

## § 15497. Local Control and Accountability Plan and Annual Update Template

### **Introduction:**

LEA: Diego Valley Charter School Contact: Craig Beswick, Principal, [cbeswick@diegovalleycharter.org](mailto:cbeswick@diegovalleycharter.org), 619-490-9439 LCAP Year: 2014

### ***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
<ol style="list-style-type: none"> <li>1. Diego Valley Charter started the process of educating stakeholders in regards to the new Local Controlled Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) in January of 2014. In January, staff was presented with a video and power point presentation describing the LCFF and LCAP. A process for the early development of survey questions, and the corresponding strategy for implementation and education of all stakeholders were developed.</li> <li>2. Throughout January and February, small focus groups were held with students during small group instructions and seminars to gain student input about possible survey questions, and to educate them about the LCFF and LCAP. Anecdotal notes were created and shared at staff meetings.</li> <li>3. In February, the Principal of Diego Valley presented at eight different staff meetings to educate our community partners about the LCFF and LCAP. Diego Valley has eight Memorandum’s of Understanding (MOU’s ) with nonprofits who run federally funded employability programs and post-secondary institutions. The leadership, case managers, and professors were presented with the pertinent facts about Diego Valley’s strategies to involve all stakeholders in the process for creating the LCAP.</li> <li>4. The Diego Valley Charter leadership team met twice in February to finalize the survey questions, the strategies for implementation, and the dates for upcoming Parental Action Committee (PAC) and English Learner Action Committees (ELAC) meetings. The PAC and ELAC meeting s will be held on April 8, 2014.</li> <li>5. On March 12, 2014 the survey was presented and approved at the Diego Valley Charter School Board meeting</li> </ol>	<p>We received 350 responses from our LCAP survey. The top three requests are listed by State Priority</p> <p><b>Priority #1:</b> Fully credentialed teachers</p> <ul style="list-style-type: none"> <li>• Increase in the amount tutors who have credentials</li> <li>• Increase in the amount of A-G classes</li> <li>• Increase in the amount of teachers with multiple credentials</li> </ul> <p><b>Priority #2:</b> Implementation of state standards (Common Core)</p> <ul style="list-style-type: none"> <li>• Increase in the amount of seminar classes</li> <li>• Differentiated curriculum for special populations</li> <li>• Use of learning styles assessments</li> </ul> <p><b>Priority #3:</b> Parental Involvement</p> <ul style="list-style-type: none"> <li>• Increase in amount of communication; progress reports</li> <li>• Student / Parent Portal needs to be more accessible</li> <li>• Parent volunteer opportunities in an educational setting</li> </ul> <p><b>Priority #4:</b> Pupil Achievement</p> <ul style="list-style-type: none"> <li>• Need for an increase in college prep courses</li> <li>• SAT/ACT prep needed</li> <li>• Increased access to career programs and internships for all students</li> </ul>

<ol style="list-style-type: none"> <li>6. A one call went out to all households on March 13<sup>th</sup> 2014, describing the LCFF, LCAP, and setting dates for the next PAC and ELAC meetings. A large portion of these meetings will be devoted towards educating parents about the process.</li> <li>7. On Friday March 21, 2014, Diego Valley finalized the survey and strategy for implementation at the staff meeting. Professional development activities included watching two more videos from the West Ed Video Channel, and an overview of the process of aligning the Single School District Plan, Charter Petition, and WASC Action Plan with the Eight State Priorities contained in the LCAP</li> <li>8. On March 26, 2014, Diego Valley completed its March newsletter. The newsletter featured an article describing the LCAP and LCFF, had information about the steps to complete the survey via snail mail, phone in, or Google Docs.</li> <li>9. On March 27, 2014 the final survey was mailed out to all households and community partners. A one call was sent out again; giving instructions about how to complete the survey and the schedule for the PAC and ELAC meetings.</li> <li>10. From March 24-April 4<sup>th</sup>, Diego Valley teachers have been making phone calls to all parents and adult students to remind them of the importance of the surveys and helping them complete the surveys if needed. Teachers are also interviewing students and inputting data during appointments.</li> <li>11. On April 8<sup>th</sup> Diego Valley held a PAC / ELAC meeting where stakeholders were trained on the LCAP / LCFF. They watched two videos and discussed the survey results to date.</li> <li>12. Once the LCAP is complete, Diego Valley will review the results of the survey and LCAP for all stakeholders through the website, newsletter, one call to houses, and updates at staff meetings and PAC/ELAC meetings.</li> </ol>	<p><b>Priority #5: School attendance / Pupil Engagement</b></p> <ul style="list-style-type: none"> <li>• Incentives for credit completion and attendance</li> <li>• Need for monthly bus passes and or regional vans</li> <li>• More access to technology</li> </ul> <p><b>Priority #6: School Climate</b></p> <ul style="list-style-type: none"> <li>• Increase in extracurricular activities: clubs, social events, sports teams and life skills seminars</li> <li>• Increase career and post-secondary field trips</li> <li>• Increase in more assemblies for guest speakers and trainings</li> </ul> <p><b>Priority #7: Course Access</b></p> <ul style="list-style-type: none"> <li>• A bigger selection of electives</li> <li>• More hands on electives</li> <li>• Labs for science courses</li> </ul> <p><b>Priority #8: Other pupil outcomes</b></p> <ul style="list-style-type: none"> <li>• Increase in health / PE classes</li> <li>• A larger selection of classes</li> <li>• An increase on online courses</li> </ul>
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**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?

11) 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 (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.)
	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><b>Need:</b> There is a need to improve student retention.</p> <p><b>Metrics:</b> The percentage of transiency rates</p>	<p><b>Goal #1:</b> Increase the amount of time students stay enrolled; thus improving student retention and decreasing the transiency rates</p>	All pupils	All high school students		Transiency rates will decrease 2% over the course of the year.			<p><b>Priority #2:</b> Implementation of state standards (Common Core)</p> <p><b>Priority #3:</b> Parental Involvement</p> <p><b>Priority #4:</b> Pupil Achievement</p> <p><b>Priority #5:</b> School attendance</p> <p><b>Priority #6:</b> School Climate</p>

<p><b>Need:</b> There is a need to increase the amount of credits completed.</p> <p><b>Metrics:</b> The # of credits completed</p>	<p><b>Goal #2:</b> Students will increase the amount of credits completed</p>	<p>All pupils</p>	<p>All high school students</p>		<p>The amount of credits completed by students will increase 2% over the course of the year.</p>			<p><b>Priority #1:</b> Fully credentialed teachers <b>Priority #3:</b> Parental Involvement <b>Priority #4:</b> Pupil Achievement <b>Priority #7:</b> Course Access <b>Priority #8:</b> Other pupil outcomes</p>
<p><b>Need:</b> There is a need to improve student's computer literacy and basic technology skills</p> <p><b>Metrics:</b> Successful completion of computer courses.</p>	<p><b>Goal #3:</b> Students will improve computer literacy /basic technology skills.</p>	<p>All pupils</p>	<p>All high school students</p>		<p>The amount of computer courses and online courses will increase 2% over the course of the year.</p>			<p><b>Priority #2:</b> Implementation of state standards (Common Core) <b>Priority #4:</b> Pupil Achievement <b>Priority #7:</b> Course Access <b>Priority #8:</b> Other pupil outcomes</p>
<p><b>Need:</b> There is a need for students to increase their knowledge of college and career readiness</p> <p><b>Metrics:</b></p>	<p><b>Goal #4:</b> Students will increase their amount of knowledge in regards to college and career readiness</p>	<p>All pupils</p>	<p>All high school students</p>		<p>The amount of CTE courses completed by students will increase 2% over the course of the year.</p>			<p><b>Priority #2:</b> Implementation of state standards (Common Core) <b>Priority #4:</b> Pupil Achievement <b>Priority #7:</b> Course Access <b>Priority #8:</b> Other pupil outcomes</p>



Number of students successfully completing CTE courses								
<b>Need:</b> There is a need to increase stakeholder involvement <b>Metrics:</b> The number of stakeholders attending events.	<b>Goal #5:</b> Diego Valley will increase the amount of stakeholder involvement	All pupils	All high school students		Stakeholder attendance at school and community events will increase 2% over the course of the year.			<b>Priority #3:</b> Parental Involvement <b>Priority #5:</b> School attendance <b>Priority #6:</b> School Climate

**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 52604 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, school-wide, countywide, or charter-wide 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 (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: 2013-14	Year 2: 2014-15	Year 3: 2015-16
<p><b>Goal #1:</b> Increase the amount of time students stay enrolled; thus improving student retention and decreasing the transiency rates</p>	<p><b>Priority #3:</b> Parental Involvement <b>Priority #4:</b> Pupil Achievement <b>Priority #5:</b> School attendance <b>Priority #6:</b> School Climate</p>	<ul style="list-style-type: none"> <li>• Increase counselor meetings and interventions.</li> <li>• Incentives for academics and attendance will be presented to the board for approval</li> <li>• Provide professional trainings for PAC meetings delivered by staff and by third party providers</li> <li>• Hire additional counselors to maintain a ratio of 300 students per counselor</li> <li>• Hire additional tutors to maintain a ratio of 150 students per tutor</li> <li>• Hire and train a</li> </ul>	LEA-WIDE		<ul style="list-style-type: none"> <li>• Counselor meetings and intervention as part of the regular salary at a cost of \$0 (as stated below)</li> <li>• Incentives at a cost of \$10,820 (B5)</li> <li>• Professional trainings for PAC meetings at a cost of \$246,273 (B1,B2, B3, B5)</li> <li>• Hire 2 counselors at a cost of \$132,200 (B1, B3)</li> <li>• Hire 2 tutors at a cost of \$95,386 (B1, B2, B3)</li> <li>• Hire 1 new lead teacher</li> </ul>		

		<p>teacher for the new lead teacher position to facilitate the onboarding process including learning styles assessments</p> <ul style="list-style-type: none"> <li>• Utilize CWAT and Student Mentor to reach out to students who are struggling to maintain adequate progress</li> <li>• Safe and secure facilities are required to maintain effective educational program</li> </ul>			<p>position at a cost of \$68,900 (B1, B3)</p> <ul style="list-style-type: none"> <li>• Utilize CWATs at the regular salary for a cost of \$84,681 and Student Mentors at the regular salary for a cost of \$85,549 (B2, B3)</li> <li>• Facilities cost of \$1,106,222 (B4, B5)</li> </ul> <p>LCFF Funding</p>		
<p><b>Goal #2:</b> Students will increase the amount of credits completed</p>	<p><b>Priority #1:</b> Fully credentialed teachers <b>Priority #2:</b> Implementation of state standards (Common Core) <b>Priority #3:</b> Parental Involvement <b>Priority #4:</b> Pupil Achievement <b>Priority #7:</b> Course Access <b>Priority #8:</b> Other pupil outcomes</p>	<ul style="list-style-type: none"> <li>• Increase counselor meetings and interventions.</li> <li>• Hire additional tutors to maintain a ratio of 150 students per tutor</li> <li>• Work with CDE to clear all A-G courses with U-C system</li> <li>• Incentives for attendance and outstanding</li> </ul>	<p>LEA-WIDE</p>		<ul style="list-style-type: none"> <li>• Counselor meetings and intervention at the regular salary for a cost of \$0 (as stated above in Goal #1)</li> <li>• Hire 2 tutors at a cost of \$95,386 (B1, B2, B3)</li> <li>• Clear all A-G courses with U-C system at a cost of \$2,704,154 (B1, B3, B4)</li> <li>• Incentives for academics and attendance at a cost of \$21,640 (B5)</li> </ul>		

		<p>academic achievement</p> <ul style="list-style-type: none"> <li>• Professional development trainings on CCSS provided for staff and stakeholders</li> <li>• More VPSS and CTE credentialing opportunities for teachers to increase the amount of credentials in different subject areas.</li> <li>• Increase the amount PAC / ELAC trainings for parents</li> <li>• New CCCS curriculum in development that will be supported by hired cohort members and Teachers on special Assignments</li> </ul>			<ul style="list-style-type: none"> <li>• PD trainings on CCSS at a cost of \$55,342 (B4, B5)</li> <li>• VPSS and CTE opportunities for teachers at a cost of \$55,342 (B4, B5)</li> <li>• Trainings completed by lead teachers at the regular salary for a cost of \$37,821 (B1, B3)</li> <li>• CCCS curriculum development at a cost of \$20,000 (B1, B3, B4) for 2 TOSA positions for a cost of \$50,000 (B1, B3)</li> </ul> <p>LCFF Funding</p>		
<p><b>Goal #3:</b> Students will improve computer literacy /basic technology skills</p>	<p><b>Priority #2:</b> Implementation of state standards (Common Core) <b>Priority #4:</b> Pupil Achievement</p>	<ul style="list-style-type: none"> <li>• Students will take online courses and computer preparation courses</li> <li>• Increase in Online</li> </ul>	LEA-WIDE		<ul style="list-style-type: none"> <li>• Online courses and computer preparation courses at a cost of \$139,105 (B4, B5)</li> <li>• Online courses and</li> </ul>		

	<p><b>Priority #7:</b> Course Access</p> <p><b>Priority #8:</b> Other pupil outcomes</p>	<p>CTE courses including CISCO lab courses</p> <ul style="list-style-type: none"> <li>• More PD's utilizing technology across the curriculum</li> <li>• Tablets for students</li> <li>• Specialized Technology Tutor will be hired to provide tutoring and support with the technology related to classrooms</li> <li>• Increase online CTE offerings through the hiring of CTE credentialed teachers</li> </ul>			<p>computer preparation courses at a cost of \$158,859 (B4, B5)</p> <ul style="list-style-type: none"> <li>• Technology PD's at accost of \$181,891 (B1, B3, B4)</li> <li>• Tablets purchased for students at a cost of \$270,500 (B4)</li> <li>• Hire 1 fulltime technology tutor at a cost of \$47,693 (B1, B3)</li> <li>• Hire 2 CTE teachers at a cost of \$137,800 (B1, B3)</li> </ul> <p>LCFF Funding</p>		
<p><b>Goal #4:</b> Students will improve the amount of knowledge in regards to college and career readiness</p>	<p><b>Priority #2:</b> Implementation of state standards (Common Core)</p> <p><b>Priority #4:</b> Pupil Achievement</p> <p><b>Priority #7:</b> Course Access</p>	<ul style="list-style-type: none"> <li>• Hire additional counselors to maintain a ratio of 300 students per counselor</li> <li>• School leadership and counselors will work with Colleges</li> </ul>	LEA-WIDE		<ul style="list-style-type: none"> <li>• Hire 2 counselors at a cost of \$0 (as stated above in Goal #1)</li> <li>• Schedule field trips and guest speakers at a cost of</li> </ul>		

	<p><b>Priority #8:</b> Other pupil outcomes</p>	<p>and established community based nonprofits to provide more field trips and guest speakers surrounding career and college readiness</p> <ul style="list-style-type: none"> <li>• MOU finalized with SDCOE so that CTE teachers and specialists can be hired in CTE pathways (CISCO, and Culinary Arts for Year 1)</li> <li>• Increase in CTE courses with job certifications</li> <li>• Leadership will make more strategic alliances with nonprofits that provide wraparound services, paid internships, and career and college readiness opportunities by attending conferences</li> </ul>			<p>\$40,000 (B5)</p> <ul style="list-style-type: none"> <li>• Hire 2 CTE teachers at a cost of \$137,800 (B1, B3)</li> <li>• Hire 2 CTE teachers at a cost of \$0 (as stated above)</li> <li>• Attend conferences like the National Youth Build, CTE, CWA, and ISTE to develop more partnerships at a cost of \$55,341 (B4, B5)</li> </ul> <p>LCFF Funding</p>		
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<p><b>Goal #5:</b> Diego Valley will increase the amount of stakeholder involvement</p>	<p><b>Priority #3:</b> Parental Involvement <b>Priority #5:</b> School attendance <b>Priority #6:</b> School Climate</p>	<ul style="list-style-type: none"> <li>• Leadership will continue to create updates and quarterly surveys to glean critical feedback from all stakeholders.</li> <li>• Staff member will be selected to lead the creation and development of a Student Leadership Council.</li> <li>• Increase the amount PAC / ELAC trainings to twice a quarter for parents</li> <li>• School run job fairs and special events like award nights</li> <li>• Staff member will be selected to lead the creation and development of a Student led Newsletter</li> <li>• Improved access to, and content of, Student / Parent Portal on the website</li> </ul>	<p>LEA-WIDE</p>		<ul style="list-style-type: none"> <li>• Creation of online and paper based surveys at a cost of \$43,393 (B4, B5)</li> <li>• Student Leadership Council Staff stipend at a cost of \$331,889 (B1, B2, B3); and materials and mailings for the council at a cost of \$3,694 (B4)</li> <li>• Trainings completed by ELL lead teacher at the regular salary for a cost of \$37,821 (B1, B3)</li> <li>• Registration and fees for special events will be covered at a cost of \$20,000 (B5)</li> <li>• Stipend for staff member in charge of student at a cost of \$331,889 (B1,B2, B3)and newsletter at accost of \$5,000 (B4, B5)</li> <li>• Improved access to Student / Parent Portal via technological updates at accost of \$43,393 (B5)</li> </ul> <p>LCFF Funding</p>		
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- 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 re-designated 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 re-designated 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, if applicable)	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
<p><b>Goal #1:</b> Increase the amount of time students stay enrolled; thus improving student retention and decreasing the transiency rates</p>	<p><b>Priority #3:</b> Parental Involvement <b>Priority #4:</b> Pupil Achievement <b>Priority #5:</b> School attendance <b>Priority #6:</b> School Climate</p>	<ul style="list-style-type: none"> <li>In addition to all of the actions listed in section 2 the following actions and services will be completed for special populations.</li> <li>For low income pupils, foster youth, and English Learners; Counselors, Operational staff, CWATS, and teachers will provide resources and referrals to help students stay in school</li> <li>There will be an increase of MOU affiliated case managers at Diego Valley sites to provide</li> </ul>	LEA WIDE		<ul style="list-style-type: none"> <li>Professional Development trainings on special populations will be delivered to staff at a cost of \$5,000 (B4, B5)</li> <li>Counselors, Operational staff, CWATS, and teachers will provide resources and referrals at a cost of \$218,628 (B1, B2, B3)</li> <li>Increase of case managers and a cost of furniture and office supplies for 4 case managers at a cost of</li> </ul>		

		<p>wraparound services.</p> <ul style="list-style-type: none"> <li>English Language Learners will receive English Language Services</li> </ul>			<p>\$158,100 (B2, B3, B4)</p> <ul style="list-style-type: none"> <li>ELD curriculum including EDGE levels A,B,and C, and Rosetta Stone Software will be purchased at a cost of \$35,682 (B4)</li> </ul> <p>LCFF Funding</p>		
<p><b>Goal #2:</b> Students will increase the amount of credits completed</p>	<p><b>Priority #1:</b> Fully credentialed teachers <b>Priority #2:</b> Implementation of state standards (Common Core) <b>Priority #3:</b> Parental Involvement <b>Priority #4:</b> Pupil Achievement <b>Priority #7:</b> Course Access <b>Priority #8:</b> Other pupil outcomes</p>	<ul style="list-style-type: none"> <li>In addition to all of the actions listed in section 2 the following actions and services will be completed for special populations.</li> <li>For low income pupils, foster youth, and English Learners; Counselors, Operational staff, CWATS, and teachers will provide resources to help students complete credits towards graduation</li> <li>English Language Learners will receive English Language Services and will benefit from the new CCSS curriculum and SDAI strategies built into all core content classes</li> </ul>	<p>LEA-WIDE</p>		<ul style="list-style-type: none"> <li>As part of their regular duties, Counselors, Operational staff, CWATS, and teachers will provide resources to help increase the amount of credit students completed at a cost of \$190,074 (B1, B2, B3)</li> <li>ELD curriculum including EDGE levels A,B, and C, and Rosetta Stone Software will be purchased at a cost of \$35,682 (B4)</li> </ul>		

		<ul style="list-style-type: none"> <li>• For English Learners seminars will be created utilizing a blend of online and text based resources.</li> <li>• Staff trained on CCSS, Online Courses, Rosetta Stone, and accommodations for Special populations and ELL learners</li> </ul>			<ul style="list-style-type: none"> <li>• ELL seminar created and conducted by Lead ELL teacher as part of the regular salary for a cost of \$28,554 (B1, B3)</li> <li>• CCSS, online and Rosetta Stone trainings for staff at a cost of \$5,000 (B4, B5)</li> </ul> <p>LCFF Funding</p>		
<p><b>Goal #3:</b> Students will improve computer literacy /basic technology skills</p>	<p><b>Priority #2:</b> Implementation of state standards (Common Core) <b>Priority #4:</b> Pupil Achievement <b>Priority #7:</b> Course Access <b>Priority #8:</b> Other pupil outcomes</p>	<ul style="list-style-type: none"> <li>• In addition to all of the actions listed in section 2 the following actions and services will be completed for special populations.</li> <li>• For low income pupils, foster youth, and English Learners Diego Valley will provide resources to help students improve computer literacy and basic technology skills</li> <li>• ELL student success will be tracked by ELL support staff and the counselors</li> </ul>	LEA-WIDE		<ul style="list-style-type: none"> <li>• Tracking completed by ELL lead teacher as part of the regular salary for cost of \$3,346 (B1, B3) and the ELL Clerk as part of the regular salary for a cost of</li> </ul>		

		<ul style="list-style-type: none"> <li>For ELL student's online courses and computer classes, seminars will be created and facilitated by teachers and students who can provide support in the student's native language when possible.</li> </ul>			<p>\$7,808 (B2, B3)</p> <ul style="list-style-type: none"> <li>Seminars completed by ELL lead teacher as part of the regular salary for a cost of \$3,346 (B1, B3) and the ELL Clerk as part of the regular salary for a cost of \$7,808 (B2, B3)</li> </ul> <p>LCFF Funding</p>		
<p><b>Goal #4:</b> Students will improve the amount of knowledge in regards to college and career readiness</p>	<p><b>Priority #2:</b> Implementation of state standards (Common Core) <b>Priority #4:</b> Pupil Achievement <b>Priority #7:</b> Course Access <b>Priority #8:</b> Other pupil outcomes</p>	<ul style="list-style-type: none"> <li>In addition to all of the actions listed in section 2 the following actions and services will be completed for special populations</li> <li>For low income pupils, foster youth, and English Learners; teachers will provide resources to help students complete CTE courses and increase their knowledge in regards to career and college readiness</li> <li>Counselors will develop one on one and small group trainings to help students in special populations gain exposure to elements of post-secondary</li> </ul>	LEA-WIDE		<ul style="list-style-type: none"> <li>As part of their regular duties, teachers will provide resources to help students complete CTE courses and increase their knowledge in regards to career and college readiness at a cost of \$22,308 (B1, B3)</li> <li>Trainings completed by completed by Counselor as part of the regular salary for a cost of \$13,053 (B1, B3)</li> </ul> <p>LCFF Funding</p>		

		institutions that are specific to special populations.					
<b>Goal #5:</b> Diego Valley will increase the amount of stakeholder involvement	<b>Priority #3:</b> Parental Involvement <b>Priority #5:</b> School attendance <b>Priority #6:</b> School Climate	<ul style="list-style-type: none"> <li>In addition to all of the actions listed in section 2 the following actions and services will be completed for special populations</li> <li>For low income pupils, foster youth, and English Learners, Diego Valley will provide transportation assistance to families to attend meetings, trainings, field trips, and special events.</li> </ul>	LEA-WIDE		<ul style="list-style-type: none"> <li>Transportation assistance in the form of bus passes, renting busses, and linking up to community service affiliate transportation at a cost of \$60,237 (B4)</li> </ul> <p>LCFF Funding</p>		

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, school-wide, countywide, or charter-wide 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 school-wide 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.)

Using the FCMAT LCFF calculator, Diego Valley Charter School has calculated it will receive \$752,152 in Supplemental and Concentration funding under the Local Control Funding Formula. The details of these expenditures are itemized in section 3B of this plan. It includes additional counseling, mentoring, tutoring, and technology upgrades to serve our at-risk and mobile population.

Diego Valley will expend these funds according to the identified areas of need which support the goals identified in section 2.

- 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.

Diego Valley Charter School has calculated it will receive \$752,152 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 9.01% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in Section 3B.

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.

1-03-14 [California Department of Education]