Introduction:

LEA: Dixon Montessori Charter School

Contact: Joanne Green, Director jgreen@dixonmontessori.org (707) 678-8953

LCAP Year 2016-17

Local Control and Accountability Plan and Annual Update

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
Parents, community members, pupils, and other stakeholders have been involved in developing, reviewing and supporting the implementation of the LCAP through the site council, public board meetings, staff meetings and board work sessions. Through Charter Advisory Committee meetings and Strategic Planning Board Retreat stakeholders discussed and created new goals that align more with the state priorities. All stakeholders involved have made positive changes to improve outcomes related to the new goals and state priorities.	Through the development of the LCAP, stakeholders have made decisions that will affect the implementation of the funding. All of the decisions made were done so in regards to the greatest benefit of all students.

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 school sites 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 school sites 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).

Actions/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 school sites 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 school sites 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 school sites?
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 school sites, 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: Effectively implement our educational philosophy and approach	Related State and/or Local Priorities: 1 X 2 X 3__ 4 X 5 X 6__ 7 X 8 X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Educators do not have a consistent understanding of core instructional practices to advance student learning
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Students are consistently advancing academically and educators have consistent understanding of core instructional practices -Utilize iReady for measuring and assessing student growth and achievement -Students advance one or more grade level -All students reading on grade level at 3rd grade -Increase in percentage of students graduate high school - Annual teacher evaluation outcomes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Define approach to each core instructional practice with an emphasis on the EL subgroup (Montessori, PBL, and standards-based instruction)	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 Fund: LCFF
1.2 Establish classroom expectations -Use iReady as benchmark for directing teaching according to student's needs.	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,000 Fund: LCFF
1.3 Create time and space for K-8 collaboration that is content-focused and data-driven and routinize cross-grade level collaboration opportunities 1.4 Establish a protocol to follow student through high school and establish high school graduation rate 1.5 Follow through with consistent evaluations and teacher mentoring	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Fund: LCFF

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	Students are consistently advancing academically and educators have consistent understanding of core instructional practices -Utilize iReady for measuring and assessing student growth and achievement -Students advance one or more grade level -All students reading on grade level at 3rd grade -Increase in percentage of students graduate high school - Annual teacher evaluation outcomes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue defined approach to each core instructional practice (Montessori, PBL, and standards-based instruction)	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 Continue to establish classroom expectations	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.3 Continue K-8 collaboration that is content-focused and data-driven and routinize cross-grade level collaboration opportunities 1.4 Continue protocol to follow student through high school and record high school graduation rate	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	Students are consistently advancing academically and educators have consistent understanding of core instructional practices -Utilize iReady for measuring and assessing student growth and achievement -Students advance one or more grade level -All students reading on grade level at 3rd grade -Increase in percentage of students graduate high school - Annual teacher evaluation outcomes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue defined approach to each core	DMCS	**X** ALL	

instructional practice (Montessori, PBL, and standards-based instruction)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
1.2 Continue to establish classroom expectations	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
1.3 Continue K-8 collaboration that is content-focused and data-driven and routinize cross-grade level collaboration opportunities 1.4 Continue protocol to follow student through high school and record high school graduation rate	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL	2: Strengthen teacher recruitment, training, and retention	Related State and/or Local Priorities: 1 X 2 X 3__ 4 X 5__ 6__ 7 X 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Lack of teacher candidates and rising turnover
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All educators are trained in our core values, philosophies, and instructional practices and are provided high quality support and collaboration opportunities. -Track and record professional development trainings -Track and record recruitment events and outreach -Track and record collaboration meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide Professional Development training - Provide tiered Montessori training based on experience and prior knowledge - Provide PBL training - Enhance classroom management training - Provide EL training	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 Fund: Educator Effectiveness 60,000 Fund: LCFF
2.2 Explore structure of new teacher onboarding - Develop partnerships with education programs at local colleges and universities - Identify annual job fairs - Utilize networks of staff and community members - Refine job descriptions to attract candidates who are most likely to thrive at DMCS	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 Fund: General
2.3 Provide educators with high-quality support and collaboration opportunities - Create time and space for K-8 collaboration that is content-focused and data-driven - Establish non-evaluative and evaluative observation	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

schedule - Create work-life balance supports			

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All educators are trained in our core values, philosophies, and instructional practices and are provided high quality support and collaboration opportunities. -Track and record professional development trainings -Track and record recruitment events and outreach -Track and record collaboration meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Continue to provide Professional Development training - Provide tiered Montessori training based on experience and prior knowledge - Provide PBL training - Enhance classroom management training - Provide EL training	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2 Analyze recruitment processes and continue with best practices for obtaining highly qualified teachers - Develop partnerships with education programs at local colleges and universities - Identify annual job fairs - Utilize networks of staff and community members - Refine job descriptions to attract candidates who are most likely to thrive at DMCS	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 Continue to provide educators with high-quality support and collaboration opportunities - Create time and space for K-8 collaboration that is content-focused and data-driven - Establish non-evaluative and evaluative observation schedule - Create work-life balance supports	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All educators are trained in our core values, philosophies, and instructional practices and are provided high quality support and collaboration opportunities. -Track and record professional development trainings -Track and record recruitment events and outreach -Track and record collaboration meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Continue to provide Professional Development training - Provide tiered Montessori training based on experience and prior knowledge - Provide PBL training - Enhance classroom management training - Provide EL training	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
2.2 Analyze recruitment processes and continue with best practices for obtaining highly qualified teachers - Develop partnerships with education programs at local colleges and universities - Identify annual job fairs - Utilize networks of staff and community members - Refine job descriptions to attract candidates who are most likely to thrive at DMCS	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
2.3 Continue to provide educators with high-quality support and collaboration opportunities - Create time and space for K-8 collaboration that is content-focused and data-driven - Establish non-evaluative and evaluative observation schedule - Create work-life balance supports	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL	3: Increase community presence and local partnerships	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Lack of student outreach throughout the community	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	DMCS will be recognized in local papers and will be included in community events. Enrollment levels and interest in the school will increase

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Ensure community is knowledgeable about DMCS and its successes - Define approach to broaden community outreach - Create key messaging around identity (e.g. mission, vision, values) and general school information (e.g. location, grades served) to be shared externally -Establish internal system to capture school successes -Identify key outlets for information sharing (e.g. local newspaper, online sources) -Support students, parents, and teachers to share information	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 Fund: LCFF
3.2 DMCS has community champions -Develop a solid base of school ambassadors (students and parents) -Target community groups for partnership and support (Rotary, Lions) -Define school events to engage community partners -Extend school event invites to more community members -Target prospective donors and create fundraising pitch -Train staff and Board on fundraising strategies	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 Fund: LCFF
3.3 DMCS has consistent demand for enrollment	DMCS	X ALL	$8000

-Create targeted marketing during peak periods of interest -Revamp messaging to clarify public misconceptions (e.g. Post-cards with “FREE TUITION” highlighted) -Define target markets and adapt messaging as needed -Re-vamp school website -Explore non-traditional recruitment strategies E.g. events where parents can experience the school-day		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Fund: General

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	DMCS will be recognized in local papers and will be included in community events. Enrollment levels and interest in the school will increase

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to ensure community is knowledgeable about DMCS and its successes - Further implement broadening of community outreach - Create key messaging around identity (e.g. mission, vision, values) and general school information (e.g. location, grades served) to be shared externally -Follow protocol for established internal system to capture school successes -Share information with identified key outlets -Support students, parents, and teachers to share information	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 DMCS has community champions -Maintain a solid base of school ambassadors (students and parents) -Continue to target community groups for partnership and support (Rotary, Lions) -Continue participation with defined school events to engage community partners -Extend school event invites to more community members -Target prospective donors and create fundraising pitch -Train staff and Board on fundraising strategies	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3 DMCS continues to have consistent demand	DMCS	**X** ALL	

for enrollment -Create targeted marketing during peak periods of interest -Further implement messaging to clarify public misconceptions -Continue to define target markets to adapt messaging as needed -Annual revisit website for changes and updates -Explore non-traditional recruitment strategies		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	DMCS will be recognized in local papers and will be included in community events. Enrollment levels and interest in the school will increase		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to ensure community is knowledgeable about DMCS and its successes - Further implement broadening of community outreach - Create key messaging around identity (e.g. mission, vision, values) and general school information (e.g. location, grades served) to be shared externally -Follow protocol for established internal system to capture school successes -Share information with identified key outlets -Support students, parents, and teachers to share information	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
3.2 DMCS has community champions -Maintain a solid base of school ambassadors (students and parents) -Continue to target community groups for partnership and support (Rotary, Lions) -Continue participation with defined school events to engage community partners -Extend school event invites to more community members -Target prospective donors and create fundraising pitch -Train staff and Board on fundraising strategies	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
3.3 DMCS continues to have consistent demand	DMCS	**X** ALL	

for enrollment -Create targeted marketing during peak periods of interest -Further implement messaging to clarify public misconceptions -Continue to define target markets to adapt messaging as needed -Annual revisit website for changes and updates -Explore non-traditional recruitment strategies		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL:	4: Enhance school community and climate	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5 X 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students need a consistent safe environment for learning	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	A safe school environment for students, staff, and visitors. Provide a positive and engaging environment for students and parents. -Referral statistics -Suspension/Expulsion rates -Attendance rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Assess current safety plan and protocol - Involve stakeholders to collaborate on safety plan and make changes where necessary. - Review, update and broadly disseminate plan annually to students, parents and staff	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,0000 Fund: General
4.2 Provide safety training to all school staff members -Review safety protocols at monthly staff meetings -CPR training	DMCS	X ALL OR: __Low Income pupils __English Learners	$1,000 Fund:

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	General
4.3 Elicit feedback from family and community members about the school environment - Conduct parent surveys throughout the year - Review and enhance family involvement and engagement opportunities	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	A safe school environment for students, staff, and visitors. Provide a positive and engaging environment for students and parents. -Referral statistics -Suspension/Expulsion rates -Attendance rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Annually assess current safety plan and protocol - Involve stakeholders to collaborate on safety plan and make changes where necessary. - Review, update and broadly disseminate plan annually to students, parents and staff	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.2 Continue to provide safety training to all school staff members -Review safety protocols at monthly staff meetings -CPR training	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.3 Elicit feedback from family and community members about the school environment - Conduct parent surveys throughout the year - Review and enhance family involvement and engagement opportunities	DMCS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A safe school environment for students, staff, and visitors. Provide a positive and engaging environment for students and parents. -Referral statistics

	-Suspension/Expulsion rates -Attendance rates		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Annually assess current safety plan and protocol - Involve stakeholders to collaborate on safety plan and make changes where necessary. - Review, update and broadly disseminate plan annually to students, parents and staff	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
4.2 Continue to provide safety training to all school staff members -Review safety protocols at monthly staff meetings -CPR training	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
4.3 Elicit feedback from family and community members about the school environment - Conduct parent surveys throughout the year - Review and enhance family involvement and engagement opportunities	DMCS	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	**GOAL 1:** 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8 X COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	**All K-8 teachers will participate in professional development opportunities** 1) Develop teacher expertise is CCSS content to support student achievement 2) 4 iReady benchmarks tests will be given throughout the school year	Actual Annual Measurable Outcomes:	**Five professional development opportunities were held with 100% teacher participation** 1) CCSS content and pedagogy sessions were completed 2) 3 iReady benchmarks have been given to establish a baseline for student achievement levels with a 4th benchmark test scheduled for the Spring

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
1.1 Provide extensive professional development around the new math and ELA Common Core curriculum and pedagogy	Budgeted Expenditures $0	**1.1** Provided extensive professional development focused on new math and ELA Common Core Curriculum and pedagogy -Certificated staff participated in professional development related to CCSS on the following dates 8/10/15 - iReady training 9/9/15 - EnVision Math training 10/7/15 - iReady training 11/4/15- CELDT and EL/Language acquisition strategies 2/24/16 - Reading and ELA strategies for instruction and assessment	Estimated Actual Annual Expenditures $0

Scope of service: LEA Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide X ALL 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?	**As goals, actions, services and expenditures were analyzed DMCS determined to discontinue DMCS LCAP Goal 1 and use Goals established at the DMCS Governing Board Workshop with 3rd Plateau Consultants.**		

Original GOAL from prior year LCAP:	**GOAL 2:** 100% of EL students will gain academic content knowledge through the implementation of the CCSS and show adequate progress as compared to their grade level peers	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8 X COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1) Teacher expertise in strategies specific to EL learners will increase 2) Increased teacher expertise in student engagement strategies	Actual Annual Measurable Outcomes:	1) Teacher expertise in strategies specific to EL learner's success were increased through attendance at professional development sessions 2) Increased teacher expertise in student engagement strategies were gained through professional development sessions.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
2.1 Provide teacher training on strategies specific to EL subgroup success. **2.2** Provide teachers training on strategies to increase expertise in student engagement.	Budgeted Expenditures $65,000 Funding: LCFF	**2.1** Provided a number of teacher training sessions on strategies specific to EL subgroup success - Certificated staff received professional development from EL instructor to implement an effective scaffolding for EL students to acquire the necessary skills for state-wide assessments. PD was given on the following dates; *11/4/15*- CELDT and EL/Language acquisition strategies *2/24/16*- Reading and ELA strategies for instruction and assessment **2.2** Provided a number of teacher training sessions on strategies to increase expertise in student engagement. 8/12/15- RTI- Accommodation/Modification; Intervention Strategies 12/9/16- PBIS Review	Estimated Actual Annual Expenditures $65,00

Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_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?	**As goals, actions, services and expenditures were analyzed DMCS determined to discontinue DMCS LCAP Goal 2 and use Goals established at the DMCS Governing Board Workshop with 3rd Plateau Consultants.**

Original GOAL from prior year LCAP:	**GOAL 3:** 75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1) Data from previous years CAASPP statewide assessment will be compared to current year CAASP assessment data.	Actual Annual Measurable Outcomes:	2) Data for current year unavailable, CAASPP testing scheduled for May

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
3.1 DMCS will offer a broad course of study. Kinder through 8th grade curriculum will be aligned with Common Core Standards. **3.2** Four iReady benchmark assessments will be administered to measure and track academic growth. **3.3** Provide teacher training on curriculum and strategies to increase pupil achievement.	Budgeted Expenditures $6,000 Funding: General Fund	**3.1** DMCS curriculum adopted and developed to align with Common Core standards (Treasures, Envisions, FOSS, CPM, iReady CC) **3.2** Three iReady benchmark assessments have been administered and a fourth is scheduled for the Spring. **3.3** Provided extensive teacher training on curriculum and strategies to increase pupil achievement. -Certificated staff participated in professional development on the following dates 8/10/15 - iReady training 8/12/15- RTI-Accommodation/Modification; Intervention Strategies 9/9/15 – EnVision Math training 10/7/15 – iReady training	Estimated Actual Annual Expenditures $6,000

		11/4/15 – CELDT and EL/Language acquisition strategies 12/9/16- PBIS Review 2/24/16 – Reading and ELA strategies for instruction and assessment	
Scope of service: LEA Wide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide X ALL 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?	**As goals, actions, services and expenditures were analyzed DMCS determined to discontinue DMCS LCAP Goal 3 and use Goals established at the DMCS Governing Board Workshop with 3rd Plateau Consultants.**		

Original GOAL from prior year LCAP:	**GOAL 4:** 100% of students, including all students subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	**1.** Comparison of year-to-year Target Growth	Actual Annual Measurable Outcomes:	**1.** No data available due to State progress on API and release of benchmarks. N/A

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
4.1 DMCS will offer a broad course of study. Kinder through 8th grade curriculum will be aligned with Common Core Standards. **4.2** Four iReady benchmark assessments will be administered to measure and track academic growth. **4.3** Provide teacher training on curriculum and strategies to increase pupil achievement.	Budgeted Expenditures $0 Funding N/A	**4.1** DMCS curriculum adopted and developed to align with Common Core standards (Treasures, Envisions, FOSS, CPM, iReady CC) **4.2** Three iReady benchmark assessments have been administered and a fourth is scheduled for the Spring. **4.3** Provided extensive teacher training on curriculum and strategies to increase pupil achievement. -Certificated staff participated in professional development on the following dates 8/10/15 - iReady training 8/12/15- RTI- Accommodation/Modification; Intervention Strategies 9/9/15 – EnVision Math training 10/7/15 – iReady training 11/4/15 – CELDT and EL/Language acquisition strategies 12/9/16- PBIS Review 2/24/16 – Reading and ELA strategies for instruction and assessment	Estimated Actual Annual Expenditures $0

Scope of service:	LEA Wide		Scope of service:	LEA Wide	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			X ALL 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?	**As goals, actions, services and expenditures were analyzed DMCS determined to discontinue DMCS LCAP Goal 4 and use Goals established at the DMCS Governing Board Workshop with 3rd Plateau Consultants.**

Original GOAL from prior year LCAP:	**GOAL 5:** EL students will advance at least one performance level per the CELDT/ELPAC each academic year	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: EL	

Expected Annual Measurable Outcomes:	1) Percentage of EL students advancing at least one grade level on the CELDT/ELPAC statewide assessment. 2) 100% of EL students expected to advance.	Actual Annual Measurable Outcomes:	1) Students will retake CELDT in August and data will be analyzed 2) Data not yet available

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
5.1 EL Specialist will be retained and will use data to drive instruction to provide in-class instruction support as well as 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies to teach small groups of EL students in order to increase CELDT		**5.1** EL Specialist retained and provides in-class instruction support as well as 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies to teach small groups of EL students. CELDT administered in August, 2015. CELDT	

test scores.	Budgeted Expenditures $65,000 Funding: LCFF	will be re-administered in August of 2016 at which point scores can be compared. **15 -16 School Year CELDT Results** **CELDT Results** / **Number of Students** **Beginning** / **1** **Early Intermediate** / **6** **Intermediate** / **11** **Early Advanced** / **11** **Advanced** / **4**	Estimated Actual Annual Expenditures $65,000
Scope of service:			
X ALL 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?		Scope of service: X ALL 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?	**As goals, actions, services and expenditures were analyzed DMCS determined to discontinue DMCS LCAP Goal 4 and use Goals established at the DMCS Governing Board Workshop with 3rd Plateau Consultants.**		

Original GOAL from prior year LCAP:	**GOAL 6:** EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1) Percentage of students reclassified as Fluent English Proficient	Actual Annual Measurable Outcomes:	1) Students will retake CELDT in August, 2016 and data will be analyzed to determine reclassifications. CAASPP test scheduled for May, 2016

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
6.1 EL Specialist will be retained and will use data to drive instruction to provide in-class instruction support as well as 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies to teach small groups of EL students in order to increase CELDT test scores.	Budgeted Expenditures $65,000 Funding: LCFF	**6.1** EL Specialist retained and provides in-class instruction support as well as 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies to teach small groups of EL students. CELDT administered in August, 2015. CELDT will be re-administered in August of 2016 at which point scores can be compared.	Estimated Actual Annual Expenditures $65,000

Scope of service:	LEA Wide	Scope of service:	LEA Wide
__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils X 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?	**As goals, actions, services and expenditures were analyzed DMCS determined to discontinue DMCS LCAP Goal 6 and use Goals established at the DMCS Governing Board Workshop with 3rd Plateau Consultants.**

Original GOAL from prior year LCAP:	**GOAL 7:** All students, including all student subgroups, unduplicated students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7 X 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. 100% percent of students expected to reach the "On Target" scoring on each benchmark test.	Actual Annual Measurable Outcomes:	1. Four benchmark tests from iReady data will be administered and analyzed.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
7.1 DMCS will offer a broad course of study. Kinder through 8th grade curriculum will be aligned with	Budgeted Expenditures	**7.1** DMCS curriculum adopted and developed to align with Common Core standards (Treasures,	Estimated Actual Annual

Common Core Standards. **7.2** Four iReady benchmark assessments will be administered to measure and track academic growth. **7.3** Provide teacher training on curriculum and strategies to increase pupil achievement.	$0 Funding N/A	Envisions, FOSS, CPM, iReady CC) **7.2** Three iReady benchmark assessments have been administered and a fourth is scheduled for the Spring. **7.3** Provided extensive teacher training on curriculum and strategies to increase pupil achievement. -Certificated staff participated in professional development on the following dates 8/10/15 - iReady training 8/12/15- RTI- Accommodation/Modification; Intervention Strategies 9/9/15 – EnVision Math training 10/7/15 – iReady training 11/4/15 – CELDT and EL/Language acquisition strategies 12/9/16- PBIS Review 2/24/16 – Reading and ELA strategies for instruction and assessment	Expenditures $0
Scope of service: LEA Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide X ALL 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?	**As goals, actions, services and expenditures were analyzed DMCS determined to discontinue DMCS LCAP Goal 7 and use Goals established at the DMCS Governing Board Workshop with 3rd Plateau Consultants.**

Original GOAL from prior year LCAP:	**GOAL 8:** All students will demonstrate an understanding of their actions, how these affect their surroundings and the ability to work with others	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	**1.** The number of behavior/discipline referrals	**Actual Annual Measurable Outcomes:**	**1**. Percentage of referrals as compared to prior year**.**

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
8.1 Parent input will be sought through monthly Governing Board meetings, parent surveys and bi-monthly Charter Advisory Committee meetings. **8.2** Increased school attendance rates will lead to improved pupil engagement. **8.3** Chronic absenteeism rates will be addressed through the SARB process and trimester attendance outreach **8.4** Middle school dropout rates will be addressed via parent conferences as well mail/email/phone communication focusing on at-risk students.	Budgeted Expenditures: $0 Funding: N/A	**8.1** Parent input has been sought through monthly Governing Board meetings as well as tri-annual Charter Advisory Committee meetings. Parent surveys were conducted in November and February during parent conferences to obtain feedback from parents on the best ways to improve the school**.** **8.2** The YTD attendance rate for the 15-16 school year is 96.12, the rate for 14-15 was 96.19 **8.3** Tri-annual (trimester) notices sent home to students with high absenteeism rates, parent outreach conducted and administrative attendance meetings initiated. **8.4** Middle-school dropout rates have been addressed through parent conferences, parent communication via mail, email, and telephone that has focused on at-risk students.	Estimated Actual Annual Expenditures: $0

Scope of service: LEA Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide X ALL 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?	**As goals, actions, services and expenditures were analyzed DMCS determined to discontinue DMCS LCAP Goal 8 and use Goals established at the DMCS Governing Board Workshop with 3rd Plateau Consultants.**		

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:	$ 146,761

A total of $148,000 will be spent in the following areas:
Curriculum, $20,000
iReady Benchmark Testing, $18,000
Professional Development, $10,000
EL Instructor Instructor/Coordinator, $60,000
Bilinigual Office Asst, $20,000
Outreach coordinator, $20,000

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.

5.10	%

Service will be increased for low income pupils and English learners by increasing iReady benchmark scores through aligning curriculum with the needs of these students. Professional development will be implemented throughout the entire staff to increase knowledge of strategies for use within our curriculum and philosophy. An EL instructor will be hired to specifically give EL students explicit instruction and provide professional development for our teachers. A bilingual office assistant and outreach coordinator will reach out to improve relationships with subgroups to help them feel more welcomed and successful at DMCS.