

Local Control and Accountability Plan

Santa Clara County Office of Education

Downtown College Prep - Alum Rock



July 1, 2015 - June 30, 2018

06/25/2015 (revised 06/26/2015)

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p><u>Parent Engagement</u></p> <p>Parent Engagement began in September of 2013. All parents were provided with a calendar of informal meetings with the principal. The purpose of these meetings was to create a forum for parents to provide feedback to the school as to what programs and supports they felt were successful, and for parents to provide suggestions and input as to priorities going forward.</p> <p>These informal meetings were held on:</p> <p>9/6/13; 9/27/13; 10/18/13; 11/8/13; 11/29/13; 12/20/13; 1/17/14; 2/7/14; 2/28/14; 3/14/14; 4/4/14; 5/2/14; 6/6/14</p> <p>In addition, the Parent-Teacher-Organization (PTO) held meetings in the late afternoon/evenings to provide parents with a similar opportunity to provide input, but in the context of a forum that was facilitated by other parents:</p> <p>9/27/13; 10/15/13; 2/13/14; 5/16/14</p> <p>At both types of meetings, parents identified the following issues of importance:</p> <ul style="list-style-type: none"> ● Campus safety and school climate. ● Need for academic intervention and summer programming. ● Teacher quality, and need to recruit experienced, capable teachers. ● Need for higher quality facilities. Many parents expressed a desire to have our own facility and not share a campus with another school. <p>In addition, all parents were provided with surveys (in English and Spanish) that they could choose to take on paper or online. The surveys focused specifically on LCAP priorities and allowed for parents to provide narrative feedback as to current school</p>	<p>Priorities Identified by Students: (in order)</p> <ol style="list-style-type: none"> 1) Ensure that students have access to a variety of classes. 2) Improve student readiness for college and career. 3) Programs to increase student achievement on state tests. Parents and students identified two priorities in common that they believed should be focus areas for DCP <p>Priorities identified by Parents: (in order)</p> <ol style="list-style-type: none"> 1) Programs to increase student achievement on state tests.* 2) Ensure that all classes are challenging and use the appropriate curriculum. 3) Improve student readiness for college and career.* 4) Ensure that students have access to a variety of classes.* (Note: Only 0.4% difference separated priority 3 & 4 on parent surveys.) <p>* Also identified by students as a top priority.</p> <p>Conclusions:</p> <p>Parent and student survey data generally indicate positive perceptions of current DCP performance in all of the identified priority areas. For example, only 7% of students surveyed disagreed with the statement, "DCP students are prepared for college and career," and only 10% disagreed with the statement, "I have access to all the courses I need to be on track for success in college." Instead of identifying areas of concern, the priority areas reinforce the mission of DCP. All of the areas suggest a continued emphasis on college and career success.</p> <p>In order to be well-prepared for college, students must have access</p>

performance in the priority areas.

Participating parents represented all students, including numerically significant subgroups.

Student Engagement

All students were provided with online surveys. The surveys focused specifically on LCAP priorities and allowed for students to provide narrative feedback as to current school performance in the priority areas.

Staff Engagement

DCP staff meet on a weekly basis to engage in professional development and work towards site-based and organizational goals.

These meetings include informal opportunities for staff to help set priorities, give suggestions, raise concerns, etc. During these meetings, staff have identified the following areas of needed focus:

- Transition to Common Core, ensuring adequate professional development for staff, revised assessments, curricula, etc.
- Facilities: Staff expressed numerous challenges in sharing a facility with another school, and the condition of the facilities (especially HVAC systems and classroom size)
- School Climate and Culture
- College Success programming (advisory, college readiness, etc)

In addition, staff were provided with an anonymous employee survey to solicit further feedback in all areas of the school programming.

The survey results were consistent with the priority areas that had already been identified in earlier meetings with staff.

Annual Update:

to the necessary course work and have demonstrated academic competencies on standardized tests.

Thus, the LCAP actions will reflect the priorities that are shared by parents, students, and also embedded within the mission of DCP.

Annual Update:

Parent Engagement

Parent engagement during the 14-15 school year has been frequent and ongoing. Parent meetings for all parents were held on the following dates: 8/28/14, 9/12/14, 10/17/14, 10/31/14, 11/21/14, 12/19/14, 1/30/15, 2/27/15, 3/27/15, 5/1/15, 5/29/15.

In addition, parent leadership meetings were held on: 9/2/14, 10/16/15, 11/17/15, 1/12/15, 2/23/15, 3/16/15, 4/20/15, and 5/4/15.

Parents this year have been primarily focused on efforts to ensure the completion of the construction of the new classrooms, and to support the school while it has a split campus. Parents have consistently expressed the importance of a safe school climate and programs that prepare their students for college.

Parents have been provided with regular updates as to the DCP budget, priorities, programs, and results, which informed their feedback to the LCAP.

Participating parents represented all students, including numerically significant subgroups.

Student Engagement

This year, DCP utilized the surveys developed by YouthTruth to collect data around student perceptions around a variety of topics related to the LCAP. All students were provided the opportunity to take the survey, and 94% of students completed the survey.

Staff Engagement

In general, staff, student, and parent feedback continue to have a high degree of alignment with the overall mission of DCP. As such, the broad goals of creating safe, successful, college-going culture are supported by all stakeholders. All areas are seeing an increase in funding in 15-16 as compared to 14-15 based on the significant increases in LCFF funding. Parents and students stressed the critical importance of school safety and engagement, so the goals that are seeing the largest relative increases in funding are goals 3 and 4, particularly, athletics, extracurricular activities, and parent engagement. Funding for academic interventions is also seeing a substantial increase based on student, parent, and staff feedback.

Staff continued to meet weekly to engage in professional development, work on site-based and organizational goals. Staff focus this year has been on school climate and culture, as well as development of common core aligned assessments and instructional practices.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Strategic Plan Goals: 1, 4, 5
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Identified Need:	The transition to the Common Core state standards and Next Generation Science Standards will require shifts in curricular materials and technology.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) 100% of teachers have appropriate credentials 2) School provides standards-aligned materials and technology for all courses. 3) Teachers participate in professional development with a focus on math
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$55,000, Books and Supplies (4000-4999), LCFF base funding
Purchase computer and technology equipment to ensure a 21st century classroom.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$60,000, Books and Supplies (4000-4999), LCFF base funding \$40,000, Capital Assets (9400-9489). LCFF base funding
Provide elective course offerings in order to	Charter-Wide	<input checked="" type="checkbox"/> All	\$55,000,

ensure access to a variety of courses.		----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Certificated Salaries (1000-1999), LCFF base funding \$50,000, Service and Other Operating Expenditures, LCFF base funding
Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$16,000, Employee Benefits, (3000-3999), LCFF base funding
Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$9,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding
Provide student materials for low-income families to support access to the educational program and content.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$9,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding

LCAP Year 2: 2016-17

Expected Annual

1) 100% of teachers have appropriate credentials

Measurable Outcomes:

- 2) School provides standards-aligned materials and technology for all courses.
- 3) Teachers participate in professional development with a focus on science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	\$65,000, Books and Supplies (4000-4999), LCFF base funding
Purchase computer and technology equipment to ensure a 21st century classroom.	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	\$60,000, Books and Supplies (4000-4999), LCFF base funding \$40,000, Capital Assets (9400-9489). LCFF base funding
Provide elective course offerings in order to ensure access to a variety of courses.	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	\$110,000, Certificated Salaries (1000-1999), LCFF base funding \$50,000, Service and Other Operating Expenditures, LCFF base funding
Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional	Charter-Wide	<u>X</u> All ----- OR:	\$24,000, Employee Benefits, (3000-3999),

authorizations to ensure that staff are fully qualified.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	LCFF base funding
Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$11,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding
Provide student materials for low-income families to support access to the educational program and content.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$11,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1) 100% of teachers have appropriate credentials 2) School provides standards-aligned materials and technology for all courses. 3) Teachers participate in professional development with a focus on college advising.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$75,000, Books and Supplies (4000-4999), LCFF base funding

Purchase computer and technology equipment to ensure a 21st century classroom.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$60,000, Books and Supplies (4000-4999), LCFF base funding \$40,000, Capital Assets (9400-9489). LCFF base funding
Provide elective course offerings in order to ensure access to a variety of courses.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$115,000, Certificated Salaries (1000-1999), LCFF base funding \$55,000, Service and Other Operating Expenditures, LCFF base funding
Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$32,000, Employee Benefits, (3000-3999), LCFF base funding
Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$11,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding
Provide student materials for low-income	School-Wide	<input type="checkbox"/> All	\$13,000, Books

families to support access to the educational program and content.

OR:

Low Income pupils English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

and Supplies
(4000-4999),
LCFF Supplemental
and Concentration
Funding

GOAL:	Students will be on track to being academically prepared for college success.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Strategic Plan Domains 1 and 3</u>
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Identified Need:	<p>College going rates for first generation college students lag significantly behind their peers. DCP exists specifically to support students who historically have had the least access to college, and to help them achieve at high levels.</p> <p>DCP is singularly committed to college success. 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. All of DCP's academic programming is focused on ensuring that students are on a trajectory towards college success.</p> <p>Overwhelmingly, students and families express that their greatest priority is for DCP students to be prepared for college success. They expect DCP to design academic programs to ensure that students exit DCP ready to succeed in a rigorous, four-year university setting.</p>
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Teacher will participate in professional development to support student achievement 2) Improve student proficiency. (Measures added after 2014-2015) 3) Submit A-G course approval for 2016-2017 school year 4) Plan to offer at least one AP course in 2016-2017 5) Improve AMAO I 6) Improve AMAO II 7) CAHSEE initial pass rate will be 67% or higher 8) Students in grade 8 will have an average GPA of 2.85 or above. 9) Create goal based on release of new API
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a research-based advisory program to prepare students to successfully	Charter-Wide	<u>X</u> All -----	\$19,000, Services and Other

enter and complete college.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Operating Expenditures (5000-5999), LCFF base funding \$4,500, Books and Supplies (4000-4999), LCFF base funding
Provide access for students to 1 or more AP classes by senior year.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$5,000, Certificated Salaries (1000-1999), LCFF base funding
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$40,319, Certificated Salaries (1000-1999), LCFF base funding \$58,905, Classified Salaries (2000-2999), LCFF base funding
Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$4,500, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Provide training and professional development for teachers to support academic programs.	Charter-Wide	<input checked="" type="checkbox"/> All -----	\$24,000, Employee Benefits

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(3000-3999), LCFF base funding
Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$4,000, Books and Supplies (4000-4999), LCFF base funding \$14,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$35,200, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding
Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$7,000, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 1) Teacher will participate in professional development to support student achievement
- 2) Improve student proficiency. (Measures added after 2015-2016)
- 3) Establish baseline for a-g course completion
- 4) Student enrollment in AP courses
- 5) Improve AMAO I
- 6) Improve AMAO II
- 7) Improve CAHSEE pass rate
- 8) Students in grade 8 will have an average GPA of 2.85 or above. Set baseline for rising senior GPA.
- 9) Improve API
- 10) Establish a baseline graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a research-based advisory program to prepare students to successfully enter and complete college.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$19,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding \$4,500, Books and Supplies (4000-4999), LCFF base funding
Provide access for students to 1 or more AP classes by senior year.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$10,000, Certificated Salaries (1000-1999), LCFF base funding
Implement academic interventions during and outside of school in order to support students	Charter-Wide	<input checked="" type="checkbox"/> All -----	\$41,529, Certificated

that enter below grade level and/or are making insufficient progress in the regular program.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Salaries (1000-1999), LCFF base funding \$60,672, Classified Salaries (2000-2999), LCFF base funding
Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$7,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Provide training and professional development for teachers to support academic programs.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$28,000, Employee Benefits (3000-3999), LCFF base funding
Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$4,000, Books and Supplies (4000-4999), LCFF base funding \$16,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Design and implement College Success programming that incorporates	Charter-Wide	<input type="checkbox"/> All -----	\$36,960, Services and Other

research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding
Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$9,000, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Teacher will participate in professional development to support student achievement 2) Improve student proficiency. (Measures added after 2015-2016) 3) Establish baseline for a-g course completion 4) Student enrollment in AP courses 5) Improve AMAO I 6) Improve AMAO II 7) Improve CAHSEE pass rate 8) Students in grade 8 will have an average GPA of 2.85 or above. Improve rising senior GPA or reach average of 3.0. 9) Improve API 10) Improve graduation rate or reach 80%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a research-based advisory program to prepare students to successfully	Charter-Wide	<input checked="" type="checkbox"/> All -----	\$19,000, Services and Other

enter and complete college.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Operating Expenditures (5000-5999), LCFF base funding \$4,500, Books and Supplies (4000-4999), LCFF base funding
Provide access for students to 1 or more AP classes by senior year.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$10,000, Certificated Salaries (1000-1999), LCFF base funding
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$42,775, Certificated Salaries (1000-1999), LCFF base funding \$62,492, Classified Salaries (2000-2999), LCFF base funding
Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$8,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Provide training and professional development for teachers to support academic programs.	Charter-Wide	<input checked="" type="checkbox"/> All -----	\$32,000, Employee Benefits

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(3000-3999), LCFF base funding
Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$4,000, Books and Supplies (4000-4999), LCFF base funding \$18,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$38,808, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding
Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$11,000, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding

GOAL:	School environment will be safe and welcoming for all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: <u>Strategic Plan Domain 3</u>
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Identified Need: DCP is committed to nurturing the culture and tradition necessary to build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community. Since the founding of the original DCP in 2000, the values of ganas (desire), comunidad (community), and orgullo (pride) have guided the work of staff and students. It is our traditions that have kept us true to our values. We know that in order for powerful learning outcomes to occur, they must be in the context of a safe, supportive culture. Parent and Student LCAP surveys reinforced the importance of school climate as a critical priority. While parents and students generally expressed satisfaction with the school culture, they also identified a positive climate as critical to the school's success.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- 1) Reduce percentage of students who are suspended 5% over previous year or maintain at 6% or lower
- 2) Maintain percentage of students who are expelled at <2%
- 3) Establish baseline for percent of parents rating satisfied or highly satisfied with the school climate
- 4) Improve average composite student rating on school climate in YouthTruth survey or reach average of 4.0.
- 5) Facilities will receive a rating of good or better

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure the safety and good condition of the facilities through ongoing maintenance and repair.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$50,000, Services and Other Operating Expenditures (5000-5999), Other funding sources

Implement PBIS/RtI	Charter-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$42,660, Certificated Salaries (1000-1999), Other funding sources
Utilize support staff to ensure a safe and welcoming environment for students and parents.	Charter-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$160,000, Classified Salaries (2000-2999), LCFF base funding
Provide professional development to teachers in classroom management.	Charter-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$8,000, Certificated Salaries (1000-1999), Other Funding Sources
Provide socio-emotional counseling services to students and families on a referral basis.	Targeted	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$40,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
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	Targeted	_ All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth	\$16,500, Classified Salaries (2000-2999), LCFF Supplemental and Concentration

proficient.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Funding
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1) Reduce percentage of students who are suspended 5% over previous year or maintain at 6% or lower 2) Maintain percentage of students who are expelled at <2% 3) Establish baseline for percent of parents rating satisfied or highly satisfied with the school climate 4) Improve average composite student rating on school climate in YouthTruth survey or reach average of 4.0. 5) Facilities will receive a rating of good or better		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure the safety and good condition of the facilities through ongoing maintenance and repair.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$55,000, Services and Other Operating Expenditures (5000-5999), Other funding sources
Implement PBIS/RtI	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$43,939, Certificated Salaries (1000-1999), Other funding sources
Utilize support staff to ensure a safe and welcoming environment for students and parents.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$170,000, Classified Salaries (2000-2999), LCFF base funding

Provide professional development to teachers in classroom management.	Charter-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$8,000, Certificated Salaries (1000-1999), LCFF base funding
Provide socio-emotional counseling services to students and families on a referral basis.	Targeted	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$40,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
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.	Targeted	_ All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient _ Other Subgroups: _____	\$16,995, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 1) Reduce percentage of students who are suspended 5% over previous year or maintain at 6% or lower 2) Maintain percentage of students who are expelled at <2% 3) Establish baseline for percent of parents rating satisfied or highly satisfied with the school climate 4) Improve average composite student rating on school climate in YouthTruth survey or reach average of 4.0. 5) Facilities will receive a rating of good or better
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure the safety and good condition of the facilities through ongoing maintenance and	Charter-Wide	<u>X</u> All -----	\$60,000, Services and Other

repair.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Operating Expenditures (5000-5999), LCFF base funding
Implement PBIS/RtI	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$45,258, Certificated Salaries (1000-1999), LCFF base funding
Utilize support staff to ensure a safe and welcoming environment for students and parents.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$200,000, Classified Salaries (2000-2999), LCFF base funding
Provide professional development to teachers in classroom management.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$8,000, Certificated Salaries (1000-1999), LCFF base funding
Provide socio-emotional counseling services to students and families on a referral basis.	Targeted	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$40,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding

<p>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.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$17,505, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding</p>
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GOAL:	Parents and students will be engaged in a culture of college success.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: <u>Strategic Plan Domain 2 and 3</u>
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Identified Need:	<p>Parents/Guardians are the first and most important teachers of our students. We firmly believe that we can only accomplish our mission of college success by working closely with students and their families.</p> <p>In our work with parents and families, we hope to do the following:</p> <ul style="list-style-type: none"> • Work together with parents to create an excellent learning environment • Collaborate with parents to develop school policies • Provide parents with workshops on preparing their children for college • Empowering parents to be advocates for their children on the path to college <p>Students are the focus of all DCP programs. Our primary goal is to prepare students to succeed in college. This requires a high level of engagement from them in learning about themselves as learners, in charting their own educational pathway, and in supporting one another on the journey to college success.</p> <p>In LCAP surveys and meetings, parents and students consistently identified programs to improve student readiness for college and career as a top priority. The programming that supports a college going culture is essential to achieve that goal.</p>
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Maintain an attendance rate of 94% or better 2) Reduce percentage of students classified as truant 3) Maintain middle school dropout rate < 1% 4) NA: School will only go to grade 11 5) Establish a baseline percentage of parents reporting being meaningfully involved with the school
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement College Success Programming to support a college going environment and	Charter-Wide	<u>X</u> All -----	a. \$13,000, Certificated

culture		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Salaries (1000-1999), LCFF base funding b. \$4,200, Classified Salaries (2000-2999), LCFF base funding c. \$8,500, Books and Supplies (4000-4999), LCFF base funding d. \$42,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	a. \$39,900, Certificated Salaries (1000-1999), LCFF base funding b. \$37,080, Classified Salaries (2000-2999), LCFF base funding c. \$13,600, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Utilize technology to facilitate home-school communication and student/parent	Charter-Wide	<input checked="" type="checkbox"/> All -----	\$12,000, Service and Other

engagement.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Operating Expenditures (5000-5999), LCFF base funding
Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$22,000, Service and Other Operating Expenditures (5000-5999), Other funding sources
Provide staff training on how to meet the needs of foster youth and AB540 students.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
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.	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$15,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 1) Maintain an attendance rate of 95% or better 2) Reduce percentage of students classified as truant 3) Maintain middle school dropout rate < 1% 4) Establish baseline high school dropout rate 5) Improve % of parents reporting being meaningfully involved with the school
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement College Success Programming to support a college going environment and culture	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	a. \$13,000, Certificated Salaries (1000-1999), LCFF base funding b. \$169,200, Classified Salaries (2000-2999), LCFF base funding c. \$8,500, Books and Supplies (4000-4999), LCFF base funding d. \$43,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth	a. \$40,900, Certificated Salaries (1000-1999), LCFF base funding

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	b. \$38,192, Classified Salaries (2000-2999), LCFF base funding c. \$15,600, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Utilize technology to facilitate home-school communication and student/parent engagement.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$13,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$23,000, Service and Other Operating Expenditures (5000-5999), Other funding sources
Provide staff training on how to meet the needs of foster youth and AB540 students.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
Provide translation services and staff support to ensure that Spanish speaking parents (and	School-Wide	<input type="checkbox"/> All -----	\$15,000, Classified Salaries

any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(2000-2999), LCFF Supplemental and Concentration Funding
Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1) Maintain an attendance rate of 95% or better 2) Reduce percentage of students classified as truant 3) Maintain middle school dropout rate < 1% 4) Improve high school dropout rate or maintain at 7% or lower 5) Improve % of parents reporting being meaningfully involved with the school or reach 80% positive ratings
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement College Success Programming to support a college going environment and culture	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	a. \$13,000, Certificated Salaries (1000-1999), LCFF base funding b. \$229,150, Classified Salaries (2000-2999), LCFF base funding c. \$8,500, Books and Supplies

			(4000-4999), LCFF base funding d. \$45,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	Charter-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	a. \$41,900, Certificated Salaries (1000-1999), LCFF base funding b. \$39,338, Classified Salaries (2000-2999), LCFF base funding c. \$15,600, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Utilize technology to facilitate home-school communication and student/parent engagement.	Charter-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	\$16,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	Charter-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners	\$25,000, Service and Other Operating Expenditures

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(5000-5999), LCFF base funding
Provide staff training on how to meet the needs of foster youth and AB540 students.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
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.	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$15,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Strategic Plan Goals: 1, 4, 5
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) 100% of teachers have appropriate credentials 2) School provides standards-aligned materials and technology for all courses. 3) Teachers participate in professional development with a focus on literacy 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers had appropriate credentials to the subject area. 2. All students were provided with standards-aligned materials and technology. 3. English teachers participated in literacy training Aug. 6-8, 2014. In addition, follow-up coaching was provided throughout the year. Teachers were trained in literacy assessments on 11/5, 11/11, 11/12, 3/25 and 4/29.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	\$69,875; Funding Source: Yr 1: Other Yr: 2: LCFF Yr. 3: LCFF.	New classroom libraries were purchase and all classroom libraries were refreshed. Thousands of titles were purchase in all. Each academic content area purchased materials, with English and Math expending the most.	Due to savings in other areas of Goal 1, LCFF funds were used for this action. \$44,014, Books and Supplies (4000-4999), LCFF Base

			Funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Purchase computer and technology equipment to ensure a 21st century classroom.	\$57,231; Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF.	Chromebooks, classroom equipment, and computers for teacher use were purchased. Specialized computers also purchased for engineering program. School achieved 1:1 devices at the high school grades. All English and math classrooms have chromebook carts at the middle grades.	\$83,996, Books and Supplies (4000-4999), Other funding sources \$85,922, Capital Assets (9400-9489), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide elective course offerings in order to ensure access to a variety of courses.	\$154,390; Funding Source: LCFF.	Elective course offerings include Health and Wellness, Physical Education, Art, Intro to Engineering, and Computer Coding.	\$52,413, Certificated Salaries (1000-1999), LCFF base funding \$48,415,

			Classified Salaries (2000-2999), LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.	\$3,993; Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF.	DCP contracted with the the Silicon Valley New Teacher Project to support new teacher induction.	\$6,808, Employee Benefits (3000-3999), LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	\$14,973; Funding Source: LCFF.	Supplementary materials were purchased in English Language Arts to support the learning of English Learners.	\$8481, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding

Scope of Service:		Targeted	Scope of Service:		Targeted
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____			<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
Provide student materials for low-income families to support access to the educational program and content.	\$14,973; Funding Source: LCFF.		School planners were purchased for each student. Supplemental materials were purchased in English, math, and science classrooms.	\$9432, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding	
Scope of Service:		Charter-Wide	Scope of Service:		Charter-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____			<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on teacher and student feedback, the amount of funds for technology was increased substantially. Amount for teacher training also increased substantially based on identified needs.				

Original GOAL from prior year LCAP:	Students will be on track to being academically prepared for college success.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Strategic Plan Domains 1 and 3</u>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Teacher will participate in professional development to support student achievement 2) Establish baseline for student performance on CAASPP 3) Submit for initial A-G course approval for 2015-2016 retroactive to 2013-2014 4) Determine AP course offerings for 2015-2016 year 5) Improve AMAO I 6) Improve AMAO II 7) Establish baseline for initial CAHSEE pass rate 8) Students in grade 8 will have an average GPA of 2.75 or above 9) Establish baseline using new API metrics 10) NA: School will only have grade 10 in 2014-2015 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. All teachers participated in weekly professional development. They received training in online assessments using OARS, NWEA, Danielson Framework for teaching, and in how to coaching and advise students towards college admissions. 2. Results for spring 15 CAASPP not yet available. 3. All courses were submitted for A-G approval in May 2015. Initial approval has already been received for some courses. 4. AP courses offered in 15-1 will be AP Spanish Language and AP US History 5. AMAO I results for 14-15 not yet available; AMAO I for 13-14 was 48.1% 6. AMAO II results for 14-15 not yet available; AMAO II for 13-14 was 47.4% 7. CAHSEE pass rate was 70% in English and 68% in math 8. Students in grade 8 had an average GPA of 2.89 9. The API is currently suspended in California. 10. No graduation rate, as school only went up to grade 10 in 2014-2015
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement a research-based advisory program to prepare students to successfully enter and complete college.	\$17,249; Funding Source: LCFF.	All students has a teacher advisor. Teachers were supported by college lab staff and Director of College Success. Teachers received several sessions of professional development to improve practice as advisors.	\$4,500, Books and Supplies (4000-4999), LCFF base funding \$18,226, Services and Other Operating Expenses (5000-5999), LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide access for students to 1 or more AP classes by senior year.		Plan for AP course implementation was developed in 14-15. AP target classes for initial implementation are AP Spanish Language and AP US History. Courses will be offered in 15-16, which is the first year that the school will have juniors.	N/A
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All		<u>X</u> All	

<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Ensure that students in grade 9 and above are enrolled in courses that will satisfy A-G course requirements upon graduation.</p>		<p>All students were placed into A-G courses. Courses were submitted for initial A-G approval in May 2015, after the school successfully completed a WASC review for new schools that are expanding grade levels.</p>	<p>N A</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>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.</p>	<p>\$53,238; Funding Source: LCFF.</p>	<p>Students were offered structured intervention both in-class, during advisory, and after school. Teachers were supported by the assistant principal, principal, and counselor of student success to identify students and design interventions.</p>	<p>\$39,145, Certificated Salaries (1000-1999), LCFF base funding \$27,938, Classified Salaries (2000-2999), LCFF base funding</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>-----</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	\$7,000; Funding Source: LCFF.	This action was erroneously funded for 14-15. It was not needed this year due to the school not having juniors or seniors. Naviance will be purchased in 15-16 and Beyond12 in 16-17.	N/A
Scope of Service:		Scope of Service:	
<input checked="" type="checkbox"/> All -----		<input checked="" type="checkbox"/> All -----	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide training and professional development for teachers to support academic programs.	\$36,934; Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF.	Teachers met in by department and advisory teams on Wednesdays to engage in professional development. All teachers were coached by a site administrator. New teachers participated in induction.	\$630, Services and Other Operating Expenditures (5000-5999), LCFF base funding \$19,455, Employee Benefits (3000-3999), LCF base funding
Scope of Service:		Scope of Service:	
<input checked="" type="checkbox"/> All -----		<input checked="" type="checkbox"/> All -----	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	\$21,295; Funding Source: LCFF.	OARS, NWEA, and Powerschool were all used to house academic data and monitor student progress towards academic goals. In addition, the school launched the use of Schoolzilla to improve data analytics and real time monitoring of students progress.	\$3,340, Books and Supplies (4000-4999), Other funding sources \$6,638, Services and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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.	\$32,000; Funding Source: LCFF.	College Success Framework was launched in 14-15. Framework is grounded in research regarding the success of low-income, English Learners, foster youth, and reclassified students. Director of College Success led the redesign and launch of the framework.	\$32,000, Services and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input type="checkbox"/> All		<input type="checkbox"/> All	

<p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
<p>Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.</p>	<p>\$8,000; Funding Source: LCFF.</p>	<p>Each class went on an excursion to support their learning and language development.</p>	<p>\$5,826, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding</p>
<p>Scope of Service:</p>		<p>Charter-Wide</p>	
<p>____All</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p>____All</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Advisory program and academic interventions both saw significant funding increases. Students reported that advisory programs and opportunities to improve grades are aspects of the school that they appreciate and want more of.</p>		

Original GOAL from prior year LCAP:	School environment will be safe and welcoming for all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: <u>Strategic Plan Domain 3</u>
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Reduce percentage of students who are suspended by 10% as compared to 2013-2014 school year 2) Maintain percentage of students who are expelled at <2% 3) Establish baseline for responses to school climate survey 4) Facilities will receive a rating of good or better 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Suspension rate declined 50.1% as compared to 2013-2014. Overall suspension rate at 7.78% (not certified). 2. Percentage of students who were expelled was 0.22% 3. Students had an average composite score of 3.17 out of 5 (High School) and 3.57 out of 5 (Middle School) on the School Culture measure on the YouthTruth survey 4. Facility received an overall rating of good.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure the safety and good condition of the facilities through ongoing maintenance and repair.	\$26,619; Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF.	Buildings and grounds were maintained in good repair. Air conditioning systems in the middle school classrooms needed substantial work due to the age of the systems. High school grade classrooms needed minor improvements to create a DCP-branded environment.	\$46,151, Services and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Implement PBIS/RtI	\$26,619; Funding Source: Yr 1: Other Yr 2: Other Yr 3: LCFF.	New middle school assistant principal was hired. Administrators implemented additional supports for teachers to cultivate a more positive learning environment.	\$30,073, Certificated Salaries (1000-1999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Utilize support staff to ensure a safe and welcoming environment for students and parents.	\$130,000; Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF.	Several new support staff were hired i 2014-2015. Training for staff has been developed at the central office level to foster improved customer service for staff, students, and parents.	\$157,148, Classified Salaries (2000-2999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	

Provide professional development to teachers in classroom management.	\$12,311; Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF.	Instructional coaching and support was provided by Director of Literacy	\$7,560, Services and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide socio-emotional counseling services to students and families on a referral basis.	\$36,000; Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF.	An experienced counselor was brought on board to work with students and families. She served students individually and in groups. She also provided services to families and crisis counseling when needed.	\$25,310, Services and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Targeted	Scope of Service:	Targeted
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
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	\$14,640; Funding Source: LCFF.	Guidance counselor maintained high degree of contact with families of all subgroups.	\$8,663, Classified Salaries (2000-2999),

<p>learner, or redesignated fluent English proficient.</p>			<p>LCFF Supplemental and Concentration Funding \$8000, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding</p>
<p>Scope of Service:</p>	<p>Targeted</p>	<p>Scope of Service:</p>	<p>Targeted</p>
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Due to co-location, the safety and climate of the school are of particular importance to students and families. For this reason, the first two actions regarding facilities and PBIS will see increases in funding.</p>		

Original GOAL from prior year LCAP:	Parents and students will be engaged in a culture of college success.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__ COE Only: 9__ 10__ Local: <u>Strategic Plan Domain 2 and 3</u>
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	1) Maintain an attendance rate of 95% or better 2) Reduce percentage of students classified as truant 3) Maintain middle school dropout rate < 1% 4) NA: School will only go to grade 10 5) Establish a baseline for parent reporting of being meaningfully involved with the school	Actual Annual Measurable Outcomes:	1. Attendance rate was 95.24% (uncertified). 2. Truancy rate was 26.12% 3. Dropout rate was 0.43% 4. The percentage of parents that attended school meetings remained high. We did not administer school climate surveys to parents for 14-15, as we focused on student voice.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement College Success Programming to support a college going environment and culture	\$68,700; Funding Source: LCFF.	All students participated in college success programming. This includes trips to colleges, classroom activities, college advising, guest speakers, etc.	a. \$12,000, Certificated Salaries (1000-1999), LCFF base funding b. \$4,200, Classified Salaries (2000-2999), LCFF base funding c. \$8,178, Books and Supplies (4000-4999), LCFF base funding

			d. \$39,521, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	\$49,310; Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF.	Students had access to a variety of athletics programming and extracurricular activities. Students were able to advocate for the creation of clubs based on their interests.	a. \$33,200, Certificated Salaries (1000-1999), Other funding sources b. \$36,000, Classified Salaries (2000-2999), Other funding sources c. \$12,269, Service and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

Utilize technology to facilitate home-school communication and student/parent engagement.	\$15,148; Funding Source: LCFF.	Helpcounter, SchoolReach, and Powerschool were all utilized to facilitate home-school communication and student/parent engagement.	\$10,402, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	\$9,700; Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF.	Numerous parent meetings, workshops, and trainings were held to provide parents with opportunities to both learn from and shape DCP programs.	\$21,818, Services and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide staff training on how to meet the needs of foster youth and AB540 students.	\$2,000; Funding Source: LCFF.	Staff received training from the Guidance Counselor and Registrar in meeting the needs of foster youth and AB540 students.	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
Scope of Service:	Targeted	Scope of Service:	Charter-Wide

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>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.</p>	<p>\$15,000; Funding Source: LCFF.</p>	<p>Translation support was available at all parent meetings, all materials sent home were translated, and all teachers/parents had access to translation services to facilitate school-home communication as needed.</p>	<p>\$15,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration funding</p>
<p>Scope of Service: Charter-Wide</p>		<p>Scope of Service: Charter-Wide</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.</p>	<p>\$2,000; Funding Source: LCFF.</p>	<p>The following services were provided:</p> <p>Community Forum about AB60/DACA Location: DCP El Primero; Date: December 18th, 2015</p> <p>Immigration Resource Fair DACA/CA DREAM ACT/ Location: Rocketship Fuerza; Date: February 21, 2015</p> <p>Forums on DACA and DAPA: Tuesday, May 19 at 6:30pmn (at DCP El Primero);</p> <p>DREAM Application Workshops at El Primero for Seniors: Saturday, Feb. 7, Tuesday, Feb 10, Thurs., Feb. 26</p>	<p>\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding</p>

Scope of Service:	Targeted	Scope of Service:	Targeted
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>College Success programming saw a significant increase in funding. This is an area that is central to the mission of DCP, and there is a high degree of alignment between parents, students, and families as to the importance of the programming to support students on the path to college.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$916,415
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Downtown College Prep Alum Rock (DCPAR) is located in the Alum Rock Union Elementary School District, which has an enrollment of unduplicated pupils above 55%. DCPAR is expected to have approximately an 83% unduplicated pupil population. Therefore, DCPAR receives both supplemental and concentration funding. DCPAR's total supplemental and concentration grant funding in the 2015-2016 school year is estimated to be \$916,415, which represents 66% of the total LCFF entitlement.

All DCP programs are specifically designed to target students who will be the first in their families to go to college. Our unduplicated count of 83% reflects the reality that the typical profile of the first generation student in San Jose is low-income, Latino, with Spanish as a primary language. As such, our use of LCFF funds for schoolwide programs are intended specifically to meet the needs of unduplicated pupils.

The LCFF Funding for unduplicated pupils is generally targeted in the following areas:

College Success Programming: Students are provided with comprehensive College Success Programming that is designed to foster academic rigor, engage students in self-discovery, and build their college knowledge. The College Success programming places a particular emphasis in supporting the college pathway low-income and English Language Learner students. The College Success programming is embedded within classroom practices, school culture practices, and extra-curricular activities. In addition, there is an explicit advisory time and college lab resources that provide specific support for students that are qualified as low-income and/or English Language Learners.

College Prep Course of Study: One of the most significant barriers to college access and completion for first generation students is the lack of academic preparation. Providing students with a variety of classes beginning in middle school that will prepare them to successfully

complete the A-G sequence in high school is essential. Providing students in high school with a variety of classes that will not only make them college eligible, but competitive applicants is also essential to the DCP mission. The college prep course of study that DCP provides also embeds pedagogy designed to support the success of students that are qualified as low-income and English learners. Reader's/Writer's Workshop strategies, GLAD strategies, SDAIE strategies, and UbD principles are used to design DCP curriculum.

Meaningful Engagement: Students that qualify as low-income, English Learner, and/or Foster Youth face multiple barriers to college success that their peers do not face. If not actively addressed, these barriers will lead to higher dropout rates and lower overall achievement. By proactively creating multiple ways for students to meaningfully engage, whether through athletics or extracurricular activities, we increase the likelihood that students will gain the non-cognitive skills necessary for long-term success. In addition, meaningful engagement includes the families. Low-income, non-English speaking families also face barriers to engaging with the school. For this reason, we have directed LCFF funds to support the technology and infrastructure to build a robust, ongoing partnership with all families, especially those that face the greatest barriers.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

21.30	%	
<p>The estimated Supplemental and Concentration Grant Funding for the 2015-2016 year for DCP Alum Rock is \$916,415. The current year Minimum Proportionality Percentage is 21.30%.</p> <p>The majority of the additional funding is provided for increased levels of College Success Programming and academic programs as compared to the 2014-2015 school year. These programs, consistent with the DCP mission and philosophy as well as the stated priorities of parents and students, are specifically designed to support the success of low-income, English Learner, first generation college students. Because the unduplicated pupil population comprises approximately 83% of our total enrollment, the majority of the increased services are implemented schoolwide.</p> <p>In addition, there are some targeted services such as supplementary materials, targeted family outreach, and specific staff professional development that are designed to meet the specific needs of unduplicated pupils.</p>		

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