

Introduction:

LEA: Denair Charter Academy **Contact (Name, Title, Email, Phone Number):** Linda Covello, Chief Business Officer, lcovello@dusd.k12.ca.us, (209) 632-7514 **LCAP Year:** 2016/17

Local Control and Accountability Plan and Annual Update Template

Denair Charter Academy (DCA) was founded in 2001 as an independent learning program for students who do not wish or would otherwise not be able to attend school in a traditional school setting. Many students enter the school far behind in credits or after failing in a traditional high school. Since its inception, the staff has focused on meeting the unique needs of these students. Each lesson is the setting for intense and personal one-on-one teacher-student interaction. Support classes, tutorials, and electronic learning programs have been added to provide additional, focused instruction. Staff members have used their talents and interests to create and implement support and enrichment classes. Counseling services have been expanded to include planning for postsecondary education and careers. The school collaborates with the Careers in Manufacturing Program of the Stanislaus Economic Development and Workforce Alliance for post-graduation career opportunities. The school has continued to grow, indicating that it fulfills a real need in the communities, county, and adjacent counties from which the student population is drawn.

Denair residents comprise only eleven percent (11%) of DCA students. Forty-two percent (42%) of students reside in Turlock, and 30% reside in Modesto, the two largest cities in Stanislaus County. The remaining 17% reside in the other cities/towns in Stanislaus County (Ceres, Hughson, Empire, Keyes, Oakdale, Hickman, Newman, Patterson, Riverbank, Salida, and Waterford) and the counties of Calaveras, Merced, San Joaquin, Santa Clara, and Tuolumne.

While the majority of students are White, Not Hispanic/Latino, the number of Hispanic/Latino students has increased each year. The primary language of the majority of students is English although an increasing number have Spanish as their first language. The number of English Learners, Fluent English Proficient, and reclassified students has increased over the years. Ninety percent (90%) are Spanish speakers. Others include speakers of Assyrian and Portuguese.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Due to being a part of a small school District where all stakeholders are involved in multiple committees, Denair Charter Academy (DCA) decided to participate in the District's Stakeholder Advisory Committee to help eliminate multiple commitments for stakeholders. These Stakeholder Advisory Committee meetings included DCA Parents, DCA Staff, District Board members, Denair Unified Teachers' Association (DUTA) representatives, California School Employees' Association (CSEA) representatives and community members.</p>	<p>Throughout the 2015-2016 school year, the new goals, objectives, and metrics were being drafted and reviewed with input and support from stakeholders.</p>

District-wide stakeholder meetings:
 2/24/16 included a representative from DUTA (CTA), CSEA, the Board, certificated staff, classified staff, management staff, parents, and DELAC where we discussed draft goals and objectives needed to meet those goals for DCA. Concerns: (1) Attract and retain highly qualified teachers should be included in our number one priority; (2) Ongoing training needed to maintain highly qualifications for staff; (3) How to utilize outside resources to support learning at DCA; (4) Increase community partnerships; (5) Describe resources as mentioned in goal one; (6) Address dual enrollment in supporting pursuit of higher education, DREAM Act; (7) How to address the Digital Divide; (8) Can additional transportation be provided (9) Align individualized learning plans to new LCAP goals; (10) Parents need training on computer skills to help them support their students; (11) Attendance incentives to support more students attending school more consistently
 4/27/16
 All stakeholders provided a numerical listing of priorities for DCA priorities
 5/20/16
 Draft LCAP was shared and reviewed

DCA staff meeting held on 5/2/16 to review, discuss and revise the DCA goals, objectives and metrics.

DCA parent meeting held on 2/9/16 to review the WASC Accreditation process and recommendations.

The Denair Charter Academy Local Control Accountability Plan (LCAP) was posted to the DUSD website as a work in progress and made available to the public for inspection on June 6, 2016. A public hearing on the LCAP plan was conducted June 9, 2016. The plan was reviewed with the Board of Trustees as an Information and Study item during the June 9, 2016 Board meeting.

Annual Update:

While the Board was developing a new Mission and Vision statement, DCA was going through the WASC Accreditation mid-year review which affected the site's priorities and focus for the next three years.

Aligned the order of LCAP goals and objectives to DCA's priorities, so that the first objective listed addresses the need for highly qualified teachers. Additionally, all objectives were aligned to order of DCA priority based on stakeholder input and number of resources allocated to each objective. Objectives and expenditures were updated to reflect NEU. Updated Goal 4 objectives to include parent involvement in NEU. Updated Goal 5 objectives to include transportation, Positive Behavioral Intervention Systems, and student incentives.

DCA's staff and parents reviewed goals, objectives and metrics for DCA and were encouraged to attend the District's Stakeholder Advisory Committee to continue providing input related to both DCA's LCAP and the District's LCAP.

The Draft LCAP was approved at the June 23, 2016 Board Meeting still as a work in progress. It was discussed that the LCAP would come back to the Board throughout the fiscal year to create more of a working document as well.

Annual Update:

Goals were revised to address needs mentioned throughout the WASC Accreditation mid-year review process.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Provide all stakeholders the necessary resources to successfully implement and continually improve state standards in a personalized learning environment.	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 : Specify
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Identified Need :	<p>Need: Continually improve the qualifications of staff in each position in the District Metric: Rate of staff receiving professional development relevant to their positions</p> <p>Need: Retain highly qualified staff Metric: Number of staff retained each school year</p> <p>Need: Fully implement and continually improve K-12 reading/language arts implementation of the State Standards Metric: California Assessment of Student Performance and Progress (CAASPP – statewide assessments)</p> <p>Need: Fully implement and continually improve K-12 math implementation of the State Standards Metric: CAASPP</p> <p>Need: Science adoptions aligned with Next Generation Science Standards Metric: Site audit and inventory of instructional materials</p> <p>Need: Continually improve standards-based Science Program Metric: CST</p> <p>Need: Social Science adoptions aligned with the State Standards Metric: Site audit and inventory of instructional materials</p> <p>Need: Continually improve standards-based Social Science Program Metric: Participation</p> <p>Need: Fully implement and continually improve ELD implementation of the State Standards Metric: CELDT (percentage of students making progress towards English Proficiency), Renaissance Place, SOLOM, RFEP status</p> <p>Need: Modern Language adoptions aligned with the State Standards Metric: Site audit and inventory of instructional materials</p> <p>Need: Physical Education curriculum aligned with state frameworks Metric: Site audit</p> <p>Need: Continually improve standards-based Physical Education Program Metric: Fitness Gram</p> <p>Need: Develop and continually improve the District’s wellness policy Metric: Wellness committee participation</p>
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Goal Applies to:	Schools: DCA
	Applicable Pupil Subgroups: All Low Income Pupils English Learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training • Review/update all job descriptions • 100% completion rate of evaluations with appropriate recommendations • CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores; • RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination • Science texts and curriculum will be 100% aligned with state standards • CST: 5% increase for those students scoring Proficient and Advanced • Social Science texts and curriculum will be 100% aligned with state standards • Maintain or increase participation in social science program • Modern Language texts and curriculum will be 100% aligned with state standards • Physical Education curriculum will be 100% aligned with state standards • 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve the qualifications of staff in each position at DCA	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development Educator Effectiveness 3940 Professional Development LCFF Supplemental 11816 Site Staff Development Lottery 1200 Additional Professional Development One-time Unrestricted 4629
Retain highly qualified staff	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1035062 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 313225 Special Education Teachers, Substitutes, Benefit Plans Special Education 39915
Fully implement and continually improve K-12	Charter-wide	<input checked="" type="checkbox"/> All	Technology LCFF Supplemental 1004

reading/language arts implementation of the State Standards		OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Lottery 8013 Assessments LCFF Base 1170
Fully implement and continually improve K-12 math implementation of the State Standards	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional teacher hours and benefits One-time Unrestricted 4919 Additional teacher hours and benefits LCFF Supplemental 8101
Science materials aligned with Next Generation Science Standards	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental Instructional Materials LCFF Supplemental 100 Instructional Materials Lottery 600
Fully implement and continually improve standards-based Science Program	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development One-time Unrestricted 800 Instructional Materials One-time Unrestricted 750
Social Science adoptions aligned with the State Standards	Charter-wide	<u>X</u> All OR:	Textbooks Lottery Prop 20 7358

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Fully implement and continually improve standards-based Social Science Program	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development LCFF Supplemental 1500
Fully implement and continually improve ELD implementation of the State Standards	Charter-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: (Specify)	Technology LCFF Supplemental 4500 Supplemental Instructional Materials LCFF Supplemental 4481 Professional Development LCFF Supplemental 2012
Modern Language adoptions aligned with the State Standards	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: (Specify)	Textbooks/Library Books Lottery Prop 20 1000
Physical Education curriculum aligned with state frameworks	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Physical Education curriculum and supplies Lottery 3000

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Continually improve standards-based Physical Education Program</p>	<p>Charter-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Physical Education Supplies LCFF Supplemental 2000</p>
<p>Develop and continually improve the District's wellness policy</p>	<p>Charter-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Meeting Supplies One-time Unrestricted 2000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training
- Review/update all job descriptions
- 100% completion rate of evaluations with appropriate recommendations
- CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores;
- RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination
- Science texts and curriculum will be 100% aligned with state standards
- CST: 5% increase for those students scoring Proficient and Advanced
- Social Science texts and curriculum will be 100% aligned with state standards
- Maintain or increase participation in social science program
- Modern Language texts and curriculum will be 100% aligned with state standards
- Physical Education curriculum will be 100% aligned with state standards
- 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve the qualifications of staff in each position at DCA	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development Educator Effectiveness 3000 Site Staff Development Lottery 1200 Professional Development LCFF Supplemental 10000 Additional Professional Development One-time Unrestricted 4500
Retain highly qualified staff	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1064696 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 322193 Special Education Teachers, Substitutes, Benefit Plans Special Education 41058
Fully implement and continually improve K-12 reading/language arts implementation of the State	Charter-wide	<u>X</u> All	Technology LCFF Supplemental 1000

Standards		OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks Lottery Prop 20 8000 Assessments LCFF Base 1000
Fully implement and continually improve K-12 math implementation of the State Standards	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional teacher hours and benefits One-time Unrestricted 4250 Additional teacher hours and benefits LCFF Supplemental 7000
Science adoptions aligned with Next Generation Science Standards	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental Instructional Materials LCFF Supplemental 100 Instructional Materials LCFF Supplemental 600
Fully implement and continually improve standards-based Science Program	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 1500
Social Science adoptions aligned with the State Standards	Charter-wide	<u>X</u> All OR:	Textbooks Lottery Prop 20 7500

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Fully implement and continually improve standards-based Social Science Program	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development LCFF Supplemental 1500
Fully implement and continually improve ELD implementation of the State Standards	Charter-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: (Specify)	Technology LCFF Supplemental 4500 Supplemental Instructional Materials LCFF Supplemental 4500 Professional Development LCFF Supplemental 2000
Modern Language adoptions aligned with the State Standards	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: (Specify)	Textbooks/Library Books Lottery Prop 20 1000
Physical Education curriculum aligned with state frameworks	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Physical Education curriculum and supplies Lottery Prop 20 3000

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Continually improve standards-based Physical Education Program</p>	<p>Charter-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Physical Education Supplies LCFF Supplemental 2000</p>
<p>Develop and continually improve the District's wellness policy</p>	<p>Charter-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Meeting Supplies LCFF Supplemental 2000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training
- Review/update all job descriptions
- 100% completion rate of evaluations with appropriate recommendations
- CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores;
- CAHSEE (currently suspended): 5% increase for 10th grade students passing;
- RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination
- Science texts and curriculum will be 100% aligned with state standards
- CST: 5% increase for those students scoring Proficient and Advanced
- Social Science texts and curriculum will be 100% aligned with state standards
- Maintain or increase participation in social science program
- Modern Language texts and curriculum will be 100% aligned with state standards
- Physical Education curriculum will be 100% aligned with state standards
- 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve the qualifications of staff in each position at DCA	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 10000
Retain highly qualified staff	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans <hr/> LCFF Base 1094892 <hr/> Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 331330 <hr/> Special Education Teachers, Substitutes, Benefit Plans Special Education 42222

<p>Fully implement and continually improve K-12 reading/language arts implementation of the State Standards</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Technology LCFF Supplemental 1000 Textbooks Lottery Prop 20 8000 Assessments LCFF Base 1000</p>
<p>Fully implement and continually improve K-12 math implementation of the State Standards</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Additional teacher hours and benefits LCFF Supplemental 10000</p>
<p>Science adoptions aligned with Next Generation Science Standards</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental Instructional Materials LCFF Supplemental 100 Instructional Materials Lottery 600</p>
<p>Fully implement and continually improve standards-based Science Program</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 1500</p>

Social Science adoptions aligned with the State Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks Lottery Prop 20 7500
Fully implement and continually improve standards-based Social Science Program	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 1500
Fully implement and continually improve ELD implementation of the State Standards	Charter-wide	<input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Technology LCFF Supplemental 4500 Supplemental Instructional Materials LCFF Supplemental 4500 Professional Development LCFF Supplemental 2000
Modern Language adoptions aligned with the State Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks/Library Books Lottery Prop 20 1000
Physical Education curriculum aligned with state frameworks	Charter-wide	<input checked="" type="checkbox"/> All OR:	Physical Education curriculum and supplies Lottery Prop 20

		<ul style="list-style-type: none"> <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: (Specify) 	3000
Continually improve standards-based Physical Education Program	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: <ul style="list-style-type: none"> <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: (Specify) 	Physical Education Supplies LCFF Supplemental 2000
Develop and continually improve the District's wellness policy	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: <ul style="list-style-type: none"> <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: (Specify) 	Meeting Supplies LCFF Supplemental 2000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	All students have the right to a safe and healthy environment to achieve social, emotional, and academic success.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Improve services that promote physical, emotional and mental health Metric: Participation, CHKS Need: Increase access to Social Services for low income pupils and foster youth Metric: Participation Need: Continually provide functional, safe, and clean classrooms, facilities, and grounds Metric: Likert Scale Survey, Master Facility Plan Need: Maintain Equipment Replacement Reserve Metric: Master Equipment Plan Need: Provide new and modernized facilities Metric: Master Facility Plan
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Goal Applies to:	Schools: DCA
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students Maximize state/local funding to provide new and modernized facilities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve services that promote physical, emotional and mental health	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 Other Subgroups: (Specify)	Medical Supplies Lottery 150 Nutritional food options Lottery 600 Additional special education services Special Education 2305

<p>Increase access to Social Services for low income pupils and foster youth</p>	<p>Charter-wide</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Additional counseling services LCFF Supplemental 23359</p>
<p>Continually provide functional, safe, and clean classrooms, facilities, and grounds</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Custodial supplies and services LCFF Base 9695 Ongoing Utilities LCFF Base 34540 Maintenance supplies and services Maintenance 35190</p>
<p>Maintain equipment replacement reserve</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Reserve for Equipment Replacement and Maintenance LCFF Base 1000 Reserve for Equipment Replacement and Maintenance Lottery 4200 Reserve for Equipment Replacement and Maintenance LCFF Supplemental 11799</p>
<p>Provide new and modernized facilities</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Facility Updates/Repairs Maintenance 3712</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
- Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed
- 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students
- Maximize state/local funding to provide new and modernized facilities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve services that promote physical, emotional and mental health	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 Other Subgroups: (Specify)	Medical Supplies Lottery 150 Nutritional food options Lottery 600 Additional special education services Special Education 2000
Increase access to Social Services for low income pupils and foster youth	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Additional counseling services LCFF Supplemental 24028
Continually provide functional, safe, and clean classrooms, facilities, and grounds	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 Other Subgroups: (Specify)	Custodial supplies and services LCFF Base 10000 Ongoing utilities LCFF Base 36000 Maintenance supplies and services Maintenance 35000

Maintain equipment replacement reserve	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Reserve for Equipment Replacement and Maintenance LCFF Base 1000 Reserve for Equipment Replacement and Maintenance Lottery 4200 Reserve for Equipment Replacement and Maintenance LCFF Supplemental 10000
Provide new and modernized facilities	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Facility Updates/Repairs Maintenance 4000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students Maximize state/local funding to provide new and modernized facilities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve services that promote physical, emotional and mental health	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Medical supplies Lottery 150 Nutritional food options Lottery 600 Additional special education services Special Education 2000
Increase access to Social Services for low income pupils	Charter-wide	<input type="checkbox"/> All	Additional counseling services LCFF Supplemental 24709

and foster youth		OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Continually provide functional, safe, and clean classrooms, facilities, and grounds	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Custodial supplies and services LCFF Base 10000 <hr/> Ongoing Utilities LCFF Base 36000 <hr/> Maintenance supplies and services Maintenance 35000
Maintain equipment replacement reserve	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Reserve for Equipment Replacement and Maintenance LCFF Base 1000 <hr/> Reserve for Equipment Replacement and Maintenance Lottery 4200 <hr/> Reserve for Equipment Replacement and Maintenance LCFF Supplemental 10000
Provide new and modernized facilities	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Facility Updates/Repairs Maintenance 4000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	All students will engage their individual learning styles to acquire 21st Century Skills as they pursue higher education or Career Technical Pathways.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Increase Intervention Support for low income students and foster youth Metric: Participation Need: Implement and continually improve a process for two-year tracking of reclassification Metric: Participation Need: Develop and continually improve an effective Career Technical Educational Plan Metric: CTAP, Certification EAP Need: Improve standards-based Modern Language Program Metric: Participation
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Goal Applies to:	Schools: DCA
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Technology Survey: Maintain/increase participation; 5% increase in number of correct answers • CIM: 5% increase for students participating in CIM or work experience • EAP: Maintain/ increase participation • 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment • 5% Increase in students being reclassified based on CELDT and/or Renaissance Place Benchmarks
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Intervention Support for low income pupils and foster youth	Charter-wide	_ All	Summer Program LCFF Supplemental 9261
		OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Summer Program One-time Unrestricted 6656

Implement and continually improve a process for two-year tracking of reclassification	Charter-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 5000
Develop and continually improve an effective Career Technical Educational Plan	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 <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Counseling Services LCFF Supplemental 91041 <hr/> Online licenses for A-G Courses through Cyber High Lottery 10000 <hr/> Additional online licenses for A-G Courses through Cyber High One-time Unrestricted 5830
Continually improve standards-based Modern Language Program	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 10000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Technology Survey: Maintain/increase participation; 5% increase in number of correct answers • CIM: 5% increase for students participating in CIM or work experience • EAP: Maintain/ increase participation • 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment • 5% Increase in students being reclassified based on CELDT and/or Renaissance Place Benchmarks
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Intervention Support for low income pupils and foster youth	Charter-wide	<u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Summer Program LCFF Supplemental 15000
Implement and continually improve a process for two-year tracking of reclassification	Charter-wide	<u> </u> All OR: Low Income pupils English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 5000
Develop and continually improve an effective Career Technical Educational Plan	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Counseling Services LCFF Supplemental 93647 Online licenses for A-G Courses through Cyber High Lottery 10000

<p>Improve standards-based Modern Language Program</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 10000</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Technology Survey: Maintain/increase participation; 5% increase in number of correct answers CIM: 5% increase for students participating in CIM or work experience EAP: Maintain/ increase participation 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment 5% Increase in students being reclassified based on CELDT and/or Renaissance Place Benchmarks</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Increase Intervention Support for low income pupils and foster youth</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Summer Program LCFF Supplemental 15000</p>
<p>Implement and continually improve a process for two-year tracking of reclassification</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 5000</p>
<p>Develop and continually improve an effective Career</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Counseling Services LCFF Supplemental 96303</p>

<p>Technical Educational Plan</p>		<p>OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Online licenses for A-G Courses through Cyber High Lottery 10000</p>
<p>Improve standards-based Modern Language Program</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 10000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Expand opportunities to increase parental involvement, collaboration, and community partnerships.	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Continually improve family and community involvement Metric: Participation Need: Increase outreach partnerships to provide direct/indirect support to students, staff, and community Metric: Grants received, Participation Need: Increase ELD support and increase computer access for English Learner parents Metric: Participation Need: Ongoing communication with Multi-Agencies; Intervention and Remedial Support; Ensure smooth transitions for foster youth Metric: Participation
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Goal Applies to:	Schools: DCA
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences , DELAC, DAC • 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college • 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve family and community involvement	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Parent outreach services One-time Unrestricted 11500

<p>Increase outreach partnerships to provide direct/indirect support to students, staff, and community</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Ongoing website maintenance LCFF Base 1200</p>
<p>Increase ELD support and Increase computer access for English learner parents</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Extra classified hours for parent outreach LCFF Supplemental 301</p>
<p>Ongoing communication with Multi-agencies for foster youth</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Extra classified hours for ongoing communication LCFF Base 309</p>
<p>Intervention and Remedial Support; Ensure smooth transitions for foster youth</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Summer Program LCFF Supplemental 2000</p>

LCAP Year 2: 2017-18

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences , DELAC, DAC • 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college • 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program |
|--------------------------------------|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve family and community involvement	Charter-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Parent outreach services LCFF Supplemental 11500
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Charter-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Ongoing website maintenance LCFF Base 1200
Increase ELD support and Increase computer access for English learner parents	Charter-wide	<u> </u> All ----- OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Extra classified hours for parent outreach LCFF Supplemental 500

Ongoing communication with Multi-agencies; Intervention and Remedial Support	Charter-wide	<input type="checkbox"/> All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Extra classified hours for ongoing communication LCFF Base 500
Intervention and Remedial Support; Ensure smooth transitions for foster youth	Charter-wide	<input type="checkbox"/> All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Summer Program LCFF Supplemental 2000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences , DELAC, DAC • 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college • 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve family and community involvement	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Parent outreach services LCFF Supplemental 11500

<p>Increase outreach partnerships to provide direct/indirect support to students, staff, and community</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Ongoing website maintenance LCFF Base 1200</p>
<p>Increase ELD support and Increase computer access for English learner parents</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Extra classified hours for parent outreach LCFF Supplemental 500</p>
<p>Ongoing communication with Multi-agencies; Intervention and Remedial Support</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Extra classified hours for ongoing communication LCFF Base 500</p>
<p>Intervention and Remedial Support; Ensure smooth transitions for foster youth</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Summer Program LCFF Supplemental 2000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	All students have the desire and motivation to attend Denair Charter Academy consistently.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry Metric: Attendance, Suspensions, Expulsions, Absenteeism, Participation Need: Continually improve student involvement Metric: Participation Need: Continually improve smooth transitions Metric: Dropout Rates, Graduation Rates, Participation Need: Continually improve Music Program Metric: Participation
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Goal Applies to:	Schools: DCA
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Music Program: 5% increase in participation • 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8 • 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Citizen Awards/Recognition One-time Unrestricted 200
Continually improve student involvement	Charter-wide	<u>X</u> All	Positive Behavior Interventions and Support Lottery 2620

		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Field Trips One-time Unrestricted 500
Continually improve smooth transitions	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4401
Continually improve Music Program	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials One-time Unrestricted 150

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Music Program: 5% increase in participation • 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8 • 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	Charter-wide	<u>X</u> All OR: Low Income pupils	Citizen Awards/Recognition Lottery 500

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Continually improve student involvement	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Positive Behavior Interventions and Support Lottery 2500
Continually improve smooth transitions	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4500
Continually improve Music Program	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Lottery 500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Music Program: 5% increase in participation • 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8 • 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Citizen Awards/Recognition Lottery 500
Continually improve student involvement	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Positive Behavior Interventions and Support Lottery 2500
Continually improve smooth transitions	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4500
Continually improve Music Program	Charter-wide	<u>X</u> All OR:	Instructional Materials Lottery 500

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Previous Goal 1 (15-16): All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding a year's growth toward Common Core proficiency in Mathematics, English Language Arts, Science, and Social Science		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	DCA		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All Low Income Pupils English Learners		
	<ul style="list-style-type: none"> • CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores; • CAHSEE: 5% increase for 10th grade students passing; • 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks • RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination • Science texts and curriculum will be 100% aligned with state standards • CST: 5% increase for those students scoring Proficient and Advanced • Social Science texts and curriculum will be 100% aligned with state standards, participation 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • CAASPP: Created a baseline of 19% (ELA) and 20% (Math) Level 3+; created a baseline of 44% (ELA) and 80% (Math) Level 1. • CAHSEE: Has been suspended starting in 15-16 through 17-18 • RFEP: The number of students being reclassified as fluent English proficient increased by 9 students to a total of 12 reclassified at DCA. • Science texts and curriculum: While the District formed adoption committees to facilitate the adoption process for textbooks that DCA participated in, all classrooms utilized supplemental printing of materials with printers added to classrooms for efficiency • CST: Set a benchmark in 14-15 of 61% Proficient/Advanced at DCA. • Social Science texts and curriculum: While the District formed adoption committees to facilitate the adoption process for textbooks that DCA participated in, all classrooms utilized supplemental printing of materials with printers added to classrooms for efficiency 	

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Fully implement K-12 reading/language arts implementation of Common Core	Technology LCFF Supplemental 12300 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500	Made progress towards fully implementing K-12 reading/language arts implementation of the state standards. Plan to finish implementing in 16-17 and continually improve going forward.	Staff Development One-time Unrestricted 965 Instructional Materials Lottery 11960 Textbooks Lottery Prop 20 409
Scope of Service Charter-wide <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Charter-wide <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Fully implement K-12 math implementation of Common Core	Technology LCFF Supplemental 12300 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500	Made progress towards fully implementing K-12 math implementation of the state standards. Plan to finish implementing in 16-17 and continually improve going forward.	Extra hours to implement math state standards One-time Unrestricted 4776 Additional hours to implement math state standards LCFF Supplemental 6275

Scope of Service	Charter-wide		Scope of Service	Charter-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			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: (Specify)		
Fully implement ELD implementation of Common Core	Technology LCFF Supplemental 2900 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500		Made progress towards fully implementing ELD implementation of the state standards. Plan to finish implementing in 16-17 and continually improve going forward.		Additional bilingual hours to support DCA's English Learners LCFF Supplemental 194 Supplemental instructional materials LCFF Supplemental 370
Scope of Service	Charter-wide		Scope of Service	Charter-wide	
<input type="checkbox"/> All			<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: (Specify)			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: (Specify)		
Science adoptions aligned with Common Core	Textbooks Lottery Prop 20 1000		Science teachers will continue to collaborate around Next Generation Science Standards and make a proposal for a pilot program once curriculum parameters have been set.		Replaced science materials Lottery 1954 Supplemental science materials Lottery Prop 20 300 Additional supplemental science materials LCFF Supplemental 37

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<p>Improve standards-based Science Program</p>	<p>Professional Development LCFF Supplemental 5000</p>	<p>Made progress towards improving the standards-based science program. Plan to continually improve going forward.</p>	<p>Staff development One-time Unrestricted 680</p>				
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<p>Social Science adoptions aligned with Common Core</p>	<p>Textbooks Lottery Prop 20 1000</p>	<p>Social Science teachers will continue to collaborate around standards and make a proposal for a pilot program once curriculum parameters have been set.</p>	<p>Instructional Materials Lottery Prop 20 9669</p>				
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<p>Improve standards-based Social Science Program</p>	<p>Professional Development LCFF Supplemental 5000</p>	<p>Made progress towards improving the standards-based social science program. Plan to continually improve going forward.</p>	<p>Social Science materials LCFF Supplemental 1323</p>																																
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<p>Increase Intervention Support; Increased access to Social Services</p>	<p>Summer Program LCFF Supplemental 11473 Summer Program LCFF Base 6527</p>	<p>Continually increasing intervention support for low income, foster youth and English Learners. Increased availability of intervention over the summer due to additional teachers providing summer intervention services.</p>	<p>Additional staff intervention hours and benefits LCFF Supplemental 2324</p>																																
<table border="1"> <tr> <td data-bbox="86 836 233 909">Scope of Service</td> <td data-bbox="239 836 562 909">Charter-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 914 562 971"><input type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="86 976 562 1000">OR:</td> </tr> <tr> <td colspan="2" data-bbox="86 1005 562 1029"><input checked="" type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="86 1034 562 1058"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" data-bbox="86 1063 562 1088"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="86 1092 562 1149"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="86 1154 562 1179"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	Charter-wide	<input type="checkbox"/> All		OR:		<input checked="" type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 836 1178 909">Scope of Service</td> <td data-bbox="1184 836 1520 909">Charter-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 914 1520 971"><input type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 976 1520 1000">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 1005 1520 1029"><input checked="" type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="1031 1034 1520 1058"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" data-bbox="1031 1063 1520 1088"><input checked="" type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="1031 1092 1520 1117"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="1031 1122 1520 1146"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	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 type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
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<input type="checkbox"/> Other Subgroups: (Specify)																																			
<p>Implement a process for two-year tracking of redesignation</p>	<p>Assessments LCFF Base 500</p>	<p>Made a lot of progress towards two-year tracking of reclassification by utilizing the District's new ELD Coordinator. Plan to continue improving going forward.</p>	<p>Professional development LCFF Supplemental 2288</p>																																

Scope of Service	Charter-wide		Scope of Service	Charter-wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 1 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Charter's WASC action plan, except for intervention support and reclassification which have been rolled into the new goal 3 and social services which has been rolled into the new goal 2.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Previous Goal 2 (15-16): All students and all subgroups will engage their individual learning styles and unique interests to acquire 21st Century Skills and the passion for continuous learning, as they pursue higher education or Career Technical Pathways	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	DCA Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Technology Survey: Maintain/increase participation; 5% increase in number of correct answers CIM: 5% increase for students participating in CIM or work experience EAP: Maintain/ increase participation	Actual Annual Measurable Outcomes:	Technology Survey: Plan to create survey and roll out at the beginning of 16-17 and again at the end of 16-17 CIM: Were unable to get this program implemented in 15-16; plan to progress further in 16-17 EAP: Set a benchmark in 14-15 of 77; 15-16 results expected in September 2016.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Develop an effective Career Technical Educational Plan	College and Career Readiness Program LCFF Supplemental 1000 Online A-G course access to help students on the college going pathway based on student needs Lottery 10000	Salaries are being reported under Goal 5, but increased access to college ready programs through the use of Cyber High.	Licenses/College ready services LCFF Base 4393 Additional Licenses/College ready services Lottery 10027
Scope of Service	Charter-wide	Scope of Service	Charter-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 2 actions have been rolled into the new goal 3 which aligns the LCAP goals to the Charter's WASC action plan.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Previous Goal 3 (15-16): All students, including all subgroups, will have equal access to a broad course of study including but not limited to Modern Language, Visual and Performing Arts, and Physical Education		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	DCA		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment • Modern Language texts and curriculum will be 100% aligned with state standards • Physical Education curriculum will be 100% aligned with state standards • 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9 • Music Program: 5% increase in participation 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Modern Language enrollment: Maintained participation of 12 students • Modern Language Curriculum: While the District formed adoption committees to facilitate the adoption process for textbooks that DCA participated in, all classrooms utilized supplemental printing of materials with printers added to classrooms for efficiency • Physical Education Curriculum: While the District formed adoption committees to facilitate the adoption process for textbooks that DCA participated in, all classrooms utilized supplemental printing of materials with printers added to classrooms for efficiency • Fitness Gram: The Fitness Exam is a few years behind, so we are comparing 12-13 to 13-14 data. At DMS, Abdominal increased by 10.8% from 70.6% to 81.4%, Aerobic increased by 5.3% from 41.2% to 46.5%, Body increased by 4.1% from 47.1% to 51.2%, Flexibility decreased by 10.1% from 70.6% to 60.5%, Trunk Extension decreased by 10.7% from 73.5% to 62.8%, and Upper Body increased by 2.2% from 67.6% to 69.8%. • Music Program: Enrollment declined to 3 students; plan to promote music in 16-17

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Improve standards-based Modern Language Program		Spanish Teacher LCFF Base 3691 Spanish Teacher LCFF Supplemental 9227	Teacher salaries were reported under Goal 5, but additional supports were put into place to improve the Modern Language Program.	
Professional development LCFF Supplemental 11782				
Scope of Service	Charter-wide		Scope of Service	Charter-wide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			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: (Specify)			<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: (Specify)	
Modern Language adoptions aligned with Common Core		Textbooks/Library Books Lottery Prop 20 1500	Participated in the District's Spanish curriculum team and plan to pilot a program in 16-17.	
Supplemental Instructional Materials Lottery Prop 20 2763				
Scope of Service	Charter-wide		Scope of Service	Charter-wide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			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: (Specify)			<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: (Specify)	
Physical Education curriculum aligned with state frameworks		Physical Education curriculum and supplies Lottery 1000	Physical Education teachers will continue to collaborate around standards	
Physical Education curriculum and supplies Lottery 883				

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: (Specify)			<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: (Specify)		
Improve Music Program		Music Teacher LCFF Base 8259	Teacher salaries reported under Goal 5, but additional music supplies were purchased. Plan to continue to improve the music program going forward.		Music supplies One-time Unrestricted 124
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: (Specify)			<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: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal 3 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Charter's WASC action plan, except for modern language which was rolled into the new goal 3 and music program which was rolled into the new goal 5.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>Previous Goal 4 (15-16): All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>DCA</p>	<p>Applicable Pupil Subgroups: All Low Income pupils English Learners Foster Youth</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences , DELAC, DAC 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8 Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days Maximize state/local funding to provide new and modernized facilities 95% participation in transition activities; 5% increase in 		<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Equipment reserve levels: Maintained reserve levels SAC/DAC/DELAC Participation: Increased number of meetings throughout the school year as well as increased participation Parent/family volunteers: Increased from 5 to 6 volunteers Parent Conference Attendance: Maintained attendance Club Participation: Maintained participation Annual student council training workshop participation: Maintained participation Safe, clean, sustainable and attractive classrooms Rate: Site inspections completed by our property insurance provider (CRSIG); the new Director of Facilities for the District is working through the areas of need Master Facility Plan: Working on developing a roofing plan in addition to addressing areas of need; the goal is for DCA to have an ongoing plan for all facilitates Site facility inspection report completion rate: Site inspections completed by our property insurance provider (CRSIG); the new Director of Facilities for the District is working through the areas of need Child Nutrition Participation: Participation decreased by 0.64% in breakfast and 2.28% in lunch Medical/health services Follow-up: 100% follow-up on all medical/health services for targeted students Government grants: Maintained grants equal to \$4,085

	<p>participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college</p>		<ul style="list-style-type: none"> • Private grants/donations: Donations increased by \$1,836 to \$2,965 • Community/booster funding: No funding in addition to donations noted above • Community Business Partnership Program Participation: Partner with MJC, SCOE, and Denair Ed Foundation • Attendance rate: Decreased by 1.79% to 101.1% when compared with CBEDs enrollment • Pupil expulsion rate: Decreased expulsions from 1 to 0 for a 0% rate • Community events Student Participation: Maintained participation through PHAST and Recycling events. • Chronic absenteeism: Increased by 12.5% to 20.94%; will be monitored more closely in 16-17 • Suspension days: Maintained no suspension days in 15-16 • New and/or modernized facilities: Repaired the staff restroom • Transition activities Participation: 100% participation in transitional activities • Post-secondary education planning Participation: Maintained participation in post-secondary planning • Drop outs: Decreased by 5.59% to 14.41% • Graduation Rate: Decreased by 4% to 95% • Attendance to college: We tracked about 9% attendance to college in 14-15; plan to track better through the use of the newly contracted Academic Counselor
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Maintain Equipment Replacement Reserve</p>	<p>Reserve for Equipment Replacement LCFF Base 5000</p> <p>Technology LCFF Supplemental 27500</p>	<p>This goal now includes equipment maintenance as well to prolong the life of equipment and help the reserve last longer.</p>	<p>Equipment replacement/maintenance LCFF Base 19730</p> <p>Additional equipment replacement LCFF Supplemental 1811</p> <p>Additional equipment maintenance Lottery 3624</p>
<p>Scope of Service</p>	<p>Charter-wide</p>	<p>Scope of Service</p>	<p>Charter-wide</p>

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Improve family and community involvement</p>	<p>Extra classified hours for child care and translation during parent meetings to educate parents on Common Core LCFF Supplemental 1650</p> <hr/> <p>Meeting Supplies LCFF Supplemental 500</p>	<p>Changed the volunteer process to make it more efficient and plan to continue tracking volunteers and parent involvement for verifying the effectiveness of the process.</p>	<p>Ongoing parent communication and outreach LCFF Base 9950</p>
<p>Scope of Service Charter-wide</p>		<p>Scope of Service Charter-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continually provide functional, safe, and clean classrooms, facilities, and grounds</p>	<p>Custodians, Utilities Workers, Director of Facilities, Maintenance Supplies LCFF Base 69811</p>	<p>Increased the level of custodial support provided by hiring quality custodial substitutes and continually recruiting new custodial substitutes to support classes when the regular custodian is unavailable.</p>	<p>Maintenance Supplies and Outside contracts Maintenance 32660</p> <p>Ongoing Utilities LCFF Base 28061</p> <p>Custodial supplies and facility materials LCFF Base 9409</p>
<p>Scope of Service Charter-wide</p>		<p>Scope of Service Charter-wide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>													
<p>Improve services that promote physical, emotional and mental health</p>	<p>Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000</p>	<p>Plan to continue to improve services that promote physical, emotional and mental health.</p>	<p>Special education services Special Education 1833 Nursing services and medical supplies Lottery 109</p>												
<table border="1"> <tr> <td data-bbox="86 492 233 573">Scope of Service</td> <td data-bbox="233 492 562 573">Charter-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 573 562 638"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="86 638 562 850"> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Charter-wide	<input checked="" type="checkbox"/> All		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1026 492 1176 573">Scope of Service</td> <td data-bbox="1176 492 1520 573">Charter-wide</td> </tr> <tr> <td colspan="2" data-bbox="1026 573 1520 638"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1026 638 1520 850"> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Charter-wide	<input checked="" type="checkbox"/> All		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
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<p>Increase outreach partnerships to provide direct/indirect support to students, staff, and community</p>	<p>Bilingual Administrative Assistant LCFF Base 5984 Website Maintenance LCFF Base 4435</p>	<p>Plan to continue to increase partnerships to provide direct/indirect support to students, staff and community.</p>	<p>Other services utilized to help increase partnerships One-time Unrestricted 770</p>												
<table border="1"> <tr> <td data-bbox="86 997 233 1078">Scope of Service</td> <td data-bbox="233 997 562 1078">Charter-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 1078 562 1143"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="86 1143 562 1356"> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Charter-wide	<input checked="" type="checkbox"/> All		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1026 997 1176 1078">Scope of Service</td> <td data-bbox="1176 997 1520 1078">Charter-wide</td> </tr> <tr> <td colspan="2" data-bbox="1026 1078 1520 1143"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1026 1143 1520 1356"> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Charter-wide	<input checked="" type="checkbox"/> All		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
Scope of Service	Charter-wide														
<input checked="" type="checkbox"/> All															
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>															
Scope of Service	Charter-wide														
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<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>															
<p>Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry</p>	<p>Positive Behavioral Interventions and Support LCFF Supplemental 4000 Citizen Awards/Recognition Lottery</p>	<p>Plan to continue improving services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry.</p>	<p>Citizen Awards/Recognition Lottery 1161</p>												

		1000			
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: (Specify)			<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: (Specify)		
Provide new and modernized facilities		Technology LCFF Supplemental 6000 Facility Updates LCFF Base 1274	Made some facility updates; plan to continue updating facilities on an as needed basis.		Facility Updates/Repairs Maintenance 53562
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: (Specify)			<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: (Specify)		
Improve smooth transitions		Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4000	Working towards improving smooth transitions by piloting a bridge program over the summer to be revamped in 2017 due to low participation in 2016.		Graduation supplies LCFF Base 4401
Scope of Service	Charter-wide		Scope of Service	Charter-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		

<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase Intervention Support; Increased access to Social Services</p>	<p>Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000</p>	<p>Continually increasing intervention support for low income, foster youth and English Learners. Increased availability of intervention over the summer due to additional teachers providing summer intervention services.</p>	<p>Additional intervention hours and benefits LCFF Supplemental 377</p>
<p>Scope of Service Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><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: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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: (Specify)</p>	
<p>Increase ELD support for English learner parents</p>	<p>Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 1500 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Extra classified hours for parent outreach LCFF Supplemental 500 Meeting Supplies LCFF Supplemental 500</p>	<p>Plan to utilize bilingual clerical employees in the office to better support English Learner parents and families.</p>	<p>Additional staff hours for ELD support LCFF Supplemental 83</p>
<p>Scope of Service Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>	

<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: (Specify)		<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: (Specify)					
Ongoing communication with Multi-agencies; Intervention and Remedial Support; Ensure smooth transitions	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 1000 Professional Development LCFF Supplemental 1500 Assessments LCFF Base 500 Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 1000 College and Career Readiness Lottery 1500	Continuing to provide services through the use of the District's homeless liaison.	Additional classified hours and benefits One-time Unrestricted 65				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Charter-wide</td> </tr> </table> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Charter-wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Charter-wide</td> </tr> </table> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 4 actions have been rolled into the new goal 2 which aligns the LCAP goals to the Charter's WASC action plan, except for student involvement, community services, and smooth transitions which have been rolled into the new goal 5 and family/community involvement and outreach partnerships which have been rolled into the new goal 4.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Previous Goal 5 (15-16): All staff including all teachers at Denair Charter Academy will meet the federal standard for being Highly Qualified		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools:	DCA			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training Review/update all job descriptions 100% completion rate of evaluations with appropriate recommendations 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Job Descriptions: The new Human Resources department is working on revising job descriptions and will make an attempt to have at least one revision on each of the regular Board meetings in 16-17. Evaluations: 100% evaluations completed 	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Competitive salaries and benefits		Substitutes, Teachers, Benefit Plans LCFF Base 300136	Although all staff had at least an 8% reduction to their salaries in 15-16, the District and Denair Charter Academy staff are working towards increasing enrollment through improved programs in order to increase ongoing revenues and in turn begin restoring salaries. The decline in overall enrollment dropped to only 1% in 15-16 and the Board was then able to approve a 1% salary restoration effective July 1, 2016.		
		Substitutes, Teachers, Benefit Plans LCFF Supplemental 355243			Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 927608
					Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 322602
Scope of Service	Charter-wide		Scope of Service	Charter-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: _ Low Income pupils _ English Learners _ Foster Youth			OR: _ Low Income pupils _ English Learners _ Foster Youth		

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Provide the highest quality staff in each position within the Site	Professional Development LCFF Supplemental 9000	Improved the quality of staff through professional development opportunities such as No Excuses University (NEU), Every Child Counts (ACSA), the California Consortium for Independent Study Conference, and Common Core/State Standards workshops throughout the year.	Professional Development LCFF Supplemental 4364 Professional Development One-time Unrestricted 4079 Site Staff Development Lottery 165				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Charter-wide</td> </tr> </table> <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: (Specify)	Scope of Service	Charter-wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Charter-wide</td> </tr> </table> <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: (Specify)	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 5 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Charter's WASC action plan.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$283,225</u>
Denair Charter Academy is currently funding services for low income, foster youth, and English learner pupils at/above the calculated target rates in a charter-wide manner by maintaining low class sizes charter-wide and providing a program that focuses on at-risk students. By maintaining low class sizes, Denair Charter Academy can better meet the needs of low income, foster youth, and English learner pupils. Additionally, the selected college and career readiness program will be implemented at the beginning of the LCAP year for use throughout the year by students, parents, and staff. A Positive Behavior Interventions and Support Committee will be formed to improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry. Supplemental and concentration funds will also be used to pay for extra classified hours for community and parent outreach, mental health and social/emotional interns with the University, technology for student and parent use, parent meeting supplies, and various professional development activities for staff.	

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.

13.05	%
As Denair Charter Academy’s funding was previously reduced by the state, services for low income, foster youth, and English learner pupils were not reduced proportionally; therefore, Denair Charter Academy will maintain its improved services at no less than the Schools’ Supplemental and Concentration target rate relating to the designated pupils illustrated above.	
Based on the Minimum Proportionality Percentage calculator, Denair Charter Academy should be providing services for the unduplicated pupils at 13.05% calculated by the target Supplemental and Concentration funds divided by the Base grant funds. However, Denair Charter Academy is maintaining its improved services to unduplicated pupils at the Supplemental and Concentration target rates for a higher proportionality than is required:	
Supplemental and Concentration Services/Base Services = Proportionality Rate: \$500,000/\$1,700,727 = 29.40%	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).