



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

Goal #	Description
1	Academic Proficiency: 100% of our students will demonstrate progress towards meeting grade-level standards in core academics and language proficiency to ensure academic readiness for college.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Performance - All Grades All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino Note: While no state tests were administered in 2020, DCP Alum Rock wishes to maintain a focus on our performance on the SBAC assessments and includes the prior year data here in addition to this year’s data gleaned through local assessments.	<ul style="list-style-type: none"> • 34.8 DTS • 67.2 DTS • 42.8 DTS • 101.9 DTS • 37 DTS 	CA Dashboard suspended for 2021	<ul style="list-style-type: none"> • 38.4 DTS • 88.2 DTS • 50 DTS • 93.9 DTS • 45 DTS 	<ul style="list-style-type: none"> • 57.1 DTS • 94.7 DTS • 68.2 DTS • 75.3 DTS • 66.6 DTS 	<ul style="list-style-type: none"> • 19.8 DTS • 46.2 DTS • 33.6 DTS • 80.9 DTS • 22.0 DTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Performance1- All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino Note: While no state tests were administered in 2020, DCP Alum Rock wishes to maintain a focus on our performance on the SBAC assessments and includes the prior year data here in addition to this year’s data gleaned through local assessments.	<ul style="list-style-type: none"> • 76.7 DTS • 100.6 DTS • 86.2 DTS • 150.4 DTS • 81.6 DTS 	CA Dashboard suspended for 2021	<ul style="list-style-type: none"> • 90 DTS • 124.8 DTS • 100.7 DTS • 124.9 DTS • 98.8 DTS 	<ul style="list-style-type: none"> • 106.2 DTS • 143.3 DTS • 118.1 DTS • 116.8 DTS • 115.8 DTS 	<ul style="list-style-type: none"> • 55.7 DTS • 70.6 DTS • 65.2 DTS • 120.4 DTS • 60.6 DTS
Local Assessment Results-ELA Grades 6-8 Meet NWEA Spring Growth Target All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	32% 27% 31% 30% 30%	28.9% 57.3% 28.3% 3% 26.5%	28.52% 34.31% 28.52% 28.52% 28.63%	45.2% 58.8% 48.2% 42.9% 43.3%	=45% =45% =45% =45% =45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment Results-Math Grades 6-8 Meet NWEA Spring Growth Target	33% 33% 32% 19% 32%	44.8% 43.1% 47.1% 50% 44.3%	28.91% 27.10% 30.65% 28.91% 30.40%	57% 68% 58.6% 77.4% 51%	=45% =45% =45% =35% =45%
All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino					
Local Assessment Results-ELA Grades 9-10 Spring ICA	24% 4% 26% 8%	ICA will no longer be used as a measurement	N/A	N/A	34% 19% 36% 23%
All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	22%				32%
Local Assessment Results-Math Grades 9-10 Spring ICA	12% 3% 9% 8%	ICA will no longer be used as a measurement	N/A	N/A	27% 23% 24% 28%
All Students English Learners Socioeconomically Disadvantaged	11%				26%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities Hispanic/Latino					
Local Assessment Results-ELA Grades 9-10 Meet NWEA Spring Growth Target All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino		Baseline added Spring 2023	47.01% 53.57% 47.47% 47.01% 47.58%	49.2% 50% 47.8% 50% 48.3%	
Local Assessment Results-Math Grades 9-10 Meet NWEA Spring Growth Target All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino		Baseline added Spring 2023	53.73% 60.71% 53.73% 53.73% 54.84%	93.3% 100% 92% 100% 93.1%	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Alum Rock High School:

Teachers referred to curriculum maps and followed the embedded timelines. PD offered opportunities for reflection. Time was given for teachers to work with course-alike teams on newly adopted common core curriculum and ensure standards were met. Advisory teams also met together to build lessons.

Students were given opportunities for credit recovery for academic requirements. ARHS also had a dedicated AVID advisory lead who supported teachers with curriculum and strategies. All teachers focused on standards-based unit planning. Electives were added and built upon (PLTW, Film, Folklorico, Intro to Engineering, Environmental Ethics) and elective teachers were given planning time. Dual enrollment partnership with SJCity College offered two advanced courses for 11th and 12th graders. Teacher teams collaborated with departments to ensure they followed grade level assessments using mastery based grading. SLT collaborated to implement scaffolded lessons for all learners. Assessment and syllabi were gathered to ensure alignment with the ND team.

Alum Rock Middle School:

DCP adopted curriculum or piloted curriculum in all subjects. This was to increase the rigor and adhere to grade level standards in California. At ARMS, Discovery Education (Science), Open Up Resources (Math), and IMPACT California (Social Studies) were all adopted in the core classes. For English, the department spent semester 1 and 2 piloting two publishers' curriculum, Study Sync and MyPerspectives. The team was strategic in selecting curriculum and made sure that the curriculum had embedded language supports for language development. Further, language proficiency was addressed through designated ELD in English classes and integrated ELD in all classes. Newcomers gained support through bi-weekly sessions in the afternoon where foundational reading, conversation, and writing skills were practiced. Academic intervention is supported by conferring regularly with each student, offering accountability support and guidance, in addition to teacher office hours. Embedded tutoring and support occurs in math classes in partnership with Elevate. Teachers offered differentiated learning groups to target specific academic needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Alum Rock High School:

Edgenuity was an additional cost for credit recovery and was added based on student need at the end of October (A-G grant-funded.) Students were able to make up credits embedded in their school day. Substitute teachers for non-credentialed teachers was an unexpected cost. Additional members of the SLT cost an additional stipend amount. Board meeting site support was also added. Substitutes were also required for the Lider program.

Alum Rock Middle School:

This year we have fully credentialed teachers in all classrooms and invested a lot in purchasing curriculum materials such as consumables, textbooks, and digital access.

We also have 3 full time enrichment teachers who have two support periods in the afternoon to work with our newcomer students and provide push in support in our classrooms.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Alum Rock High School:

Consistency of professional development which focused on the support of all learners, especially rising multilinguals. Ample embedded collaboration time... Teachers met expectations for alignment on syllabi, assessments and collaboration which Focus was on rigorous instruction. ND team has been consistent in planning with general education teachers for student support, with good staffing from paras. Student of concern protocol altered the level of academic support for students and time in the classroom. More modeling of instructional strategies from administrators helped to support newer teachers.

Alum Rock Middle School:

Our adoption of curriculum across all core subjects ensured that our students all had access to rigorous curriculum in the general education classroom. This exposed the challenge of the need to train teachers on how to effectively differentiate through the use of assessment and appropriate scaffolding to help students access the curriculum.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Alum Rock High School:

The DCP Board voted in March 2024 to reduce the DCP Alum Rock LEA to from 6th-12th grade to 6th-8th grades due to budgetary concerns and regional declining enrollment. Alum Rock High School will be closing in June 2024, and the new DCP Alum Rock 2024-2027 LCAP will only contain goals, actions and metrics for Alum Rock Middle School.

Alum Rock Middle School:

In the next LCAP cycle, certain metrics and actions have been moved into goal 1 as they are integral to student success and academic proficiency. Youth Truth survey questions regarding perceptions of teacher beliefs around college-going culture and academic challenge are essential measurements of student engagement with academic proficiency (these metrics were previously in goal 3). Additionally, instructional coaching, induction and orientation, and teachers with appropriate credentialing and assignments are all important elements of student success. These measurements have previously been reflected in goal 4, but will be added to goal 1 in the upcoming LCAP cycle to

demonstrate their connection to student success. While LCAP action 105 was previously the only metric to focus on special education programming and support, we have determined that our programs require additional focus and specificity. So while the required academic metrics will remain in this goal 1 for academic proficiency, we are adding additional goals, actions and metrics around special education programming into goal 2 for the upcoming LCAP cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	English Language Development: 100% of students currently identified as English Learners will demonstrate progress towards fluent English proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELPI Performance - All Grades, All Students Data shown here is from the 2019 Dashboard which is the last available due to COVID-19.	46.2%	CA Dashboard data suspended for 2021	44.8%	43.5%	61.2%
CA Dashboard ELPI Performance2 Percentage of English learners showing growth on ELPAC Data shown here is from the 2019 Dashboard which is the last available due to COVID-19.	36.3%	CA Dashboard data suspended for 2021	36%	43.5%	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>DataQuest English Learner Report3 Percentage of English learners identified as “At Risk” or “LTEL”</p> <p>Data shown here is from the 2019-20 DataQuest English Learner Report which is the last available due to COVID-19.</p>	57%	42.4%	44.1%	1% At Risk, 26.4% LTEL	50%
<p>EdData Percentage of English learners redesignated</p> <p>Data shown here is from the 2019-20 EdData Report.</p>	59.4%	53.6%	52%	57.3%	20%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Alum Rock High School:

ELD standards were incorporated within the content standards and a conscious effort was made to support teachers in implementing diverse instructional strategies to facilitate language acquisition. Administrators modeled lessons that focused on the strategies to support rising multilinguals in the classes of novice teachers. EL monitoring on a quarterly basis, reviewing RFEP and EL progress data and developed lessons based on those data. Provided sheltered time was given during PD to plan lessons integrating ELD standards, visual representations and vocabulary as part of the cycle of inquiry. Administrative observations used the EL walkthrough tools to give productive feedback, and also conducted empathy interviews and EL language interviews to grasp student perspective and expectations.

Alum Rock Middle School:

The professional learning focus for DCP All Organization PD this year was "heavy lifting" and Designated and Integrated ELD. However, this continues to be an area of need and will continue into next year as we are not yet seeing the results in the data we are aiming for with active implementation. ARHS and ARMS staff participated in EL Monitoring and data conversations this year to highlight the academic experience and needs of English learners. ELPAC participation and process was much-improved this year, although the data is not yet available. AR has demonstrated active and engaged participation with the EL Task Force this year, collaborating on meaningful recommendations for the DCP community as a whole. Instructional Coaches and the Director of Learning Design Systems attended CAFE this year with the purpose of broadening their experience with EL learning. Administrative and coaching walk-throughs have given teachers feedback on implementing Designated and Integrated ELD.

This year, we also experienced an influx of students enrolling at DCP who are newcomers to the United States. This caused our team to work with our enrichment teachers to support newcomer students in foundational reading, writing, and conversation skills.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Alum Rock High School:
No budget differences

Alum Rock Middle School:
No budget differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Alum Rock High School:
ARHS admin attended EL Task Force debrief sessions. Presenting the ELPAC assessment information to students themselves impacted engagement in the testing, with the perception that scores will increase for students, and there will be an increase in reclassification.

Alum Rock Middle School:
All actions in Goal 2 for both Alum Rock sites are in pre-implementation status. All CA Dashboard metrics demonstrate increasing percentages or "at-risk" English Learners, as well as LTELs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Alum Rock High School:

The DCP Board voted in March 2024 to reduce the DCP Alum Rock LEA to from 6th-12th grade to 6th-8th grades due to budgetary concerns and regional declining enrollment. Alum Rock High School will be closing in June 2024, and the new DCP Alum Rock 2024-2027 LCAP will only contain goals, actions and metrics for Alum Rock Middle School.

Alum Rock Middle School:

1) Curriculum adoptions in Science, Social Sciences and English are actively analyzing for ELD supports and differentiation.

2) Instructional coaches will continue to seek support on effective EL strategies and practices to share with teachers.

3) In 2024-25, our school will have a new bell schedule that includes a longer advisory/ intervention period. During this block students will engage with the advisory curriculum and with ELD.

4) Further develop the newcomer program and academic supports.

In discussion with the EL Task Force and other educational partners, DCP has decided to use the term "rising multilinguals" moving forward as a more asset-based term.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	College Competitiveness: 90% of students graduate meeting or exceeding UC/CSU eligibility.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EdData - Cohort Graduates Meeting UC/CSU Course Requirements	100%	98.3%	67.7%	88%	=90%
All Students	100%	98.1%	68%	88.6%	=90%
English Learners					
Socioeconomically Disadvantaged					
Students with Disabilities					
Hispanic/Latino					
CA Dashboard- CCI Indicator- Fully Prepared	63.9%	0%	Data suspended	62%	=70%
All Students	36.4%	0%		no 2023 data	=50%
English Learners	62.1%	0%		High	=70%
Socioeconomically Disadvantaged	N/A	0%		no 2023 data	=50%
Students with Disabilities	64.6%	0%		High	=70%
Hispanic/Latino					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard- Graduation Rate 4 & 5 year combined All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	89.1% 87.0% 90.0% N/A 88.1%	84.9% 78.9% 84.1% 60% 83.3%	85.7% 75% 84.8% 57.1% 84.1%	88% no 2023 data High no 2023 data High	=90% =90% =90% =90% =90%
DATA Quest- CA College-Going Rates- 12 Months All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	66.7% N/A 65.2% N/A 65.4%	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable	Data Quest metric no longer available	=75% =75% =75% =75%
DATA Quest- CA College-Going Rates- UC and CSU within 12 Months All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	24.6% N/A 23.9% N/A N/A	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable	Data Quest metric no longer available	=35% =35% =35% =35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth-How much do you think that your teachers believe that you can go to college? ARHS- All Students: Moderate + Strong Belief ARMS-All Students: Moderate + Strong Belief	72.0% 72.0%	67% 58%	65% 58%	ARHS (Did not take) ARMS 49%	=80% =80%
Youth Truth-How well do you think your teachers understand your personal and academic goals? ARHS: All Students: Moderate + Strong Belief ARMS-All Students: Moderate + Strong Belief	59.0% 82.0%	38% 37%	35% 36%	ARHS (Did not take) ARMS 65%	=75% =85%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Alum Rock High School:

Embedded credit recovery and after school credit recovery was offered this year for the purpose of supporting the graduation rate for students. Parents were included in conversations for struggling students, strengthening the home-school connection. Career and college exploration presentations were given to all students by the College Counselor. AVID college and career exploration standards were incorporated into the 9th and 10th grade advisories. Students have shown progress in the dual enrollment courses due to a higher

expectation level for behavior, academics and ownership. There was also a closer partnership with the community college staff and greater supervision and connection.

Alum Rock Middle School:

ARHS and ARMS were once again able to offer college and career exploration opportunities that have been missing since before the pandemic. In the spring, ARHS students were once again able to visit colleges and explore local higher education possibilities.

ARMS adopted the AVID small school curriculum which prioritizes organization skills, self advocacy, career exploration, practical note taking strategies and college exploration. In advisory, we also implemented Second Step curriculum which helps students develop social, emotional, and relational skills.

ARMS also planned college field trips for each grade level to begin becoming familiar with what to expect from campus life in the future.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Alum Rock High School:

Credit recovery - after school teacher support and online course seats were not originally budgeted for the 2023-2024 school year. However, the A-G Grant enabled ARHS to offer credit recovery opportunities during the day and after school for students deficient in credits.

Alum Rock Middle School:

Grants enabled specific college and career explorations and supports this year that were inhibited by budget or COVID (A-G Grant, specifically.)

At ARMS, funding was allocated to invest in professional development for advisors and campus leaders to be trained on how to implement the AVID curriculum. In addition a field trip budget was allocated to take the middle schoolers to the college field trips.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Alum Rock High School:

Credit recovery, progress monitoring

Greater levels of accountability from students, parents and teachers have led to a greater partnership for student success and a-g completion. Decentralizing the decision-making process has given educational partners more agency in the process.

Alum Rock Middle School:

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Alum Rock High School:

The DCP Board voted in March 2024 to reduce the DCP Alum Rock LEA to from 6th-12th grade to 6th-8th grades due to budgetary concerns and regional declining enrollment. Alum Rock High School will be closing in June 2024, and the new DCP Alum Rock 2024-2027 LCAP will only contain goals, actions and metrics for Alum Rock Middle School.

Alum Rock Middle School:

The organization of DCP has experienced significant changes this year in declining enrollment and discontinuation of specific programs at the high school level. While these do not impact El Camino directly, the DCP focus on "To and Through" college has shifted for the upcoming cycle and no longer includes an alumni program. For ECMS, this will only change the wording and description of the goal for the next LCAP, as college and career readiness will be included in goal 1 with academic proficiency goals and metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Teacher Retention: 75% of teachers have more than 2 years of experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DCP Data 2020-21- Percent of Teachers >2 Years	21/34 61.76%	Ed Data not yet posted		86%	=70%
Ed-Data- Average Teaching Experience	5.7 years	Ed Data not yet posted	Ed Data not yet posted		5 years
Instructional Coaching Participation for new teachers	98%	98% (Metric added for 2022-2023)	100%	100%	100%
Induction Mentoring Participation for second and third year teachers	97%	97% (Metric added for 2022-2023)	100%	100%	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Allum Rock High School:
DCP Admin have supported teachers with credentialing pathway, which has been an area of growth.
Expanding course selection with flexibility for teachers has helped them maintain interest (Folklorico, etc.)

Teachers have had flexibility with the 4X4 schedule

Dr. Sherri was hired to support DEI for ARHS and building community. Experienced teachers (SLT) partnered with new teachers to support their integration into the ARHS community.

Alum Rock Middle School:

At ARMS half the staff was new due replacing Edgenuity teachers with credentialed teachers. All will be coming back this year for their second year along with veteran teachers. Of our 13 teachers, 3 were in their first year of teaching in 23-24. In 24-25, 76% of our teachers will have more than 2 years of experience.

As prescribed by the new SBEU contract, a joint committee was formed this year to review and recommend an updated evaluation system for teachers. This work is on-going and will conclude this summer. New teacher orientation, instructional coaching and induction support all continue to provide much-needed support for new and continuing DCP teachers, and are in sustained implementation status. DEI efforts continue in early implementation. ARMS has highlighted staff work with social justice standards, but organizational committee work requires more focus and organization. At the beginning of this year, the increased salary schedule helped with recruitment leading to all staff coming back next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Alum Rock High School:

Subs in the room for teachers w/o appropriate credentialing

Alum Rock Middle School:

Increases to the salary scale drastically impacted DCP budgeting this year. Professional partnerships with DEI consultants were not budgeted for this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Alum Rock High School:

- Credentialing

+Teachers who joined ARHS believed in the mission and vision of the organization and the support that was demonstrated by the principal.

Teacher observation and evaluation was more collaborative. Effective teacher observations and actionable feedback, identifying positive

aspects and areas of growth.

Alum Rock Middle School:

New Teacher Orientation (4.4), Induction (4.5) and Instructional Coaching (4.6) provided much-needed instructional support and professional learning opportunities for the Alum Rock teachers, and each is rated in Active Implementation for both sites.

According to the Culture Amp data reviewed in Spring 2024, majority of staff reported that they were satisfied with work life balance and support from their site leadership teams.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Alum Rock High School:

The DCP Board voted in March 2024 to reduce the DCP Alum Rock LEA to from 6th-12th grade to 6th-8th grades due to budgetary concerns and regional declining enrollment. Alum Rock High School will be closing in June 2024, and the new DCP Alum Rock 2024-2027 LCAP will only contain goals, actions and metrics for Alum Rock Middle School.

Because this goal of teacher and staff retention has been so integral to school culture and climate, we are embedding it into our goal 3 for the upcoming LCAP cycle. As a foundational element of success for staff and student retention, the elements contained in this goal cannot be measured distinctly from other actions and metrics regarding restorative practices, teacher time at DCP, and student behavior and perceptions of safety and belonging. Additionally, because creating a stable and skillful teaching staff is essential to academic proficiency, the metric for years of teaching experience has been integrated into goal 1 for the next LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	School Culture: To maintain and improve a school culture that is safe, welcoming and supportive of students and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard- Suspension Rate ARHS All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	5.5% 7.6% 6.0% 2.5% 5.1%	.6% 1.3% .5% .4% .8%	1.6% (group too small) (group too small) (group too small) 1.8%	4.3% 4.3% 4.5% 7.1% 4%	<3.0% <4.5% <3.0% <2.5% <3.0%
CA Dashboard- Suspension Rate ARMS All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino		1.8% 3.2% 2.4% 5.7% 1.7%	7% (group too small) (group too small) (group too small) 7%	3.2% 3.1% no 2023 data available 3.6% 3.6%	<10% <10% <10% <10% <10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard- Chronic Absence- ARMS All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	13.3% 12.5% 15.0% 18.9% 13.9%	39.3% 28.6% 37.4% 57.1% 39.7%	38% 42.4% 39.4% 51.2% 37.8%	30.8% 32.2% 30.9% 44.7% 31.6%	>80th %ile >80th %ile >80th %ile >80th %ile >80th %ile
Family Survey- ARHS Family Engagement Relationships Culture Communication & Feedback Resources School Safety	91st % 83rd % 73rd % 78th % 87th % 74th %	79% 83% 81% 73% 69% 67%	50% 80% 50% 57% 69% 36%	Did not take	>68th %ile >80th %ile >80th %ile >80th %ile
Student Survey-ARHS Student Engagement Relationships Culture Belonging & Peer Collaboration	53rd % 83rd % 80th % 73rd %	42% 49% 28% 46%	41% 35% 20% 35%	Did not take	>80th %ile >80th %ile >78th %ile >80th %ile >80th %ile >80th %ile
Family Survey- ARMS Family Engagement Relationships Culture	85th % 80th % 63rd % 84th % 82nd % 84th%	74% 85% 84% 76% 74% 59%	56% 68% 50% 68% 38% 40%	59% 86% 75% 65% 66% 58%	>62th %ile >80th %ile >80th %ile >80th %ile

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Communication & Feedback Resources School Safety					
Student Survey- ARMS Student Engagement Relationships Culture Belonging & Peer Collaboration	47th % 93rd % 86th % 71st %	40% 44% 27% 44%	40% 44% 27% 44%	27% 25% 21% 41%	>60%ile >60%ile >60%ile >60%ile
ARMS Expulsion Rate All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	(metric added 2022 to meet State Priority)	0%	0%	0%	<2%
ARHS Expulsion Rate All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino	(metric added 2022 to meet State Priority)	0%	.4% .7% 0 0 .4%	.2% 0 0 0 .2%	<2%
Alum Rock Drop Out Rate All Students	(metric added 2022 to meet State Priority)	8.6% 12.5% 9.1%	31.3% 46.7% 31.6%	10% * 11.6%	<2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latino		21.4% 9.5%	41.7% 32.7%	* 11.4%	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Alum Rock High School:

Staff retreat at the beginning of the year focused on cycles of inquiry so all students understood the expectations of academics and behavior. Classroom agreements, word walls.

Staff was intentional about curbing chronic absenteeism and providing alternatives to suspension. Additional of the social-emotional counselor aided collaboration

ARHS admin worked with staff to increase efficacy and restorative practices with the intention to improve student perceptions related to culture and suspendable offenses. ARHS was successful in improving student culture (low suspension rate)

Dr. Sherri also supported professional development with staff in restorative practices and community-building. Improving campus communication reduced undue urgency over student situations in the classroom. Staff and Admin improved understanding of tier 1 responsibilities and interventions. Dean intervened early with chronic absenteeism strategies (home visits and parent contracts & phone calls) to support attendance and coordination of services and resources.

Alum Rock Middle School:

Restorative Practices training and plan implementation was a major focus of DCP this year. 2023-2024 was the second year of a three year plan

of implementation and professional learning for administrators, teachers, support staff, and eventually students. This year, ARMS focused on tier 1 restorative strategies on a weekly basis in PD. We started walkthroughs in the classrooms with the admin team and followed up with staff at PD to continue to grow on school culture and relationships. Chronic attendance continues to be a system-wide concern, with the addition of our Dean of students we are able to identify students who are chronically absent and find some resources for them.

With the addition of a social emotional counselor and the Dean of Students this year, the intervention team is working with a more robust referral and support system, with good collaboration between administration and counseling services. ARHS and ARMS continue to connect with families through regular Principal's Cafecitos as well as School Site Council/ELAC meetings. Although family participation hasn't yet

returned to pre-pandemic levels of engagement, it has improved this year. ARHS and ARMS have experienced great improvement in the athletics program after hiring an Athletic Director this year, and student clubs and lunch time intramurals are active.

ARMS had an early version of a Wellness Center, creating a space for students in need of additional support. The Dean of Students was available for check in's with students to support both mental and emotional health, as well as academic success.

ARMS created a detailed truancy and chronic absenteeism protocol, fulfilled by the SOM and Dean. This included weekly meetings to gather information on our most at risk students, home visits when necessary, parent meetings to provide support for getting students to school, and a newly created relationship with our Deputy District Attorney.

McKinney homeless support has continued through providing Monthly Clipper Cards to all students who qualify to ensure they have access to getting to and from school safely. With the assistance of grant funding, ARMS was able to purchase uniforms (bottoms, shirts, sweaters, etc.), hygiene kits, VISA gift cards, Hotel gift cards, Meal gift cards, etc. to support families facing homelessness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Alum Rock High School:

Dr. Sherri

Hired social-emotional counselor

Increase in athletics added unexpected supervision and coaching costs, causing some limitations during spring sports

Alum Rock Middle School:

Restorative practices training is being led by the Director of Student Services in partnership with The Town, a contracted support provider. These expenses are grant eligible. ARMS gained a social worker during the year, which is also grant-funded. Adding an Athletic Director position increased previous FTE.

In the second year for system-wide restorative practices trainings, awareness is being built around a shifting relationship and disciplinary model. Suspension rates remain very similar to the previous year, but well below the targeted outcome. School-Home communication (5.6), Support Staff (5.7), Extra-Curricular Programming (5.8) are all in Active Implementation for both sites. Restorative Practices/Advisory (5.1) Chronic Absence (5.2), Counseling Services (5.3), Homeless and Foster Youth

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Alum Rock High School:

Family engagement, SLT, cafecitos, weekly newsletters were offered for increased opportunities for increased engagement

Translation and interpretation services have been provided regularly

Change from having a campus supervisor from the previous year, Admin on Duty

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Alum Rock High School:

The DCP Board voted in March 2024 to reduce the DCP Alum Rock LEA to from 6th-12th grade to 6th-8th grades due to budgetary concerns and regional declining enrollment. Alum Rock High School will be closing in June 2024, and the new DCP Alum Rock 2024-2027 LCAP will only contain goals, actions and metrics for Alum Rock Middle School.

Alum Rock Middle School:

Alum Rock Middle School:

1) Restorative practices training will continue with a second tier of professional learning in 2023-2024, expanding to operations and support staff.

2) Advisory continues to be a focus of the high school for the upcoming year with a more targeted focus on SEL, college-going mindset and career exploration as well as student skills at the 9th and 10th grade level through the AVID Advisory program pilot. 11th and 12th grade advisory focus will continue on preparation for applying to and affording college, as well as organizational and academic skills required for college persistence.

3) Operations and Site Admin will continue to define what support looks like for students identified as McKinney-Vento eligible.

4) DCP will improve IEP translation services.

5) In partnership with School2Home ARMS was able to initiate hotspots for all middle school students in hopes of providing students with dependable internet access at home to complete school work at home. ARMS will continue this partnership to bring internet access to more students through family events to ensure equal opportunity to them.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023