

Local Control and Accountability Plan

Santa Clara County Office of Education

Downtown College Prep - Alum Rock



July 1, 2014 - June 30, 2017

06/25/2014 (revised 06/25/2014)

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p><u>Parent Engagement</u></p> <p>Parent Engagement began in September of 2013. All parents were provided with a calendar of informal meetings with the principal. The purpose of these meetings was to create a forum for parents to provide feedback to the school as to what programs and supports they felt were successful, and for parents to provide suggestions and input as to priorities going forward.</p>	<p>Priorities I identified by Students: (in order)</p> <ol style="list-style-type: none"> 1) Ensure that students have access to a variety of classes. 2) Improve student readiness for college and career. 3) Programs to increase student achievement on state tests. Parents and students identified two

These informal meetings were held on:

9/6/13; 9/27/13; 10/18/13; 11/8/13; 11/29/13; 12/20/13; 1/17/14; 2/7/14; 2/28/14; 3/14/14; 4/4/14; 5/2/14; 6/6/14

In addition, the Parent-Teacher-Organization (PTO) held meetings in the late afternoon/evenings to provide parents with a similar opportunity to provide input, but in the context of a forum that was facilitated by other parents:

9/27/13; 10/15/13; 2/13/14; 5/16/14

At both types of meetings, parents identified the following issues of importance:

- Campus safety and school climate.
- Need for academic intervention and summer programming.
- Teacher quality, and need to recruit experienced, capable teachers.
- Need for higher quality facilities. Many parents expressed a desire to have our own facility and not share a campus with another school.

In addition, all parents were provided with surveys (in English and Spanish) that they could choose to take on paper or online. The surveys focused specifically on LCAP priorities and allowed for parents to provide narrative feedback as to current school performance in the priority areas.

Participating parents represented all students, including numerically significant subgroups.

Student Engagement

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

Staff Engagement

DCP staff meet on a weekly basis to engage in professional development and work towards site-based and organizational goals. These meetings include informal opportunities for staff to help set priorities, give suggestions, raise concerns, etc.

During these meetings, staff have identified the following areas of needed focus:

- Transition to Common Core, ensuring adequate professional development for

priorities in common that they believed should be focus areas for DCP

Priorities identified by Parents: (in order)

- 1) Programs to increase student achievement on state tests.*
- 2) Ensure that all classes are challenging and use the appropriate curriculum.
- 3) Improve student readiness for college and career.*
- 4) Ensure that students have access to a variety of classes. * (Note: Only 0.4% difference separated priority 3 & 4 on parent surveys.)

* Also identified by students as a top priority.

Conclusions:

Parent and student survey data generally indicate positive perceptions of current DCP performance in all of the identified priority areas. For example, only 7% of students surveyed disagreed with the statement, "DCP students are prepared for college and career," and only 10% disagreed with the statement, "I have access to all the courses I need to be on track for success in college." Instead of identifying areas of concern, the priority areas reinforce the mission of DCP. All of the areas suggest a continued emphasis on college and career success.

In order to be well-prepared for college, students must have access to the necessary course work and have demonstrated academic competencies on standardized tests.

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

staff, revised assessments, curricula, etc.

- Facilities: Staff expressed numerous challenges in sharing a facility with another school, and the condition of the facilities (especially HVAC systems and classroom size)
- School Climate and Culture
- College Success programming (advisory, college readiness, etc)

In addition, staff were provided with an anonymous employee survey to solicit further feedback in all areas of the school programming. The survey results were consistent with the priority areas that had already been identified in earlier meetings with staff.

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement"(e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

1 1) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>The transition to the Common Core state standards and Next Generation Science Standards will require shifts in curricular materials and technology.</p> <p>Metrics Used:</p> <ol style="list-style-type: none"> 1) Percentage of teachers with appropriate credentials. 2) School use of standards-aligned materials and technology. 3) Teacher participation in professional development. 	Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	All	All	<ol style="list-style-type: none"> 1) 100% of teachers have appropriate credentials 2) School provides standards-aligned materials and technology for all courses. 3) Teachers participate in professional development with a focus on literacy 	<ol style="list-style-type: none"> 1) 100% of teachers have appropriate credentials 2) School provides standards-aligned materials and technology for all courses. 3) Teachers participate in professional development with a focus on math 	<ol style="list-style-type: none"> 1) 100% of teachers have appropriate credentials 2) School provides standards-aligned materials and technology for all courses. 3) Teachers participate in professional development with a focus on science 	Basic; Implementation of State Standards; Course access Strategic Plan Goals: 1, 4, 5	

<p>College going rates for first generation college students lag significantly behind their peers. DCP exists specifically to support students who historically have had the least access to college, and to help them achieve at high levels. DCP is singularly committed to college success. DCP's "To and Through" college completion model ensures graduates and their families are supported in their pursuit of a college degree. With a focus on students who are historically underserved by traditional public schools, DCP families are largely low-income Latino families with limited educational attainment. All of DCPs academic programming is focused on ensuring that students are on a trajectory towards college success.</p>	<p>Students will be on track to being academically prepared for college success.</p>	<p>All</p>	<p>All</p>		<ol style="list-style-type: none"> 1) Teacher will participate in professional development to support student achievement 2) Establish baseline for student performance on CAASPP 3) Submit for initial A-G course approval for 2015-2016 retroactive to 2013-2014 4) Determine AP course offerings for 2015-2016 year 5) Improve AMAO I 6) Improve AMAO II 7) Establish baseline for initial CAHSEE pass rate 8) Students in grade 8 will have an average GPA of 2.75 or above 9) Establish baseline using new API metrics 10) NA: School will only have grade 10 in 2014-2015 	<ol style="list-style-type: none"> 1) Teacher will participate in professional development to support student achievement 2) Improve student proficiency. (Measures added after 2014-2015) 3) Submit A-G course approval for 2016-2017 school year 4) Plan for increase of AP course offerings or enrollment in 2016-2017 5) Improve AMAO I 6) Improve AMAO II 7) Improve CAHSEE initial pass rate 8) Students in grade 8 will have an average GPA of 2.85 or above 9) Create goal based on release of new API 10) NA: School will only have grade 11 in 2015-2016 	<ol style="list-style-type: none"> 1) Teacher will participate in professional development to support student achievement 2) Improve student proficiency. (Measures added after 2015-2016) 3) Establish baseline for a-g course completion 4) Increase AP course offerings or enrollment as compared to 2015-2016 5) Improve AMAO I 6) Improve AMAO II 7) Improve CAHSEE pass rate 8) Students in grade 8 will have an average GPA of 3.00 or above. Set baseline for rising senior GPA. 9) Improve API 10) Establish a baseline graduation rate 	<p>Course access; Pupil achievement; Other pupil outcomes Strategic Plan Domains 1 and 3</p>
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Overwhelmingly, students and families express that their greatest priority is for DCP students to be prepared for college success. They expect DCP to design academic programs to ensure that students exit DCP ready to succeed in a rigorous, four-year university setting.

Metrics Used:

- 1) Teacher participation in professional development
- 2) CAASPP results
- 3) A-G enrollment and completion.
- 4) AP enrollment and passing rates.
- 5) CELDT Results
- 6) EL Reclassification Rates
- 7) CAHSEE results.
- 8) GPA
- 9) API.
- 10) Graduation

Rates								
<p>DCP is committed to nurturing the culture and tradition necessary to build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community. Since the founding of the original DCP in 2000, the values of ganas (desire), comunidad (community), and orgullo (pride) have guided the work of staff and students. It is our traditions that have kept us true to our values. We know that in order for powerful learning outcomes to occur, they must be in the context of a safe, supportive culture. Parent and Student LCAP surveys reinforced the importance of school climate as a critical priority. While parents and students</p>	<p>School environment will be safe and welcoming for all students.</p>	<p>All</p>	<p>All</p>		<ol style="list-style-type: none"> 1) Reduce percentage of students who are suspended by 10% as compared to 2013-2014 school year 2) Maintain percentage of students who are expelled at <2% 3) Establish baseline for responses to school climate survey 4) Facilities will receive a rating of good or better 	<ol style="list-style-type: none"> 1) Reduce percentage of students who are suspended 5% over previous year 2) Maintain percentage of students who are expelled at <2% 3) Improve by 5% the percentage of students and parents rating satisfied or highly satisfied with the school climate 4) Facilities will receive a rating of good or better 	<ol style="list-style-type: none"> 1) Reduce percentage of students who are suspended 5% over previous year 2) Maintain percentage of students who are expelled at <2% 3) Improve by 5% the percentage of students and parents rating satisfied or highly satisfied with the school climate 4) Facilities will receive a rating of good or better 	<p>Basic; School climate Strategic Plan Domain 3</p>

<p>generally expressed satisfaction with the school culture, they also identified a positive climate as critical to the school's success.</p> <p>Metrics Used:</p> <ol style="list-style-type: none"> 1) Suspension rates 2) Expulsion rates 3) School Climate Survey 4) Facilities Survey 								
<p>Parents/Guardians are the first and most important teachers of our students. We firmly believe that we can only accomplish our mission of college success by working closely with students and their families.</p> <p>In our work with parents and families, we hope to do the following:</p> <ul style="list-style-type: none"> • Work together with parents to create an excellent learning environment • Collaborate with parents to develop 	<p>Parents and students will be engaged in a culture of college success.</p>	<p>All</p>	<p>All</p>		<ol style="list-style-type: none"> 1) Maintain an attendance rate of 95% or better 2) Reduce percentage of students classified as truant 3) Maintain middle school dropout rate < 1% 4) NA: School will only go to grade 10 5) Establish a baseline for parent reporting of being meaningfully involved with the school 	<ol style="list-style-type: none"> 1) Maintain an attendance rate of 95% or better 2) Reduce percentage of students classified as truant 3) Maintain middle school dropout rate < 1% 4) NA: School will only go to grade 11 5) Improve % of parents reporting being meaningfully involved with the school 	<ol style="list-style-type: none"> 1) Maintain an attendance rate of 95% or better 2) Reduce percentage of students classified as truant 3) Maintain middle school dropout rate < 1% 4) Establish baseline dropout rate 5) Improve % of parents reporting being meaningfully involved with the school 	<p>Parent involvement; Pupil engagement Strategic Plan Domain 2 and 3</p>

school policies

- Provide parents with workshops on preparing their children for college
- Empowering parents to be advocates for their children on the path to college

Students are the focus of all DCP programs. Our primary goal is to prepare students to succeed in college.

This requires a high level of engagement from them in learning about themselves as learners, in charting their own educational pathway, and in supporting one another on the journey to college success.

In LCAP surveys and meetings, parents and students consistently identified programs to improve student readiness for college and career as a top priority. The programming that supports a college

going culture is essential to achieve that goal.

Metrics Used:

- 1) Student Attendance Rates
- 2) Student Truancy Rates
- 3) Middle School Dropout Rates
- 4) High School Dropout Rates
- 5) Parent Survey Data

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	Basic; Implementation of State Standards; Course access Strategic Plan Goals: 1, 4, 5	Provides Common Core aligned textbooks and instructional materials in English and Math; Next Generation science standards aligned materials in Science; materials aligned with Common Core in Social Studies and Science to support teachers in those content areas.	Charter-Wide		: \$69,875 Funding Source: Yr 1: Other Yr: 2: LCFF Yr. 3: LCFF	: \$93,167 Funding Source: Yr 1: Other Yr: 2: LCFF Yr. 3: LCFF	: \$94,098 Funding Source: Yr 1: Other Yr: 2: LCFF Yr. 3: LCFF
Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately	Basic; Implementation of State Standards; Course access Strategic Plan Goals: 1, 4, 5	Purchase computer and technology equipment to ensure a 21st century classroom.	Charter-Wide		: \$57,231 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF	: \$70,540 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF	: \$70,540 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF

credentialed teachers.							
Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	Basic; Implementation of State Standards; Course access Strategic Plan Goals: 1, 4, 5	Provide elective course offerings in order to ensure access to a variety of courses.	Charter-Wide		: \$154,390 Funding Source: LCFF	: \$178,348 Funding Source: LCFF	: \$183,671 Funding Source: LCFF
Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	Basic; Implementation of State Standards; Course access Strategic Plan Goals: 1, 4, 5	Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.	Charter-Wide		: \$3,993 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF	: \$3,993 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF	: \$3,993 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF
Students will be on track to being academically prepared for college success.	Course access; Pupil achievement; Other pupil outcomes Strategic Plan Domains 1 and 3	Implement a research-based advisory program to prepare students to successfully enter and complete college.	Charter-Wide		: \$17,249 Funding Source: LCFF	: \$17,249 Funding Source: LCFF	: \$17,249 Funding Source: LCFF
Students will be on track to being academically prepared for college success.	Course access; Pupil achievement; Other pupil outcomes Strategic Plan Domains 1 and 3	Provide access for students to 1 or more AP classes by senior year.	Charter-Wide		: \$0 Funding Source: LCFF	: \$5,000 Funding Source: LCFF	: \$8,000 Funding Source: LCFF

Students will be on track to being academically prepared for college success.	Course access; Pupil achievement; Other pupil outcomes Strategic Plan Domains 1 and 3	Ensure that students in grade 9 and above are enrolled in courses that will satisfy A-G course requirements upon graduation.	Charter-Wide		: \$0 Funding Source: Embedded within admin duties. No additional funding needed Note: Embedded within administrator duties. No additional funding needed.	: \$0 Funding Source: Embedded within admin duties. No additional funding needed Note: Embedded within administrator duties. No additional funding needed.	: \$0 Funding Source: Embedded within admin duties. No additional funding needed Note: Embedded within administrator duties. No additional funding needed.
Students will be on track to being academically prepared for college success.	Course access; Pupil achievement; Other pupil outcomes Strategic Plan Domains 1 and 3	Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.	Charter-Wide		: \$53,238 Funding Source: LCFF	: \$54,569 Funding Source: LCFF	: \$55,900 Funding Source: LCFF
Students will be on track to being academically prepared for college success.	Course access; Pupil achievement; Other pupil outcomes Strategic Plan Domains 1 and 3	Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	Charter-Wide		: \$7,000 Funding Source: LCFF	: \$7,000 Funding Source: LCFF	: \$7,000 Funding Source: LCFF
Students will be on track to being academically prepared for college success.	Course access; Pupil achievement; Other pupil outcomes Strategic Plan Domains 1 and 3	Provide training and professional development for teachers to support academic programs.	Charter-Wide		: \$36,934 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF	: \$36,934 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF	: \$36,934 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF
Students will be on track to being academically	Course access; Pupil achievement; Other pupil outcomes	Utilize assessments systems (OARS & NWEA) to provide data as	Charter-Wide		: \$21,295 Funding Source:	: \$21,295 Funding Source:	: \$21,295 Funding Source:

prepared for college success.	Strategic Plan Domains 1 and 3	to the progress of all students towards content mastery and academic goals.			LCFF	LCFF	LCFF
School environment will be safe and welcoming for all students.	Basic; School climate Strategic Plan Domain 3	Ensure the safety and good condition of the facilities through ongoing maintenance and repair.	Charter-Wide		: \$26,619 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF	: \$26,619 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF	: \$26,619 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF
School environment will be safe and welcoming for all students.	Basic; School climate Strategic Plan Domain 3	Implement PBIS/RtI	Charter-Wide		: \$26,619 Funding Source: Yr 1: Other Yr 2: Other Yr 3: LCFF	: \$26,619 Funding Source: Yr 1: Other Yr 2: Other Yr 3: LCFF	: \$26,619 Funding Source: Yr 1: Other Yr 2: Other Yr 3: LCFF
School environment will be safe and welcoming for all students.	Basic; School climate Strategic Plan Domain 3	Utilize support staff to ensure a safe and welcoming environment for students and parents.	Charter-Wide		: \$130,000 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF	: \$134,000 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF	: \$139,000 Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF
School environment will be safe and welcoming for all students.	Basic; School climate Strategic Plan Domain 3	Provide professional development to teachers in classroom management.	Charter-Wide		: \$12,311 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF	: \$12,311 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF	: \$12,311 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF
School environment will be safe and welcoming for all students.	Basic; School climate Strategic Plan Domain 3	Provide socio-emotional counseling services to students and families on a referral basis.	Targeted		: \$36,000 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF	: \$36,000 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF	: \$36,000 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF
Parents and students will be engaged in a culture of college	Parent involvement; Pupil engagement Strategic Plan Domain 2 and 3	Implement College Success Programming to support a college going environment and culture	Charter-Wide		: \$68,700 Funding Source: LCFF	: \$77,600 Funding Source: LCFF	: \$79,600 Funding Source: LCFF

success.							
Parents and students will be engaged in a culture of college success.	Parent involvement; Pupil engagement Strategic Plan Domain 2 and 3	Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	Charter-Wide		: \$49,310 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF	: \$49,310 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF	: \$49,310 Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF
Parents and students will be engaged in a culture of college success.	Parent involvement; Pupil engagement Strategic Plan Domain 2 and 3	Utilize technology to facilitate home-school communication and student/parent engagement.	Charter-Wide		: \$15,148 Funding Source: LCFF	: \$15,148 Funding Source: LCFF	: \$15,148 Funding Source: LCFF
Parents and students will be engaged in a culture of college success.	Parent involvement; Pupil engagement Strategic Plan Domain 2 and 3	Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	Charter-Wide		: \$9,700 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF	: \$12,200 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF	: \$12,200 Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	Basic; Implementation of State Standards; Course access Strategic Plan Goals: 1, 4, 5	English learners: Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	Targeted		: \$14,973 Funding Source: LCFF	: \$19,964 Funding Source: LCFF	: \$20,164 Funding Source: LCFF
Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	Basic; Implementation of State Standards; Course access Strategic Plan Goals: 1, 4, 5	Low income pupils: Provide student materials for low-income families to support access to the educational program and content.	School-Wide		: \$14,973 Funding Source: LCFF	: \$19,964 Funding Source: LCFF	: \$20,164 Funding Source: LCFF
Students will be on track to being academically prepared for college success.	Course access; Pupil achievement; Other pupil	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils:	Charter-Wide		: \$32,000 Funding Source: LCFF	: \$32,000 Funding Source: LCFF	: \$32,000 Funding Source: LCFF

	outcomes Strategic Plan Domains 1 and 3	Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.					
Students will be on track to being academically prepared for college success.	Course access; Pupil achievement; Other pupil outcomes Strategic Plan Domains 1 and 3	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.	School-Wide		: \$8,000 Funding Source: LCFF	: \$9,500 Funding Source: LCFF	: \$11,000 Funding Source: LCFF
School environment will be safe and welcoming for all students.	Basic; School climate Strategic Plan Domain 3	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.	Targeted		: \$14,640 Funding Source: LCFF	: \$14,640 Funding Source: LCFF	: \$14,640 Funding Source: LCFF
Parents and students will be engaged in a culture of college success.	Parent involvement; Pupil engagement Strategic Plan Domain 2 and 3	Foster youth; English learners: Provide staff training on how to meet the needs of foster youth and AB540 students.	Targeted		: \$2,000 Funding Source: LCFF	: \$2,000 Funding Source: LCFF	: \$2,000 Funding Source: LCFF

Parents and students will be engaged in a culture of college success.	Parent involvement; Pupil engagement Strategic Plan Domain 2 and 3	English learners: Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.	School-Wide		: \$15,000 Funding Source: LCFF	: \$31,000 Funding Source: LCFF	: \$32,000 Funding Source: LCFF
Parents and students will be engaged in a culture of college success.	Parent involvement; Pupil engagement Strategic Plan Domain 2 and 3	English learners: Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.	Targeted		: \$2,000 Funding Source: LCFF	: \$2,000 Funding Source: LCFF	: \$2,000 Funding Source: LCFF

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Downtown College Prep Alum Rock (DCPAR) is located in the Alum Rock Union Elementary School District, which has an enrollment of unduplicated pupils above 55%. DCPAR is expected to have approximately an 85% unduplicated pupil population. Therefore, DCPAR receives both supplemental and concentration funding. DCPAR's total supplemental and concentration grant funding in the 2014-2015 school year is estimated to be \$442,149, which represents 28% of the total LCFF entitlement.

All DCP programs are specifically designed to target students who will be the first in their families to go to college. Our unduplicated count of 85% reflects the reality that the typical profile of the first generation student in San Jose is low-income, Latino, with Spanish as a primary language. As such, our use of LCFF funds for schoolwide programs are intended specifically to meet the needs of unduplicated pupils.

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

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

College Prep Course of Study: One of the most significant barriers to college access and completion for first generation students is the lack of academic preparation. Providing students with a variety of classes beginning in middle school that will prepare them to successfully complete the A-G sequence in high school is essential. Providing students in high school with a variety of classes that will not only make them college eligible, but competitive applicants is also essential to the DCP mission. The college prep course of study that DCP provides also embeds pedagogy designed to support the success of students that are qualified as low-income and English learners. Reader's/Writer's Workshop strategies, GLAD strategies, SDAIE strategies, and UbD principles are used to design DCP curriculum.

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



D. 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). 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). 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.

The estimated Supplemental and Concentration Grant Funding for the 2014-2015 year for DCP Alum Rock is \$442,148. The current year Minimum Proportionality Percentage is 11.77%.

The majority of the additional funding is provided for increased levels of College Success Programming and academic programs as compared to the 2013-2014 school year. These programs, consistent with the DCP mission and philosophy as well as the stated priorities of parents and students, are specifically designed to support the success of low-income, English Learner, first generation college students. Because the unduplicated pupil population comprises approximately 85% of our total enrollment, the majority of the increased services are implemented schoolwide.

In addition, there are some targeted services such as supplementary materials, targeted family outreach, and specific staff professional development that are designed to meet the specific needs of unduplicated pupils.

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