

Local Control and Accountability Plan

Santa Clara County Office of Education

Downtown College Prep - Alum Rock



DCEP

July 1, 2016 - June 30, 2019

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 |
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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

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.

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.

Annual Update:

Family Engagement

Family engagement during the 15-16 school year continues to be frequent and ongoing. The LCAP was a standing agenda item on SSC and ELAC meetings. In addition, informal monthly cafecitos were held where parents could give input on a variety of aspects of the school.

Families this year have been interested in the transition to the high school program, extracurricular activities, college trips, programs to support higher performing students, and systems to improve communication between the school and home. Families have also been interested in the plans for the phase two of construction for the site, which will add to the overall programming.

Participating parents represented all students, including numerically significant subgroups.

Student Engagement

DCP administered YouthTruth surveys twice during 2015-2016 to collect comprehensive feedback from students regarding several LCAP related priorities (e.g. student engagement, academic program, college going culture, campus safety, etc). All students were provided the opportunity to take the survey. Staff engaged in analysis of themes of the survey data to better understand student priorities.

Annual Update:

There continues to be strong alignment and agreement between families, students, and the staff around the mission-centered actions and program of DCP schools. Students expressed a strong desire for extracurricular activities, especially after school sports. YouthTruth survey also indicates that although students have generally positive views of teachers, professional development focused in helping teachers to make the curriculum more challenging and relevant to students' lives would be beneficial.

Staff and parents see the need for robust college counseling, especially at the high school level.

The three main increases in funding in are the in areas of providing more electives, increasing college success staffing and programming, and increasing teacher professional development.

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?

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| 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: <u>Strategic Plan Goals: 1, 4, 5</u> |
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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: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All |
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LCAP Year 1: 2016-17

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| 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 instructional planning and differentiation strategies |
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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: _____ | - 4000-4999 Books and Supplies - LCFF Base: \$70,000 |
| 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: _____ | - 4000-4999 Books and Supplies - LCFF Base: \$80,000 |
| Provide elective course offerings in order to ensure access to a variety of courses. | Charter-Wide | <input checked="" type="checkbox"/> All ----- OR: | - 1000-1999 Certificated Salaries - LCFF |

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| | | <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: _____ | Base: \$110,000 - 2000-2999 Classified Salaries - LCFF Base: \$50,000 |
| 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: _____ | - 3000-3999 Employee Benefits - LCFF Base: \$30,000 |
| 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: _____ | - 4000-4999 Books and Supplies - LCFF S & C: \$15,000 |
| Provide student materials for low-income families to support access to the educational program and content. | Targeted | <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: _____ | - 4000-4999 Books and Supplies - LCFF S & C: \$15,000 |

LCAP Year 2: 2017-18

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| 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 instructional planning and differentiation strategies |
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| Actions/Services | Scope of Service | Pupils to be served within | Budgeted |
|------------------|------------------|----------------------------|----------|

| | | identified scope of service | 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: _____ | - 4000-4999 Books and Supplies - LCFF Base: \$80,000 |
| 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: _____ | - 4000-4999 Books and Supplies - LCFF Base: \$80,000 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$125,000 - 2000-2999 Classified Salaries - LCFF Base: \$55,000 |
| 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: _____ | - 3000-3999 Employee Benefits - LCFF Base: \$35,000 |
| Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or | Targeted | <input type="checkbox"/> All ----- OR: | - 4000-4999 Books and Supplies - LCFF S |

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| to support English language acquisition. | | <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: _____ | & C: \$17,000 |
| Provide student materials for low-income families to support access to the educational program and content. | Targeted | <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: _____ | - 4000-4999 Books and Supplies - LCFF S & C: \$17,000 |

LCAP Year 3: 2018-19

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| 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 instructional planning and differentiation strategies |
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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: _____ | - 4000-4999 Books and Supplies - LCFF Base: \$85,000 |
| 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: _____ | - 4000-4999 Books and Supplies - LCFF Base: \$85,000 |

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| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$125,000 - 2000-2999 Classified Salaries - LCFF Base: \$55,000 |
| 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: _____ | - 3000-3999 Employee Benefits - LCFF Base: \$35,000 |
| 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: _____ | - 4000-4999 Books and Supplies - LCFF S & C: \$20,000 |
| Provide student materials for low-income families to support access to the educational program and content. | Targeted | <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: _____ | - 4000-4999 Books and Supplies - LCFF S & C: \$20,000 |

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| GOAL: | Students will be on track to being academically prepared for college success. | Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8_X 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. 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: All Applicable Pupil Subgroups: All |
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LCAP Year 1: 2016-17

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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) Exiting 8th graders will either reach 80% at/above standard in ELA & Math on CAASPP or improve student proficiency 5% of the difference between prior year score and 80% 3) Percentage of graduates who completed A-G courses will be 80% or higher 4) At least 60% of graduating seniors will have taken 1 or more AP courses 5) AMAO I results will be 61% or higher or will improve 1% or more from previous year 6) AMAO II results will be 51% or higher or will improve 1% or more from previous year 7) Students in grade 8 will have an average GPA of 2.70 or above or average GPA will improve by 0.10 from previous year. 8) Rising senior UC/CSU GPA will be 3.0 or above or will improve by 0.10 from previous year. 9) Achieve 85% four year graduation rate or improve by 10% of difference between prior year and 85%. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Implement a research-based advisory | Charter-Wide | <u>X</u> All | - 1000-1999 |

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| <p>program to prepare students to successfully enter and complete college.</p> | | <p>----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p> | <p>Certificated Salaries - LCFF Base: \$23,500</p> |
| <p>Provide access for students to 1 or more AP classes by senior year.</p> | <p>Charter-Wide</p> | <p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p> | <p>- 1000-1999 Certificated Salaries - LCFF Base: \$30,000</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>Charter-Wide</p> | <p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p> | <p>- 1000-1999 Certificated Salaries - LCFF Base: \$85,000</p> |
| <p>Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)</p> | <p>Charter-Wide</p> | <p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p> | <p>- 4000-4999 Books and Supplies - LCFF Base: \$8,000</p> |
| <p>Provide training and professional development for teachers to support academic programs.</p> | <p>Charter-Wide</p> | <p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p> | <p>- 1000-1999 Certificated Salaries - LCFF Base: \$36,000 - 3000-3999 Employee Benefits - LCFF Base:</p> |

| | | | |
|--|--------------|---|---|
| | | | \$28,000 |
| Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals. | Charter-Wide | <u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$15,000 - 4000-4999 Books and Supplies - LCFF Base: \$5,000 |
| 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. | 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$37,000 |
| Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development. | 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000 |

LCAP Year 2: 2017-18

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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) Exiting 8th graders will either reach 80% at/above standard in ELA & Math on CAASPP or improve student proficiency 5% of the difference between prior year score and 80% 3) Percentage of graduates who completed A-G courses will be 80% or higher 4) At least 65% of graduating seniors will have taken 1 or more AP courses 5) AMAO I results will be 61% or higher or will improve 1% or more from previous year 6) AMAO II results will be 51% or higher or will improve 1% or more from previous year |
|--------------------------------------|--|

- 7) Students in grade 8 will have an average GPA of 2.75 or above or average GPA will improve by 0.10 from previous year.
- 8) Rising senior UC/CSU GPA will be 3.0 or above or will improve by 0.10 from previous year.
- 9) Achieve 85% four year graduation rate or improve by 10% of difference between prior year and 85%.

| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$175,000 - 4000-4999 Books and Supplies - LCFF Base: \$5,000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$60,000 - 3000-3999 Employee Benefits - LCFF Base: \$15,000 |
| 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 | - 1000-1999 Certificated Salaries - LCFF Base: \$90,000 |

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| | | <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) | 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: _____ | - 4000-4999 Books and Supplies - LCFF Base: \$8,000 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$110,000 - 3000-3999 Employee Benefits - LCFF Base: \$30,000 |
| 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$17,000 - 4000-4999 Books and Supplies - LCFF Base: \$5,000 |
| 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. | Targeted | <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 | - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$39,000 |

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| | | __ Other Subgroups: _____ | |
| Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development. | Targeted | <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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000 |

LCAP Year 3: 2018-19

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | 1) Teacher will participate in professional development to support student achievement 2) Exiting 8th graders will either reach 80% at/above standard in ELA & Math on CAASPP or improve student proficiency 5% of the difference between prior year score and 80% 3) Percentage of graduates who completed A-G courses will be 80% or higher 4) At least 70% of graduating seniors will have taken 1 or more AP courses 5) AMAO I results will be 61% or higher or will improve 1% or more from previous year 6) AMAO II results will be 51% or higher or will improve 1% or more from previous year 7) Students in grade 8 will have an average GPA of 2.80 or above or average GPA will improve by 0.10 from previous year. 8) Rising senior UC/CSU GPA will be 3.0 or above or will improve by 0.10 from previous year. (16-17 is a baseline). 9) Achieve 85% four year graduation rate or improve by 10% of difference between prior year and 85%. |
|--------------------------------------|---|

| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$195,000 - 4000-4999 Books and Supplies - LCFF Base: \$5,000 |

| | | | |
|---|--------------|--|--|
| | | | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000 |
| Provide access for students to 1 or more AP classes by senior year. | Charter-Wide | <u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$60,000 - 3000-3999 Employee Benefits - LCFF Base: \$15,000 |
| 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 | <u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$100,000 |
| Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12) | Charter-Wide | <u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____ | - 4000-4999 Books and Supplies - LCFF Base: \$8,000 |
| Provide training and professional development for teachers to support academic programs. | Charter-Wide | <u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient | - 1000-1999 Certificated Salaries - LCFF Base: \$115,000 - 3000-3999 |

| | | | |
|--|--------------|---|---|
| | | <u> </u> Other Subgroups: _____ | Employee Benefits - LCFF Base: \$35,000 |
| Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals. | Charter-Wide | <u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$17,000 - 4000-4999 Books and Supplies - LCFF Base: \$5,000 |
| 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. | Targeted | <u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,000 |
| Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development. | Targeted | <u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000 |

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| 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> |
|--------------|---|--|

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: 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$55,000 |
| Implement PBIS/RtI | Charter-Wide | <input checked="" type="checkbox"/> All ----- | - 1000-1999 Certificated |

| | | | |
|--|--------------|--|--|
| | | 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 - LCFF Base: \$45,000 |
| 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: _____ | - 2000-2999 Classified Salaries - LCFF Base: \$170,000 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$8,000 |
| Provide socio-emotional counseling services to students and families on a referral basis. | 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: _____ | - 3000-3999 Employee Benefits - LCFF Base: \$1,500 - 4000-4999 Books and Supplies - LCFF Base: \$1,500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$27,000 |
| Provide ongoing outreach through College | Targeted | <input type="checkbox"/> All | - 2000-2999 |

| | | | |
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| 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. | | ----- 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: _____ | Classified Salaries - LCFF S & C: \$10,000 |
|---|--|---|--|

LCAP Year 2: 2017-18

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|--------------------------------------|--|
| 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$60,000 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$45,000 |
| 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 | - 2000-2999 Classified Salaries - LCFF Base: \$200,000 |

| | | | |
|--|--------------|---|--|
| | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ | |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$8,000 |
| Provide socio-emotional counseling services to students and families on a referral basis. | 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: _____ | - 3000-3999 Employee Benefits - LCFF Base: \$2,000 - 4000-4999 Books and Supplies - LCFF Base: \$2,000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$36,000 |
| 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 | <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: _____ | - 2000-2999 Classified Salaries - LCFF S & C: \$10,000 |

LCAP Year 3: 2018-19

Expected Annual

1) Reduce percentage of students who are suspended 5% over previous year or maintain at 6% or lower

Measurable Outcomes:

- 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$60,000 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$50,000 |
| 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: _____ | - 2000-2999 Classified Salaries - LCFF Base: \$200,000 - 3000-3999 Employee Benefits - LCFF Base: \$15,000 |
| 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 | - 1000-1999 Certificated Salaries - LCFF Base: \$8,000 |

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|--|--------------|---|--|
| | | <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ | |
| Provide socio-emotional counseling services to students and families on a referral basis. | 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: _____ | - 3000-3999 Employee Benefits - LCFF Base: \$2,500 - 4000-4999 Books and Supplies - LCFF Base: \$2,500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$40,000 |
| 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 | <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: _____ | - 2000-2999 Classified Salaries - LCFF S & C: \$10,000 |

| | | |
|--------------|---|--|
| 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> |

LCAP Year 1: 2016-17

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|---|--|
| Expected Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1) Maintain an attendance rate of 95% or better 2) Less than 15% of students classified as truant or reduce percentage of students classified as truant by 2% as compared to previous year. 3) Maintain middle school dropout rate < 1% 4) Establish baseline high school dropout rate 5) 80% of families will report being meaningfully engaged with the school or the percent will improve by 5% over previous year (16-17 is a baseline) |
|---|--|

| 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 | - 1000-1999 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 - LCFF Base: \$7,800 - 2000-2999 Classified Salaries - LCFF Base: \$56,300 - 3000-3999 Employee Benefits - LCFF Base: \$16,200 - 4000-4999 Books and Supplies - LCFF Base: \$17,500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$72,200 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$17,000 - 2000-2999 Classified Salaries - LCFF Base: \$22,000 - 3000-3999 Employee Benefits - LCFF Base: \$5,000 |

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|---|--------------|---|---|
| | | | - 4000-4999 Books and Supplies - LCFF Base: \$22,000 |
| | | | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$29,000 |
| 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$13,000 |
| 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 __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$18,000 |
| Provide staff training on how to meet the needs of foster youth and AB540 students. | Targeted | __ All ----- OR: __ Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____ | - 1000-1999 Certificated Salaries - LCFF S & C: \$2,000 |
| Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically | School-Wide | __ All ----- OR: | - 2000-2999 Classified Salaries - LCFF S & C: |

| | | | |
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| significant subgroups) can be meaningfully engaged with the school. | | <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 |
| 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: _____ | - 2000-2999 Classified Salaries - LCFF S & C: \$2,000 |

LCAP Year 2: 2017-18

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | 1) Maintain an attendance rate of 95% or better 2) Less than 15% of students classified as truant or reduce percentage of students classified as truant by 2% as compared to previous year. 3) Maintain middle school dropout rate < 1% 4) Establish baseline high school dropout rate 5) 80% of families will report being meaningfully engaged with the school or the percent will improve by 5% over previous year |
|--------------------------------------|---|

| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$7,800 - 2000-2999 Classified Salaries - LCFF Base: \$112,950 - 4000-4999 Books and |

| | | | |
|--|--------------|--|---|
| | | | Supplies - LCFF Base: \$17,500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$72,200 - 3000-3999 Employee Benefits - LCFF Base: \$1,200 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$19,000 - 2000-2999 Classified Salaries - LCFF Base: \$23,000 - 3000-3999 Employee Benefits - LCFF Base: \$6,000 - 4000-4999 Books and Supplies - LCFF Base: \$23,000 - 5000-5999 Services and Other Operating Expenses - LCFF |

| | | | |
|---|--------------|---|---|
| | | | Base: \$29,000 |
| 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$16,000 |
| 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$18,000 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF S & C: \$2,000 |
| 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: _____ | - 2000-2999 Classified Salaries - LCFF S & C: \$15,000 |
| 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 | - 2000-2999 Classified Salaries - LCFF S & C: \$2,000 |

Redesignated fluent English proficient
 Other Subgroups: _____

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

- 1) Maintain an attendance rate of 95% or better
- 2) Less than 15% of students classified as truant or reduce percentage of students classified as truant by 2% as compared to previous year.
- 3) Maintain middle school dropout rate < 1%
- 4) Establish baseline high school dropout rate
- 5) 80% of families will report being meaningfully engaged with the school or the percent will improve by 5% over previous year

| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$7,800 - 2000-2999 Classified Salaries - LCFF Base: \$171,300 - 4000-4999 Books and Supplies - LCFF Base: \$17,500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$72,200 - 3000-3999 |

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| | | | Employee Benefits - LCFF Base: \$1,200 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF Base: \$19,000 - 2000-2999 Classified Salaries - LCFF Base: \$23,000 - 3000-3999 Employee Benefits - LCFF Base: \$6,000 - 4000-4999 Books and Supplies - LCFF Base: \$23,000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$29,000 |
| 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$16,000 |

| | | | |
|---|--------------|---|---|
| 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: _____ | - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000 |
| 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: _____ | - 1000-1999 Certificated Salaries - LCFF S & C: \$2,000 |
| 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: _____ | - 2000-2999 Classified Salaries - LCFF S & C: \$15,000 |
| 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: _____ | - 2000-2999 Classified Salaries - LCFF S & C: \$2,000 |

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?

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| 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 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE Only: 9 ___ 10 ___ Local: <u>Strategic Plan Goals: 1, 4, 5</u> |
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| Goal Applies to: | Schools: <input checked="" type="checkbox"/> All | Applicable Pupil Subgroups: <input checked="" type="checkbox"/> 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 math | Actual Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1. Goal Met: SCCOE audit indicated 100% of teachers met credentialing requirements 2. Goal Met: Students were provided with standards-aligned materials and technology for all courses. 3. Goal Met: The focus of professional development was on increasing the use of 1-on-1 and small group instruction for all teachers. Math will be a focus for 16-17. |
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LCAP Year: 2015-16

| 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. | \$55,000, Books and Supplies (4000-4999), LCFF base funding | Materials were purchased for all subject areas with a particular emphasis in the high school level science and engineering programs (Chemistry and robotics). Since both were being offered for the first time, expenditures were higher than initially planned. | \$67,207 Books and Supplies (4000-4999), LCFF base funding |
| Scope of Service: | <input checked="" type="checkbox"/> Charter-Wide | Scope of Service: | <input checked="" type="checkbox"/> Charter-Wide |

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| <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 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 |
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| __ Other Subgroups: _____ | | __ Other Subgroups: _____ | |
| Purchase computer and technology equipment to ensure a 21st century classroom. | \$60,000, Books and Supplies (4000-4999), LCFF base funding \$40,000, Capital Assets (9400-9489). LCFF base funding | Computer and technology equipment was purchased. Highlights were a 3D printer and Dell Mobile Workstations for the engineering program and ipads for middle school teachers to begin using the Confer app to improve formative assessments. Due to the Samsung award, we needed to expend less than planned on technology. | \$50,367 Books and Supplies (4000-4999), LCFF base funding \$22,111 Capital Assets (9400-9489), 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 elective course offerings in order to ensure access to a variety of courses. | \$55,000, Certificated Salaries (1000-1999), LCFF base funding \$50,000, Service and Other Operating Expenditures, LCFF base funding | Art, STEM, Health and Wellness were offered at the middle school level. Ethnic Studies, Intro to Engineering, and Robotics were offered at the high school level. | \$55,690, Certificated Salaries (1000-1000), LCFF based funding \$60444, Services and Other Operating Expenditures, LCFF base funding |
| Scope of Service: | Charter-Wide | Scope of Service: | Charter-Wide |
| <u>X</u> All ----- OR: | | <u>X</u> All ----- OR: | |

| | | | |
|---|--|---|---|
| <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ | | <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: _____ | |
| Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified. | \$16,000, Employee Benefits, (3000-3999), LCFF base funding | Six teachers participated in new teacher induction. | \$22,000, Employee Benefits (3000-3999), LCFF based 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 supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition. | \$9,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding | Supplementary materials were purchase with an emphasis on social studies and science classrooms. | \$14,401, 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. | \$9,000, Books and Supplies (4000-4999), | Supplementary Materials were purchased with an emphasis on science and social studies classrooms. | \$14,401, Books and Supplies (4000-4999), |

| | LCFF Supplemental and Concentration Funding | | LCFF Supplemental and Concentration Funding |
|---|---|-------------------|---|
| Scope of Service: | School-Wide | Scope of Service: | 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: _____ | <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? | Continued investment in the high school level science and engineering programs will be needed. We will also need to invest further in teacher professional development as we onboard new staff. Technology investments should be lower than initially anticipated. | | |

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| 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_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: Strategic Plan Domains 1 and 3 |
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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) 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 | Actual Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1. Goal Met: All teachers participated in ongoing professional development. Staff had full-day release days on Aug. 10-14, October 9, January 4/5, and February 26 as well as weekly collaboration and PD time on Wednesdays. 2. Goal Met: CAASPP baseline established in 2015 for grade 6-8. Grade 11 will establish baseline in 2016. Priority for improvement are 8th grade scores. Final spring 2016 CAASPP results not yet available. 3. Goal Met: All submitted A-G courses have been approved. Emphasis has been in lab science and engineering. 4. Goal Met: AP Spanish and AP US History were both offered. 5. Goal Met: AMAO I for 14-15 was 61.1%, which was a significant 13% improvement over 13-14 (48.1%) 6. Goal Met: AMAO II for 14-15 was 47.7%, which was a slight improvement over 13-14 (47.4%) 7. Not Applicable: The CAHSEE was discontinued for the 16-17 school year 8. Goal Not Met: Average GPA of exiting 8th graders was 2.35 9. Not Applicable: The state has not yet developed a new API. |
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LCAP Year: 2015-16

| 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. | \$19,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding \$4,500, Books and Supplies (4000-4999), LCFF base funding | 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. | \$9,396, Services and Other Operating Expenditures (5000-5999), LCFF base funding \$2,260, 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: _____ | |
| Provide access for students to 1 or more AP classes by senior year. | \$5,000, Certificated Salaries (1000-1999), LCFF base funding | AP US History and AP Spanish were both offered in the 16-17 school year. | \$5,000, Certificated Salaries (1000-1999), LCFF base funding |
| Scope of Service: | Charter-Wide | Scope of Service: | Charter-Wide |
| <u> X </u> All ----- OR: | | <u> X </u> All ----- OR: | |

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|---|--|---|---|
| <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 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: _____ | |
| 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. | \$40,319, Certificated Salaries (1000-1999), LCFF base funding \$58,905, Classified Salaries (2000-2999), LCFF base funding | Students were offered structured intervention both in-class, during advisory, and after school. Teachers were supported by the assistant principal, principal to identify students and design interventions. | \$85,550, Certificated Salaries (1000-1999), LCFF base funding |
| Scope of Service: | | Scope of Service: | |
| <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 student data systems to support college success programming. (e.g. Naviance, Beyond12) | \$4,500, Services and Other Operating Expenditures (5000-5999), LCFF base funding | Naviance was purchased for 15-16 and juniors used it frequently as part of advisory programming. | \$5,910, Services and Other Operating Expenditures (5000-5999), LCFF base funding |
| Scope of Service: | | Scope of Service: | |
| <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | | <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | |

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| <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ | | <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ | |
| Provide training and professional development for teachers to support academic programs. | \$24,000, Employee Benefits (3000-3999), LCFF base funding | Training was provided to all teachers. New teachers participated in new teacher induction with the Silicon Valley New Teacher Project. All teachers were also coached by a site administrator using the Danielson Framework. | \$35,316, Employee Benefits (3000-3999), LCFF base funding |
| Scope of Service: | | Scope of Service: | |
| Charter-Wide | | 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 assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals. | \$4,000, Books and Supplies (4000-4999), LCFF base funding \$14,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding | 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. | \$7,800, Books and Supplies (4000-4999), LCFF base funding \$16,568, Services and Other Operating Expenditures (5000-5999), LCFF base funding |
| Scope of Service: | | Scope of Service: | |
| Charter-Wide | | 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: _____ | |

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|--|--|--|--|
| 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. | \$35,200, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding | Director of College Success collaborated with the Director of Instructional Development to align advisory programming to the pedagogical approach used in the content areas. | \$17,600, Services and Other Operating Expenditures (5000-5999), 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 checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ | | <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: _____ | |
| Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development. | \$7,000, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding | Each class went on an excursion to support their learning and language development. | \$13,097, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding |
| Scope of Service: | School-Wide | Scope of Service: | 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: _____ | | <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: _____ | |
| What changes in actions, services, and expenditures will be made as a | We are dropping the CAHSEE and API goals, and will revisit the API as the state develops new measures. | | |

result of reviewing past progress
and/or changes to goals?

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| 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 |
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|--------------------------------------|---|------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ol 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 | Actual Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1. Goal Not Met: Suspension rate increased to 9.4% from 7.8%. This was primarily due to a few incidents in 8th grade that involved several students. 2. Goal Met: No students were expelled. 3. Goal Delayed: School did not select a survey instrument. 16-17 will be used to collect baseline data. 4. Goal Met: Average composite score increased significantly from 3.38 to 3.82. 5. Goal Met: Facility received a rating of good or better. Middle school enjoyed a new facility for 15-16. |
|--------------------------------------|---|------------------------------------|--|

LCAP Year: 2015-16

| 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. | \$50,000, Services and Other Operating Expenditures (5000-5999), Other funding sources | Building and grounds were maintained in good condition. The new construction of classrooms was completed this year at the middle school campus. There was a need for ongoing plumbing and electrical work as part of the new construction. | \$54,623, Services and Other Operating Expenditures (5000-5999), Other funding sources |

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|---|---|--------------|---|---|--------------|
| Scope of Service: | | Charter-Wide | Scope of Service: | | Charter-Wide |
| <u>X</u> All | | | <u>X</u> All | | |
| ----- | | | ----- | | |
| OR: | | | OR: | | |
| __Low Income pupils __English Learners __Foster Youth | | | __Low Income pupils __English Learners __Foster Youth | | |
| __Redesignated fluent English proficient | | | __Redesignated fluent English proficient | | |
| __Other Subgroups: _____ | | | __Other Subgroups: _____ | | |
| Implement PBIS/RtI | \$42,660, Certificated Salaries (1000-1999), Other funding sources | | New high school assistant principal was hired. Assistant principals trained staff on restorative justice disciplinary principles. Youthtruth survey indicated positive results. | \$42,775, Certificated Salaries (1000-1999), Other funding sources | |
| Scope of Service: | | Charter-Wide | Scope of Service: | | |
| <u>X</u> All | | | <u>X</u> All | | |
| ----- | | | ----- | | |
| OR: | | | OR: | | |
| __Low Income pupils __English Learners __Foster Youth | | | __Low Income pupils __English Learners __Foster Youth | | |
| __Redesignated fluent English proficient | | | __Redesignated fluent English proficient | | |
| __Other Subgroups: _____ | | | __Other Subgroups: _____ | | |
| Utilize support staff to ensure a safe and welcoming environment for students and parents. | \$160,000, Classified Salaries (2000-2999), LCFF base funding | | New operations manager and bilingual clerk were hired. Front office staff worked closely with the Director of Operations. Customer service for families was improved in the 15-16 school year. | \$186,238, Classified Salaries (2000-2999), LCFF base funding | |
| Scope of Service: | | Charter-Wide | Scope of Service: | | Charter-Wide |
| <u>X</u> All | | | <u>X</u> All | | |
| ----- | | | ----- | | |
| OR: | | | OR: | | |
| __Low Income pupils __English Learners __Foster Youth | | | __Low Income pupils __English Learners __Foster Youth | | |
| __Redesignated fluent English proficient | | | __Redesignated fluent English proficient | | |
| __Other Subgroups: _____ | | | __Other Subgroups: _____ | | |

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|--|--|--|---|
| Provide professional development to teachers in classroom management. | \$8,000, Certificated Salaries (1000-1999), Other Funding Sources | Site principals provided training and support to teachers in classroom management. Youthtruth and classroom observation data indicated positive results. | \$8,000, Certificated Salaries (1000-1999), Other Funding Sources |
| Scope of Service: | Charter-Wide | Scope of Service: | |
| <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. | \$40,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding | We had several intern counselors working with students. Stability of interns was a challenge. This is an ongoing area of need. | \$425, Employee Benefits (3000-3999), LCFF base funding \$376, Books and Supplies (4000-4999), LCFF base funding \$9804, Services and Other Operating Expenditures (5000-5999), LCFF base funding |
| Scope of Service: | Targeted | Scope of Service: | |
| <u>X</u> All ----- OR: | | <u>X</u> All ----- OR: | |

| | | | |
|--|---|--|---------------------------------------|
| <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ | | <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 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. | \$16,500, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding | We delayed the hire of a full time college counselor. Outreach was conducted by the Director of College Success and Site Administrators. This will shift to a full time counselor in 16-17. | No additional expenditures for 15-16. |
| Scope of Service: | Targeted | Scope of Service: | Targeted |
| <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: _____ | | <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: _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Need to continue to work on positive behavior and restorative justice implementation to bring down the suspension rate. | | |

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| 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 |
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| 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 | Actual Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1. Goal Met: Attendance rate was 95.47% 2. Goal Met: Percentage of students classified as truant dropped significantly to 11.36% from 24.8% in 14-15. 3. Goal Met: 0% middle school dropout 4. Not yet applicable. 2016-2017 will be the first year with a graduating class. 5. Goal delayed: School didn't select an instrument to measure families being meaningfully involved. Approximately 80% or more of families are attending at least one school event during the year. About 20% of families are frequently involved. Baseline will be established in 16-17 to gather more quantitative data. |
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LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|--|---|--|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Implement College Success Programming to support a college going environment and culture | a. \$13,000, Certificated Salaries (1000-1999), LCFF base funding b. \$4,200, Classified | All students participated in college success programming. This included trips to college, classroom activities, college advising, guest speakers, etc. The junior class went on the first junior trip. | a. \$7,800, Certificated Salaries (1000-1999), LCFF base funding b. \$1300, Classified |

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| | 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 | | Salaries (2000-2999), LCFF base funding c. \$14,749, Books and Supplies (4000-4999), LCFF base funding d. \$72,127, Service and Other Operating Expenditures (5000-5999), LCFF base funding e. \$1,109, Employee Benefits (3000-3999), 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. | a. \$39,900, Certificated Salaries (1000-1999), LCFF base funding | Students had access to a variety of athletics programming and extracurricular activities. Approximately 2/3 of all students participated in at least one sport or club during the year. | a. \$15,900, Certificated Salaries (1000-1999), LCFF base funding |

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| | b. \$37,080, Classified Salaries (2000-2999), LCFF base funding c. \$13,600, Service and Other Operating Expenditures (5000-5999), LCFF base funding | | b. \$29,467, Classified Salaries (2000-2999), LCFF base funding c. \$25,689, Service and Other Operating Expenditures (5000-5999), LCFF base funding d. \$5,366, Employee Benefits (3000-3999), LCFF base funding e. \$16,848, Books and Supplies (4000-4999), 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: _____ | |
| Utilize technology to facilitate home-school communication and student/parent engagement. | \$12,000, Service and Other Operating Expenditures | Powerschool and group messenger were the main tools used to communicate with the home. All families and students were provided with powerschool logins. | \$5,437, Service and Other Operating Expenditures |

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| | (5000-5999), LCFF base funding | | (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. | \$22,000, Service and Other Operating Expenditures (5000-5999), Other funding sources | Numerous parent meetings, workshops, and trainings were held to provide parents with opportunities to both learn from and shape DCP programs. Highlights were exhibitions of student learning such as history night and engineering night. | \$13,134, 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: _____ | |
| Provide staff training on how to meet the needs of foster youth and AB540 students. | \$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding | DCP had more AB540 students, so the emphasis was on supporting them and their families in knowing about their postsecondary education options. | \$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding |
| Scope of Service: | Targeted | Scope of Service: | Targeted |

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|--|--|--|--|
| <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: _____ | | <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 translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school. | \$15,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding | 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. There was a change in staffing at the middle school level, and this was managed to provide seamless support to families. | \$15,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding |
| Scope of Service: | School-Wide | Scope of Service: | 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: _____ | | <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 workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path. | \$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding | Workshops were offered to families and students regarding AB540/DREAM Financial Aid Application Support on the following dates: 11/17/16, 1/20/16; 1/22/16; 1/28/16; 1/29/16; 1/30; 16; 2/6/16; 2/27/16 | \$2,000, Classified Salaries (2000-2999), 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 checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | |

__Redesignated fluent English proficient
__ Other Subgroups: _____

__Redesignated fluent English proficient
__ Other Subgroups: _____

What changes in actions, services,
and expenditures will be made as a
result of reviewing past progress
and/or changes to goals?

Feedback from families has been to increase options to learn more about the educational program
and college going programs. We will be looking for opportunities to increase family engagement.

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.)

| | |
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| Total amount of Supplemental and Concentration grant funds calculated: | \$1,284,164 |
|--|-------------|

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 2016-2017 school year is estimated to be \$1,284,164, which represents 19.5% 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.

| | | |
|--|---|--|
| 24.26 | % | |
| <p>The estimated Supplemental and Concentration Grant Funding for the 2016-2017 year for DCP Alum Rock is \$1,284,164. The current year Minimum Proportionality Percentage is 24.26%.</p> <p>The majority of the additional funding is provided for increased levels of College Success Programming, teacher professional development, and academic programs as compared to the 2015-2016 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.