

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

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<ol style="list-style-type: none"> 1. December 9, 2013: Diego Hills hosted an Open House for students, parents, staff, and community members. During the open house, parents and community members were invited to watch a power point presentation on how to positively support their student's academic progress in the home. Parents were also given a brief description of the LCAP and told about upcoming opportunities for involvement in the LCAP process. 2. February 11, 2014: The 1st LCAP survey was mailed to the home of every student. Parents, students, and community members were encouraged to complete the survey and send it back to the school at their earliest convenience. The survey asked for feedback on each of the 8 state priorities on a scale from strongly disagreeing to strongly agreeing 3. February 19, 2014: An invitation was mailed to every household inviting students, parents, and guardians to attend a meeting on the LCAP that would take place on February 26, 2014. 4. February 25, 2014: A phone call was made to every household inviting students, parents, and guardians to a meeting about the LCAP that would take place on February 26, 2014. 5. February 25, 2014: We distributed another version of the stakeholder survey to allow for open-ended responses. The survey was created on a google doc and distributed to students, staff, and parents via email. 	<p>In the impact on LCAP box of section 1 please summarize the input that you have been receiving by are of concern, priority, etc.</p> <p>We received 266 responses from our LCAP survey:</p> <p><i>Category A: Conditions of Learning</i></p> <hr/> <p>State Priority #1: Basic Services</p> <ul style="list-style-type: none"> • More tutors (29 requests) • Extended tutoring hours (15 requests) • Smaller student-to-teacher ratio to enable more 1-on-1 time with students (5 requests) • More classroom space (1 request) • An student break area/study hall (3 requests) <p>State Priority #2: Implementation of CCSS</p> <ul style="list-style-type: none"> • More seminar classes (28 requests) • More higher order thinking skills (3 requests) • More trainings on EL instruction (1 request) • Differentiated curriculum for special populations (EL and SPED) (3 requests)

In addition, flyers with the survey website and QR code were distributed to all students and staff. A Spanish version of the LCAP survey was also sent to the parents of EL students.

6. February 26, 2014: We hosted a community luncheon, which included community members, counselors from neighboring high schools, probation officers, social service representatives, and liaisons from local homeless shelters. We reviewed the changes to the Local Control Funding Formula and asked for them to complete the LCAP survey.
7. February 26, 2014: A meeting on the LCAP was held with teachers, students, parents, and guardians in attendance. Parents watched a video from wested.org regarding the new funding formula and stakeholder input on the LCAP. We explained the possible increase in funding and asked for input on how these additional funds could be used. In addition, parents were given a handout explaining the process of the LCAP to review in preparation for future meetings.
8. February 27 - May 18th: Teachers phoned the parents/guardians of their students to encourage and assist with completion of the stakeholder survey.
9. March 3, 2014: We showed a powerpoint presentation and the WestEd.org video to staff members during a regularly scheduled staff meeting. Staff were then asked to complete the LCAP survey with suggestions for school improvements.
10. LCAP Advisory Committee met on February 26th, March 19th, April 23rd, and May 21st to discuss LCAP plan goals, stakeholder input, and the timeline for implementation
11. The EL Advisory Committee met on February 26th and May 21st to discuss LCAP plan goals, stakeholder input, and the timeline for implementation

- Integration of learning styles (3 requests)

State Priority #7: Access to Courses

- More exciting electives (18 requests)
- Greater variety of class offerings (22 requests)

Category B: Pupil Outcomes

State Priority #4: Student Achievement

- Need for more college prep courses (12 requests)
- SAT/ACT prep needed (5 requests)
- Teachers need to connect college and career goals to student learning (7 requests)
- More college field trips (1 request)
- Improve EL re-classification
- Increase EAP participation
- Homework assignments need to be increased/more rigorous (11 requests)

State Priority #8: Other Student Outcomes

- More exciting electives (18 requests)
- Greater variety of class offerings (22 requests)

Category C: Engagement

State Priority #3: Parental Involvement

- Increased school-to-home communication (118 requests)
- More open houses/parent conferences to increase communication (3 requests)
- Better notification of Parent Advisory Meetings (2 requests)
- Web portal for parents to view student progress (1

	<p>request)</p> <ul style="list-style-type: none"> • Parent volunteer opportunities • Appointment reminders the day before • Text message reminders from school to home <p>State Priority #5: Student Engagement</p> <ul style="list-style-type: none"> • Classes need to be more engaging and applicable to the real world (46 requests) • Students want rewards for credit completion and attendance(22 requests) • Students should be required to come to school more than 1 day per week (33 requests) • Provide monthly bus passes (17 requests) <p>State Priority #6: School Climate</p> <ul style="list-style-type: none"> • More extracurricular activities: clubs, social events, sports teams) (16 requests) • More college field trips (1 request)
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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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
Need: Increase student retention rate Metrics: Percentage of transiency rates	Goal #1: Increase student retention rate through improved student/parent communication, counselor support, and other intervention strategies	All pupils	DHC	(blank)	Student transiency rate will decrease by 2%			Priority 1 Priority 5 Priority 6
Need: Increase credit completion	Goal #2: Increase credit completion rate through regular review of Academic Plan, parent/teacher	All pupils	DHC	(blank)	Credit completion rate will increase by			Priority 1 Priority 2 Priority 4 Priority 5

rate Metrics: Percentage of credits completed	conferences, etc.				2%			Priority 7
Need: Improve computer literacy/basic skills Metrics: Percentage of online course completion	Goal #3: Students will improve computer literacy/basic skills through completing an online course, using online resources embedded in curriculum, and participating in online diagnostic assessments	All pupils	DHC	(blank)	Online course completion rate will increase by 2%			Priority 1 Priority 3 Priority 7 Priority 8
Need: Improve college and career readiness Metrics: Percentage of CTE course completion	Goal #4: Students will improve college and career readiness through school counselor support and completing Career Technical Education (CTE) course(s)	All pupils	DHC	(blank)	CTE course completion rate will increase by 2%			Priority 1 Priority 4 Priority 7 Priority 8
Need: Increase stakeholder involvement Metrics: Number of attendees at school events	Goal #5: Stakeholder involvement will increase at school events such as Parent Meetings, Open House, and networking with community service clubs and local business associations	All stakeholders	DHC	(blank)	Stakeholder attendance rate will increase by 3%			Priority 1 Priority 3 Priority 6

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, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal #1: Increase student retention rate through improved student/parent communication, counselor support, and other intervention strategies	Priority 1 Priority 5 Priority 6	-Intervention/Support from School Counselor, Child Welfare Attendance Technician (CWAT), and Tutors -Applicable Professional Development -Student transportation assistance -Free breakfast and/or mid-day snack	School-wide	(blank)	-School Counselor, at a cost of \$39,676 (B1, B3) -CWAT, at a cost of \$13,706 -Hire additional Tutor at a cost of \$52,458 (B2, B3) -Provide and support applicable Professional Development opportunities (CCSS, NGSS, pedagogy) at a cost of \$3,000 (B5) -Provide student transportation assistant by purchasing bus day passes at a cost of \$42,220 (B4) -Provide free breakfast and/or mid-day snack at a cost of \$3,000 (B4)		

<p>Goal #2: Increase credit completion rate through regular review of Academic Plan, parent/teacher conferences, etc.</p>	<p>Priority 1 Priority 2 Priority 4 Priority 5 Priority 7</p>	<p>-Academic Plans reviewed on regular basis at Parent/Teacher conferences, encouraging students to complete two credits per week -Applicable Professional Development -Additional tutor -Develop student incentive program (local restaurant gift cards, etc.)</p>	<p>School-wide</p>	<p>(blank)</p>	<p>-As part of Teacher duties, require Academic Plans reviewed at Parent/Teacher conferences every semester, encouraging students to complete two credits per week. Teacher salaries, at cost of \$330,000 (B1, B3) -Provide and support applicable Professional Development opportunities at a cost of \$5,000 (B5) -Hire additional Tutor at a cost of \$60,877 (B2, B3) -Provide student incentives at a cost of \$2,000 (B4)</p>		
<p>Goal #3: Students will improve computer literacy/basic skills through completing an online course, using online resources embedded in curriculum, and participating in online diagnostic assessments</p>	<p>Priority 1 Priority 3 Priority 7 Priority 8</p>	<p>-Students will participate in online courses and diagnostic assessments. -Students will have access to updated desktop computers -Applicable Professional Development -Online instruction teacher will promote/monitor student participation in online courses -Portable digital devices provided to students</p>	<p>School-wide</p>	<p>(blank)</p>	<p>-Online courses and diagnostic assessments will be purchased and/or developed at a cost of \$16,443 (B4, B5) -Outdated student desktop computers will be replaced at a cost of \$50,000 (B4) -Provide Professional Development on online courses at a cost of \$2,000 (B5) -Hire full-time online instruction teacher at a cost of \$55,000 (B1, B3) -Provide portable digital devices for students at a cost of \$10,000 (B4)</p>		

<p>Goal #4: Students will improve college and career readiness through school counselor support and completing Career Technical Education (CTE) course(s)</p>	<p>Priority 1 Priority 4 Priority 7 Priority 8</p>	<p>-Students will participate in CTE courses, completing at least one CTE course per year. -Variety of CTE courses will be offered -Field trips to local colleges and trade schools will be offered - Full-time CTE teacher.</p>	<p>School-wide</p>	<p>(blank)</p>	<p>-As part of Teacher duties, students will be required to complete at least one CTE course per year. Teacher salaries, at cost of \$55,000 (B1, B3) -CTE courses will be developed/offered at a cost of \$5,000 (B4, B5) -Field trips to local colleges and trade schools will be provided at a cost of \$5,000 (B4) -CTE teacher will be hired at a cost of \$55,000 (B1, B3)</p>		
<p>Goal #5: Stakeholder involvement will increase at school events such as Parent Meetings, Open House, and networking with community service clubs and local business associations</p>	<p>Priority 1 Priority 3 Priority 6</p>	<p>-Stakeholder participation will increase at school events (such as Parent Meetings, Open House, Community Luncheon) -Networking with community service club(s) will be increased -Applicable Professional Development will be offered</p>	<p>School-wide</p>	<p>(blank)</p>	<p>-School events will be supported through Principal, Assistant Principal, Counselor and CWAT salaries, at a cost of \$92,134 (B1, B2, B3) -Networking with community service club(s) supported through Principal and Counselor salaries, at a cost of \$39,676 (B2, B3) -Professional Development will be provided to train parents on student/parent portal in Student Information System at a cost of \$2,000 (B5)</p>		

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

Goal (Include and identify all goals from Section 2, 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal #1: Increase student retention rate through improved student/parent communication, counselor support, and other intervention strategies	Priority 1 Priority 5 Priority 6	For Low Income (LI), Foster Youth (FY), and Redesignated Fluent English Proficient (RFEP) students: -Increase rate of School counselor follow-up with LI students. -Additional Tutor support	School-wide		-Counselor will refer students to outside agencies as part of assigned duty, at a cost of \$39,676 (B1, B3) -Hire additional tutor at a cost of \$60,877 (B2, B3)		
		For English Learner (EL) students: -Additional EL Teacher will provide support	School-wide		-Hire additional EL Teacher at a cost of \$220,000 (B1, B3) -Hire additional EL Tutor at a cost of \$60,877 (B2, B3)		

		-Additional EL Tutor will provide support					
Goal #2: Increase credit completion rate through regular review of Academic Plan, parent/teacher conferences, etc.	Priority 1 Priority 2 Priority 4 Priority 5 Priority 7	For LI, FY, EL and RFEP students: -Academic Plans reviewed on regular basis at Parent/Teacher conferences, encouraging students to complete two credits per week -Applicable Professional Development -Additional tutor -Develop student incentive program (local restaurant gift cards, etc.)	School-wide		-As part of Teacher duties, require Academic Plans reviewed at Parent/Teacher conferences every semester, encouraging students to complete two credits per week. Teacher salaries, at cost of \$330,000 (B1, B3) -Provide and support applicable Professional Development opportunities at a cost of \$5,000 (B5) -Hire additional Tutor at a cost of \$60,877 (B2, B3) -Provide student incentives at a cost of \$2,000 (B4)		
Goal #3: Students will improve computer literacy/basic skills through completing an online course, using online resources embedded	Priority 1 Priority 3 Priority 7 Priority 8	For LI, FY, EL and RFEP students: -Students will participate in online courses and diagnostic assessments. -Students will have access to updated desktop computers -Applicable Professional Development -Online instruction teacher will promote/monitor student participation in	School-wide	(blank)	-Online courses and diagnostic assessments will be purchased and/or developed at a cost of \$16,443 (B4, B5) -Outdated student desktop computers will be replaced at a cost of \$50,000 (B4) -Provide Professional Development on online courses at a cost of \$2,000 (B5) -Hire full-time online instruction teacher at a cost of \$55,000 (B1, B3)		

<p>in curriculum, and participating in online diagnostic assessments</p>		<p>online courses -Portable digital devices provided to students</p>			<p>-Provide portable digital devices for students at a cost of \$10,000 (B4)</p>		
<p>Goal #4: Students will improve college and career readiness through school counselor support and completing Career Technical Education (CTE) course(s)</p>	<p>Priority 1 Priority 4 Priority 7 Priority 8</p>	<p>For LI, FY, EL and RFEP students: -Students will participate in CTE courses, completing at least one CTE course per year. -Variety of CTE courses will be offered -Field trips to local colleges and trade schools will be offered - Full-time CTE teacher.</p>	<p>School-wide</p>		<p>-As part of Teacher duties, students will be required to complete at least one CTE course per year. Teacher salaries, at cost of \$55,000 (B1, B3) -CTE courses will be developed/offered at a cost of \$5,000 (B4, B5) -Field trips to local colleges and trade schools will be provided at a cost of \$5,000 (B4) -CTE teacher will be hired at a cost of \$55,000 (B1, B3)</p>		
<p>Goal #5: Stakeholder involvement will increase at school events such as Parent Meetings, Open</p>	<p>Priority 1 Priority 3 Priority 6</p>	<p>For LI, FY, EL and RFEP students: -Stakeholder participation will increase at school events (such as Parent Meetings, Open House, Community Luncheon) -Networking with community service club(s) will be increased</p>	<p>School-wide</p>	<p>(blank)</p>	<p>-School events will be supported through Principal, Assistant Principal, Counselor and CWAT salaries, at a cost of \$92,134 (B1, B2, B3) -Networking with community service club(s) supported through Principal and Counselor salaries, at a cost of \$39,676 (B1, B3)</p>		

House, and networking with community service clubs and local business associations		-Applicable Professional Development will be offered			-Professional Development will be provided to train parents on student/parent portal in Student Information System at a cost of \$2,000 (B5)		
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C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Using the FCMAT LCFF calculator, Diego Hills Charter School has calculated it will receive \$582,449 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.

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 Hills Charter School has calculated it will receive \$582,449 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 7.57% 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]