with Common Core in Social Studies and Science to support teachers in those content areas.	$85,000	**Total: $43,884** $3,190 Object Code: 4100 $9,293 Object Code: 4325 $31,401 Object Code: 4345 LCFF Base, Categorical, & Other Revenue
1b. Purchase computer and technology equipment to ensure a 21st century classroom.	$80,000 LCFF Base, Categorical, & Other Revenue	**Total: $4,008** $4,008 Object Code:4410 LCFF Base, Categorical, & Other Revenue
1c. Provide elective course offerings in order to ensure access to a variety of courses.	$170,000 LCFF Supplemental & Concentration	**Total: $207,536** $115,000 Object Code: 1000 $92,536 Object Code: 5827 LCFF Supplemental & Concentration
1d. Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.	$53,928 LCFF Base, Categorical, & Other Revenue	**Total: $5,177** $5,177 Object Code: 3920 LCFF Base, Categorical, & Other Revenue
1e. Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	$2,000 LCFF Supplemental & Concentration	**Total: $9,404** $683 Object Code: 4100 $1,991 Object Code: 4325 $6,729 Object Code: 4345 LCFF Supplemental & Concentration
1f. Provide student materials for low-income families to support access to the educational program and content.	$20,000 LCFF	**Total: $9,404** $683 Object Code: 4100 $1,991 Object Code: 4325 $6,729 Object Code: 4345 LCFF Supplemental & Concentration

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers,and staff.

The resources intended to support Goal 1 were expended in total. More resources were spent on elective course offerings than originally expected.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DCP Alum Rock has implemented the actions set forth in **Goal 1** for the 2019-20 school year, with highlights as follows:

- **Science** - Implemented an NGSS-aligned Science Scope and Sequence, providing a more integrated approach aligned to career pathways. All incoming students are now required to take three years of Science, in alignment with UC/CSU changes and have the option of a fourth year in Environmental Science.
- **Math** - Fully implemented CCSS-aligned integrated math for the first three years, with extensive coaching for teachers.. A CAASPP-aligned Math benchmark is also being implemented.
- **English** - English teachers engaged in vertical articulation and identified grade-level standards-based resources. In addition to writing performance assessments, teachers used results of SBAC IABs to inform lesson planning and delivery.
- **Professional Development** - 3 hour Thursday PD block allowed teachers to engage in PD and then apply directly to planning. A shared focus was on the Workshop Model, with the SPED team receiving individualized PD. Teachers worked in Professional Learning Communities (PLCs) focused on differentiated areas of focus.
- **Elective Course** - DCP Alum Rock provided a range of elective course offerings. At the middle school, electives offered included STEAM (Science-Technology-Engineering-Arts-Mathematics), Health and Wellness, Restorative Leadership and PE. At the high school, electives offered included AP Computer Science Principles, Applied Engineering, Computer Sciences I, Economics, Engineering Design and Development, Environmental Ethics, Ethnic Studies, Graphic Design 2, Honors PLTW Introduction to Engineering, Honors PLTW Principles of Engineering, Sports PE and Studio Art. In addition, DCP partnered with San Jose City College to offer Chicano Culture and Psychology.
- **Support Teacher Credentialing** - New teachers participated in 40 hours of orientation and professional learning before the start of the school year, plus quarterly 2-hour sessions. A Human Resources (HR) representative worked individually with teachers to inform them of the next steps in their credentialing and conducted check-ins to check on progress. DCP also reimbursed teachers for CSET exams.
- **Supplemental Materials for English Learners** - DCP purchased materials to supplement core texts and support English Learners.

- **Materials for low-income families** - At the beginning of the year, we provided free backpacks and school supplies, which included pens, notebooks, markers, rulers for every student. Chromebooks provided for every student. Student material drives were conducted for specific department supplies, i.e. books for english, calculators for math.

Goal 2

Goal 2: Students will be on track to being academically prepared for college success.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
Teachers will participate in professional development to support student achievement.	Teachers who participated in professional development to support student achievement was: o 100%
Exiting 8th graders will either reach 80% at/above standard in ELA on CAASPP or increase by 5% of the difference between prior year and goal, overall and for all significant subgroups.	The CAASPP was not administered due to the COVID closure
Exiting 8th graders will either reach 80% at/above standard in Math on CAASPP or increase by 5% of the difference between prior year and goal, overall and for all significant subgroups.	The CAASPP was not administered due to the COVID closure
Exiting 11th graders will either reach 80% at/above standard in ELA on CAASPP or increase by 5% of the difference between prior year and goal, overall and for all significant subgroups.	The CAASPP was not administered due to the COVID closure

Exiting 11th graders will either reach 80% at/above standard in Math on CAASPP or increase by 5% of the difference between prior year and goal, overall and for all significant subgroups.	The CAASPP was not administered due to the COVID closure
Average GPA of Grade 8 Students will either reach 3.0 or increase by 0.1 over previous year.	Average GPA of Grade 8 Students was: ● 2.53, missing the 3.0 goal by .47
Rising Senior UC/CSU GPA will either reach 3.0 or increase by 0.1 over previous year.	Average GPA of Grade 11 Students was: ● **2.34**, missing the 3.0 goal by 0.66.
Percent of English Learners making Annual Progress as measured by the CELDT/ELPAC will either reach 75% or increase by 1.5% or more from previous year.	Percent of English Learners making Annual Progress as measured by the CELDT/ELPAC was: 46.2% Note: No change is available due to the change in assessment and we cannot know if it increased or not.
Percent of graduates who completed A-G courses will be 80% or higher or increase by 20% of the difference between prior year and goal o Baseline – 70%	Percent of graduates who completed A-G courses was: ● **100%**, an increase of **10%** meeting the goal
Percent of graduates who completed one or more AP courses will be 60% or higher or increase by 10% of the difference o Baseline – 39%	Percent of graduates who completed one or more AP courses was: o **71.6%**, exceeding the goal by 11.6%.
Cohort Graduation Rate will be 85% or higher or will increase by 10% of the difference between prior year and goal o Baseline – 81%	Cohort Graduation Rate was: o **85.3%**, meeting the goal

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2a. Implement a research-based advisory program to prepare students to successfully enter and complete college.	$243,500 LCFF Supplemental & Concentration	**Total: $56,854** $54,281 Object Code: 1100 $2,362 Object Code: 5812 $211 Object Code: 5878 LCFF Supplemental & Concentration
2b. Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.	$110,714 LCFF	**Total: $250,160** $105,919 Object Code: 1300 $144,241 Object Code: 1110 LCFF Base, Categorical, & Other Revenues
2c. Provide training and professional development for teachers to support academic programs.	$253,197 LCFF Supplemental & Concentration	**Total: $202,280** $49,920 Object Code: 1000 $61,360 Object Code: 1000 $91,000 Object Code: 1000 LCFF Supplemental & Concentration
2d. Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	$43,075 LCFF Supplemental & Concentration	**Total: $23,299** $23,299 Object Code: 1000 LCFF Supplemental & Concentration
2e. Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.	$40,000 LCFF Supplemental & Concentration	**Total: $47,240** $47,240 Object Code: 5812 LCFF Supplemental & Concentration
2f. Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.	$11,000 LCFF Supplemental & Concentration	**Total: $10,500** $10,500 Object Code: 5893 LCFF Supplemental & Concentration
2g. Utilize student data systems to support college success programming (e.g. Naviance, Beyond12)	$8,000 LCFF Supplemental & Concentration	**Total: $0** LCFF Base, Categorical, & Other Revenues

2h. Provide access for students to 1 or more AP class by senior year.	$75,000 LCFF Supplemental & Concentration	**Total: $75,000** $75,000 Object Code: 1300 LCFF Base, Categorical, & Other Revenues

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services except for use of a College Success data platform were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DCP Alum Rock has implemented the actions set forth for in **Goal 2** for the 2019-20 school year, with highlights as follows:

- **Advisory** - The College and Career Readiness (CCR) courses were approved as UC/CSU "G" electives. This shift has resulted in growth for students and more students accepted to UCs earlier, as they have had more time available to work on the college application process with the support of counselors, which has resulted in more applications, acceptances, and scholarships. CCR has also focused on preparing Seniors for life in college and beyond, building their finances and life skills for being an independent adult.This has trickled down to other grade levels, with Juniors focused on thoughtful research of colleges and majors and Freshmen and Sophomore building out four-year plans based on their Ikegai (Identifying what they love, and careers in which they can be paid to do that). The Middle School Advisory Program was led by a committee to plan out the curriculum for the year by grade level. We focused on 3 themes; college and career knowledge, self-knowledge, and interpersonal knowledge. From 6-8th grade we want to build off and make sure we covered all standards and prepare them for high school. Inside the 3 themes, we start off with organization and transition to middle school. In 7th grade, we focus on confidence, self-appraisal, coping skills, and in 8th grade healthy relationships. All are also exposed to community building, onlines safety, and goal setting. This is all led by the students' advisory teachers that are the deans of those 30 or so students. Their role consists of grade checks, conferring with students and communicating to all stakeholders in the growth of the students.
- **Differentiation** - Students are able to complete credit recovery focused on the content they have yet to master, without having to repeat the full class or grade. A free period enables neurodiverse students to work with a case manager to support their work. Concurrent College enrollment courses took place in the afternoon through independent study, with the class moving on campus next year. There has been an increase in students who are interested, as a result of work in CCR classes. Through the workshop model, teachers provide differentiation for students based

on the product, process, and/or learning environment. Some Neurodiverse students are given a Study Skills period, which allows them to work closely with their case manager on IEP goals and/or skills taught in the general education setting.

- **Summer Enrichment** - The College and Career Readiness Program supported students in learning about and applying to summer enrichment programs, resulting in students enrolled at UC Santa Cruz and University of Santa Clara and studying abroad. Elevate? STEM camp? Luis Valdez minimal scholarships for ARMS students.
- **AP classes and Dual Enrollment** - Continued offerings of AP courses, maintaining balance of offering enough to meet demand. In 19-20 there were 5 separate AP Courses offered within the English, Mathematics and Science subjects. In 19-20 we began to offer Dual Enrollment courses in partnership with San Jose City College. In Semester 1, Chicano Culture was offered with an enrollment of 37 students. In Semester 2, Psychology was offered with an enrollment of 42 students.
- **Academic Interventions** - Teams met in the spring to develop a plan for embedded academic interventions, or Differentiated Learning Groups (DLGs) for English and Math. Teachers identified prerequisite skills for grade-level content standards. DCP also established Mandatory Office Hours (after school) for students who were struggling in class. Students took the IAB implemented in 19-20. WPA and MAC assessments expanded and migrated to online assessments via Illuminate. NWEA expanded at Middle Schools to 95% participation rate.
- **Training and Professional Development** - Throughout the year, site and all-org PD included training for teachers related to academic programs. In addition, Instructional Coaches provided job-embedded professional development for teachers. Wednesdays are early release days to allow for staff meetings and collaboration time. During most of these meetings, time is structured to allow special education teachers and general education teachers to further collaborate around best practices and support for Neurodiverse students.

Goal 3

Goal 3: School environment will be safe and welcoming for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual

	Suspension rate was:

Suspension rate is 6% or less, or rate decreases by .3% from previous	• Overall – **5**%, a decrease of **-0.5%** meeting the goal
	   o FRL – **5**%, a decrease of **-1%** meeting the goal
	   o Latino – **5.2**%, an increase of .1**%** but meeting the goal
	   o EL – **7.9**%, an increase of .3**%** not meeting the goal

Expulsion rate is less than 2%	Expulsion rate was: • **0.4%,** meeting the goal
Average rating for families of School Climate (Social Aspects series of questions) on the Family Survey will be 4.0 or increase by 0.1 on average annually	Average rating for families of School Safety on the Family Survey was: • **ARMS 3.95**, no change compared to the previous year and narrowly not meeting the overall goal • **ARHS 3.98**, a decrease of the previous year and narrowly not meeting the overall goal
Average rating for students of School Culture as measured by Youth Truth survey will be 4.0 or increase by 0.1 on average annually	Average rating for students of School Culture as measured by Youth Truth survey was: • **ARMS 3.74**, an increase of the previous year meeting the goal. • **ARHS 3.7**, an increase of the previous year meeting the goal.
Facilities will receive a rating of good or better	Facilities received a rating of: • Exemplary

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3a. Ensure the safety and good condition of the facilities through ongoing maintenance and repair.	$60,000 LCFF Base, Categorical, & Other Revenues	**Total: $0** LCFF Base, Categorical, & Other Revenues
3b. Implement Restorative Practices school wide, to support social, emotional, and behavioral learning.	$40,522 LCFF Supplemental & Concentration	**Total: $52,960** $52,960 Object Code: 1300 LCFF Supplemental & Concentration

3c. Utilize support staff to ensure a safe and welcoming environment for students and parents.	$275,440 LCFF Supplemental & Concentration	**Total: $301,747** $14,964 Object Code: 2000-2999 $70,000 Object Code: 2000-2999 $57,784 Object Code: 2000-2999 $27,000 Object Code: 2000-2999 LCFF Base, Categorical, & Other Revenue LCFF Supplemental & Concentration
3d. Provide professional development to teachers in classroom management.	$8,000 LCFF Supplemental & Concentration	**Total: $0** LCFF Supplemental & Concentration
3e. Provide socio-emotional counseling services to students and families on a referral basis.	$40,000 LCFF Supplemental & Concentration	**Total: $0** Included in 5b LCFF Supplemental & Concentration
3f. Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.	$20,000 LCFF Supplemental & Concentration	**Total: $0** LCFF Base, Categorical, & Other Revenue

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All services were implemented as designed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DCP Alum Rock has implemented the actions set forth for in **Goal 3** for the 2019-20 school year, with highlights as follows:

- **Facility** - Alum Rock Middle Schools new gymnasium and Stem Lab have been utilized for learning spaces for Middle School students. Solar Panels have been installed for renewable energy sources. Alum Rock High School submitted Proposition 39 facilities request and was approved and renewed for school year 2021-2026.

- **Classroom Management** - As part of New Teacher PD, teachers engaged in professional learning about proactive classroom management and restorative practices. Job-embedded coaching also provided an opportunity for all teachers to engage in professional development around classroom management.

- **Implement Restorative Practices school wide, to support social, emotional, and behavioral learning.** New staff were trained on restorative practices during summer training, including basic use of circles for community building. Deeper training was provided for student services professionals in order to support their implementation of restorative practices across all tiers. Returning staff were provided the opportunity to engage in additional training to deepen their expertise in re DCP El Primero has implemented the actions set forth for in **Goal 3** for the 2019-20 school year, with highlights as follows:
  - School site professional development on Restorative Practices Overview from the Director of Student Services
  - Specific sessions differentiated for teachers based on experience with RP
  - Specific sessions on using RP in content based classes
  - Support for Assistant Principals in leading school based sessions

- **Utilize support staff to ensure a safe and welcoming environment for students and parents, which contributes to positive mental health on a Tier 1 level.** Customer service training for all our operations staff and support staff conducted. Hired bilingual clerks to support translations. Support staff supported during arrival, dismissal, brunch, lunch and breaks. Support staff continued to operate the campus during the COVID closure and provided critical communication support during the crises and throughout the next year as well. Support staff worked in collaboration with the social work team as needed to meet baseline needs.

- **Provide socio-emotional counseling services to students and families on a referral basis.** The staff counselor continued to support mental health services at all Tiers, as well as coordinating intern services, managing transition to remote services, etc. Referral and permission processes were managed by the staff counselor and individual, group and crisis services were provided through the mental health counseling department. Additionally, counseling Interns continued to be utilized, initially in person and then though remotely during distance learning, I(interns), supervised by the Director of Student Services provided a variety of services. Each intern had an individual case load as well as worked with students in groups (anxiety, stress, positive coping strategies) and Tier 1 services such as providing preventative psycho-educational opportunities through Advisory presentations, case management for families in need of outside supports, etc. If their programs allowed, interns also provided case management services over the summer to families experiencing issues with basic needs.

- **Family Engagement** - The College Success Team provided two family College Success Nights on October 23, 2019 and January 29, 2020. Families of 6th-12th graders were invited to participate in differentiated presentations based on grade levels with our College Counselors. Presentations and materials were in Spanish and English. Additionally, Parent Workshops related to supporting students during remote learning, including on

academic and social emotional supports were provided during the summer of 2020, as well as the 2020-21 school year. DCP collaborated with community partners to bring resources and virtual presentations as a COVID response to address different family needs. Resources were also sent monthly so parents and students had access to information related to COVID resources in our community.   Additionally, as DCP Alum Rock schools investigated needs of families who qualify as foster or homeless, specific outreach was done for those families.

- DCP had many successes related to social emotional supports for students and families. For example, the expansion of Tier 1 social emotional resources was a purposeful plan in response to the increased need within the community. This included the successful parent workshops and cafecitos directly related to mental health held during the year, as well as increased parental communication around resources related to mental health and basic needs once the pandemic began.

- DCP, as part of their initial pandemic student support response, increased tier one prevention through check ins during Advisory and increased psychoeducational presentations by the counseling team. Case management services provided the opportunity for families to receive outside support referrals. The counseling team also supported students struggling with attendance, providing support calls and resources referrals as needed.

- In terms of challenges, as with many schools, DCP Alum Rock worked to transition support services to remote opportunities for students and families at the onset of the pandemic and subsequent distance learning. This took additional time on the part of our Central Office and school to research and implement best practices in distance services for students and ways to increase engagement while also prioritizing student health .

Goal 4

Goal 4: Parents and students will be engaged in a culture of college success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
Maintain an attendance rate of 95% or better	Maintained an attendance rate of: • Overall – **93.9%**, a decrease of -**0.1%** not meeting the goal

	o FRL – **96.1%**, Exceeding the goal by 1.1% o Latino – **94.0%**, an increase of +**0.1%** meeting the goal o EL – **93.5%**, an increase of -**0.4%** not meeting the goal

Less than 15% of students chronically absent or percentage decreases by 1% as compared to previous year.	Students classified as chronically absent was:
	• Overall – **17.4%**, a decrease of **-2.1%** meeting the goal
	   o FRL – **17.5%**, a decrease of **-1.4%** meeting the goal
	   o Latino – **17.7%**, a decrease of **-2.1%** meeting the goal
	   o EL – **19.0%**, a decrease of **-0.3%** not meeting the goal

Maintain dropout rate of less than 1% for Middle School	Alum Rock Middle School reported 0 dropouts for the 19-20 school year for a dropout rate of: • 0%
Maintain dropout rate of less than 7% for High School	• Alum Rock High School reported 0 dropouts for the 19-20 School Year.
Average rating for families of Voice (Communication/Environment series of questions) as measured by Family Survey will be 4.0 or increase by 0.1 on average annually	Average rating for families of Voice (Engagement) as measured by Family Survey was: • **ARMS 3.85**, an increase that met the goal. • **ARHS 3.98**, an increase that met the goal.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4a. Implement College Success Programming to support a college going environment and culture.	$0 LCFF LCFF Supplemental & Concentration	**Total: $29,710** $1,360 Object Code: 4345 $585 Object Code: 5210 $3,500 Object Code: 5827 $1,442 Object Code: 5893 $22,823 Object Code: 2200 LCFF Supplemental & Concentration

4b. Provide athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	$100,000 LCFF	**Total: $16,419** $14,892 Object Code: 2200 $344 Object Code: 3100 $150 Object Code: 3200 $119 Object Code: 3300 $914 Object Code: 4305 LCFF
4c. Utilize technology to facilitate home-school communication and student/parent engagement.	$11,000 LCFF Supplemental & Concentration	**Total: $0** LCFF Supplemental & Concentration
4d. Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	$26,000 LCFF Supplemental & Concentration	**Total: $3,726** $3,726 Object Code: 5820 LCFF Supplemental & Concentration
4e. Provide staff training on how to meet the needs of foster youth and AB540 students.	$4,000 LCFF Supplemental & Concentration	**Total: $4,000** $4,000 Object Code: 2200 LCFF Supplemental & Concentration
4f. Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.	$15,000 LCFF Supplemental & Concentration	**Total: $15,000** $15,000 Object Code: 2400 LCFF Supplemental & Concentration
4g. Provide workshops to ensure that AB 540 students and families are aware of their rights and of available resources to support a college-going path.	$4,000 LCFF Supplemental & Concentration	**Total: $4,000** $4,000 Object Code: 2200 LCFF Supplemental & Concentration

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The COVID closure resulted in multiple learning opportunities, extracurricular activities and athletics to be suspended. Funds were redirected to support students in distance learning, nutrition, technology and other resources.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DCP Alum Rock has implemented the actions set forth for **Goal 4** in the 2019-20 school year, with highlights as follows:

- **Family Engagement -** The Operations Team has supported increased family involvement, including development of a new parent group, increased participation on family surveys, and increased turn out for events. Family nights were held (i.e. Student Work Showcases) as well as community events organized by the parent group to encourage parent participation and build community. DCP secured a grant from the Hispanic Foundation of Silicon Valley to offer an 8-week PIQE (Parent Institute for Quality Education) class and an 8-week FEI (Family Engagement Institute) college-prep course for families. School continued to hold Cafecito opportunities for parents to engage with the school administration and each other, as well as provide prevention and intervention information for families on topics related to academics, social emotional needs for students and self, etc. Cafecitos and parent workshops were held in English and Spanish. Parents at the end of the school year were honored for serving and participating in the School Site Council, Parent Group, ELAC, Parent Academy of Workshops, College Success Nights and DCP Parent Coalition.   Through Cafecitos, ELAC meetings and all-school communication parents were presented with college-going information to help keep their students on track.

- **Enrichment and Athletics** - All sports were planned and executed in the first semester prior to the COVID closure. In the spring, only softball wasn't offered but competitions were largely cancelled. Multiple clubs were offered based on student interest, with 3 or 4 meetings each day during lunch. The speech and debate club created research-based solutions for issues around school culture, gathering feedback and having a voice in the school.

-
  At the middle school all sports continued and student interest based clubs were offered during lunch and afterschool. MESA continues to be a highly attended club with student competitions at SJSU.   All students participated in a four course rotation of enrichment classes.

- **Student Engagement** - The student leadership class worked on school spirit and culture, hosting a big event at least once a month. Work across staff has supported joy of learning in the classroom, with students wanting to be in class because teachers have made it engaging and real world applicable. Strong relationships are developing between students and students and students and teachers. Weekly assemblies, school dances, family evening activities all build upon student engagement and school culture. Entering 6th grade and new students participate in College Camp to build relationships and connections to DCP. To re-engage 8th grade students, a mini 2 day retreat was hosted at Koinonia allowing staff and students to build bonds and connections. 7th grade students participated in the yearly ropes course at Hidden Villa to build trust.

- **Utilize technology to facilitate home-school communication and student/parent engagement.** 99% of our families have current email addresses in our student data system. Quarterly, we send out information to update contact information if it has changed. School messenger is used for auto communication, email, texting, and secure document file sharing. We have utilized our social media platforms, such as Facebook and

Instagram to communicate information to our families. Additionally, student/parent engagement opportunities were transitioned to distance options including, but not limited to: webinars, distance cafecitos, video messages from counselors and student services team, alternative extracurricular opportunities, etc.

- **Professional Development:** School administrators and support staff received training on how to engage with families who qualify for foster or homeless supports. Additionally, specific training for supporting students qualifying under McKinney-Vento was added to the ongoing training required of all staff. College Counselors provide one-on-one ongoing support with AB540 students and their families. A family meeting is also required to make sure all families, including those with AB540 status, understand their financial aid packages before making a decision for college.

- **Translation Services:** School utilized both in person and online interpretation services for families in Spanish and Vietnamese (though the Language Line). Additionally documents were translated into Spanish as part of the regular course of document creation. Documentation included, but was not limited to, Student-Family Handbook, counseling documentation, etc. DCP ensures that our front office staff has a bilingual staff member at all times to facilitate Spanish interpretation.

- **Counseling:** Our Alumni Counselor and College Counselor provides support and guidance to AB540 students and families in 11th and 12th grade. During our College

Goal 5

Goal 5: DCP Alum Rock is an operationally-sound organization with the capacity to carry out Goals 1-4

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.	Annual LCFF budget revenue and expenses were aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update. ● Met

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
5a. Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.	$4,042,644 LCFF Base, Categorical, and Other Revenues	**Total: $3,541,220** $71,856 Object Code: N/A $3,469,364 Object Code: N/A LCFF Base, Categorical, and Other Revenues
5b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.	$36,309 LCFF Base, Categorical, and Other Revenues	**Total: $105,997** $105,997 Object Code: N/A LCFF Base, Categorical, and Other Revenues
5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	$3,467,285 LCFF Base, Categorical, and Other Revenues	**Total: $3,019,879** $128,570 Object Code: 2000 $2,891,309 Object Code: N/A LCFF Base, Categorical, and Other Revenues

5d. Maintain depreciating capital as necessary to support strong school operations.	$6,900 LCFF Base, Categorical, and Other Revenues	**Total: $11,188** $11,188 Object Code: 6900 LCFF Base, Categorical, and Other Revenues
5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	$0 LCFF Base, Categorical, and Other Revenues	Total: $0 LCFF Base, Categorical, and Other Revenues

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The resources intended to support Goal 5 were expended in total.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DCP Highlights of the implementation in **Goal 5** are as follows:

- **Organizational Strength** - DCP Alum Rock was an operationally-sound organization with the capacity to carry out Goals 1-4.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
CARES Funds- All necessary materials to meet the safety plan requirements including, but not limited to PPE (masks, gloves, face shields), health equipment (touchless thermometers, supplies for quarantine) cleaning materials, signage, and training resources. *Note: some funds were used last spring as well.*	$28,488	$25,249	N
CARES Funds-Stipends to support reopening planning for teachers and other 10-month employees to participate in planning and executing the return to in-person instruction	$40,000	$10,456	N
CARES Funds- Additional cleaning as needed during return to in person instruction and in case of outbreak. *Note: some funds were used last spring as well.*	$97,475	$45,890	N
CARES Funds-Costs related to work site modifications including plexiglass dividers.	$16,000	$1,002	N
CARES- Additional student materials to reduce sharing among students	$6,243	$2,676	N
Indirect fee to cover administrative costs related to implementation	$9,906	$9,906	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The intended actions were supported by expenditures to date. We continue to expend CARES funds during the summer and into next fiscal year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Like many schools, DCP has struggled to offer in-person instruction this year. The first significant hurdle has been in determining an appropriate model to provide quality instruction for students while also providing tenable work obligations for staff. The on-going changes in state and federal policy also resulted in many plans being started and stopped in response to those changes.

With the passage of SB86, DCP was able to come back to in-person instruction with a MOU that provided students with an opportunity to return to campus for instruction. Our operations team managed the complex series of communication to offer families an in-person seat based on the number of volunteer teachers and their availability. At ARHS, 10 teachers volunteered to provide in person instruction and by the end of May, 158 students were enrolled in the program while 61 declined the offer to participate. Unfortunately 62 students were unable to be offered a seat due to limited seats. At ARMS, 11 teachers volunteered to provide in person instruction and by the end of May, 135 students were enrolled in the program while 76 declined the offer to participate. Unfortunately 148 students were unable to be offered a seat due to limited seats.

We were able to offer 4 days of in person instruction for our severe ND students. After the first two weeks most teachers added additional sections to teach. Safety protocols in place created a safe environment with no COVID cases. Small groups of students were able to take assessments on campus increasing test participation rates. Our families were offered a full day of in person participation rather than the limited few hours that other schools in our area were offering.

The biggest obstacle was the process to enroll students into the correct cohort and teacher. With only a few weeks in person it was difficult to reach all families. However, we had some successes. Cohort 1 and 2 English learners benefited a great deal from RTIP. Before, many had been isolated and lacked confidence. RTIP allowed them to be a part of a community of students and teachers which improved their sense of belonging and overall well-being. This led to their reaching out to teachers more often, turning in more work, participating more frequently, and improved grades. RTIP truly made a significant difference in these students' lives

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LLMF-Professional Development costs related to differentiated learning groups, curriculum alignment, designing opening distance learning units, and training in Advisory and mental health supports.	$113,875	$21,581	N
LLMF and CARES-Purchase of technology to meet student and staff needs including but not limited to Chromebooks, hotspots, monitors, headsets, chargers, etc.	$262,837	$207,482	Y
LLMF-Purchase of print copies of online materials as needed to support mathematics, stem and literacy at home	$39,500	$0	N
LLMF and CARES-Purchase of technology platforms and tools to support distance learning	$25,375	$31,988	N
LLMF and CARES-Staffing costs related to technology support for students, families and staff	$93,383	$64,174	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The demand for technology resources to meet student needs was less than anticipated. We had expected a high percentage of our students to need hotspots for internet access. Due to access services in San Jose these were not needed. The money was re-purposed to support implementation of the tiered response to student absences.

During the academic school year, DCP teachers dedicated all of our professional learning time to supporting planning and programming for the distance learning environment. This represents 8% of teacher salaries which is captured in other reporting. We continue to expend CARES funds to support efforts throughout this summer and next school year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction - DCP continued to offer remote and continuous instruction for students during the 20-21 school year leveraging lessons learned in the prior spring closure.

Access to Devices and Connectivity- Purchased new chromebooks so that every student had a device if they needed for Distance learning. Hot spots were available for any student who needed connectivity to the internet. Additional Macbooks were purchased for teachers.

 Pupil Participation and Progress,

Distance Learning Professional Development - Immediately following closure, DCP provided staff with support in how to provide distance learning for students through the DCP Distance Learning Guidance document. DCP developed a Virtual PD Calendar with links to external PD focused on distance learning. Because this was new to everyone, teachers also presented sessions to their colleagues to share strategies and tech platforms that were working for them and their students; coaches and teachers recorded resources that could be accessed asynchronously by all staff.

Staff Roles and Responsibilities- While distance learning has been challenging for all, only 31% of staff reported that it was "somewhat challenging" or "very challenging" in our end of year survey.

Students with Exceptional Needs

During distance learning, students with exceptional needs at Downtown College Prep received differentiated support according to the related services as indicated in their Individualized Education Plan (IEP). Special education teachers and paraprofessionals provided specialized academic instruction in a variety of settings through our virtual learning model.

All students received push-in support from both special education teachers and paraprofessionals during daily live synchronous instruction. This entailed special education teachers and paraprofessionals joining students in Zoom classes, and being placed in breakout rooms when students are given the opportunity to work in groups on a task.

For students who required individualized support, special education provided individual service sessions. Similarly to a small group session, these sessions were scheduled before official classes began or at the conclusion of the day after classes had ended. Individual academic sessions focused on support around the student's IEP goals or skills as outlined in a student's IEP.

Some students were given a Study Skills period. During virtual learning, this class looked very similar to small group instruction, where special education teachers are providing direct instruction around foundation skills, or supporting students in breakout groups to focus on general education assignments.

In addition to students with IEPs, students with 504s also received differentiated support based on their Section 504 plans. 504s are overseen and supported by the Assistant Principal. 504 meetings were held over Zoom in order to make sure that necessary adaptations were made in order to support student access during distance learning.

Students Identifying as Foster, Homeless or Migrant

During distance learning, students who identified as Foster, Homeless or Migrant were provided the options of additional case management support and resource referrals. Case managers were either social work interns or MSWs. Students could also access extra academic support as needed. This support was in addition to the resources already available to students and families with these unique needs, including, but not limited to, support with transportation, school uniforms and fees, graduation etc. Due to distance learning, students and families could request hotspots, additional computers, etc and those identifying as Foster, Homeless or Migrant were considered part of the priority group for these items. Additional outreach was done through webinars to inform both families that may already be identified, as well as families that may become eligible, of their rights to support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LLMF- Diagnostic assessment systems in English Language Arts/Mathematics and associated professional development costs to support the use of the data to plan instruction	$22,736	$19,252	N
LLMF-Learning Management platform to assist with protocols specifically supporting our English Learners	$4,714	$3,050	Y
LLMF-Funds for summer school and extended learning opportunities	$39,101	$0	N
LLMF-Data visualization platform to support evaluation of instructional program including disaggregation of data for English Learners, students living in poverty and foster youth. (Schoolzilla and Tableau)	$9,472	$5,669	N
LLMF-Consultant services to aid in the production of new reports and data collection mechanisms related to Distance Learning and evaluation of the program.	$16,500	$12,656	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

As of June 11, 2021 we have expended $40,627 of the $92,523 dollars budgeted to address learning loss. Summer school programming that was budgeted at $39,101 will be conducted this summer and fully expended by the fall.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The term "Learning Loss" has been routinely used and is an inaccurate description of the impact of the COVID closure on DCP students. Our DCP students made gains in their learning during the closure; however, they did not make the kinds of gains we typically see in an academic year. Students did not "lose learning"; they simply did not gain as much as we typically see. Even with this caveat, there is mixed evidence as to the extent to which "so-called learning loss" has occurred for DCP students since the beginning of distance learning.

In responses to an April 2021 survey, staff express that students are less prepared this year than they were last year at this time and that they have covered less content in their classes. Staff estimate that a large majority of students across subgroups are at least 2 months behind due to COVID-19, with the exception of high-achieving students. For the specific subgroups of interest, the percent of respondents indicating a loss of 4 or more months of learning due to COVID-19 are 42% for English learners, 46% for Students who are neurodiverse, and 28% for Students facing economic disadvantage.

Middle School

A regression analysis of normalized MAP growth data paints a more mixed picture of the extent to which DCP middle school students lost learning. During the initial phase of distance learning, there is a statistically significant decrease in the amount of growth students manifested between Fall 2018-Fall 2019 and Fall 2019-Fall 2020 in Math, but not in Reading. This difference in growth also does not vary significantly for subgroups of interest.

However, we do see a significant decrease in the amount of growth shown by students from fall to winter in Reading in the 2020-21 school year compared with the 2019-20 school year. This decrease is of the magnitude of 0.2 standard deviations relative to the NWEA growth norms. Additionally, we see a much larger and significant relationship (-0.63 standard deviation units) between being an English learner and having a greater decrease in growth in the 2020-21 school year compared with 2019-20.

High School

High school students took the Smarter Balanced Interim Comprehensive Assessment (ICA) in both English/language arts and mathematics twice this year. In the fall they took the assessment that typically would have been given the prior year, so for example 9th grade students took the 8th grade exams. This

was done to understand student learning needs in the absence of the state test scores that we would normally have. Then in the spring, students took the assessment of their current grade to help us understand how much progress they had made.

The results of this assessment are shown below for students who took both assessments.

English Language Arts-Overall, 9th grade students made more progress in English/language arts than did our 10th grade students. However, this achievement was not matched by all student groups. English Learners and students with disabilities made less progress or even regressed. In 10th grade this pattern was particularly strong.

Student Group	Fall Distance from Standard	Spring Distance From Standard	Change in Performance
9th Grade			
All Students	-90	-47	+43
English Learners	-150	-125	+25
Socioeconomically Disadvantaged	-95	-47	+48
Students with Disabilities	-111	-111	no change
Hispanic/Latino	-92	-53	+39
10th Grade			
All Students	-50	-31	+20
English Learners	-123	-164	-41
Socioeconomically Disadvantaged	-66	-55	+11

Student Group			
Students with Disabilities	-107	-159	-52
Hispanic/Latino	-60	-49	+11

Mathematics- Overall, 9th grade students made more progress in Math than our 10th grade students. At the 9th grade level, students with disabilities made the greatest growth; although English learners made significant growth, they made far less growth than their peers. The 10th grade data shows less growth overall, with both English learners and students with disabilities regressing.

Student Group	Fall Distance from Standard	Spring Distance From Standard	Change in Performance
9th Grade			
All Students	-122	-64	+58
English Learners	-146	-123	+23
Socioeconomically Disadvantaged	-116	-63	+53
Students with Disabilities	-180	-98	+82
Hispanic/Latino	-118	-69	+49
10th Grade			
All Students	-112	-99	+14
English Learners	-170	-188	-18

Socioeconomically Disadvantaged	-118	-106	+12
Students with Disabilities	-180	-190	-10
Hispanic/Latino	-121	-102	+19

Survey results indicate that staff are ambivalent about how distance learning is going overall. While they rate distance learning as relatively effective for High-achieving students (7.7 out of 10), they rate the effectiveness of distance learning for students who are neurodiverse, English learners, and students facing economic disadvantage as only around 4 out of 10.

When asked what they find as most effective in addressing student learning loss, staff overwhelmingly respond 1:1 support, and also cite the value of small group instruction and office hours. Other effective strategies mentioned include making asynchronous content available, creating a clear weekly schedule, and ongoing monitoring and assessment of where students are and what they need.

The biggest challenges with student learning loss cited by staff fall within the three related buckets of attendance, engagement, and completing work. Despite efforts to reach out or make assignments more engaging, many teachers express a lack of response from students and inability to gain insight into their individual situations and learning. Further, we also see the highest absence rates for English learners.

Despite these challenges, there have been increases in both student and parent perceptions of almost all categories measured by the YouthTruth Survey, and all categories (with one exception) receive a percent positive response in the top half of all YouthTruth Survey participants. This indicates that students and families have increased their satisfaction with DCP despite COVID-19 disruptions. In particular, the categories of Relationships and Culture experienced large improvements in percent positive responses from January 2020 to January 2021 and are now in the top quartile of all YouthTruth survey responses.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

DCP adapted many of its services in Mental Health to support students and families during distance learning. The staff counselor position was continued and an increased number of interns were brought on for the 2020-21 school year. Interns continued to be clinically supervised by the Director of Student Services. For the 2020-21 school distance options for services were more robustly implemented, with counselors and social work interns receiving training on created confidential and safe spaces for students utilizing the Zoom platform. Students had the opportunity to receive individual services via Zoom. The counseling team also shifted their practices to include more robust Tier 1 services including, but not limited to, psycho-education lessons in Advisory

classes, office hours for student drop in support, resource referrals to families, etc. The counseling team also did additional outreach to students struggling with attendance. Interventions were tracked and monitored in collaboration with the AP.

In addition to counseling team specific interventions, successes related to mental health and social and emotional well-being were also experienced through teacher and staff intervention. School based staff received training on Psychological First Aid, as well as Social-Emotional Learning and Trauma Informed practices at the beginning of the year in anticipation of increased student need due to the impact of COVID-19. As part of the attendance and support process, students were asked to complete daily check-ins to help monitor needs of students and provide early warning for social-emotional needs. Additional supports related to these topics were also part of parent engagement as described in that section. This was a successful collaboration between the student services team and the family engagement team.

In terms of challenges, despite increased interns, and increased availability for the number of hours of services, there were challenges in utilization of services. Some students struggled to find the privacy necessary for services to be as effective as typically, while others had connection issues. Once students were back on the premises, in-person counseling options were offered in specific cases.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

DCP collaborated with community partners to bring resources and virtual presentations as a COVID response to address different family needs. Resources were also sent monthly so parents and students had access to information related to COVID resources in our community. Over 16 virtual workshops and presentations were made available to all families on topics ranging from accessing CalFresh, unemployment assistance to a social emotional workshop series including dealing with grief and addressing student anxiety. DCP also partnered with Sacred Heart Community Center to open a drive-thru Food Distribution on Fridays for DCP families. Parents have engaged as volunteers but most importantly has served over 7,000 food boxes to our DCP community during this pandemic. Due to the shelter in place orders, all communication and workshops with families had to be digital. We partnered with the Family Engagement Institute from Foothill College and they were able to loan Chromebooks to parents so they could join zoom meetings and access virtual communication. DCP created short videos on how to access zoom meetings and confirmed emails to make sure families had access to all digital communication. Engaged parents were honored at an End-of-year virtual Celebration to appreciate their time, engagement and for partnering with our DCP schools in making our community stronger.

Student engagement was a huge concern as the schools continued in distance learning, however there were many successes. In addition to the in classroom engagement occuring every day, the school created opportunities for students to engage through online activities and movie nights. Students also participated in many of the family workshops that occurred outside of school time. Advisory teachers were a core aspect of engagement during distance learning, including through daily digital check-in opportunities. In addition, ARHS implemented a program in which each teacher had a specific group of students assigned to them in order to provide an additional connection point for students. The school worked diligently to provide Chromebooks

and hotspots to students experiencing internet connection and other technological issues. The front office team as well as the Assistant Principal collaborated on reaching students who were absent or that were not engaged in distance learning, by phone calls, email, and any other communication to reach those students and families to ensure they were successful in learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

At Alum Rock Middle School, School Nutrition was provided for all community members under the age of 18 by applying for nutrition waivers so DCP Alum Rock Middle School could serve the Summer Program, which allowed anyone to get a breakfast and lunch meal. DCP Alum Rock Middle School used social media and our communication platforms to inform our families of free meals and pick up times. Some challenges were since students were not on campus families had limited resources to pick up meals. Alum Rock High School partnered with East Side Union Independence High School to serve the Summer Program, which allowed community members under the age of 18 to get free meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Nutrition	CARES- Coverage of excess costs incurred during distance learning and costs for meeting health and safety protocol.	$17,088	$25,250	Y
Pupil and Family Engagement	LLMF- Additional bilingual staff to support re-engagement efforts for students not participating as expected.	$62,804	$49,000	Y
Clipper Cards	LLMF- Provide financial support to families/students to access public transportation for nutrition services and during part-day schooling to increase attendance and access.	$6,000	$0	Y

Pupil and Family Engagement	LLMF- Technology tools to support parent and school communication and messaging services.	$1,514	$5,145	N
Mental Health and Social Emotional Well-Being	LLMF-Professional development in SEL curriculum and restorative practices for leadership teams; train the trainers model	$13,315	$14,718	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The intended actions were implemented as designed for the most part. Because we stayed in distance learning longer than expected, few families requested Clipper Cards beyond those that we already had available so we didn't need to purchase additional cards.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The COVID closure and the disproportionate impact on communities such as the one DCP serves continues to inform our collective efforts to ensure that all students have the opportunity to go to college. Our families have experienced greater inequity in terms of job loss, food insecurity, lack of access to technology and connectivity and we have leveraged resources to meet them as we can and to support engagement in school learning for their children. As we planned for the 2021-24 LCAP, our families, staff and students agree that students will have needs when they return to campus that have become even more important now than they were before COVID closures.

The long time away from campus has created a disruption in our community and relationships will need to be rebuilt. Summer community building activities, orientations, staffing for restorative practices support and planned professional development will be funded through the Expanded Learning Opportunity Grant, ESSER II and our LCFF funds in the LCAP.

We also know that our students will need support to accelerate their learning and to build skills in all content areas. Our LCAP continues our long history of internal assessment and builds upon efforts to provide more intervention and support within the school day. In addition, online tutoring services will be provided to students on demand to support them in their learning. We have expanded our summer school offerings to aid in developing skills and credit recovery.

Last, one very successful element of our work during the COVID closure was in hosting on-line webinars with families. These were very popular and better attended than many of our in-person workshops in prior years. This is a promising format that provides families with access to information and the convenience of attending from home or watching recorded videos.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

DCP uses a system of internal assessments to evaluate student learning progress. These assessments will continue to be used for all students to screen and diagnose learning needs. When we return in the fall, students will participate in those learning assessments to support teachers and staff in providing the most appropriate instructional strategies for all students. However, our data from the internal assessments given this spring suggest that while students did not make the gains we might have hoped for, they did not "lose" learning. As a result, it will be important to discuss with students the need to accelerate learning to gain critical skills but it is not appropriate to approach the year as one of remediation.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

As funds continue to be expended towards the various aspects of the Learning Continuity and Attendance Plan during the summer, there are no substantive differences between the description of the actions of services that were identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis and reflection on student outcomes has informed our 21-24 LCAP in that we have identified goals related to accelerating learning, supporting English Learners, promoting college going, improving teacher retention, and creating safe and welcoming campus environments. DCP had begun our LCAP stakeholder efforts early in 2019. As we worked with families, staff and other stakeholders to identify our areas for focus over the next four years we had near universal agreement on the importance of improving math performance for all students and subgroups, English/language arts performance for students learning English and those with disabilities and to improve school culture for families and students while maintaining our focus on college-going. The pandemic increased our collective commitment to these goals as the inequities and hardships facing our students became even more pronounced.

DCP has developed with stakeholder input our Expanded Learning Opportunity Grant and will seek input on our ESSER III funds as well. We anticipate a desire from families to see increased mental health counseling to respond to trauma, increased access to tutoring and academic support including summer school and summer orientations as critical elements of those plans. These opportunities will supplement the efforts that are sustained through our LCAP plans.

DCP Alum Rock- Local Control and Accountability Plan (LCAP)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown College Preparatory – Alum Rock CDS Code: 43104390123257	Amy Fowler Chief Academic Officer	afowler@dcp.org (408) 271-8120 x126

PLAN SUMMARY 2021-2024

GENERAL INFORMATION:
A description of the LEA, its schools, and its students.

In 1999, Downtown College Prep (DCP) opened its first charter high school in Silicon Valley. Today, DCP operates four charter schools serving students in 5th grade through 12th grade. Driving this expansion is a deep commitment to the school mission and to the traditionally underserved students and families of San Jose.

The mission of DCP is to prepare first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion. DCP believes that all students, regardless of prior academic achievement, can and should be prepared for college success. Today, 96% of DCP students matriculate directly to college after high school, the majority of them to a four-year university. Fifty two percent of DCP graduates complete or are on track to complete college, compared to 9% of students with similar demographics nationwide. After 20 years, DCP continues to build a transformational learning community where students are pioneers in their family, neighborhood, and city.

College success for low-income communities of color is critically urgent. DCP's "To and Through" college completion model ensures graduates and their families are supported in their pursuit of a college degree. With a focus on students who are historically underserved by traditional public schools, DCP families are largely low-income Latino families with limited educational attainment.

The first component of DCPs model is getting students "to" college. DCP ensures students possess a personal commitment to college, as well as the knowledge, skills, and study habits to excel with the A-G requirements of California's university systems. DCP believes students must also possess leadership and learning experiences that give them a competitive advantage; and the college mindset to navigate the admissions process.

The second component of the model is getting students "through" college. Getting students through college involves a family-level commitment and financial plan to ensure students are able to persist throughout their college experience. DCP also provides an accessible support system of advisors, peers, and alumni

to help support students through their journey, while providing opportunities for students to develop personal qualities of confidence, grit, tenacity, and perseverance to see their college dreams through to fruition.

Downtown College Prep- Alum Rock serves approximately 669 students in grades 6-12 on two campuses. True to our mission, we serve students who participate in the free and reduced lunch program (77.88%), are learning English (33.03%) and Latino (90.59%). To support our students in gaining the academic and social skills needed for college admission and persistence, we offer a full range of academic courses with embedded interventions to support skill acquisition and personal development. All students participate in College and Career Readiness or Advisory courses, where they receive direct support in unpacking what is required for success in their current year and planning for their future college experience. Through this course, students and families have a specific point of contact to facilitate community, support and shared responsibility for each student's success.

DCP-Alum Rock Middle School (ARMS) is organized into grade-level teams where students are taught by teams of teachers who have common planning time to support their students in meeting grade level standards. A wide-range of extra-curricular opportunities are offered each year to respond to student interests and to create engaging opportunities to build community. DCP-ARMS is a national and California School to Watch.

DCP-Alum Rock High School offers a full educational program to ensure that students meet the A-G entrance requirements for CSU/UC in order to graduate. In addition, students also participate in extracurricular enrichment opportunities like internships, summer abroad and summer fellowships, engineering courses and competitions and sports teams. Students build their college-going identities through college trips and visits with alumni across the state.

REFLECTIONS:

Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Each year, DCP-Alum Rock reviews it's performance data on the Dashboard, the CAASPP assessment reporting site and additional local data. In this annual review (DCP-AR High and DCP-AR Middle) results are shared with our Board, staff and families to identify our strengths and areas of growth. Throughout the LCAP, data included is the most recent available data.

DCP-Alum Rock High School Strengths
1. English/Language Arts: ARHS students are meeting or exceeding the state performance.
2. High School Persistence: ARHS has a low dropout rate.
3. Career and College Readiness: ARHS prepares students well for college and career.
4. Climate Indicators: ARHS has similar rates of chronic absenteeism, suspension and expulsion to California.
5. College Enrollment and Persistence: ARHS has significantly higher rates of college-going than does the state.
6. Satisfaction: Parents and students have positive feelings about their school.

DCP-Alum Rock Middle School Strengths
1. English/Language Arts: ARMS students have been making progress and are similar to the state for Latinx socio-economically disadvantaged students.
2. Mathematics: ARMS students have been making steady progress in mathematics while still not at the state level
3. Climate Indicators: ARMS has similar rates of suspension and expulsion to California.
4. Satisfaction: Parents and students have positive feelings about their school. Most ratings place the school above the 50th percentile.

Responsiveness: Within two days of the COVID Closure, DCP Alum Rock Middle and High Schools had launched efforts to ensure that every student had appropriate technology and access to wireless service to support distance learning. Teachers re-organized their curriculum and target objectives to prioritize high-yield skills and maintained strong relationships with our students and families. We have continued to provide distance learning to meet our students' learning needs.

Identified need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Each year, DCP-Alum Rock reviews it's performance data on the Dashboard, the CAASPP assessment reporting site and additional local data. In this annual review (DCP-AR High and DCP-AR Middle) results are shared with our Board, staff and families to identify our strengths and areas of growth.

DCP-Alum Rock High School Identified Needs
1. Mathematics: ARHS students are not meeting expectations on the state test and are substantially below state performance.

DCP-Alum Rock Middle School Identified Needs
1. English Learners: Students who are English Learners are not performing similarly to the State in either English/Language Arts or Mathematics.
2. Mathematics: ARMS students are not meeting expectations on the state test and are substantially below state performance.
3. Climate Indicators: ARMS has higher rates of chronic absenteeism than the state for all student groups.

In addition, we reviewed the state dashboard for any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. We also identified any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. If a box is empty, it is because the school performance does not meet the state criteria of "an identified need."

State Indicators	2018-19	2019-20*
Chronic Absenteeism		No dashboard due to COVID Closure
Suspension Rate	Red--All student group	
English Learner Progress		
Graduation Rate		
College and Career Ready Indicator		
English Language Arts	Red--Students With Disabilities	
Mathematics		
Local Indicators		

Prior to the COVID-19 closure, our assessment of our greatest need was driven by our performance on dashboard indicators and the resulting desire to improve outcomes for our students. We remain committed to improving in these areas, but our greatest need as we re-convene school following the COVID-19 closure, is to attend to our students as they return. In the immediate return, we have identified the following specific needs which we hope will be unique to 2021-22:

1. Climate: ARMS and ARHS will need to devote critical effort to reestablishing expectations for community gatherings, social interaction and classrooms following the long closure.
2. Mental Health: ARMS and ARHS anticipates that multiple students and their families will have experienced death, financial uncertainty and trauma as a result of COVID-19, we will need strategies for attending to student needs.
3. Learning Loss: While DCP-AR has implemented distance learning protocols, we are concerned about the possibility of learning loss and the need to accelerate student learning to address some potential gaps in learning due to the COVID-19 closure and subsequent distance learning.   Like other school systems, we have observed an increase in failing marks, lower performance on internal assessments in literacy and mathematics and struggles with full engagement.

LCAP HIGHLIGHTS
A brief overview of the LCAP, including any key features that should be emphasized.

Our LCAP has been developed in collaboration with our stakeholders as part of our strategic planning efforts and continuous improvement. Over the next three years, DCP will be focused on the following goals:

1. **Academic Proficiency-** through direct student services and professional development, DCP will support students in accelerating their learning in academic programs.
2. **English Language Development-** through direct student services and professional development, DCP will support students who are learning English as a second language to become proficient in English.
3. **College Competitiveness-** through direct student services and professional development, DCP will continue to ensure that all students develop a college-going identity and are prepared to attend college upon graduation.
4. **Teacher Retention-** through direct teacher services and organizational development, DCP will encourage greater teacher retention within DCP.
5. **School Culture-** through direct student, family and facility services, DCP will continue to provide a welcoming environment for the community we serve.
6. **Operations-** DCP will ensure that we are operationally sound and able to meet the needs of our community.

COMPREHENSIVE SUPPORT AND IMPROVEMENT

No schools at DCP Alum Rock are identified for comprehensive support and improvement.

STAKEHOLDER ENGAGEMENT

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In creating the 2021-24 LCAP, DCP-Alum Rock engaged in the following stakeholder engagement activities. DCP Alum Rock began planning for this LCAP prior to the COVID closure and the state postponement of the LCAP renewal. Our process for developing the 2021-24 LCAP therefore included two years of development and stakeholder engagement.

1. DCP-Alum Rock reviewed it's performance data on the Dashboard, the CAASPP assessment reporting site and additional local data. In this annual review (DCP-AR High and DCP-AR Middle). This review was shared with staff on January 6, 2020 and with parents on January 22 and February 10 through our School Site Council (SSC) meetings. This was replicated in 2021 with a meeting on
2. In each session, participants were asked to assess if they agreed with the identified strengths, areas for growth and recommended next steps. Participants were also asked to offer suggestions of needed actions if they had not been surfaced during the initial review.
3. In 2020-21 school year, School Site Councils and English Language Advisory Committee members reviewed dashboard data, annual reports and recommended LCAP goals. Unanimously parents agreed on LCAP goals. This was reviewed on October 12, 2020, October 19, 2020, February 1, 2021, February 8, 2021, May 4, 2021 and May 10, 2021.
4. An LCAP Draft was created from this initial input and shared with staff on March 18, 2020 and with families on March 9, 2020. This draft was further refined based on stakeholder input during the 2020-21 school year.
5. Additional edits were made to the LCAP and a draft was presented to our Board of Directors for review at our April 15, 2020 meeting. Members of the public were notified through a posting of the agenda that comments related to the LCAP in May. Comments received at this meeting were incorporated into the final edits.
6. The Board of Directors adopted the LCAP at our June 22, 2021 meeting.

A summary of the feedback provided by specific stakeholder groups.

DCP-AR Parent Input:

High School:

- 100% agree that DCP-AR should continue efforts to strengthen its math program including the possibility of including a mentor program, perhaps creating a way for students to be peer-tutors.
- 100% agree that DCP-AR should continue efforts to strengthen literacy instruction across all subject areas in all grade levels.
- Majority agree that DCP-AR needs to improve specific support for students who are English Learners in both core subjects. Parents were interested to know more about how we could improve in this area and asked for specific details.
- Majority agrees that DCP-AR High should work to improve the student experience relative to engagement and academic rigor.
- Parents are concerned about mental health services for students when all students return to in-person learning.

Middle School

- 100% agree that DCP-AR needs to improve specific support for students who are English Learners in both core subjects.
- 100% agree that DCP-AR should continue efforts to strengthen its math program to provide embedded support for students. Parents suggested using the Elevate mentoring program and parent volunteers to support more students. Parents also recommended coordinating with the after-school program to prioritize math support there.
- 100% agree that DCP-AR should continue efforts to strengthen literacy instruction across all subject areas in all grade levels.
- 100% agree that DCP-AR should continue to implement programs to improve attendance for those chronically absent. In particular, parents suggested a campaign to help students understand why attendance is important and to create events that generate energy and enthusiasm about coming to school. Parents also suggested working to create trusting relationships with students to help understand why they are absent.

Staff Input:

- 100% agree that DCP-AR needs to improve specific support for students who are English Learners in both core subjects.
- 100% agree that DCP-AR should continue efforts to strengthen its math program to provide embedded support for student learning in all grade levels including more exposure to STEM careers.
- 100% agree that DCP-AR should continue efforts to strengthen literacy instruction across all subject areas in all grade levels.
- 100% agree that DCP-AR should continue to implement programs to improve attendance for those chronically absent. However, this may not be as important as other initiatives.
- 100% agree that DCP-AR High should work to improve the student experience relative to engagement and academic rigor.
- Staff requested more soft skills training for teaching, example AVID like program
- Staff requested support/structures embedded to help students understand accountability and responsibility for their learning.

- Staff requested additional resources to strengthen our STEM program and ease the transition to higher education including the development of a Career Technical Education program.
- Supports for Chronic Absenteeism for All and Specifically Special Populations
- Support for implementing a more robust Multiple Tiered Support System (MTSS) to meet student needs
- Support for increasing usage of Online Formative Assessments (Illuminate) to drive instruction
- Provide specific support for students who are Neuro-Diverse in both core subjects.

Stakeholder input has shaped the LCAP for 2021-24 in several ways. In virtually all ways, staff and parents agreed that the areas of strength and areas for improvement were reflective of their assessments of our school. As a result there was a high level of support for the proposed actions and efforts included in the LCAP. This alignment is noteworthy because it reflects the ongoing collaboration between stakeholders on issues related to school performance and the services offered to our students. Specific areas where changes were made as a result of stakeholder input include the following:

- Originally, the academic achievement goal (Goal 1) included our intentions to support all students and the students who are learning English. Stakeholders felt that this would diminish the attention being put forward to support English Learners. As a result, a new goal was created specifically to highlight efforts to improve services for English Learners (Goal 2).
- Significant input was received regarding the importance of maintaining our commitment to college-going, a core element of our mission. Some stakeholders felt our plan should only include new initiates or areas for improvement while others felt including a maintenance goal (Goal 3) was important. Ultimately, we determine to retain this goal to ensure that it remains a focus for our school.
- In our original draft, we had specified professional development in terms of the percentage of time that would be made available. Parents asked to convert to hours in order to understand how much professional learning was occurring.
- Parents asked that we build in additional strength to the advisory program that supports their family engagement in addition to the relationships with students. As a result, we will be developing protocols to aid advisors in helping parents to access the tools that help them stay engaged with their child's learning.
- Stakeholders discussed which metrics would provide the best data for evaluating success without creating too many data points that would be confusing for various audiences. Some wanted to see the "Percent Proficient" while others wanted to see the "Distance From Standard" for state test scores. Ultimately, we determined to use "Distance From Standard" in order to align to the California Dashboard and to keep the focus on having every student accelerate their learning no matter their current performance rather than crossing a threshold to proficiency.
- Stakeholders influenced the targets for improvements or maintenance of performance. Several models were considered and ultimately we selected one that prioritizes growth for all and acceleration for student groups that currently have a gap in their experience.

Stakeholder input that was not adopted

1. Multiple stakeholders requested programming that exceeded the available resources to achieve. For example, many stakeholders asked for classes to be reduced in size to 20-25 students which is not financially feasible without eliminating many other valuable programs and experiences for students. Frequently, DCP agreed with the sentiment or idea put forward by a stakeholder but we lacked the necessary resources to implement.
2. Several staff members requested fewer hours of professional development over the course of the year for different topics. The requests for reduced time varied by respondent. For example, one person might ask for a reduction in Diversity, Equity and Inclusion efforts and an increase in Restorative Practices professional development, while a second person might see it the opposite way. The recommendations set forward here allow for principals to make site-based decisions for how they wish to utilize additional professional development hours to meet staff interests.

GOAL 1: ACADEMIC PROFICIENCY

Goal	Description
1	Academic Proficiency: 100% of our students will demonstrate progress towards meeting grade-level standards in core academics and language proficiency to ensure academic readiness for college.

Critical to our success as an organization is our ability to help first-generation students gain the academic skills necessary to thrive in college. Many students arrive at DCP having not yet gained the academic skills expected for their grade level in all subjects. We welcome them and we believe that we can help them build their skills and accelerate their learning so that they are ready upon graduation. This doesn't happen in a month or a year. It takes a full commitment over each student's DCP career.

We have selected this goal as a result of stakeholder input and reviewing and analyzing data around student performance. Current performance in both ELA and mathematics shows that our students do not currently perform at a level commonly associated with academic success. To accomplish this goal, we implemented a new instructional schedule at the middle and high school levels. In addition, we will continue to provide professional development and coaching to enrich our teacher's ability to provide standards-aligned instruction and intervention for all students, implement targeted English Language Development, and meet the needs of our neuro-diverse students.

This goal aligns with our WASC accreditation goals related to the creation of curriculum maps, assessment for mastery, and response to intervention.

In selecting our targets over the next three years, we have considered two aspects. First, we want to ensure that our student performance overall improves. Second, we know that we need to accelerate the learning of students with disabilities and those learning English as their performance is lower than the other student groups on our campus. As a result, when we set our targets, we established an ambitious target for all students and increased that target for our students who most need an acceleration. Our math targets are more ambitious than our English/Language Arts targets as our performance needs to improve more in that academic area.

Due to the COVID-19 pandemic, state tests were not administered in Spring 2020. Each year, DCP administers Northwest Evaluation Association (NWEA) to our middle school students to help understand their current level of mastery and to understand how skills are being developed. Our internal assessments in the Fall suggested that student performance on reading/language arts was fairly consistent with prior year performance despite the spring closure. In mathematics, there was a slight decline in performance suggesting that students struggled learning mathematics to a greater degree during the fall closure. Our spring data tells a similar story. Students have seen some reduction in overall proficiency and growth in reading/language arts and a larger need in mathematics. Our students needed support in both areas prior to the pandemic, that need has grown.

MEASURING AND REPORTING RESULTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

CA Dashboard ELA Performance[1]- All Grades
    All Students
    English Learners
    Socioeconomically Disadvantaged
    Students with Disabilities
    Hispanic/Latino
	-34.8 DTS
	-67.2 DTS
	-42.8 DTS
	-101.9 DTS
	-37 DTS
		December '21 Dashboard	December '22 Dashboard	December '23 Dashboard	-19.8 DTS
					-46.2 DTS
					-33.6 DTS
					-80.9 DTS
					-22.0 DTS

CA Dashboard Math Performance[1]-
    All Students
    English Learners
    Socioeconomically Disadvantaged
    Students with Disabilities
    Hispanic/Latino
	-76.7 DTS
	-100.6 DTS
	-86.2 DTS
	-150.4 DTS
	-81.6 DTS
		December '21 Dashboard	December '22 Dashboard	December '23 Dashboard	-55.7 DTS
					-70.6 DTS
					-65.2 DTS
					-120.4 DTS
					-60.6 DTS

Local Assessment Results-ELA
Grades 6-8 Meet NWEA Spring Growth Target
    All Students
    English Learners
    Socioeconomically Disadvantaged
    Students with Disabilities
    Hispanic/Latino
	32%
	27%
	31%
	30%
	30%
		Spring '22	Spring '23	Spring '24	≥45%
					≥45%
					≥45%
					≥45%
					≥45%

Local Assessment Results-Math
Grades 6-8 Meet NWEA Spring Growth Target
    All Students
    English Learners
    Socioeconomically Disadvantaged
    Students with Disabilities
    Hispanic/Latino
	33%
	33%
	32%
	19%
	32%
		Spring '22	Spring '23	Spring '24	≥45%
					≥45%
					≥45%
					≥35%
					≥45%

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[1] Note: While no state tests were administered in 2020, DCP Alum Rock wishes to maintain a focus on our performance on the SBAC assessments and includes the prior year data here in addition to this year's data gleaned through local assessments.

Local Assessment Results-ELA Grades 9-10 Spring ICA					
All Students	24%				34%
English Learners	4%	Spring '22	Spring '23	Spring '24	19%
Socioeconomically Disadvantaged	26%				36%
Students with Disabilities	8%				23%
Hispanic/Latino	22%				32%
Local Assessment Results-Math Grades 9-10 Spring ICA					
All Students	12%				27%
English Learners	3%	Spring '22	Spring '23	Spring '24	23%
Socioeconomically Disadvantaged	9%				24%
Students with Disabilities	8%				28%
Hispanic/Latino	11%				26%

ACTIONS

Action #	Title	Description	Total Funds	Contributing
1A	Broad Course of Study	*If* DCP continues to provide students with a college-preparatory academic program *then* they will have opportunities to develop the skills and knowledge that aids them in achieving academic proficiency. ARMS: Students at DCP ARMS will receive core instruction in a Humanities and STEM block along with varied Enrichment opportunities. ARHS: , DCP will continue to offer courses that meet A-G requirements for all students in order to provide students with opportunities to achieve proficiency in all subject areas. These opportunities are expected to increase the percentage of students who graduate, graduate Career and College Ready, and CSU/UC eligible. Additional enrichments including access for all students to take AP classes, engineering (CTE) and dual enrollment courses will be described in Goal 2.	$2,079,446	N
1B	ELA and Math Embedded Intervention	*If* students are provided with additional instruction to reinforce critical skills with embedded intervention *then* they will be more successful learning grade-level content. To accomplish this, DCP Alum Rock will: ● Continue staffing for an additional English teacher and an additional Math teacher. ● Identify prerequisite skills that students have not yet mastered, and provide differentiated learning groups (DLGs) twice a week to provide embedded support during the extended class period.	$312,571	Y
1C	Professional Development: Mathematics	*If* DCP provides Math/STEM teachers with professional development linked to our adopted curricular materials *then* teachers will be more effective in providing instruction for our students. DCP plans to offer ● 6 hours of stipend/substitute coverage professional development for all math and STEM teachers. ● 40 hours of professional learning focused on the new Mathematical Reasoning with Connections (MRWC)curriculum to high school math teachers who will teach the course.	$797	N

1D	Professional Development: Assessment	*If DCP* provides all teachers with professional development in assessing student learning and using the results of assessment to shape instructional decisions, *then* teachers will have better skills to deliver appropriate instruction that meet the needs of diverse learners. DCP plans to offer • 3 hours of DCP-wide professional development for all teachers. • 6 hours of site-level professional development for all teachers.	$7,176	N
1E	Professional Development: Standards-Based Unit Planning	*If* DCP provides all teachers with professional development linked to ensuring that curriculum maps are based on standards-based learning progressions, integrate ELD and literacy standards, and include standards-based assessments, *then* teachers will be more effective in collaborating with peers to develop and implement rigorous and appropriately-scaffolded lessons for students. DCP plans to offer • 4.5 hours of DCP-wide professional development for all teachers. • Additional ongoing 1:1 and small group instructional coaching.	$3,588	N
1F	Professional Development-Intervention	*If* DCP provides all teachers with professional development linked to using the results of student assessment and learning progressions *then* teachers will be more effective in identifying and implementing evidence-based strategies that support student learning for individual and small group intervention in Math and English. DCP plans to offer • 4.5 hours of DCP-wide professional development for Math/STEM and English/Humanities teachers, • Additional ongoing 1:1 and small group instructional coaching. • 6 hours of site-level professional development for math/STEM and English/Humanities teachers.	$9,568	Y
1G	Mathematics Programming	*If* DCP continues to provide mathematics-focused professional development and student programming *then* teacher skills and student interest in mathematics and performance will improve. • To accomplish this, DCP Alum Rock will continue its partnerships with the Silicon Valley Mathematics Initiative (SVMI), Project Lead the Way (PLTW), Mathematics, Engineering, Science and Achievement (MESA), Elevate Tutoring, and SVE Elevate Summer Program. In partnership with CSU, DCP is also adding MRWC as a 4th year mathematics course for seniors who are not yet prepared to take Calculus.	$7,780	Y

1H	Provide Instructional Materials	*If* DCP Alum Rock continues to update inventory of Common Core-aligned instructional materials in English and Math; Next Generation science standards-aligned materials in Science; and materials aligned with Common Core and state standards in Social Studies *then* students will have the instructional materials necessary to support them in achieving grade level proficiency.	$9,200	N
1I	Provide Student Technology	*If* DCP continues to purchase computer and technology equipment to ensure 21st-century classrooms *then* students will have access to instructional resources that will prepare them for their future.	$59,780	Y
1J	Student Materials	*If* DCP continues to provide student materials for low-income students, *then* low income students will have an increased ability to access the educational program and content.	$27,960	Y
1K	Support of Student with Disabilities	*If* DCP Alum Rock provides 6 hours of site-level professional development time for general education and special education staff to collaborate around student needs and instructional goals, *then* teachers will be better able to provide students with disabilities with cohesive and effective instruction and support.	$4,784	Y
1L	Learning Acceleration	*If* DCP offers Acceleration Academies/Summer School *then* students will have an opportunity to develop prerequisite skills necessary for mastery of grade-level standards during times that school is not in session (e.g., spring, summer, and fall breaks; Saturdays).	Funded out of State ELO	Y

GOAL 2: ENGLISH LANGUAGE DEVELOPMENT

Goal #	Description
2	English Language Development: 100% of students currently identified as English Learners will demonstrate progress towards fluent English proficiency.

As part of our mission to help support students who have been historically disadvantaged, providing support for English learners is central to our work. English learners make up 33% of our population, and these students need distinct support, including strategies and professional development for staff to help support their needs.

We have selected this goal as a result of stakeholder input. Current performance in both ELA and mathematics shows that our English learners do not currently perform at a level commonly associated with academic success, and our English learners are not making adequate progress on the ELPAC or reclassifying as fluent English proficient ((RFEP) at a rate commensurate with the high expectations we have for all students in our organization. In addition, our percentage of students achieving re-designation and performance on the English Learner Proficiency Indicator is not as high as we would like it to be. To accomplish this goal, we will continue to provide professional development and coaching to enrich our teacher's ability to provide standards-aligned instruction for all students as well as targeted English Language Development. Through a focus on supporting English learners with both Designated and Integrated ELD, students will be able to master content in all of their classes while increasing their language proficiency.

MEASURING AND REPORTING RESULTS
Broad goals and Focus goals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA Dashboard ELPI Performance[2]- All Grades, All Students	46.2%	December '21 Dashboard	December '22 Dashboard	December '23 Dashboard	61.2%
CA Dashboard ELPI Performance[2] Percentage of English learners showing growth on ELPAC	36.3%	December '21 Dashboard	December '22 Dashboard	December '23 Dashboard	50%
DataQuest English Learner Report[3] Percentage of English learners identified as "At Risk" or "LTEL"	57%	Spring '22	Spring '23	Spring '24	50%
EdData[4] Percentage of English learners redesignated	23.0%	Spring '22	Spring '23	Spring '24	20%

ACTIONS

[2] Data shown here is from the 2019 Dashboard which is the last available due to COVID-19.
[3] Data shown here is from the 2019-20 DataQuest English Learner Report which is the last available due to COVID-19.
[4] Data shown here is from the 2019-20 EdData Report.

Action #	Title	Description	Total Funds	Contributing
2A	Designated English Language Development	*If* English Learners receive designated support in English language development appropriate to their level of language proficiency as determined by the Spring ELPAC, *then* English Learners will accelerate their English proficiency. To accomplish this action: ● DCP Alum Rock will continue its English Language Development Program, including progress monitoring for EL and RFEP students. ● DCP will provide training for all staff regarding roles and responsibilities within the English Language Development Program. ● All English learners will receive Designated ELD based on their language level, and will receive Integrated ELD support in all of their classes. ● Designated ELD teachers will use the EL Rubric (or alternate assessment) to progress monitor English learners' language development on a quarterly basis.	Embedded in Salary costs	Y
2B	Professional Development-Integrated ELD	*If* DCP provides professional development on topics related to implementing Integrated ELD, *then* DCP staff will be better able to meet the needs of our English Learners. Professional Development will focus on: ● ELPAC data analysis ● Using Part I and Part II ELD standards for Integrated ELD ● EL Strategies for Integrated ELD based on students' language proficiency ● Developing and Monitoring Language Targets ● Analysis of Student Work with a focus on English Learners ● EL and RFEP progress monitoring DCP plans to offer: ● 18 hours of DCP-wide professional development to all teachers ● 3 hours of DCP-wide professional development to all administrators ● 15 hours of site-level professional development to all teachers and all site administrators.	$28,704	Y
2C	Professional Development-Designated ELD	*If* DCP provides dedicated professional development for English teachers focused on implementing Designated ELD, *then* teachers will be better able to meet the needs of our English learners. Professional Development will focus on: ● ELPAC data analysis ● Understanding how to use Part I and Part II ELD standards for Designated ELD	$2,392	Y

		● EL Strategies for Designated ELD based on students' language proficiency ● Progress Monitoring for English Learners DCP plans to offer: ● 6 hours of DCP-wide professional development to all English and humanities teachers		
2D	PD: ELD Program	*If* DCP provides dedicated professional development for Site Administrators focused on implementing DCP's Roadmap for English Learner Success, *then* administrators will be better able to support teachers in implementing the plan and supporting English learners. DCP plans to offer: ● 3 hours of DCP-wide professional development to all Site Administrators	$4,000	Y
2E	EL Task Force	*If* DCP's EL Task Force meets four times per year, *then* DCP's Roadmap for English Learner Success will be implemented and monitored to help increase fidelity of implementation and increase English learner success.	Embedded in Salary costs	Y

GOAL 3: COLLEGE COMPETITIVENESS

Goal #	Description
3	College Competitiveness: 90% of students graduate meeting or exceeding UC/CSU eligibility.

One of the critical factors that sets DCP apart is our focus on supporting first-generation college students to enroll and persist in college. In order for DCP students to have the confidence and opportunity to access all postsecondary options, we must ensure that our students have the types of experiences, coursework, and guidance to meet this goal.

We begin laying a sound foundation of academic support and college-going mindset development within our younger scholars. External measurements of this effort must wait until students have left our campus. While they are with us, we are able to assess how our work supports students in seeing their own college potential and the degree to which they feel supported in achieving it. Our experience has taught us that one of the most powerful predictors of developing the college-going identity is that students perceive their teachers as believing in them and understanding their personal and academic goals. Our actions are designed to formally support this effort.

We have selected this goal as a result of stakeholder input. Our current performance in this area is strong and we seek to maintain and advance our results to ensure that we stay true to our mission. For this reason, we have set targets that allow us to move from the "Medium" performance level to the "High"

Performance level over the next 3 years for the Career/College Ready Indicator (CCI). In addition, we seek to move from the "Medium" performance level to the "High" Performance level over the next 3 years for the Graduation Rate Indicator.

Last, while not included in the CA Dashboard, DCP believes strongly in the importance of tracking our college going rate as described on DataQuest which bases its data entirely upon the National Clearinghouse data. DCP serves a number of students who may not be captured in the National Clearinghouse data due to immigration status or refusal to participate in the data collection; as such, our internal data generally shows higher enrollment rates. As a result, we intend to focus on improving our ability to create a strong data match between our students and the data within the National Clearinghouse. In addition, DCP seeks to increase the percentage of students who are attending UC and CSU schools which provide high-quality educational experiences with lower costs for our students, many of whom may incur debt to attend college.

MEASURING AND REPORTING RESULTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
EdData - Cohort Graduates Meeting UC/CSU Course Requirements All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	100% 100% 100% N/A 100%	Spring '22	Spring '23	Spring '24	≥90% ≥90% ≥90% ≥90% ≥90%
CA Dashboard- CCI Indicator- Fully Prepared[5] All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	63.9% 36.4% 62.1% N/A 64.6%	December '21 Dashboard	December '22 Dashboard	December '23 Dashboard	≥70% ≥50% ≥70% ≥50% ≥70%
CA Dashboard- Graduation Rate 4 & 5 year combined All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	89.1% 87.0% 90.0% N/A 88.1%	December '21 Dashboard	December '22 Dashboard	December '23 Dashboard	≥90% ≥90% ≥90% ≥90% ≥90%

DATA Quest- CA College-Going Rates-12 Months
    All Students
    English Learners
    Socioeconomically Disadvantaged
    Students with Disabilities
    Hispanic/Latino
	66.7%
	N/A
	65.2%
	N/A
	65.4%
		Spring '22	Spring '23	Spring '24	≥75%
					≥75%
					≥75%
					≥75%
					≥75%

DATA Quest- CA College-Going Rates-UC and CSU within 12 Months
    All Students
    English Learners
    Socioeconomically Disadvantaged
    Students with Disabilities
    Hispanic/Latino
	24.6%
	N/A
	23.9%
	N/A
	N/A
		Spring '22	Spring '23	Spring '24	≥35%
					≥35%
					≥35%
					≥35%
					≥35%

Youth Truth-How much do you think that your teachers believe that you can go to college?
    ARHS- All Students: Moderate + Strong Belief
    ARMS-All Students: Moderate + Strong Belief
	72.0%
	72.0%
		Spring '22	Spring '23	Spring '24	≥80%
					≥80%

Youth Truth-How well do you think your teachers understand your personal and academic goals?
    ARHS: All Students: Moderate + Strong Belief
    ARMS-All Students: Moderate + Strong Belief
	59.0%
	82.0%
		Spring '22	Spring '23	Spring '24	≥75%
					≥85%

ACTIONS

Action #	Title	Description	Total Funds	Contributing
3A	Advisory/CCR: Program	*If* DCP Alum Rock continues to implement a research-based advisory program, *then* students will be prepared to successfully enter and complete college. Advisory/CCR programming includes the following aspects: ● Academic advising and monitoring ● Career and College exploration and planning, including information related to financial aid and information regarding AB540 and securing the California Nonresident Tuition Exemption.	$598,004	Y

3B	Professional Development: College Mindset	*If* DCP provides professional development time for staff to identify strategies that support college mindsets and student success, *then* more students will feel confident that college is a place for them. DCP plans to offer ● 9 hours of DCP-wide professional development for all teachers, college counselors and site administrators. ● 6 hours of site-level professional development for all staff to create advisory programming.	$11,960	Y
3C	Stakeholder Understanding	*If* DCP continues to provide ongoing outreach through College Success programs to our students and families, *then* students who have historically been underrepresented in college will continue to enroll, persist and graduate at rates above the national average.	$22,824	Y
3D	College Success Programming	*If* DCP continues to implement its College Success programming, *then* students who have historically been underrepresented in college will continue to enroll, persist and graduate at rates above the national average. This programming includes educational excursion programs like college visits, pre-college summer enrichment, assemblies, and celebrations of student achievements in school.	$157,724	Y
3E	Advisory/CCR: On-trackness	*If* DCP provides professional development to develop and implement protocols for advisory/CCR teachers to improve their ability to confer with students at least monthly on their academic progress, *then* more students will be on-track to graduation and college admission. DCP plans to offer ● 10 hours of DCP-wide professional development for all college counselors ● 3 hours of site-level professional development for all teachers at the high school level.	$10,365	Y
3F	Dual/Concurrent Enrollment Access	*If* DCP Alum Rock continues to offer dual/concurrent enrollment coursework for students, *then* student access to competitive, college-credit-bearing coursework will increase and more students will meet College and Career Ready standards.	$5,750	Y
3G	CCI Training and Monitoring	*If* DCP provides training and tools to monitor student progress towards their College/Career readiness, *then* the number of students earning "prepared" in the College/Career Indicator in the CA Dashboard will increase in one of the following pathways: SBAC, Seal of Biliteracy, Dual Enrollment, AP, CTE, and CSU/UC eligibility.	$3,987	Y

		DCP plans to offer ● 3 hours of site-level professional development for all high school staff to create advisory programming.		
3H	Professional Development: College Data Quality	*If* DCP provides professional development in developing and implementing improved data quality in our National Clearinghouse data, *then* our DataQuest results will better reflect the documented college participation rates for our students. DCP plans to offer ● 10 hours of DCP-wide professional development for all college counselors.	$2,392	Y
3I	Professional Development: College Competitiveness	*If* DCP provides professional development to deepen our understanding of college competitiveness attributes, *then* college counselors will be better positioned to advise and counsel students regarding their academic plans and appropriate college selection. DCP plans to offer ● 10 hours of DCP-wide professional development for all college counselors.	$2,392	Y
3J	CTE Pathway Development	*If* DCP Alum Rock continues to pursue building an Engineering Technology or Engineering Design CTE pathway from 6-12, *then* DCP students will have a competitive advantage in their academic programming and college eligibility and more students will meet College and Career Ready standards. .	$15,947	N

GOAL 4: TEACHER RETENTION

Goal #	Description
4	Teacher Retention: 75% of teachers have more than 2 years of experience.

The research is clear that teachers gain in skill substantially after their first year. These skills have immediate and profound impacts on student learning, the culture of the school and the job satisfaction of peers. The first step to supporting teacher quality is to improve the retention of our teaching staff and benefit from that natural gain in skill. DCP aims to have at least 75% of teachers (by work assignments) with 2 or more years of experience at DCP.

In 2019-20 we began a long-term strategic plan to support retention of our teachers. During this time period, we participated in evaluations of our compensation and benefits package and exit interviews to identify promising next steps. Secondly, we invested resources in developing a comprehensive approach to Diversity, Equity and Inclusion in partnership with Promise 54. Together these strategies recommend several approaches for improving the working conditions faced by our teaching staff and ways to support student achievement through teacher retention.

MEASURING AND REPORTING RESULTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
DCP Data 2020-21- Percent of Teachers >Years	21/34 61.76%	Spring '22	Spring '23	Spring '24	≥70%
Ed-Data- Average Teaching Experience	5.7 years	Spring '22	Spring '23	Spring '24	5 years

ACTIONS

Action #	Title	Description	Total Funds	Contributing
4A	Diversity, Equity and Inclusion (DEI)	*If* DCP partners with an external expert consultant to collaboratively develop and implement a Diversity, Equity and Inclusion Strategic Plan, *then* teachers will increase their efficacy in teaching and working in diverse environments leading to increased job satisfaction and longevity. As part of this endeavor, DCP anticipates: ● Hiring an expert consultant ● Establishing community groups ● Utilizing common texts and multi-media to build staff capacity in issues of diversity, equity and inclusion. DCP plans to offer ● 9 hours of DCP-wide professional development for all staff ● 10 hours of site based professional development for all staff	$10,365	Y
4B	Retention Efforts	*If* DCP continues to fund teacher credentialing, costs for supplementary and/or additional authorizations to ensure that staff meet credential requirements, *then* teachers will be able to stay with DCP as fully qualified staff.	$4,000	Y

4C	Evaluation/ Development	*If* DCP continues to conduct calibrated teacher observations and evaluation, *then* all staff will have a shared understanding of excellent work increasing teacher feelings of efficacy. To accomplish this DCP will conduct 4 calibration observations per year.	Embedded in Salary costs	Y
4D	New Teacher Orientation	*If* DCP continues to offer onboarding for new teachers, including new staff orientations, instructional coaching, and support meetings throughout the year, *then* new hires will be more successful in their first year and return for their subsequent years of teaching.	$8,600	Y
4E	Induction	*If* DCP offers an induction benefit to teachers with a preliminary credential who are in their second year at DCP, *then* more teachers will meet credential requirements and stay in teaching at DCP.	$33,500	Y
4F	Professional Development: Instructional Coaching	*If* DCP continues to provide all teachers with job-embedded professional development from Instructional Coaches *then* teachers will be more effective in applying the strategies gained through professional development and will have the confidence and desire to stay at DCP. DCP plans to offer all teachers the opportunity to participate in a range of instructional coaching throughout the year; coaching will be differentiated based on teacher experience and expertise, and will range from 1-2 hours per week to 2 hours per month.	$157,723	N

GOAL 5: SCHOOL CULTURE

Goal #	Description
5	School Culture: To maintain and improve a school culture that is safe, welcoming and supportive of students and families.

At DCP-Alum Rock, we must ensure that our schools provide the kind of environment that meets the expectations of students and families in connection with our mission and vision. We know that a safe, welcoming and supportive environment is critical to the overall engagement of students and families, as well as student achievement. This means that we must establish clear expectations that support the learning of all students while providing the necessary prevention and intervention systems to assist students who may struggle to meet them. A critical component of this work is high-quality parent engagement. Parents who are our partners in leading the mission of DCP serve as valuable ambassadors to families we have not yet met and work ardently to support their children in achieving their own college dreams. Through efforts to engage our students and parents, we increase our impact exponentially.

DCP Alum Rock recently earned a rating of "Red" on the California Dashboard with a 5.5% suspension rate. This is because the 5x5 grid applied to our school is the same used for K-12 schools as opposed to specific to the 6-12 grades that DCP Alum Rock directly supports. If we were evaluated on a middle school or high school 5x5 grid, we would have been "orange" for the same level of performance. Regardless, our goals related to suspension are built on the belief that prevention and interventions targeted at decreasing suspension are a fundamental part of a safe, welcoming and supportive school culture.

Our greatest concern with our suspension rates is that it increased substantially (2.2%) from the prior year for all students. This was largely driven by increases for students who are English Learners and those who are socio-economically disadvantaged. In 2018-19, DCP continued to apply suspension policies when students violate school rules that put themselves or others in danger or when attempts to correct behaviors that disrupt school events did not result in changes to student behavior. In 2019-20, at the middle school,we re-instituted grade level advisory teams to increase student belonging and sense of community and dedicated an enrichment block to restorative practices to provide students with learning opportunities to improve school culture.

MEASURING AND REPORTING RESULTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA Dashboard-Suspension Rate		Spring '22	Spring '23	Spring '24	
All Students	5.5%				≤3.0%
English Learners	7.6%				≤4.5%
Socioeconomically Disadvantaged	6.0%				≤3.0%
Students with Disabilities	2.5%				≤2.5%
Hispanic/Latino	5.1%				≤3.0%
CA Dashboard- Chronic Absence-ARMS		Spring '22	Spring '23	Spring '24	
All Students	13.3%				<10%
English Learners	12.5%				<10%
Socioeconomically Disadvantaged	15.0%				<10%
Students with Disabilities	18.9%				<10%
Hispanic/Latino	13.9%				<10%
Family Survey- ARHS Family		Spring '22	Spring '23	Spring '24	
Engagement	91st %ile				>80th %ile
Relationships	83rd %ile				>80th %ile
Culture	73rd %ile				>80th %ile
Communication & Feedback	78th %ile				>80th %ile
Resources	87th %ile				>80th %ile
School Safety	74th %ile				>80th %ile

Student Survey-ARHS Student		Spring '22	Spring '23	Spring '24	
Engagement	53rd %ile				>68th %ile
Relationships	83rd %ile				>80th %ile
Culture	80th %ile				>80th %ile
Belonging & Peer Collaboration	73rd %ile				>80th %ile
Family Survey- ARMS Family		Spring '22	Spring '23	Spring '24	
Engagement	85th %ile				>80th %ile
Relationships	80th %ile				>80th %ile
Culture	63rd %ile				>78th %ile
Communication & Feedback	84th %ile				>80th %ile
Resources	82nd %ile				>80th %ile
School Safety	84th %ile				>80th %ile
Student Survey-ARMS Student		Spring '22	Spring '23	Spring '24	
Engagement	47th %ile				>62th %ile
Relationships	93rd %ile				>80th %ile
Culture	86th %ile				>80th %ile
Belonging & Peer Collaboration	71st %ile				>80th %ile

ACTIONS

Action #	Title	Description	Total Funds	Contributing
5A	Restorative Practices Professional Development	*If* DCP provides professional development time for the student services staff related to leading Restorative Practices at their sites including professional development, systems building and data utilization, *then* the student services staff will be better able to lead Restorative Practices with their school staff and will increase efficacy of training for school staff. *If* DCP provides professional development time to support implementation of restorative practices, community and culture building, *then* staff will increase their efficacy in restorative practice and this will lead to improved student perceptions related to culture and a decrease in suspendable offenses	$19,933	Y

		DCP plans to offer: ● 12 hours of DCP-wide professional development to the student services team ● 20 hours of site-level professional development to all teachers and staff.		
5B	Chronic Absence and Truancy Intervention Programming	*If* DCP continues to implement and improve case management strategies to intervene with students early in the year to reduce chronic absence and to avoid truancy, *then* fewer students will be classified as chronically absent.	Embedded in Salary costs	Y
5C	Counseling and Referral Services	*If* DCP provides additional counseling or referral services for students and families in need of additional non-academic support, *then* students will be better able to learn at school.	$89,661	Y
5D	Homeless/Foster Youth Support	*If* DCP provides all staff with consistent training on how to meet the needs of homeless & foster youth in the school context, *then* our homeless and foster youth will be better supported in their learning and access.	Embedded in Salary costs	Y
5E	Advisory/CCR	*If* DCP continues to implement an advisory program to facilitate close monitoring of small groups of students, *then* students will have better social adjustment, attendance and school connectedness.	Embedded in 3a	Y
5F	Advisory/CCR Professional Development	*If* DCP provides professional development time, to support implementation of Advisory/CCR related to close monitoring of small groups, *then* advisors will have stronger skills that will improve relationships and build school culture. DCP plans to offer: ● 4.5 hours of DCP-wide professional development to all advisors ● 15 hours of site-level professional development to all advisors	$15,947	Y
5G	Family Engagement	*If* DCP provides family education and outreach programming in addition to maintaining ELAC/SSC requirements under federal law, *then* parents/guardians have increased opportunities to be meaningfully engaged in the school activities and mission.	$37,347	Y
5H	Translation and Interpretation	*If* DCP continues to provide translation and interpretation services and/or staff support for Spanish speaking parents (and any other parents with linguistically significant subgroups), *then* these families can be meaningfully engaged with the school.	$63,328	Y
5I	Support Staff	*If* DCP continues to provide support staff who ensure a safe and welcoming environment for students and parents, *then* students and families will continue to have high opinions of campus safety.	$411,381	N

5J	School-Home Communication Tools	*If* DCP continues to utilize technology to facilitate home-school communication and student/parent engagement, including tracking student/parent access to Powerschool and communication systems, *then* parents will have a greater ability to engage in their child's education.	$7,038	Y
5K	Extra-curricular Programming	*If* DCP continues to provide athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community, *then* students will continue to have a positive assessment of school belonging.	$51,450	N
5L	Facilities condition	*If* DCP continues to ensure the safety and good condition of the facilities through ongoing maintenance and repair, *then* students and families will have continued positive perceptions of the resources and campus safety.	$1,264,931	N

GOAL 6: OPERATIONALLY SOUND

Goal #	Description
6	Operational Soundness: DCP Alum Rock is an operationally-sound organization with the capacity to carry out Goals 1-5

DCP will continue to meet our operational responsibilities including rent, insurance, staffing costs and other operational needs.

MEASURING AND REPORTING RESULTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
LCAP Budget Revenue and Expenses Align	N/A	Spring '22	Spring '23	Spring '24	N/A

ACTIONS

Action #	Title	Description	Total Funds	Contributing
6A	Operations	Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	$2,095,412	N
6B	Depreciation	DCP will continue to maintain depreciating capital as necessary to support strong school operations.	$89,306	N
6C	Financial Responsibilities	DCP will continue to fund district oversight, contracted district services, and special education services as required to maintain a sound organization under school law and education code.	$427,586	N

INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW-INCOME STUDENTS [LCAP YEAR]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.75%	$1,552,799

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

REQUIRED DESCRIPTIONS

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

DCP Alum Rock exists to serve the needs of the historically underserved populations of San Jose. Our mission to serve first-generation college going students means that our student body is predominantly composed of students of color and the vast majority are students from low-income families and many are learning English. Every decision made at DCP is one that supports the specific needs of these students to ensure that they can achieve their college dreams.

Action	Title	Explanation for how this school-wide strategy meets the needs of Unduplicated Students
1B	ELA and Math Embedded Intervention	Research has consistently shown that differentiation of student learning assists students in mastering academic skills. In particular, providing in class intervention with appropriately challenging goals and scaffolded learning ensure that students make adequate progress. These strategies have been shown to be particularly beneficial for students who face economic hardship and are learning English. As a result DCP has built it's academic program to meet this need and provides the support to all students.
1F	Professional Development-Intervention	Students who have not yet mastered grade level content benefit from instructional strategies that accelerate their learning. At DCP, students who are facing academic hardship and English Learners typically have these gaps in academic mastery and professional development that supports teachers in meeting student needs and results in accelerated learning.
1G	Mathematics Programming	These programs provide students with enrichment opportunities that are not typically available to students if their parents are not able to purchase tutoring, academic competitions, academic camps and other such enrichments.
1I	Provide Student Technology	DCP provides students with 1:1 technology that they otherwise would not be able to purchase and the ability to be connected to the internet at home. This benefits students who face economic hardship.
1J	Provide Student Materials	DCP provides students with access to materials including uniforms, athletic equipment, and office/school supplies to address gaps in what families can provide. This benefits students who face economic hardship.
1K	Support of Student with Disabilities	Over 90% of our students with disabilities are also participating in the lunch program due to academic hardship and/or English Learners. Additional efforts to improve education programming for students with disabilities has an added benefit for students in the unduplicated pupil count.
3A	Advisory/CCR: Program	The advisory program has been developed by DCP to provide additional oversight and support for first-generation college going students. This support provides learning experiences that develop the critical knowledge, behaviors and mindsets that facilitate students in developing their college going identity. Multiple efforts support the implementation of a quality advisory program including time within the school day and professional development for teachers and leaders.
3B	Advisory/CCR: On-trackness	
5E	Advisory/CCR	
5F	Advisory/CCR Professional Development	
5J	School-Home Communication Tools	
3C	Stakeholder Understanding	
3D	College Success Programming	

5G	Family Engagement	DCP has long funded college success programming including family engagement, college visits, pre-college summer enrichment and celebrations to highlight student academic development. These programs contribute to a school-wide culture dedicated to developing students' college going identity and result in remarkable college attendance and persistence rates.
5H	Translation and Interpretation	
4A	Diversity, Equity and Inclusion (DEI)	DCP has embarked on an ambitious teacher retention program to recruit and retain highly qualified teachers and particularly to actively recruit staff who represent our students as first-generation college goers, English learners and as those who share other cultural and demographic characteristics. Research has shown that students benefit when teachers show cultural competence. Additionally, research has shown that students facing academic hardship benefit from strong relationships with their teachers and in particular when those teachers are representative of their own identity.
4B	Retention Efforts	
4C	Evaluation/ Development	
4D	New Teacher Orientation	
4E	Induction	
5A	Restorative Practices Professional Development	Restorative practices implementation has been shown to be particularly beneficial for students who are designated as unduplicated students. Restorative practice is best implemented as a school
5C	Counselling and Referral Services	Increased mental health services benefit students who have faced multiple challenges in developing coping skills and opportunities to process past and current impacts of trauma.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

By definition, DCP has been created to meet the needs of our unduplicated students. Our commitment to these students is to prepare them for admission and graduation from a four-year college following high school graduation. To support this effort, our program has been designed with their needs in mind. Nearly all students we serve benefit from the strategic services we offer. Small advisory groups provide a home base and direct connection for families to the school. Making the school feel smaller for families increases *communidad*. Extended learning time in English, mathematics, humanities and STEM provides our students and staff with the opportunity to cultivate deep relationships that support student learning. Our work is extended through specific attention to student groups who need additional support including those who are neurodiverse and those who are learning English as a second language. We frame our efforts from an assets-based approach that leverages our collective sense of *orgullo.* Through all of this, we maintain our *ganas* and continue striving to ensure that every student fulfills the college dreams they had when they began their journey with DCP.

Total Expenditures Table

Downtown College Preparatory – EPHS   CDECode: 43 69666 4330585

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,227,251	$ 338,324	$ -	$ 1,078,291	$ 6,643,866	$ 3,916,979	$ 2,726,887

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	A	Broad Course of Study	Low-income	$ 1,155,498			$ 665,834	$ 1,821,332
1	B	ELA and Math Embedded Intervention	Low-income	$ 140,103				$ 140,103
1	C	Professional Development Mathematics		$ 2,064				$ 2,064
1	D	Professional Development Assessment		$ 3,097				$ 3,097
1	E	Professional Development Standards-Bas		$ 2,942				$ 2,942
1	F	Professional Development Intervention	Low-income	$ 7,846				$ 7,846
1	G	Mathematics Programming	Low-income				$ 1,575	$ 1,575
1	H	Provide Instructional Materials		$ 2,900				$ 2,900
1	I	Provide Student Technology	Low-income	$ 20,515				$ 20,515
1	J	Student Materials	Low-income	$ 14,815			$ 10,000	$ 24,815
1	K	Support of Student with Disabilities	Low-income	$ 3,923				$ 3,923
1	L	Learning Acceleration	Low-income					$ -
2	A	Designated English Language Developmen	English Learners					$ -
2	B	Professional Development- Integrated ELI	English Learners	$ 23,537				$ 23,537
2	C	Professional Development- Designated El	English Learners				$ 1,961	$ 1,961
2	D	PD: ELD Program	English Learners				$ 2,000	$ 2,000
2	E	EL Task Force	English Learners					$ -
3	A	Advisory/CCR: Program	Low-income	$ 98,072				$ 98,072
3	B	Professional Development:College Minds	Low-income	$ 9,807				$ 9,807
3	C	Stakeholder Understanding	Low-income	$ 35,948				$ 35,948
3	D	College Success Programming	Low-income	$ 157,725				$ 157,725
3	E	Advisory/CCR: On-trackness	Low-income	$ 8,500				$ 8,500
3	F	Dual/Concurrent Enrollment Access	Low-income	$ 5,725				$ 5,725
3	G	CCI Training and Monitoring	Low-income	$ 1,961				$ 1,961
3	H	Professional Development:College Data	Low-income	$ 1,961				$ 1,961
3	I	Professional Development College Comp	Low-income	$ 1,961				$ 1,961
4	A	Diversity, Equity and Inclusion (DEI)	Low-income	$ 21,331				$ 21,331
4	B	Retention Efforts	Low-income	$ 2,000				$ 2,000
4	C	Evaluation/Development	Low-income					$ -
4	D	New Teacher Orientation	Low-income	$ 3,600				$ 3,600
4	E	Induction	Low-income				$ 9,500	$ 9,500
4	F	Professional Development:Instructional C	Low-income				$ 66,556	$ 66,556
5	A	Restorative Practices Professional Develo	Low-income	$ 16,345				$ 16,345
5	B	Chronic Absence and Truancy Intervention	Low-income	edded in Salary c				$ -
5	C	Counseling and Referral Services	Low-income				$ 89,662	$ 89,662
5	D	Homeless/Foster Youth Support	Homeless, Foster	edded in Salary c				$ -

Total Expenditures Table

Downtown College Preparatory – EPHS   CDECode: 43 69666 4330585

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,227,251	$ 338,324	$ -	$ 1,078,291	6,643,866	$ 3,916,979	$ 2,726,887

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	E	Advisory/CCR	Low-income	Embedded in 3a				$ -
5	F	Advisory/CCR Professional Development	Low-income	$ 13,076				$ 13,076
5	G	Family Engagement	Low-income	$ 36,248				$ 36,248
5	H	Translation and Interpretation	English Learners	$ 155,068				$ 155,068
5	I	Support Staff		$ 173,871				$ 173,871
5	J	School-Home Communication Tools	English Learners	$ 3,000				$ 3,000
5	K	Extra-curricular Programming		$ 54,800				$ 54,800
5	L	Facilities condition		$ 1,244,436			$ 155,028	$ 1,399,464
6	A	Operations		$ 949,283	$ 338,324		$ 165,837	$ 1,453,444
6	B	Depreciation		$ 44,341				$ 44,341
6	C	Financial Responsibilities		$ 721,290				$ 721,290

Contributing Expenditure Table

Downtown College Preparatory – EPHS CDECode: 43 69666 4330585

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 927,529	$ 952,565
LEA-wide Total:	$ 927,529	$ 952,565
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	B	ELA and Math Embedded Intervention	LEA-wide	Low-income	All	$ 140,103	$ 140,103
1	F	Professional Development-Intervention	LEA-wide	All	All	$ 7,846	$ 7,846
1	G	Mathematics Programming	LEA-wide	Low-income	All	$ 1,575	$ 1,575
1	I	Provide Student Technology	LEA-wide	Low-income	All	$ 20,515	$ 20,515
1	J	Student Materials	LEA-wide	Low-income	All	$ 14,815	$ 24,815
1	K	Support of Student with Disabilities	LEA-wide	Low-income	All	$ 3,923	$ 3,923
1	L	Learning Acceleration	LEA-wide	Low-income	All	$ -	$ -
2	A	Designated English Language Development	LEA-wide	English Learners	All	$	$ -
2	B	Professional Development- Integrated ELD	LEA-wide	English Learners	All	$ 23,537	$ 23,537
2	C	Professional Development- Designated ELD	LEA-wide	English Learners	All	$ 1,961	$ 1,961
2	D	PD: ELD Program	LEA-wide	English Learners	All	$ 2,000	$ 2,000
2	E	EL Task Force	LEA-wide	English Learners	All	$	$ -
3	A	Advisory/CCR Program	LEA-wide	Low-income	All	$ 98,072	$ 98,072
3	B	Professional Development:College Mindset	LEA-wide	Low-income	All	$ 9,807	$ 9,807
3	C	Stakeholder Understanding	LEA-wide	Low-income	All	$ 1,961	$ 1,961
3	D	College Success Programming	LEA-wide	Low-income	All	$ 35,948	$ 35,948
3	E	Advisory/CCR: On-trackness	LEA-wide	Low-income	All	$ 157,725	$ 157,725
3	F	Dual/Concurrent Enrollment Access	LEA-wide	Low-income	High School	$ 8,500	$ 8,500
3	G	CCI Training and Monitoring	LEA-wide	Low-income	High School	$ 5,725	$ 5,725
3	H	Professional Development: College Data	LEA-wide	Low-income	High School	$ 1,961	$ 1,961
3	I	Professional Development College Comp	LEA-wide	Low-income	High School	$ 1,961	$ 1,961
4	A	Diversity, Equity and Inclusion (DEI)	LEA-wide	All	All	$ 21,331	$ 21,331
4	B	Retention Efforts	LEA-wide	All	All	$ 2,000	$ 2,000
4	C	Evaluation/ Development	LEA-wide	All	All	$	$ -
4	D	New Teacher Orientation	LEA-wide	All	All	$ 3,600	$ 3,600
4	E	Induction	LEA-wide	All	All	$	$ 9,500
5	A	Restorative Practices Professional Develo	LEA-wide	Low-income	All	$ 16,345	$ 16,345
5	B	Chronic Absence and Truancy Intervention	LEA-wide	All	All	Embedded in Salary c	Embedded in Salary c
5	C	Counseling and Referral Services	LEA-wide	All	All	$ 89,662	$ 89,662
5	D	Homeless/Foster Youth Support	LEA-wide	All	All	Embedded in Salary c $	$ -

Contributing Expenditure Table

Downtown College Preparatory – EPHS CDECode: 43 69666 4330585

	Totals by Type	Total LCFF Funds		Total Funds	
	Total:	$	927,529	$	952,565
	LEA-wide Total:	$	927,529	$	952,565
	Limited Total:	$	-	$	-
	Schoolwide Total:	$	-	$	-

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds		Total Funds	
5	E	Advisory/CCR	LEA-wide	All	All	Embedded in 3a		$	-
5	F	Advisory/CCR Professional Development	LEA-wide	All	All	$	13,076	$	13,076
5	G	Family Engagement	LEA-wide	All	All	$	36,248	$	36,248
5	H	Translation and Interpretation	LEA-wide	All	All	$	155,068	$	155,068
5	J	School-Home Communication Tools	LEA-wide	All	All	$	3,000	$	3,000
5	K	Extra-curricular Programming	LEA-wide	Low-income	All	$	54,800	$	54,800