

DENAIR UNIFIED SCHOOL DISTRICT

DENAIR CHARTER ACADEMY CHARTER SCHOOL



*Where students are family
and learning comes to life!*

**RENEWAL PETITION BOARD APPROVED
(Renewal Term July 1, 2026 – June 30, 2031)**

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DENAIR UNIFIED SCHOOL DISTRICT
DENAIR CHARTER ACADEMY
CHARTER SCHOOL RENEWAL PETITION

INTRODUCTION

Petitioners hereby submit the following petition to the Denair Unified School District Board of Trustees for the renewal of the Denair Charter Academy (“DCA” or “Charter School”), a California charter school operated and governed by the Denair Unified School District (“District” or "DUSD").

This renewal shall take effect upon approval of the District's Board for a term of five (5) school years, commencing July 1, 2026, and continuing through June 30, 2031.

It is the intent of this Denair Charter Academy renewal petition to continue to allow the District to offer alternative programs under the provisions of the California Charter School Act. DCA employs educational strategies that include, but are not limited to, homeschooling, independent study, virtual, short-term distance learning programs, as well as small group setting options. DCA enrollment includes students from Denair Unified School District and other school districts in Stanislaus county and adjacent counties.

Additionally, it is important to note that the population of students served at Denair Charter Academy come from all walks of life, many who are facing adversity at unimaginable degrees. Our goal is to provide all students with a meaningful education that paves the way to successful post-secondary college and/or career opportunities. Our school community is built on its ability to form positive relationships and provide every student with an individualized educational program rich in development of soft skills, social and emotional well-being, and academic success. The culture at DCA is propelled by each individual teacher’s compassion and drive to make a positive impact on the lives of all students. With this, students are provided with following opportunities: monthly homeschool field trips, attend college workshops, career field-trips, district-wide activities, DCA Family Nights, Senior Trip, Senior Prom, Graduation Night partnering with Denair High School, on-site classes, Girls

Group, individual counseling, tutoring services, Reading and Math Intervention, and opportunities to work 1:1 and in small group settings to access their curriculum. Enriching culture in this way provides purpose and action in the successful advancement of the school, and gives students the opportunities to participate in activities comparable to those at comprehensive school sites.

DCA is based on the belief that each student can succeed and deserves an education that is rigorous and well-defined. Denair Charter Academy provides personalized instruction through individual learning plans so students can receive meaningful, individual attention. The DCA's approach to teaching and learning is to seek and match each student's educational experiences to his or her identified abilities, interests, motivation, learning styles and demonstrated achievement. The DCA educational program is designed to provide each student with effective, individualized strategies that support successful learning and preparation for postsecondary education and career opportunities. The program is grounded in a standards-based curriculum and instructional approaches that maximize each student's learning modalities, as outlined in the student's Individual Learning Plan.

Under this Charter renewal, DCA will continue to promote and enhance student success by:

- completing academic assessments
- design of a meaningful educational program to meet each student's individual needs
- development and maintenance of an Individual Learning Plan to record and monitor student progress and adjust the educational program to identify abilities, interests, motivation, learning styles, and demonstrated achievement
- scheduling of program hours during the day and evening, Monday through Friday
- offering alternative pathways towards graduation
- ensuring positive reinforcement strategies are built into everyday learning
- implementing Positive Behavioral Intervention Services (PBIS) and Multi-Tiered System of Supports (MTSS model)
- understanding and addressing academic and social-emotional needs by providing counseling and intervention programs
- ensuring that parents and/or guardians can adequately facilitate learning through independent study or home schooling

The goal of the DCA program is to provide expanded choices for students and parents in the types of educational opportunities that are available within the public-school system. The DCA program is based on a belief that each student can succeed and deserves an education that is rigorous and well-defined. At the same time, DCA recognizes that each individual is unique and, therefore, is entitled to an education that is meaningful and sensitive to his or her varied and often changing needs. This is especially true for at-risk students who may not respond to traditional teaching and evaluation methods, as well as highly gifted students whose educational abilities and needs may surpass or differ from their counterparts in a traditional public school program.

In recognition of these important concepts, the DCA charter renewal petition is being submitted to the Denair Unified School District to continue operation of DCA in order to serve the needs of grades K-12 students residing within the District and Stanislaus County and adjacent counties. DCA may also serve any student in need of an alternative approach including students referred by the School Attendance Review Board (SARB), Student Study Team, Probation Department, expulsion process, or an alternative placement committee. Because of DCA's education program, it may service students who sign an unvaccinated waiver and will not participate in group activities or instruction while on campus.

DCA implements a flexible educational program designed to meet the needs of all students. This flexible program may include a combination of independent study, classroom learning, virtual, home schooling, and reduced credit pathways. DCA offers early morning and evening appointments to meet the needs of our families while educating our students with fidelity to our core values.

The program provides students with one-on-one orientations at the time of enrollment, and personalized instruction through *individual learning plans* so students can receive meaningful individual attention. Given the social and emotional factors that may impede learning for at-risk students, these personalized interactions and instructional strategies allow for school counselors and teachers to identify and address student trauma that may hinder a student's ability to learn and/or complete schoolwork. Students and parents/guardians are encouraged to be involved in the planning and implementation of a collaboratively designed educational program. Within the framework of State

Standards and course requirements, students are able to select the educational pathway of their choice, providing them with the opportunity to select courses that are relevant and interesting to them. As a result, students have an interest in the process of learning while meeting graduation or promotion requirements commensurate with State and District standards.

DCA staff continue to develop professionally and work collaboratively to understand and address how students learn, as well as how to differentiate instruction in order to meet the needs of each student. DCA's approach to teaching and learning is to align a student's educational experiences to his or her identified abilities, interests, motivation, learning styles and demonstrated achievement. Learning plans are adjusted to match the student's level and pace of learning through a variety of instructional practices. DCA may utilize any modality that will produce the best educational outcomes consistent with charter school and state laws.

DCA provides opportunities for teachers, parents, students and community members to accomplish the following:

- increased learning opportunities for all students (with a special emphasis on expanded learning experiences for students who are identified as academically low achieving);
- increased social-emotional support and interventions for students;
- improved student learning and personal academic achievement;
- innovations in teaching methods;
- professional development opportunities for teachers (including the opportunity to be responsible for the learning program at the school site);
- expanded choices for students and parents in the types of educational opportunities that are available within the public-school system;
- accountability for meeting measurable student outcomes;
- Integrate 21st Century skills into the curriculum through the use of technology;
- Career technical pathways (CTE) focused on postsecondary job placement;

Denair Charter Academy vision statement:

Cultivating empowered learners through individualized education.

AFFIRMATIONS/ASSURANCES

Denair Charter Academy (also referred to herein as “DCA” and “Charter School”) shall:

- Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Reference Education Code Section 47605(d)(1)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Reference Education Code Section 47605(e)(1)]
- Not charge tuition. [Reference Education Code Section 47605(e)(1)]
- Admit all students who wish to attend DCA, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Reference Education Code Section 47605(e)(2)(A)-(B)]
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. [Reference Education Code Section 47605(e)(1)]
- Adhere to all applicable provisions of Federal Law related to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- Ensure that teachers in the Charter School hold the appropriate Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignments [Reference Education Code Section 47605(l)]
- Offer at a minimum, the number of minutes of instruction per grade level as required by Educ. Code Section 47612.5(a)(1)(A)-(D)

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Educ. Code Section 47605(e)(3)]
- Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47612.5(a)(2)]
- Shall comply with any jurisdictional limitations to locations of its facilities. [Reference Education Code Sections 47605 and 47605.1]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Reference Education Code Sections 47612(b) and 47610]
- Shall comply with all applicable portions of the Every Student Succeeds Act ("ESSA").
- Shall comply with the Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- Shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. 34 CFR Part 99 ("FERPA").

ELEMENT 1: Description of the Educational Program

“The educational program of the school, designed, among other things, to describe what the school intends to accomplish, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners.” Education Code 47605 I(5)(A)(i).

“The annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve these goals.” Educ. Code Section 47605(e)(5)(A)(ii).

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admission criteria may be considered to meet college entrance requirements.” [Reference Education Code Section 47605(c)(5)(A)(iii)]

1.1 PRINCIPLE GOALS AND OBJECTIVES OF THE CHARTER SCHOOL PROGRAM

The principle goals of the DCA program are: to provide expanded choices for pupils and parents in the types of educational opportunities that are available within the public-school system, offer a comprehensive learning experience to DCA students, and provide intervention support and other educational services to these students in order to:

- enable students to become academic achievers, complex thinkers, effective communicators/citizens and self-directed learners.

- offer students the opportunity to pursue independent study, homeschooling and extended classroom learning for academic credit; and
- reintegrate and/or reinstate students into a daily comprehensive site;
- graduate from DCA

To achieve these goals, students will demonstrate learning progress documented in:

- State required tests as applicable;
- Districtwide assessments;
- Teacher-made assessments, independently completed assignments, and teacher observations;
- Learning progress in all subjects is monitored within the Individual Learning Plan (ILP).

1.2 THE CHARTER SCHOOL EDUCATIONAL PROGRAM OVERVIEW

To meet the principle goals of DCA, the program is designed, among other things, to identify individual student needs, adopt learning modalities that address how learning best serves each student and provide students with lifelong skills to be successful in their post-secondary pursuits.

A. Program Requirements

An Educational Master Agreement (“Master Agreement”) must be signed by each student and his/her parent(s) or primary caregiver. The Master Agreement will outline student expectations and the conditions and requirements for participation in the DCA educational program.

DCA will identify the particular needs of each student by providing diagnostic testing in content areas to determine an individual student's knowledge and skill base. Working with the teacher, students and parents develop an Individual Learning Plan (ILP) to help students

maximize their goals. DCA recognizes that individual students have varied and often changing needs, and teachers will adjust the ILP to meet these needs, while maintaining strict adherence to a well-defined set of content standards. Students are provided with a balance between structure and flexibility in their learning process.

B. Individual Learning Plans (ILP)

DCA will actively pursue the following objectives when developing the ILP for each student:

- examine the expectations for the individual student;
- develop the ILP based on the student's knowledge base;
- identify and understand the cause of any discrepancy between the expectations and the student's knowledge base;
- assess the academic strengths and areas for improvement of students through both formal and informal assessments;
- locate available resources and services so that an appropriate match can be achieved
- design an ILP that is flexible, modifiable and includes an evaluation procedure to determine if desired outcomes have been achieved.

Individual Learning Plans may include independent study, homeschooling programs, online courses, and/or classroom time that will allow students to organize their learning around existing family schedules.

In a *homeschooling program model* in which the parent or another caregiver is the primary teacher, the parent and student are required to attend a weekly, one hour appointment with the DCA credentialed academic advisor, to review and record the students' work. During the meeting the academic advisor will provide academic counseling, assess students for progress in educational standards and create individualized learning plans pursuant to the parents' request, student needs, and State Standards, while providing parents with teaching instruction to help them instruct their children. Extended intervention time may be needed to support the

child in order to make growth in academics, which would require the student to remain on campus longer than the one hour appointment..

In an *independent study model*, the student meets with his/her assigned teacher at least one (1) time per week for a minimum one hour session each week. It may be necessary for students to attend longer and/or additional sessions per week depending on the individual student needs. Additional instruction may be provided via the telephone, video conferencing or by scheduling additional appointments as needed. Teachers provide students with one-on-one instruction, guidance counseling, and personal encouragement. Parents of both homeschool and independent study model students receive a weekly lesson plan including the required number of minutes to be spent on each subject area. In addition to the minimum weekly teacher meeting, students may be required to come to DCA on other times/days during the school week to take tests, work on incomplete assignments, tutoring, or to correct school work.

A copy of the DCA Student/Parent Handbook outlining DCA student assignment and meeting requirements will be available on the DCA's website and a copy will be provided to each student annually upon a student's initial enrollment.

C. School Performance Over the Current Charter Term

As the K-12 student enrollment of California declines, so has our student population. We continue to research, advertise and make adjustments to our program in order to fit the needs of students in our area. The overall ratio of our student population has not changed significantly, but the number of students coming to DCA for credit recovery has declined significantly. The decline can be attributed to many things including:

- Traditional comprehensive sites in the area have started their own onsite alternative education programs to serve students who are not performing well in the five day a week program. These new programs at students' current school are offered in order to retain the student in their current district and adjust the educational placement where the student can be successful.
- With the recent changes to the Education Code regarding student suspension, schools

are encouraged to use restorative practices in place of suspensions and expulsions. Administrators now have several options to address student behavior through restorative approaches that promote meaningful change. These practices focus on improving students' habits and decision-making rather than removing them from school through suspension.

- The grading system is changing to provide students with clearer expectations through detailed rubrics and exemplary student work samples, resulting in fewer course failures. With this clarity, students better understand what is required to succeed on assignments, projects, and tests. Additionally, formative and summative assessments are now weighted differently than in the past. Previously, a large portion of a student's grade came from formative assessments, which were daily assignments or homework. While summative assessments still measure mastery of standards, formative assessments now have less impact on the overall grade. Instead, grades primarily reflect a student's demonstrated mastery of the standard on summative assessments.

Enrollment by student group

| Enrollment by Student Group | | | | | |
|----------------------------------|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| African-American | 3 | 2 | 2 | | |
| American Indian/Native Alaskan | 18 | 9 | 2 | 1 | |
| Asian | | | | | |
| Filipino | | | | 1 | |
| Hispanic/Latino | 80 | 84 | 85 | 70 | |
| Native Hawaiian/Pacific Islander | | 1 | 2 | | |
| Two or more Races | 2 | 1 | | 4 | |
| White | 79 | 68 | 47 | 53 | |
| TOTAL Enrollment | 182 | 165 | 138 | 129 | |

| Enrollment by Student Group | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| English Learners | 22 | 13 | 16 | 8 | |
| Long-Term English Learners | | | | | |
| Students with Disabilities | 7 | 8 | 8 | 8 | |
| Socioeconomically Disadvantaged | 112 | 93 | 101 | 110 | |
| Students Experiencing Homelessness | 10 | 8 | 5 | 6 | |
| Foster Youth | 3 | | | | |

D. Curriculum

DCA's curriculum offerings include courses in English Language Arts, Mathematics, Science, Social Science, Physical Education, Health Education, Art, Music, Computer Literacy, Agriculture, Business, Foreign Languages, and Career Technical Education courses. Students who wish to pursue admission to CSU/UC colleges have access to A-G coursework in English, Mathematics, Science, Social Science, Foreign Languages and a wide variation of elective courses. Accredited online courses are available for coursework not available in person.

The curriculum focuses on courses covering core knowledge in each of the subject areas. This ensures that students receive a strong foundation of basic skills. Advanced, elective and credit recovery courses are available for students based on individual need and ability. Course offerings may be provided virtually depending on the best educational plan for the student.

Reading and analytical skills are emphasized across the curriculum. When possible, teachers integrate a topic within multiple subject areas. This multi-disciplinary approach allows students to see how standards in different disciplines are connected.

The curriculum covers foundational knowledge but is flexible enough to take advantage of new materials, innovations and improvements. The curriculum, to the extent possible, draws on local community resources to expand students' educational experiences. This may take the form of interaction with representatives of a particular business or agency specializing in an area of the student's interest. Additionally, the curriculum allows students to apply their knowledge in situations that take advantage of a particular student's background. This may involve students' learning about their own ethnic, cultural or socioeconomic history.

In alignment with the intent of the state legislature, DCA uses standards-based curriculum materials. A team of credentialed teachers with subject-matter expertise reviews all new

textbooks and instructional materials before they are implemented in the program. The lead core team has also developed lesson plans aligned with the new textbooks, ensuring that all teachers have access to consistent and well-structured curriculum resources.

E. Accelerated Learning Strategies

DCA's curriculum introduces instruction in higher order thinking skills (Depth of Knowledge) as early as possible in the student's Individual Learning Plan (ILP), and offers engaging and challenging curricula that allow students to progress as quickly as their capabilities permit. The program promotes students' ability to use the knowledge they are accumulating in novel situations, and solve problems differing from the ones they may have practiced in textbooks. A philosophy of DCA is that the true test of learning is not the accumulation of facts, but the ability to make connections between real-life experiences and what is learned within the curriculum. Thus, assessments include such activities as using language skills to draw inferences from reading materials or employing novel problem-solving tasks to mathematical equations.

F. Systematic Monitoring of Attendance and Student Intervention

Every effort is made to support students in fulfilling their Individual Learning Plan (ILP). As part of this process, the teacher identifies any logistical challenges or personal issues that may interfere with the student's ability to complete coursework. Personalized interactions between the teacher and student allow these concerns to be recognized early. Through weekly meetings, the teacher promptly identifies patterns such as absenteeism or incomplete assignments and provides guidance to help students make informed decisions that support their success.

Pursuant to DCA policies discussed in more detail in the Student/Parent Handbook, teachers and/or office staff will notify parents of all students if they fail to complete course work or fail to keep weekly meetings with the instructor during any school week. Teachers, staff and administrators make every reasonable effort to identify the reasons for student absenteeism, refer students to the Attendance Intervention Team to put interventions in place to help

students succeed in the program. Often, the student has been or is currently experiencing economic or personal hardships. In these cases, DCA staff may consult with local governmental, health and charitable agencies to try to ensure that the individual receives the help he/she needs. Therefore, the process is in place to ensure all students can be successful. If necessary, the student, parent, teacher and site administrator will meet to place the student on an attendance contract in order for the student to be successful while enrolled in our program.

Failure to complete course work or to meet performance standards may also be due to the student's difficulty in comprehending the academic material being studied. This is discovered as soon as possible in the learning session with the teacher. In such cases, additional time may be scheduled for review and practice of the subject matter with academic support in the learning center, through intervention classes, daily student support with our credentialed intervention teacher. If the student has a pressing personal issue, the student may meet with the counselor to adjust the number of courses that he or she is enrolled in. Due to the flexible nature of the DCA program, DCA may alter individual student course-load to enable them to concentrate on reduced course load in which they are able to succeed. This may include a reduction in courses or supplemental courses for advancement. This alleviates the problem that students may face in traditional public school where the sheer number of courses itself leads to failure. In addition, it enables the students to maintain a connection with a schooling program. Denair Charter Academy is committed to ensuring student success by individualizing student learning goals to create a path that will lead to the achievement of a high school diploma and preparation for the future.

Chronic Absenteeism

Attendance for independent study is calculated based on work submitted to the teacher. When a student has submitted work samples that total a day's worth of attendance, the student will receive a "Y" for the day, which is equivalent to a present. If insufficient work has been submitted for the day, the student will earn an "X", which is equivalent to an absence.

Students who are chronically absent are not turning in the minimum amount of work to earn attendance.

We have implemented an attendance monitoring system in which the intervention teacher communicates weekly with all teachers to assess student engagement and progress. The intervention teacher will identify specific students who need to be monitored, added to the spreadsheet and the team will discuss the student and best support that we can provide with the information that we have. Academic counselors, emotional counselors, attendance clerk, intervention teacher and principal are present for the attendance meeting to discuss each student and the support that will be provided that week. Phone calls home, counseling services or tutoring appointments may be offered to the student in order to increase attendance.

| Chronic Absentee Rate by Student Group - Percent Chronically Absent | | | | | Trend |
|---|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | |
| English Learners | 30.3% | 23.8% | 19.0% | 13.3% | |
| Long-Term English Learners | | | | | |
| Students with Disabilities | | 8.3% | 20.0% | 0.0% | |
| Socioeconomically Disadvantaged | 26.4% | 24.7% | 26.3% | 18.7% | |
| Students Experiencing Homelessness | | | | | |
| Foster Youth | | | | | |
| African-American | | | | | |
| American Indian/Native Alaskan | 15.0% | 16.7% | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic/Latino | 27.3% | 21.0% | 22.9% | 19.8% | |
| Native Hawaiian/Pacific Islander | | | | | |
| Two or more Races | | | | | |
| White | 19.8% | 22.2% | 19.8% | 15.0% | |

G. Partnerships with Local Schools and the Community

The Denair Charter Academy staff works with neighboring schools to identify students who could benefit from our program and help them stay in school. DCA presents students with the opportunity to gain real world experiences and skills through community service, work experience, career focused courses and pursuit of school-to-career programs. DCA continues to foster partnerships with our local community colleges, providing students with

opportunities to learn more about the programs offered through in person field trips, career fairs and apprenticeship expos. Reduced credit pathways are discussed with students in the spring of their 10th grade year, or upon enrollment in 11th or 12 grade.

DCA and District staff also work with personnel from the Community Services Agency, Health Services Agency, the juvenile justice system and probation departments to confirm that students who are receiving services from these agencies are enrolled full-time in the DCA program and attending on a regular basis. To address the special needs of students, DCA and District personnel may also call upon the services of these agencies if the staff determines that such intervention may help resolve personal issues so that the student may continue with his or her educational program. The teachers may also direct students to available public services and services available on site, such as programs for teen parents, counseling and restorative justice based on individual situations, social and emotional support groups, and other applicable programs. Reduced credit pathways are available to students in accordance with the law.

DCA maintains positive and collaborative relationships with the other school sites within the District. These relationships are crucial to the success of the students at DCA. We have relationships with Modesto Junior College, Merced Junior College, We Care homeless dinner volunteer program, Career Inspiration Center, Lions and Kiwanis Clubs, Parent Partnership Project and other various programs through Stanislaus County Behavior Health and Stanislaus County office of Education. These positive relationships extend to the surrounding school districts from which our students previously attended. The goal is to support students to graduate from high school with college and career readiness.

H. School Organization and Culture

The culture at DCA is driven by each teacher's compassion and commitment to making a positive impact on every student's life. From the moment families arrive on campus, parents and students are warmly greeted in the office. Questions are addressed and students are given directions for the day if necessary. The entire staff works collaboratively to support students

academically while also caring for their individual needs. Each student's schedule includes individualized instruction, independent work, assessments, and when appropriate, small-group or classroom instruction. Students in grades K–8 have the opportunity to participate in weekly enrichment activities with peers at similar grade levels. These activities may take place on or off campus depending on the activity.

Students are exposed to an environment comparable to the one they will face when they enter the real world of work. As a result, students may encounter professionals on a regular basis. This will provide many of the students with their very first experience of what occurs in the adult world of work. In this setting, students see models of responsible and productive citizens and may be motivated to aspire to similar positions. At a minimum, the students will be expected to exhibit the same professional behavior as the adults whose environment they are sharing.

DCA's administrator is responsible for the academic operation and for developing the staff, parents and community into a Professional Learning Community (PLC) team. Although each teacher is responsible for a specific group of students, teachers may interact with all students. As a result, all students will be known by and supported by the entire staff.

I. Promotion/Graduation Requirements

DCA is authorized to award high school diplomas to DCA students who successfully complete the credit and academic requirements established by the Denair Unified School District. Credits awarded by DCA are transferable to other high schools. DCA is accredited by the Western Association of Schools and Colleges for grades 9-12.

Students attending DCA have the option of completing an alternate credit pathway to earn their diploma. The alternate credit pathway is based on the student's goals, current individual situation and/or credits they have earned at the completion of tenth grade. Through discussion with the school counselor at the end of the tenth grade year (or upon enrollment in grade 11 or 12), students may:

- Follow the state-minimum (180 credits) requirement graduation pathway [Education Code Section 51225.3] to graduate from DCA (early, on time, or with a fifth year).
- Follow the district’s full credit pathway (BP/AR 6146.1), which allows them to transfer back to a traditional comprehensive high school for graduation.
- Qualify for the state’s reduced credit pathway, which reduces from 180 credits to 130 credits by lowering the electives requirement while maintaining core academic requirements (English, Math, Science, Social Studies). The following Assembly Bills give students in transition special rights to help them remain on track for high school graduation which reduces the credit requirements of graduation to 130 credits:
 - AB 167/216 - students in foster care
 - AB 1806 - students who are experiencing homelessness
 - AB 2306 - students formally enrolled in juvenile court school
 - AB 365 - students of active duty military parents/guardians
 - AB 2121 - migratory students and certain newcomer pupils

| Graduation - Percent Graduated by Student Group | | | | | |
|---|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| English Learners | 67% | | | | |
| Long-Term English Learners | | | | | |
| Students with Disabilities | | | | | |
| Socioeconomically Disadvantaged | 76% | 67% | 78% | 86% | |
| Students Experiencing Homelessness | | | | | |
| Foster Youth | | | | | |
| African-American | | | | | |
| American Indian/Native Alaskan | 73% | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic/Latino | 67% | 59% | 79% | 81% | |
| Native Hawaiian/Pacific Islander | | | | | |
| Two or more Races | | | | | |
| White | 94% | 72% | 72% | 100% | |

| Graduation - Percent Graduated | | | | | |
|--------------------------------|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| School Total | 80% | 68% | 77% | 89% | |

Through independent study, our educators are able to closely monitor each student’s progress toward graduation. Teachers, academic counselors, and the intervention teacher have refined the monitoring criteria to closely track seniors and ensure no students fall through the cracks, resulting in an improved graduation rate.

1.3 ANNUAL PROGRAM GOALS FOR ALL PUPILS AND FOR ALL PUPIL SUBGROUPS

The Charter School and District will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, the LCAP will be updated annually, including the goals and annual actions identified below. The District shall submit DCA’s LCAP to the Stanislaus County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. The charter school shall prominently post on the homepage of the internet website of the charter school any local control and accountability plan adopted by the governing body of the charter school, and any updates or revisions to a local control and accountability plan approved by the governing body of the charter school. The Charter School will comply with all requirements pursuant to Education Code Section 47605(c)(5)(A)(ii), including developing annual goals, for all pupils schoolwide and for each subgroup of pupils as identified in California Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060.

A. Disabled and Special Needs Students

DCA shall not be deemed a local educational agency (LEA) for purposes of compliance with the Individuals with Disabilities Education Act (IDEA), but will function as a “public school of the District” for purposes of Education Code section 47646 during the term of this charter. As such, DCA and the District understand and agree that the District shall, in partnership with DCA, ensure that all students with exceptional needs who attend DCA are provided with a free and appropriate public education (FAPE) in compliance with the IDEA.

The District shall determine how the special education and related services are to be provided. DCA will comply with District policy and practice with respect to the provision of special education and related services.

DCA agrees to adhere to the policies, procedures and requirements of the Special Education Local Plan Area (SELPA) for special education in which the District operates for special education purposes as a public school of the District.

DCA will comply with all applicable state and federal laws in serving students with disabilities, including but not limited to section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the IDEA.

B. English Language Learners

DCA will comply with all legal requirements for serving English Learners (ELs). This includes providing annual parent notifications; properly identifying and assessing students; offering appropriate program options; delivering both EL and core academic instruction; ensuring qualified teachers and ongoing staff training; following reclassification procedures; monitoring student progress; evaluating program effectiveness; and meeting all state testing requirements.

Although the number of English Learners at our school is too small to be shown as a separate group on the state Dashboard, DCA carefully reviews student assessment data. This review helps us better support our EL students and work toward reclassifying them as proficient in English as soon as they are ready.

| ELPAC Summative Assessment | | | | | |
|--|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| 4 - Well Developed | 12% | 7% | 39% | | |
| 3 - Moderately Developed | 38% | 47% | 28% | | |
| 2 - Somewhat Developed | 38% | 47% | 17% | | |
| 1 - Beginning to Develop | 12% | 0% | 17% | | |
| Data from the CAASPP Website | | | | | |
| ELPI - Percent Making Progress | | | | | |
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| English Learners | 50% | 40% | 56% | 62% | |
| Long-Term English Learners | | | 56% | | |

We are closely monitoring our second-language students and providing the support and skills they need to successfully navigate the English curriculum. Each English Learner receives an additional 30 minutes of weekly instruction with their teacher, focused on guided English language development and targeted support. While it is uncommon for a student to remain classified as an English Learner for more than two years, DCA teachers participate in workshops and professional training to strengthen their instructional strategies. Teachers are also given time to review individual student data and develop targeted plans to improve each student’s English proficiency.


C. Academically Low Achieving Students

Given DCA’s target population includes students with a history of low academic achievement, DCA’s personalized learning instructional methodology, as described herein, is designed to meet the needs of low achieving students. To directly support low achieving students, DCA believes that the teacher, parents, and student must collaborate to design the optimal personalized learning plan. The structure of DCA’s flexible learning environment will be set-up to help academically low achieving students succeed through use of assessment data, active learning methods that engage students with different needs, including but not limited to, our supportive school structure, accessibility to teachers for additional support when

needed, and regularly scheduled times for the teacher and student to meet and address individual learning needs. The curriculum will be monitored and adjusted, and students will be given time and resources necessary to achieve the essential academic standards for each grade level.

All students will be assessed upon admission. Teachers will use various curriculum resources to create a personalized learning plan for each student based upon assessment results. With the creation of the student’s learning plan, which includes the initial assessment and the student’s learning style and interests, the success rate for the low academic achiever will be enhanced. DCA believes that both the confidence and motivation to learn begins by meeting the student at their current level of academic proficiency with adjustments to the pace and rigor of learning to challenge and engage the student’s full potential. Students will be assessed regularly by the teachers to document progress and make necessary adjustments to the student’s learning plan.

Additionally, graduation requirements are discussed with all students in the spring of their 10th grade year and upon enrollment in 11th or 12th grade. Depending on the student’s goals, they may choose a traditional or reduced pathway option.

| Suspension Rate | | | | | |
|-----------------|-----------|-----------|-----------|-----------|---|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| School Total | 0.7% | 0.4% | 0.0% | 0.0% |  |


Because students enrolled at DCA have a narrow focus on their individualized success, DCA does not have the traditional concerns of students displaying disruptive behavior with a possible outcome of suspension. Our low suspension rate shows our focus on meeting each student's needs and thus not maneuvering behavioral issues.

D. Academically High Achieving Students

DCA creates a high achieving learning environment for all students, where advanced curricular and instructional techniques combine to support learning. In our high-achieving learning environment, we engage students in complex problem-solving and exploring ideas

and issues, and learning activities that draw on students’ cultures, experiences and knowledge. At- risk students, in particular, benefit from this type of environment that engages them in authentic tasks and offers them significant opportunities to develop knowledge.

Students gain practical experience and training by taking Career Technical Education (CTE) courses through an online educational platform or at our neighboring high school. The CTE Pathway courses provide students with hands-on job skill experiences, and provide opportunities for employment after high school. Some students accelerate and graduate early. These students accelerate by taking courses through dual enrollment at one of the local colleges, while also enrolled at DCA or through taking courses at DCA. In addition, students enrolled at DCA have the opportunity to complete courses through the curriculum with their teacher or an online educational platform, allowing them to accelerate and meet A-G requirements.

| CCI Rate - Percent Prepared | | | | | |
|-----------------------------|-----------|-----------|-----------|-----------|---|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| School Total | | 12% | 4% | 5% |  |

On the California Dashboard, the College and Career Indicator reflects the percentage of students who are prepared for college or career readiness. Students must meet specific criteria across several metrics to be considered prepared. Our students have the option to enroll in a two-year Career Technical Education (CTE) pathway. However, since we typically serve students for only two years, many choose to transition back to a five-day-a-week program before completing the full pathway. Students may also qualify for the readiness rate by completing two semesters at a community college, which is the most common way our students meet the College and Career readiness criteria reflected on the dashboard.

E. Calendar

DCA may have a year-round, multi-track, staggered start calendar or, as necessary, any other calendar that would improve the delivery of instruction to DCA students, provided that such calendar complies with applicable law. The calendar shall be established annually by the District/DCA in collaboration with DUTA and CSEA collective bargaining units, as required.

In order to meet the needs of working students, teen parents, and parents schedules, the campus may have extended hours to support families who need flexibility due to transportation and/or schedules.

F. WASC Accreditation

DCA is accredited by the Western Association of Schools and Colleges for grades 9-12. Students may earn credits by completing course work based on State standards.

ELEMENT 2: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Educ. Code Section 47605(c)(5)(B).

2.1 EVALUATION - MEASURABLE STUDENT OUTCOMES

To ensure ongoing program quality and compliance, DCA staff conduct an annual review of student performance outcomes. This review includes analysis of both local assessment data and state assessment results.

Findings from this evaluation process, particularly data from state accountability measures, including the California dashboard data is used to inform decisions about curriculum and instructional materials. The results also guide the refinement, expansion, or modification of existing programs and instructional strategies to better support student achievement.

Assessment, both formal and informal, is an essential component of DCA’s approach to its operation. Appropriately selected and administered assessment instruments provide information that is critical in order to:

- establish a meaningful placement;
- refer students for RTI (Response To Intervention) support;
- document student growth through pre-testing and post-testing;
- assist teachers in making effective decisions about instructional content and pacing for individual students; and
- evaluate overall program effectiveness.

Student assessment results are only one indicator of a student's abilities and knowledge.

Assessments are selected in context with other information about the student and only after careful consideration of the best test to use and a full understanding of the individual student being tested.

To that end, the DCA staff uses multiple measures to accurately determine student achievement.

These include such factors as attendance records, the degree of participation by the student in the DCA Program, teacher input and academic performance.

A. District Student Assessments

DCA administers a District approved series of assessments in mathematics and reading. The assessments are used to establish each student's educational plan, as well as identify each student's individual needs. With the students' results, teachers will be able to support a student with a math intervention course. Post-assessments are administered after a predetermined period of enrollment at DCA and with the results the teacher, parent and students will determine what adjustments need to be made for the best educational placement and curriculum for the student. The pre-assessment and post-assessment process allow teachers to maintain focus on an individual student's growth in specific content areas as well as providing data that can be used to modify the instructional approach if necessary. The diagnostic test will be given two to three times a school year.

Effective the 2025-26 school year, DCA administers a Reading Difficulty Risk Screener in grades K-2, as required by EC 53008(a)(1). The District and DCA have adopted mClass DIBELS for this purpose.

B. Expected Student Outcomes

The specific expected outcomes for DCA students (home schooled and independent study) are the following:

- a. All students enrolled in the DCA Program for ten months or longer will achieve measurable gains in mathematics achievement. Measurable progress will be determined by the student's academic ability and noted in the learning objectives of the Individual Learning Plan (ILP).
- b. All students enrolled in the DCA Program for ten months or longer will achieve measurable

growth in reading comprehension and language proficiency. Measurable progress will be determined by the student's academic ability and noted in learning objectives of the Individual Learning Plan (ILP).

C. Measuring Student Progress:

DCA shall be responsible for providing an assessment procedure to examine all aspects of the school's effectiveness. DCA will rely on internal and external evaluations to provide an accurate and objective assessment of DCA's educational process, policies and effectiveness. DCA makes every reasonable effort to address any problem areas that are identified in these evaluations. The evaluations utilize both quantitative and qualitative analyses. The quantitative aspect of the evaluation involves collection of data relating to:

- baseline and growth student profiles that record the following test results: curriculum assessments, chapter, and unit tests;
- enrollment, academic and attendance records of DCA students;
- educational and community agency services rendered to DCA students
- districtwide assessments.

DCA has an organized system for administering California Assessment of Student Performance and Progress (CAASPP) and other mandatory assessments, including a calendar listing dates of all key assessments.

The qualitative component consists of structured and unstructured interviews and questionnaires with DCA staff, community agency personnel and DCA students and parents. Students enrolled in DCA are expected to achieve at a minimum the same academic achievement levels as their counterparts in the traditional public schools.

DCA shall meet all Denair Unified School District adopted standards, and conduct the student assessments required pursuant to Section 60605 of the Education Code, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

D. Academic Progress and School Performance

Based on its Dashboard indicators, Denair Charter Academy has been categorized by the state as a “mid-performing” charter school pursuant to Ed. Code 47607.2. (See Charter School Performance Category Data File published by the CDE on July 1, 2020.) Despite this categorization, the Charter School has satisfied the following requirements allowing for renewal of its current performance data based on the current Charter term.

Along with many similar schools, our site is slowly increasing or maintaining our academic proficiency in ELA and Science. The District has spent a great effort on professional development for student literacy. We are noticing that the ELA scores are stable or slightly improving. The literacy training and knowledge that our teachers have and use also benefits the science curriculum. Students are improving their performance in the Science assessment.

With the new LCAP cycle the District and Charter School’s focus is to continue to address our math deficit with students. We are adopting a new curriculum and working in our professional learning communities to address the method in which a student needs to show competency in math. The days of multiple choice questions are gone, now a student needs to solve real world problems using all of the skills learned, rather than only focusing on 2 or 3 skills memorized in one particular chapter of a math book.

| CAASPP Achievement - Percent Meeting Standards | | | | | |
|--|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| ELA | 30% | 25% | 32% | | |
| Math | 6% | 6% | 4% | | |
| Science | | 7% | 16% | 15% | |

Detailed achievement: ELA

DCA employs highly qualified teachers in each core subject area to develop curriculum resources that all independent study teachers can access. These teachers collaborate during professional learning community meetings to discuss and implement best practices that support students’ understanding of the subject matter. The state data below reflects the district's focus on English language learner strategies for all students benefitting many subgroups.

| CAASPP ELA Achievement - Percent Meeting Standards | | | | | |
|--|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| English Learners | | 0% | | | |
| Long-Term English Learners | | | | | |
| Students with Disabilities | | | | | |
| Socioeconomically Disadvantaged | 30% | 27% | 27% | | |
| Students Experiencing Homelessness | | | | | |
| Foster Youth | | | | | |
| African-American | | | | | |
| American Indian/Native Alaskan | | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic/Latino | 19% | 26% | 33% | | |
| Native Hawaiian/Pacific Islander | | | | | |
| Two or more Races | | | | | |
| White | 35% | 6% | 43% | | |

Detailed achievement: Math

Mathematics has been an area of need not only for our school, but across the District. We continue to collaborate with the county office of education, engage with educational professionals, and research best practices for mathematics instruction. In response, both DCA’s and the District are adopting a new curriculum to modernize and improve the way math content is delivered to students. A highly qualified teacher continues to create lesson plans to support all independent study teachers and deliver math content to our students.

DCA faces an additional challenge because we typically serve students for an average of two years. During that time, we must provide consistent and effective intervention for students whose lives may lack stability. Many of our high school students perform in the fifth to seventh grade range in mathematics. As a result, DCA must teach grade-level standards while also addressing significant gaps in foundational skills and number sense. The State data below indicates we have much opportunity for growth.

| CAASPP Math Achievement - Percent Meeting Standards | | | | | |
|---|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| English Learners | | 9% | | | |
| Long-Term English Learners | | | | | |
| Students with Disabilities | | | | | |
| Socioeconomically Disadvantaged | 6% | 8% | 4% | | |
| Students Experiencing Homelessness | | | | | |
| Foster Youth | | | | | |
| African-American | | | | | |
| American Indian/Native Alaskan | | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic/Latino | 2% | 7% | 7% | | |
| Native Hawaiian/Pacific Islander | | | | | |
| Two or more Races | | | | | |
| White | 4% | 0% | 0% | | |

Detailed achievement: Science

As part of the Charter renewal process, the science curriculum has been adjusted and developed using resources and tools aligned with the Next Generation Science Standards (NGSS). The physical science and biology curricula have been revised to incorporate additional science concepts such as astronomy and physics, that were previously not included in those courses. With the new adoption of science curriculum to support the NGSS standards we are seeing growth in the State data.

| CAASPP Science Achievement - Percent Meeting Standards | | | | | |
|--|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| English Learners | | | | | |
| Long-Term English Learners | | | | | |
| Students with Disabilities | | | | | |
| Socioeconomically Disadvantaged | | 9% | 11% | 13% | |
| Students Experiencing Homelessness | | | | | |
| Foster Youth | | | | | |
| African-American | | | | | |
| American Indian/Native Alaskan | | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic/Latino | | | 16% | 6% | |
| Native Hawaiian/Pacific Islander | | | | | |
| Two or more Races | | | | | |
| White | | 12% | 28% | 31% | |

1. Meaningful Steps to Address Low Performance

Meaningful steps to address underlying causes of low performance are being taken. Detailed steps are reflected in our WASC School action plan in Appendix 1 attached to this Charter Petition.

2. Measurable Increases in Academic Achievement

A charter school classified by the state as Middle Performing may present verified data showing the charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. “Verified data” has been defined to mean data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. Based on our review of the verified data noted below, DCA achieved measurable increases in academic achievement as defined by at least one year’s progress for each year in school for specific grade levels as shown below through iReady data.

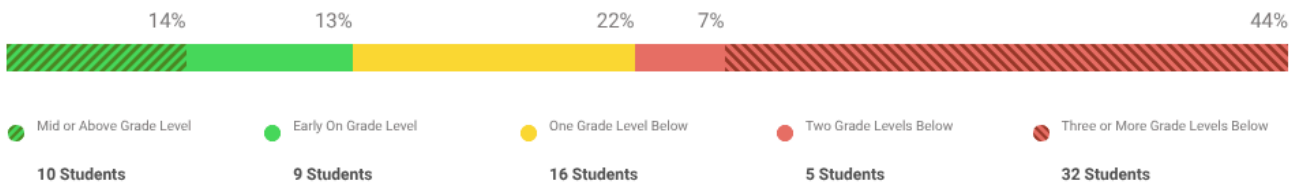
iReady diagnostic data

Students in grades 1 through 11 take the i-Ready diagnostic assessment in the fall or upon enrollment. Kindergarten students do not complete the computer-based assessment until the winter testing window. This initial assessment helps teachers determine the most appropriate curriculum for each student. The majority of students at DCA enter one or more grade levels below their current grade placement. Using this data, teachers develop targeted instruction to support students, address learning gaps, and accelerate progress, with the goal of helping students achieve gains of multiple grade levels within one year.

Fall 2025 - Reading

Overall Placement

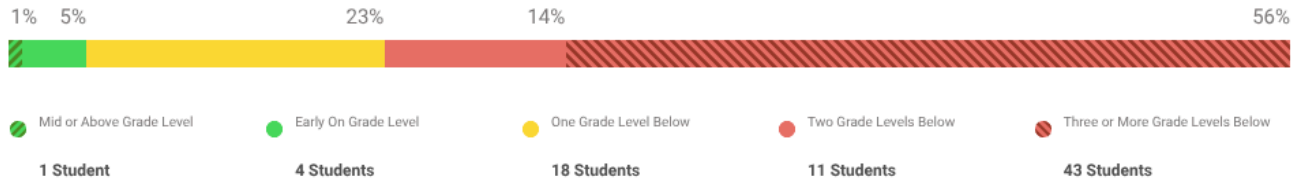
Students Assessed/Total: 72/128



Fall 2025 - Math

Overall Placement

Students Assessed/Total: 77/128



Individual student data from Fall 2024 compared to Winter 2025

The first column lists the student's name, followed by current grade level, teacher, and math grade level scores from the fall compared to the winter. Several students are demonstrating measurable gains. For example, the second data entry reflects a 9th grade student who scored at a 4th grade math level in the fall and, after four months of targeted instruction with a classroom teacher and/or math intervention specialist, improved three grade levels to a 7th-grade proficiency.

| Student | Grade | Teacher | Reading | Math |
|---------|-------|---------------------|--------------------|----------------------|
| | 9 | McFarlane, Victoria | | Grade 9 |
| | 11 | McFarlane, Victoria | Grade 4 | Grade 7 |
| | 11 | McFarlane, Victoria | Grade 7 | Grade 9 |
| | 10 | McFarlane, Victoria | Grade 7 | Grade 8 |
| | 10 | McFarlane, Victoria | Grade 6 | Grade 8 |
| | 11 | McFarlane, Victoria | Grade 7 | Grade 9 |
| | 11 | McFarlane, Victoria | Grade 5 | Grade 7 |
| | | | Math - Fall | Math - Winter |
| | 11 | Neely, Linda | Grade 5 | Grade 7 |
| | 9 | Neely, Linda | Grade 6 | Grade 6 |
| | 9 | Neely, Linda | Grade 4 | Grade 5 |
| | 9 | Neely, Linda | Grade 5 | Grade 7 |
| | 9 | Neely, Linda | Grade 9 | Grade 11 |
| | 9 | Neely, Linda | Grade 6 | Grade 6 |
| | 11 | Neely, Linda | | Grade 6 |
| | 11 | Neely, Linda | Grade 6 | Grade 7 |
| | | | Math - Fall | Math - Winter |
| | 9 | Rocha, Colette | Grade 5 | Grade 6 |
| | 10 | Rocha, Colette | | Grade 10 |
| | 10 | Rocha, Colette | Grade 4 | Grade 5 |
| | 9 | Rocha, Colette | Grade 8 | Grade 8 |
| | 10 | Rocha, Colette | Grade 3 | Grade 2 |
| | 9 | Rocha, Colette | Grade 7 | Grade 8 |
| | 10 | Rocha, Colette | Grade 4 | Grade 5 |
| | 9 | Rocha, Colette | Grade 4 | Grade 6 |
| | 10 | Rocha, Colette | Grade K | Grade 2 |
| | 10 | Rocha, Colette | Grade 5 | Grade 5 |
| | 10 | Rocha, Colette | Grade 5 | Grade 5 |

INDEPENDENT STUDY

| Student | Grade | Teacher | Math - Fall | Math - Winter |
|---------|-------|------------------|--------------------|----------------------|
| | 10 | Curtiss, Don | Grade 4 | Grade 5 |
| | 9 | Curtiss, Don | Grade 5 | Grade 5 |
| | 9 | Curtiss, Don | Grade 6 | Grade 7 |
| | 10 | Curtiss, Don | Grade 8 | Grade 9 |
| | | | Math - Fall | Math - Winter |
| | 11 | Elstad, Amber | Grade 9 | Grade 9 |
| | 11 | Elstad, Amber | Grade 7 | Grade 5 |
| | 11 | Elstad, Amber | Grade 6 | Grade 4 |
| | 11 | Elstad, Amber | Grade 8 | Grade 9 |
| | 11 | Elstad, Amber | Grade 5 | Grade 8 |
| | 10 | Elstad, Amber | Grade 3 | Grade 5 |
| | 10 | Elstad, Amber | Grade 4 | Grade 6 |
| | 11 | Elstad, Amber | Grade 4 | Grade 4 |
| | | | Math - Fall | Math - Winter |
| | 11 | Gonzalez, Monica | Grade 8 | Grade 8 |
| | 10 | Gonzalez, Monica | Grade 9 | Grade 9 |
| | 11 | Gonzalez, Monica | Grade 9 | Grade 8 |
| | 11 | Gonzalez, Monica | Grade 10 | Grade 9 |
| | | | Math - Fall | Math - Winter |
| | 11 | Groom, Matthew | Grade 2 | Grade 5 |
| | 10 | Groom, Matthew | Grade 4 | Grade 3 |
| | 11 | Groom, Matthew | Grade 4 | Grade 6 |
| | 11 | Groom, Matthew | Grade 10 | Grade 10 |
| | 11 | Groom, Matthew | Grade 5 | Grade 6 |
| | 11 | Groom, Matthew | Grade 6 | Grade 9 |
| | 11 | Groom, Matthew | Grade 9 | Grade 9 |
| | 11 | Groom, Matthew | Grade 9 | Grade 7 |

| HOMESCHOOL | | | | | |
|--------------|-------|----------------|-------------|---------------|---|
| Student Name | Grade | Teacher | Math - Fall | Math - Winter | |
| | 1 | Clark, Betsy | Grade K | Grade 1 | |
| | K | Clark, Betsy | | Grade K | |
| | 1 | Clark, Betsy | Grade K | Grade K | |
| | 2 | Clark, Betsy | Grade 1 | Grade 1 | |
| | 1 | Clark, Betsy | Grade 1 | Grade 1 | |
| | 1 | Clark, Betsy | Grade K | Grade K | F |
| | 2 | Clark, Betsy | Grade 1 | Grade 1 | |
| | K | Clark, Betsy | | Grade K | |
| | K | Clark, Betsy | | Grade K | |
| | K | Clark, Betsy | | Grade K | |
| | | | Math - Fall | Math - Winter | |
| | 3 | Perez, Melissa | Grade K | Grade K | |
| | 5 | Perez, Melissa | Grade 1 | Grade 2 | |
| | 5 | Perez, Melissa | Grade 5 | Grade 5 | |
| | 5 | Perez, Melissa | Grade 2 | Grade 3 | |
| | 3 | Perez, Melissa | Grade 1 | Grade 1 | |
| | 4 | Perez, Melissa | Grade 3 | Grade 3 | |
| | 4 | Perez, Melissa | Grade 2 | Grade 3 | |
| | 3 | Perez, Melissa | Grade 2 | Grade 2 | |
| | 5 | Perez, Melissa | Grade 4 | Grade 4 | |
| | 4 | Perez, Melissa | Grade 3 | Grade 3 | |
| | 3 | Perez, Melissa | Grade 1 | Grade 2 | |

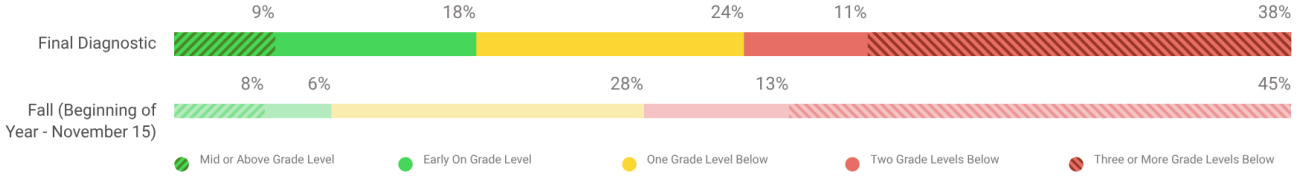
iReady whole school data:

DCA observes measurable student improvement across the school. Data indicate that students consistently improve their iReady diagnostic placements from the beginning to the end of the school year. Student growth serves as our primary indicator of success. When students demonstrate increased grade-level proficiency over the course of the year, it reflects the effectiveness of our instructional practices. While some students achieve meaningful progress of one grade level, others grow across multiple grade levels within a single year.

Reading 2024/2025 Fall to Spring comparison

Overall Placement

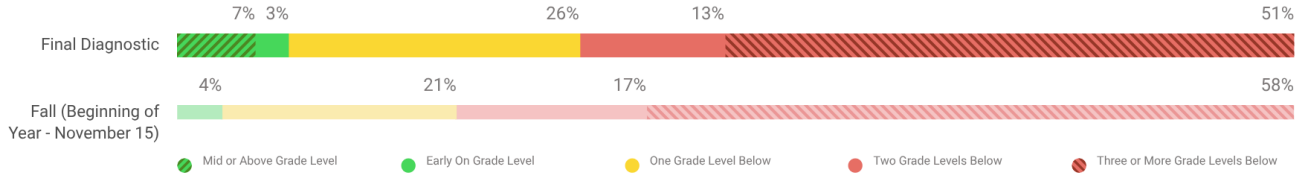
Students Assessed/Total: 89/175



Math 2024/2025 Fall to Spring comparison

Overall Placement

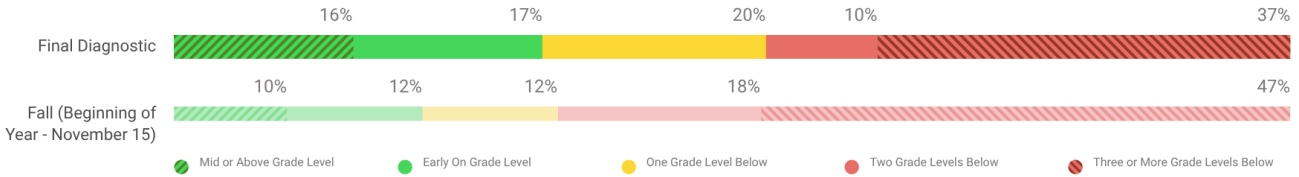
Students Assessed/Total: 90/175



Reading 2023/2024 Fall to Spring comparison

Overall Placement

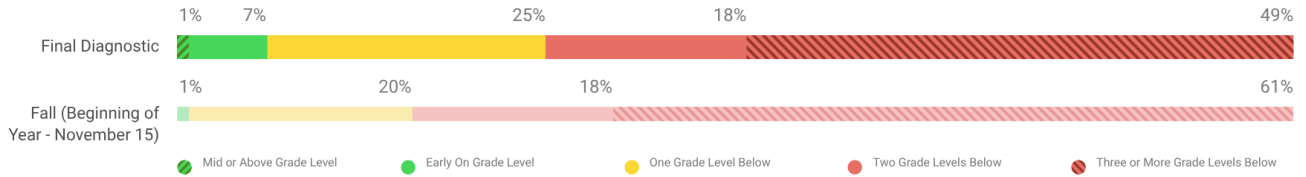
Students Assessed/Total: 89/193



Math 2023/2024 Fall to Spring comparison

Overall Placement

Students Assessed/Total: 85/193



E. CHARTER SCHOOL GOALS & ACTIONS TO ACHIEVE THE STATE PRIORITIES:

Pursuant to Education Code Section 47605(c)(5)(B), the following is a table describing the Charter School's goals and actions to achieve the State priorities, and the measurable outcomes and methods of measuring those outcomes.

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Denair Charter Academy's annual goals, actions and measurable outcomes, both schoolwide and for each group of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in DCA's Local Control Accountability Plan (LCAP). Each of these goals addresses the unique needs of all students attending DCA, including students in numerically significant student groups. The metrics associated with these goals help DCA staff ensure that these specific groups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District. DCA shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. DCA reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. DCA shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33

ELEMENT 3: Method by Which Student Outcomes Will Be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code Section 47605(c)(5)(C).

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOME WILL BE MEASURED

DCA will meet all statewide standards and conduct all required state mandated student assessments as required by the Education Code Sections 60605. DCA students shall participate in state-mandated assessments in the same manner as other District students.

A. ASSESSMENTS AND METRICS

Please refer to the information in Element 2 of this charter for a description of the academic assessments DCA will utilize in its educational program and demonstrate multiple measures for each subject area.

DCA’s Local Control Accountability Plan (LCAP) identifies three goals, plus actions and metrics for each goal. Collectively, these goals, actions and metrics are aligned to the Eight State Priorities and incorporate data that is reported to the California School Dashboard state and local indicators.

Examples include:

- The California Healthy Kids Survey
- Parent Surveys and Sign-in Sheets
- Reclassification of English Learner Rates

DCA affirms that its methods for measuring pupil outcomes for the Eight State Priorities as described in Element 2 of this charter and the LCAP shall be consistent with the way information is reported on the School Accountability Report Card (SARC) as required by Education Code Section 47605(c)(5)(C)

ELEMENT 4: Governance

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Education Code Section 47605()(5)(D).

4.1 GOVERNANCE

DCA is a charter school operated by the Denair Unified School District ("District"). The District's Board of Trustees ("Board") is the governing body for all DCA operations and holder of the Charter.

The Charter School's Principal will have responsibility to oversee the day-to-day operations of DCA and to ensure that DCA is operated in accordance with the terms of this Charter and applicable District policies and procedures.

As the chartering authority, the District shall have supervisory oversight duties, including but not limited to, ensuring that the Charter School complies with all reports required of charter schools by law, and monitoring the fiscal condition of the Charter School.

A DCA Advisory Committee composed of representation from parents and other stakeholders may be established. The purpose of this Advisory Committee will be to provide input and review policies and goals of the Charter School (subject to the approval of the District's Board of Trustees), monitor the school's academic and operational performance, and help develop and implement family involvement strategies.

The District will provide all appropriate support services in order to contribute to the successful operation of the Charter School. In general, direct support costs of personnel, financial, legal, purchasing, and facility services shall be budgeted for and paid by revenue generated by student average daily attendance as reported by the Charter School and included in the overall budget of the District. The Charter School will be funded through the District as other non-charter District schools. It is within this support that the DCA staff can focus on teaching and learning.

4.2 PARENTAL AND TEACHER INVOLVEMENT

DCA will promote parent participation and involvement. Parents will be given the opportunity to convey their interests that moves the Charter School into a less traditional program toward an innovative and enriching environment for all students enrolled. One way by which parents will be given the opportunity to be involved is through voluntary participation on the DCA Program Advisory Committee. On this committee parents will be able to influence policies and help to create an environment that enriches and inspires the students' experience with education.

The Charter School may encourage parental involvement, but shall notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code section 47605(n).]

It is essential that parents and teachers understand what is necessary to prepare students for life after high school. To achieve this goal, parents are required and/or highly encouraged to become involved in their child's program through regular and extensive communication with DCA staff and active participation in the DCA's operations. DCA shall, on a regular basis, consult with parents and teachers regarding DCA's Program.

Parents/Guardians and students will be required to attend the initial enrollment orientation with the academic counselor in the DCA office, and may assist in the development of their child's Individual Learning Plan (the ILP). The academic advisor (DCA staff), student and teacher/parent then discuss these documents, the student's ILP and ways in which the parent can actively support the student's learning process. These methods may include keeping the student accountable, breaking the assignments into smaller chunks and providing the time and space needed to complete the coursework.

ELEMENT 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the school." Education Code Section 47605 (c)(E).

The qualifications and duties of the certificated and classified staff employed by the District to work at DCA shall be determined by the District. As the employer, the District shall have decision making authority with respect to hiring, evaluating, disciplining, and releasing of employees working at DCA.

DCA and the District recognize that the qualifications and abilities of a professional staff can directly affect the quality of the education and the student outcomes. Therefore, it is the responsibility of the DCA's administration and the District to recruit and employ the best candidates in order to meet DCA's educational needs. DCA is committed to retaining qualified and experienced personnel to ensure the continued delivery of quality educational programs.

A. Teaching Staff

All teachers at DCA shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file by the District.

Existing District certificated employees voluntarily assigned to work at DCA are expected to fulfill the same hourly obligations as other District certificated employees who are part of the DUTA collective bargaining unit. Full-time teachers will be expected to work a 35-hour week with flexibility necessary to meet the needs of the student population. Each teacher's schedule will be individually approved by the DCA Principal, subject to later modification by the Principal to meet student needs. DCA teachers will be required to participate in collaborative in-service days for professional development. This includes full professional development days (typically in August and January) and afternoon District in-services in which the District operates on a minimum day schedule. Teachers at DCA will need to adjust their independent study schedule with students to accommodate for adjustments of time that may result from a minimum day or collaborative day as

determined by the DCA Principal upon review of the District's calendar.

Due to the nature of DCA's program, student enrollment fluctuates throughout the year. Separately Contracted Teachers (also referred to as "Hourly Teachers") are part time teachers who work flexible, evolving schedules in order to accommodate the changing enrollment needs. Additionally, Hourly Teachers may be assigned to early morning or late afternoon appointments if contracted teachers are not available. This allows DCA to offer more appointments for students who may need early or late appointments.

In the spring preceding the start of each school year, the Principal will meet with DCA teaching staff to prepare a list of all adjunct duties that are required to meet the unique educational needs of the students served by DCA. All adjunct duties will be approved by the DCA Principal and the District Superintendent or designee. At the Principal's discretion, the list of approved adjunct duties shall be subject to revision by the Principal after the start of each new school year in order to meet student needs.

All certificated employees hired by the District to work directly at DCA on an annual or other contract basis shall be evaluated in accordance with DCA policy. All other certificated District employees assigned to work at DCA will be evaluated pursuant to the collective bargaining agreement between the District and Denair Unified Teachers Association (DUTA). In addition, all employees are subject to the requirements regarding criminal record checks as specified in Element 6 herein below.

DCA is committed to maintaining a discrimination-free workplace and to retaining qualified and experienced personnel to ensure the continued delivery of quality educational programs.

B. Classified/Non-instructional staff

All classified/non-instructional District staff working at DCA will possess experience and expertise appropriate for their position at DCA and will be required to meet the same standards as other District classified/non-instructional employees.

All classified District employees who are employed by the district to perform work for the DCA shall be evaluated in accordance with the collective bargaining agreement between the district and CSEA, Denair Chapter No. 113.

ELEMENT 6: Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff.” Education Code Section 47605 (b)(5)(F).

As a District-operated “dependent” charter school DCA shall follow all applicable health and safety policies of the District including:

Safety Plan

To ensure the health and safety of its students and staff, DCA will adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, and continue to follow the comprehensive safety and disaster plans developed and approved by the District and, where applicable, the health and safety policies and procedures contained within the District Board Policies and Administrative Regulations. [Reference Education Code section 32282]

Criminal Background Checks

All employees working at DCA will be required to furnish the District with a criminal record summary as described in Section 44237 of the California Education Code.

Tuberculosis Testing

All employees working at the DCA shall be required to provide proof of tuberculosis testing as specified in Education Code Section 49406 prior to commencing employment.

Immunizations

All students of DCA will be required to provide proof of immunization as a condition of attendance to the same extent as would apply if the students attended a seat-based program. As our independent study program is a non seat-based school, parents may sign a waiver if their child is unvaccinated. An unvaccinated student may not be in a classroom or participate in school activities with other students or families.

Health Screenings

DCA will provide health screenings for students, such as vision and hearing screening, to the same extent as would be required if the students attended a non-charter public school. [Reference Education Code section 44950 et. seq]

Role of Staff as Mandated Child Abuse Reporters

As with the District's other schools, the Charter School staff shall comply with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.).

Medication in School

The Charter School shall adhere to Education Code Section 49423 and District policies and procedures regarding administration of medication in school and to Education Code section 49414 regarding epinephrine auto-injectors and training requirements.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, as necessary, update its policy.

Prevention of Human Trafficking Resources

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of Charter School students in grades 6 through 12 of human-trafficking prevention resources. [Reference Education Code section 49381].

Feminine Hygiene Products

The Charter School shall comply with the requirements pursuant to Education Code Section 35292.6 as applicable.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, and grades 9-12 at least once, pursuant to the California Healthy Youth Act [Reference Education Code section 51930, et seq.]

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

ELEMENT 7: Means to Achieve Student Population Balance

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learning pupils, including re-designate fluent English proficient pupils, as defined by evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605(c)(5)(G).

DCA maintains a policy of non-discrimination in all areas of its operations. DCA endeavors to achieve a balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District. This balance will be maintained by recruitment in various representative areas of the community and by targeting under-represented students, if any. DCA may also work with community-based organizations to accomplish this balance. The District Superintendent or designee is responsible for monitoring DCA’s efforts to receive a balance of pupils within the Program.

The cumulative enrollment for each school year of the charter school’s term is shown below using state acquired data. Cumulative enrollment is defined as the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year. The data reflects a variation in enrollments and is reflective of the District.

| Enrollment by Student Group | | | | | |
|----------------------------------|-----------|-----------|-----------|-----------|-------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Trend |
| African-American | 3 | 2 | 2 | | |
| American Indian/Native Alaskan | 18 | 9 | 2 | 1 | |
| Asian | | | | | |
| Filipino | | | | 1 | |
| Hispanic/Latino | 80 | 84 | 85 | 70 | |
| Native Hawaiian/Pacific Islander | | 1 | 2 | | |
| Two or more Races | 2 | 1 | | 4 | |
| White | 79 | 68 | 47 | 53 | |
| TOTAL Enrollment | 182 | 165 | 138 | 129 | |

ELEMENT 8: Admission Policies and Procedures

“Admission policies and procedures.” Education Code Section 47605 (c)(5)(H).

DCA shall be non-sectarian in its programs, admission policies, employment practices and all other operations. DCA shall not charge students tuition and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. Admission to DCA will be open to any student who resides within Stanislaus County or any of its adjacent counties.

It is the intent of DCA to serve any students who are not in existing public schools including individuals expelled from school, at risk of dropping out of school, and other those students referred to DCA. Target students may include, among others, students referred by Student Attendance Review Board (SARB), Probation, or the District’s alternative placement procedures. Special emphasis is placed on providing a comprehensive learning experience to pupils identified as academically low achieving (a description that may include highly gifted students). DCA’s recruitment effort focuses on these populations. To that end, the DCA staff works to identify target students through a variety of channels, principally:

- counselor and administrator referral/student study teams;
- court, probation and judicial system referrals;
- School Attendance Review Board process;
- social service agency referrals; and
- the District’s alternative education placement committee.

DCA may collaborate with community agencies, e.g., as libraries, colleges, community-based organizations, churches, and local businesses to assist in the process of identifying target students and to provide support services.

DCA shall admit any student who resides within Stanislaus County or any of its adjacent counties, and wishes to attend the DCA. However, if the number of students who wish to attend DCA exceeds the Charter School's capacity, attendance, except for existing students of DCA, shall be determined by a public random drawing (lottery). Preference shall be extended to students currently attending DCA and students who reside in the District. Other preferences may be permitted consistent with law.

As part of the student admission process, parents/guardians and the student must complete the proper documentation required for admission, including entering into a “Master Agreement” that specifies the terms of enrollment. Ongoing enrollment of a student is dependent upon his/her compliance with the Master Agreement.

When a student is not making satisfactory educational progress due to incomplete or missing assignments, DCA staff will implement appropriate interventions to support the student. These interventions may include counseling, tutoring, guardian contact, and/or additional time on campus. If no improvement is observed, a truancy notification will be mailed to the home. Should there continue to be no improvement in student educational progress as evidenced by grades or attendance, DCA staff will evaluate whether the program remains the appropriate educational placement for the student. If it is determined that DCA is not the best placement, a drop letter will be sent to the guardians and the student’s home school to formally notify them of the withdrawal.

ELEMENT 9: Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code Section 47605 (b)(5)(I).

9.1 Annual Financial Audit.

As a District operated “dependent” charter school of the District, DCA will prepare and submit to the District reports needed for the District to complete an annual audit in accordance with the policies and procedures adopted by District's Governing Board of Trustees and what is required by the Stanislaus County Office of Education. DCA will be part of the annual audit of the District. The audit will verify the accuracy of DCA’s financial statements, attendance and enrollment, accounting practices, and review the charter school’s internal controls. The audit will be conducted in accordance with regulations governing charter school audits and Generally Accepted Accounting Practices applicable to DCA. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15 following the close of the fiscal year.

9.2 Annual Reports.

Pursuant to Education Code section 47604.33(a), the District will annually prepare and submit the following reports regarding the Charter School to the District's Board of Trustees and the California Department of Education:

- On or before July 1, a preliminary budget
- On or before July 1, an annual Local Control Accountability Plan update required pursuant to Section 47606.5
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

Element 10: Student Suspensions and Expulsions

“The procedure by which pupils can be suspended or expelled, from the charter for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason.” Education Code Section 47605 (c)(5)(J).

Staff members make extensive efforts to keep students in DCA. Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which DCA is located. Teachers and staff of DCA will be present at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter. A disciplinary situation may determine that mandatory parent supervision becomes part of the student’s requirement during the scheduled student/teacher sessions.

Student suspensions shall be at the discretion of the DCA lead teacher or administrator. Other means of correction are employed prior to suspension, except in severe or unusual circumstances. Mandatory counseling and/or community service assignments may be employed in lieu of suspension.

DCA will adopt a Student Conduct Code approved by the District’s Governing Board of Education. DCA will follow student suspension and expulsion policies and/or procedures consistent with student suspension and expulsion policies and procedures adopted by the District Governing Board of Education.

No Student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided with a written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the students or the students’s parents/guardian and

shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian right to request a hearing to challenge the involuntary removal. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspension or expulsions pursuant to the suspension and expulsion procedures described below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

ELEMENT 11: Staff Retirement

“The manner in which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security” Education Code Section 47605 (c)(5)(K).

All certificated District employees working at DCA will be covered by the California State Teachers Retirement System (CalSTRS) to the same extent as other non-charter District employees. All classified District employees working exclusively at DCA or as part of their District work assignments will be covered by the California Public Employee Retirement System (CalPERS) to the same extent as other non-charter District employees. The District shall be responsible to ensure that compensation is accurately reported to the pension systems.

ELEMENT 12: Public School Attendance Alternatives

“The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code Section 47605 (c)(5)(L).

No student may be required to attend DCA. Students who reside within the District who choose not to attend DCA may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in DCA will be informed on admissions forms that the students have no right to admission in a particular school of any local educational agency as a consequence of enrollment in DCA, except to the extent that such right is extended by the local educational agency.

ELEMENT 13: Employee Rights

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605 (c)(5)(M).

A. Certificated Employees

a. Existing Certificated District Employees Assigned to DCA

All permanent and probationary certificated District employees who are currently working at DCA or offered employment at DCA and choose to be assigned to DCA will be members of the Denair Unified Teachers’ Association (DUTA) collective bargaining unit and covered by the collective bargaining agreement between DUTA and the District while working at DCA. Certificated District employees who chose to work at DCA shall retain their employment rights under the Education Code and shall be afforded those rights and benefits specified in the DUTA collective bargaining agreement.

Although District teachers voluntarily assigned to DCA will be represented by DUTA, DCA teachers will still be able to enjoy the autonomy to explore innovation that could reach into the non-charter campuses within the District. DUTA also has an interest to support the spirit of the public charter school through contract language that recognizes the premise of the charter school.

Certificated District employees may request to be assigned to DCA, but they do not have any right to any assignment at DCA. It shall be within the District’s sole discretion to determine who may be offered an assignment at DCA. Further, while certificated District employees who obtained permanent status at the time they are voluntarily assigned to work at DCA will continue to have permanency with regards to employment at the District, they will not have any right to a permanent employment assignment at DCA. The District shall have the sole managerial discretion to reassign certificated District

employees working at DCA to a non-charter District school.

b. Separately Contracted Certificated Employees

Certificated employees who are hired by the District to work directly at DCA on an annual or other contract basis (“Separately Contracted Teachers” or “Hourly Teachers”) will be employees of the District but will not be afforded employment protections set forth in the Education Code or the DUTA collective bargaining agreement. All Separately Contracted Teachers shall be deemed at-will employees. Separately Contracted Teachers will not have any permanency or seniority rights or any other job retention rights or privileges unless afforded individually by the District.

c. Option to Request Reassignment

Certificated District employees voluntarily assigned to work at DCA will not be given any return rights back to a non-charter District school except for those that may be applicable to District employees under the Education Code. However, such employees will be given the option to request a reassignment to a non-charter District school for the following school year if they notify the District’s Human Resources Department in writing of the request for reassignment by no later than February 1 of the current school year for a reassignment in the following school year.

The District’s Human Resources Department will make a good faith effort to accommodate the request for reassignment but there is no guarantee that the District will be able to reassign the employee to a non-charter District school.

Separately Contracted Teachers will be employees of the District but will not be given the option to request reassignment to a non-charter District school as described above.

A certificated employee of any school district other than the Denair Unified School District who leaves the employment of said school district to work at DCA shall have no automatic right to reemployment at said school district, or a right to transfer accrued service credit, sick or vacation leave to the District, unless otherwise permissible by said school district's policies and applicable law and applicable collective bargaining agreement provisions.

d. Compensation and Benefits

Certificated District employees voluntarily assigned to work at DCA will receive compensation and benefits in accordance with the collective bargaining agreement between DUTA and the District.

For Separately Contracted Teachers, the District will strive to set compensation and benefits levels to create a compensation package that is competitive with that being offered to District certificated employees who are part of the collective bargaining agreement between the District and DUTA. This may be in the form of a salary schedule or other method the District may choose.

B. Classified Employees

All classified District employees who are employed by the District to perform work for DCA, whether exclusively or as part of their individual District work assignments, will continue to be members of the CSEA, Denair Chapter No. 113 classified bargaining unit (“CSEA classified bargaining unit”), and be covered by the collective bargaining agreement between CSEA and the District. These classified employees will be assigned pursuant to District procedures and practices and will receive the same compensation and benefits as other CSEA classified bargaining unit employees of the District.

C. Exclusive Public-School Employer

The District shall be deemed the exclusive public-school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.

ELEMENT 14: Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code Section 47605 (c)(5)(N).

Disputes Arising from Within DCA

Internal disputes that arise within the Charter School will be resolved by the same processes that are in place among other schools within the District.

ELEMENT 15: Closing Procedures

"The procedures to be used if the charter school closes." Education Code Section 47605(c)(5)(O).

If DCA ceases to operate for any reason, the District shall be the “responsible entity” to conduct closure- related activities pursuant to Title 5 of the California Code of Regulations section 11962. Closure of DCA will be documented by official action of the District’s Governing Board. The District will ensure that the notification to the parents and students of DCA of the closure provides information to assist parents and students in enrolling in their school of attendance or suitable alternative education programs within the District or otherwise. This notice will be provided promptly following the Board’s decision to close DCA.

The District will develop a list of pupils in each grade level and the classes they have completed at DCA. The District will provide parents and students with copies of all appropriate student records and will assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA” 20 U.S.C. § 1232g. All records of DCA, including state assessments results, special education records, and personnel records will be maintained by the District in accordance with applicable law.

Upon closure of DCA, all assets of the Charter School, ADA apportionments, and other revenues generated by students attending, remain the sole property of the District and shall be distributed in accordance with applicable law. The District may use the amounts budgeted for DCA’s reserves normally maintained for contingencies and emergencies, if any, to fund closure proceedings.

Appendix 1

Denair Charter Academy WASC Action Plan 2024-2025

IMPROVEMENT GOAL #1: Students will engage in higher-level and meaningful instruction.

| Description of Activity | Leadership | Resources | Evaluation | Timeline |
|---|---|--|--|---|
| Grading and feedback tools will be utilized by teachers to increase student understanding and application of course content. | Principal; Teachers | Webb's Depth of Knowledge; Weekly Lesson Plans, FAST feedback definitions | Summative Assessments; Projects; Student work samples; Uniform grading using the 0-4 scale; Thoughtful Classroom Evaluation Tool | Weekly Ongoing |
| English Language Development (ELD) strategies and instructional methods are embedded within weekly lesson plans. | Teachers; Principal; ELD District Coordinator; Support Staff | California ELD Standards, adopted textbooks with scaffolding strategies | Informal Questioning; lesson plans with specific EL development assignments; Student work samples; ELPAC/SBAC Scores | Ongoing; Assessments reviewed annually |
| Core curriculum leads have created and are improving individual lesson plans that include rigorous, standards-based instruction and ensure teachers utilize these lesson plans designed to establish consistency across core content areas. | Principal; Curriculum Leaders | Standards-aligned instructional materials; Cyber High and Edmentum Curriculum; Shared Resources; 1:1 chromebooks; Supplemental technology infused instruction (i.e. videos) | Lesson Plans in shared drive; teacher collaboration to improve lessons during staff meetings or informal conversations | Weekly; Ongoing |
| Staff will continue to use assessment data and provide students with opportunities to complete performance tasks to ensure increased student achievement on academic measurements such as CAASPP and other site and district related assessments. | Principal; Teachers; Support Staff | Khan Academy; CAASPP Practice Performance Tasks; Tutoring; Intervention and additional support; Additional practice material created by curriculum lead, iReady, myPath intervention material. | iReady growth goal sheet; Grades; CAASPP data; teachers will report on their findings and share out at staff meetings; Teachers evaluating a project or assessment then making improvements. | Ongoing; Quarterly reporting |
| Students will have access to the course directory with an overview of a course upon initial enrollment in a course. All course outlines are aligned | Teachers; Principal; Counselor | Standards-aligned instructional materials; Textbooks; course outline binder; | Individual Learning Plans (ILPs); Teacher approval of course outlines; lesson plans which contain state standards | Initial enrollment; Class changes |

| | | | | |
|--|---|---|--|------------------------|
| with state adopted standards and specify course expectations. | | directory online | | |
| Provide Professional Development for teachers, to provide up-to-date educational materials, technological resources and strategies for students to ensure students are provided with 21st century opportunities. | Principal; Counselor; Teachers | Districtwide Collaboration Schedule; Inservice Sessions; PD Opportunities Offered to Staff including iReady, ELPAC, ELA, math and CCGI trainings | Conference Requests; PD sign-in logs; Learned Strategies within Lesson Plans; Google Classrooms rich content; Sharing during staff meeting after a PD. | Ongoing |
| Enforce attendance policy as specified by charter guidelines. Implement district-wide attendance campaigns and regularly communicate with parents regarding attendance to increase overall attendance rate. | Principal; Attendance Coordinator; Counselor; Teachers | Powerschool; Parent/Student Handbook | Student Sign-in logs; Attendance Letters; Attendance Meetings; Home Visits; Communication Logs; Log Entries on SIS; Robo-Call; Re-engagement Strategies and Supports Spreadsheet for Tier 2 and 3 students | Daily; Weekly; Ongoing |
| Promote additional and ongoing on-site interventions and support to students through tutoring and homework assistance. Determine strategies that will increase students' participation in academic interventions and supports that will lead to increased student achievement. | Principal; Counselor; Teachers; Support Staff | Computer and Internet access; Intervention classes; Tutoring center schedule; Learning Loss Tutoring by teachers; Charter School Funds to support additional time needed to support student intervention. | Communication between teachers and support staff; Math Support Videos; Teacher Sign in sheet for Tutoring; SST Notes; Intervention Class Rosters; | Ongoing |
| Evaluate textbooks and support materials being used to meet academic and college/career readiness standards for classes required for graduation. Continue to analyze and determine student performance required to receive course credit. | Principal; Teachers; Staff; PAC Committee | State Curriculum Frameworks; Regional trainings with Stanislaus County Office of Education; Collaboration with neighboring districts. | Consensus on performance for credits and textbooks used; new core textbook selection/evaluation; Staff meeting agendas | Ongoing |

IMPROVEMENT GOAL #2: Students will utilize 21st century skills and resources in preparation for post-secondary pursuits.

| Description of Activity | Leadership | Resources | Evaluation | Timeline |
|--|--|---|---|--------------------------|
| Post-secondary goals will be established during the one-on-one orientation with an academic counselor. Record on ILP student's ongoing and evolving plan for high school graduation, post-secondary education or training, and short and long-term career goals. | Principal; Counselor; Teachers; Parents | Course Outlines; Common Core Standards/Assessment; Life Skills Course/Labs Individual Learning Plan (ILP); Graduation Requirements Completion Document | Goals established and recorded on each student's ILP; Parent/Student and Staff Surveys | Upon enrollment; Ongoing |
| All students are assigned chromebooks and have internet access, ensuring students and staff are provided with the resources to develop technological skills necessary for success in 21st-century education and careers. | Principal; Lead Team; District Technology Department; Teachers; Academic Counselor | Chromebooks 1:1; Internet Access (Hot Spots); Online Learning Resources; Google Accounts; Charter School Budget, CCGI interface | Digital Citizenship requirement log; Use of G-Suite Applications; Chromebook contracts | Annually |
| Ongoing on-site and off-site college and career awareness opportunities will be offered to all students. | Principal; Counselor; Career teacher | Field trips; Career fairs College workshop on-site; Careers course; community businessmen as presenters | Cash for College (FAFSA) and Senior Information Night sign-in sheets; Career research assignments work samples; College/career field trip rosters; Career fair at DHS sign in sheet | Ongoing |
| Add opportunities to course and club offerings to support 21st century careers and technological advances. Embed 21st Century skills, including technology skills, throughout coursework to increase readiness for college and career opportunities. | Principal; Counselor; Teachers | Nearby program course offerings; Course catalogs, Digital citizenship requirement log; | Course outlines, Club rosters and agendas | Ongoing |
| Add CTE pathway/s to provide students with opportunities to obtain certification and/or training for various professions. | Principal; Counselor; Teachers; District Staff | Grant | CTE Pathway enrollment, Course offerings through Edmentum | Ongoing |

| | | | | |
|---|---|--|--|---|
| Collaborate with stakeholders to monitor college/career goals and plans. | Principal; Teachers; Support Staff | PAC Meeting Agendas; Surveys; Individual meetings; Counselor/Parent Meetings for seniors; phone calls; Parent Square | ILP; Parent/Student Surveys; PAC meeting attendance logs; College Night and Senior Information Night, Post Secondary Plans spreadsheet | Ongoing |
| Collaborate with Denair High School (DHS), Cyber High and Edmentum online courses and community colleges concurrent enrollment opportunities. | Principal; Teachers; DCA Counselor; College Counselor | Course calendar available for Cyber High, Edmentum and DHS; Class list offered by participating colleges; Information handouts for concurrent enrollment. | Meetings with Counselor; College Transcripts; Course Grades | Ongoing |
| Contact graduates to conduct post-secondary follow-up survey/s. | Principal; Teachers; Secretaries | Post-Secondary Surveys | Consensus on performance for credits | Annually (February after students graduate) |

IMPROVEMENT GOAL #3: Create, promote and maintain a safe and informative school environment for all DCA students and staff, and encourage all stakeholders to collaborate in the process.

| Description of Activity | Leadership | Resources | Evaluation | Timeline |
|--|--|--|--|--|
| Regular implementation of PBIS in alignment with SLOs (ACES) program based on positive behavior and academic achievement. | Principal; PBIS Coordinators; Teachers; Counselor; Support Staff | PBIS pyramid; ACES Tickets; Incentives to reinforce positive behavior; student of the month data based on character traits; perfect attendance | Survey; ACES Tickets counts; | Ongoing; Monthly |
| Revise school safety plan to align with state and local regulations, continuing to make updates as appropriate and complete monthly drills. | Campus supervisor; Admin; Technology Department; Maintenance Supervisor; Office staff; | Raptor Identification System; Revised School Safety Plan; Classroom roster lists; Parent square; Student check in list | Completion of evacuation drills (i.e. fire, earthquake, lockdown); Documentation of drills recorded on school drill form. | Monthly drills; Safety plan updated annually and as needed; Student check in is daily in office. |
| Regularly update social media to promote school updates, events, plans and information. (i.e. School Website, Facebook) | Principal; Advertiser; Secretaries | Social networking website (Facebook, tic-toc) | Updated social media pages, school website | Ongoing |
| Use various modes of communication to ensure parents, students and the community are involved in school activities and have opportunities to provide input regarding school decisions. | Principal; Counselors; Secretaries; Teachers | Letters home; social media promotions/advertisements ; RoboCall; Phone calls home; flyers; in-person contact; school signage; board meeting updates; DCA website; one-on-one meetings and orientations; Parent square. | Family Night Sign-in Logs; PAC meeting Agendas with minutes; surveys; board meeting presentation; informal check-ins with parents. | Ongoing |
| Conduct annual staff, student and parent surveys. | Principal; Counselor; Teachers; Support Staff | Student, Staff and Parent Surveys | Survey results; Areas of need identified and changes made based on survey results | Annually |
| Fully implement and continue to promote ongoing parent participation | Principal; Counselor; | PAC meeting letter; Parent Square; Mailings; Social media posts; Site website; | PAC meeting minutes; Meeting sign-in sheets | Ongoing; 4 PAC meetings per school year |

| | | | | |
|--|--|---|--|--|
| in Program Advisory Committee Meetings. | Teachers; Support Staff; Parents | Incentive for parent participation | | |
| Single point entry on campus and emergency communication outdoors. | Principal, staff members, maintenance, District office | Outside speakers for notification of an emergency, communication to staff when internet is down (GroupMe app) Single point entry onto campus | Currently we have a sign in sheet if a student enters the office and sign in, which is not a requirement to get on campus. With a single entry point on campus, students WILL have to enter campus through the office. | By the end of the school year, May 2025. |



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Denair Charter Academy

CDS Code: 50-71068-5030267

School Year: 2025-26

LEA contact information:

Dr. Terry Metzger

Superintendent

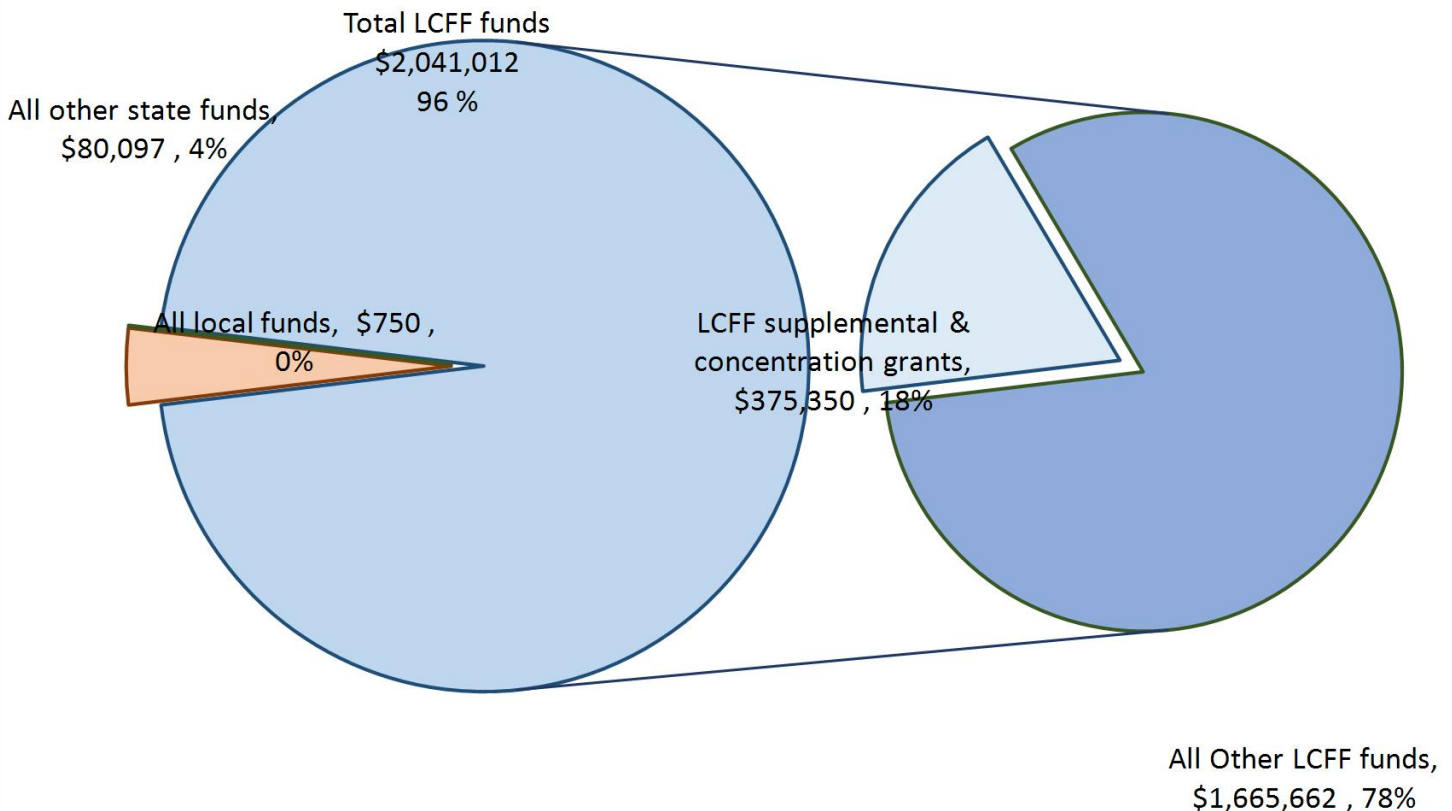
tmetzger@dusd.k12.ca.us

(209)632-7514

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

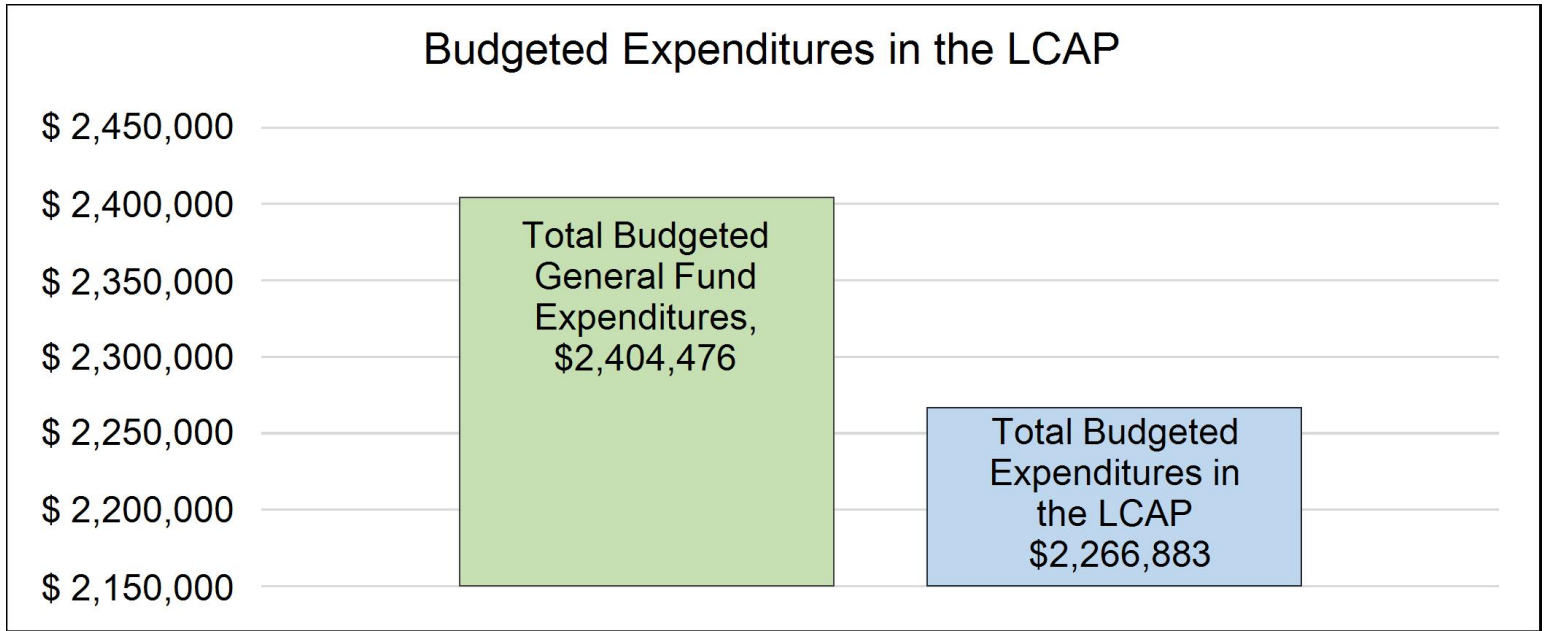


This chart shows the total general purpose revenue Denair Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Denair Charter Academy is \$2,121,859, of which \$2,041,012 is Local Control Funding Formula (LCFF), \$80,097 is other state funds, \$750 is local funds, and \$0.00 is federal funds. Of the \$2,041,012 in LCFF Funds, \$375,350.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Denair Charter Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Denair Charter Academy plans to spend \$2,404,476.00 for the 2025-26 school year. Of that amount, \$2,266,883.00 is tied to actions/services in the LCAP and \$137,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

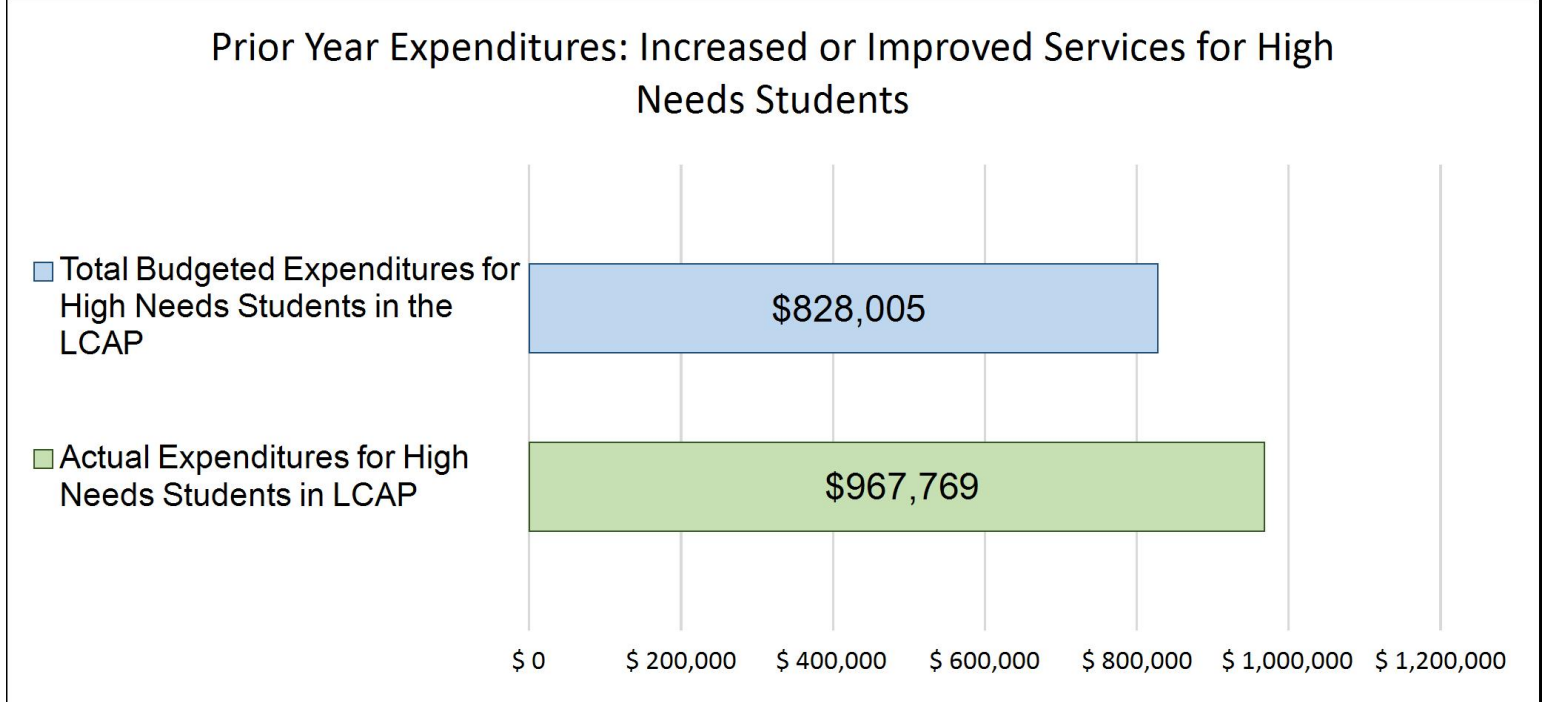
Expenditures not included in the LCAP include transfers of indirect costs and facility usage fees to the General Fund for DCA's share of operating costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Denair Charter Academy is projecting it will receive \$375,350.00 based on the enrollment of foster youth, English learner, and low-income students. Denair Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Denair Charter Academy plans to spend \$870,291.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Denair Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Denair Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Denair Charter Academy's LCAP budgeted \$828,005.00 for planned actions to increase or improve services for high needs students. Denair Charter Academy actually spent \$967,769.00 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------------|--|
| Denair Charter Academy | Dr. Terry Metzger Superintendent | tmetzger@dusd.k12.ca.us (209)632-7514 |

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Spring 2025 Update

For LCAP purposes, DCA includes 29 students in grades K-8 and 118 students in grades 9-12: 37.06% are White, 48.95% Hispanic, 62.94% Economically Disadvantaged, <1% English learners, 5.59% Students with Disabilities, and <1% Homeless or Foster Youth. DCA's Unduplicated Pupil Percentage is 77%

As a whole, Denair Unified School District student demographics reflect Caucasian 36%, Hispanic 57%, African Americans <1%, American Indian <1%, Asian <1%, Pacific Islander <1%. Our student subgroup populations are the following: English Learners 18%, Students with Disabilities 13%, Migrant 1% , Foster Youth <1% and Homeless <1%. Furthermore, Denair Unified School District serves 65% Socioeconomically Disadvantaged students. Our Unduplicated Pupil Percentage is 72%

Spring 2024

Denair is an unincorporated community of approximately 4,500 residents in a rural area of Stanislaus County in the California Central Valley. The town is adjacent to the City of Turlock, which over time has expanded into the Denair Unified School District boundary. This has resulted in an interesting dynamic where many families who live within the district boundaries have a Turlock address and are confused about why they should be attending school in Denair. Additionally, there is very little industry in Denair, so most families have the ability to request an interdistrict transfer to the district in which they work (Allen Bill).

DUSD currently serves approximately 1,300 students in grades Preschool (LEA-housed State Preschool) through Adult Transition (age 22). The district has 5 schools Denair Elementary/Denair Elementary Charter Academy (DECA, a district-dependent TK-5 charter school), Denair Middle School (DMS), Denair High School (DHS), and Denair Charter Academy (DCA, a dependent K-12 home school and independent study charter school). The two charter schools have their own LCAPs but work in close concert with the traditional schools (DMS and DHS) and the community considers all schools as part of one district. Therefore, much of the information in this LCAP corresponds with the LCAPs of the charters.

As a whole, Denair Unified School District student demographics reflect Caucasian 38.02%, Hispanic 55.62%, African Americans <1%, American Indian 1.10%, Asian <1%, Pacific Islander <1%. Our student subgroup populations are the following: English Learners 22%, Students with Disabilities 11%, Migrant <1% , Foster Youth <1% and Homeless <1%. Furthermore, Denair Unified School District serves 69% Socioeconomically Disadvantaged students. Our Unduplicated Pupil Percentage is 71%

For purposes of the 2024-27 LCAP, DCA includes 29 students in grades K-8 and 118 students in grades 9-12: 31.97% are White, 57.82% Hispanic, 25.17% Economically Disadvantaged, 10% English learners, 7.48% Students with Disabilities, and <1% Homeless or Foster Youth. DCA's Unduplicated Pupil Percentage is 64%. These numbers are accurate as of CBEDS in October 2023, however, it is important to note that DCA's enrollment grew significantly, with 196 students enrolled K-12 at the end of the 2023-24 school year.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Fall 2024 California School Dashboard reports data from the 2023-24 school year. A review of the Fall 2024 Dashboard for DUSD revealed the following:

English Language Arts performance fell into the Yellow category overall (20.8 points below standard, Increased), with no student groups in Red or Orange (due to student group size no colors were assigned).

Math performance fell into the Orange category overall (131.5 points below standard, Increased), with no student groups in Red or Orange (due to student group size no colors were assigned).

The English Learner Progress Indicator (ELPI) showed 56.3% of English learners making progress toward English proficiency, an increase of 16.3%. No color was assigned due to student group size.

The College and Career Indicator (CCI) is Red, with 3.6% of graduating seniors (Class of 2024) in the "Prepared" category, a decline of 9.1%. Socioeconomically Disadvantaged students was the only student group to receive a color, which was also Red.

Chronic Absenteeism, a measure of academic engagement for grades K-8, fell into the Red category with 28.6% of students chronically absent. This was an increase of 4.6% from the prior year. No student groups fell into the Red performance level.

Graduation Rate is a measure of academic engagement for grades 9-12. For the Class of 2024, the graduation rate was 77%, an increase of 9.1% (Yellow). No student groups fell into the Red performance level.

Suspension Rate fell into Blue, the highest performance level (0% of students suspended at least one day, Declined 0.4%.)

*** It is important to note that due to the nature of DCA's homeschool and independent study model, the student enrollment and demographics can vary greatly from year to year, making it difficult to interpret increases and decreases in Dashboard metrics from year to year. ***

As of the end of the 2024-25 fiscal year, DCA has fully spent its Learning Recovery Emergency Block Grant (LREBG) funding.

The Fall 2023 California School Dashboard reports data from the 2022-23 school year. A review of the Fall 2023 Dashboard for DCA revealed the following:

English Language Arts performance fell into the Orange category overall (56 points below standard, Declined), with no student groups in Red or Orange (due to student group size no colors were assigned).

Math performance fell into the Red category (154.2 points below standard, Declined), with no student groups in Red or Orange (due to student group size no colors were assigned).

The English Learner Progress Indicator (ELPI) did not received a performance color due to small student group size (only 15 students). Forty percent (40%) of English learners made progress toward English proficiency, a decline of 10%.

The College and Career Indicator (CCI) only reported Status this year. With 12.3% of 73 graduating seniors (Class of 2023) in the "Prepared" category, we received a score of "Low."

Chronic Absenteeism, a measure of academic engagement for grades K-8, fell into the Red category with 24% of students chronically absent (Maintained). Socioeconomically Disadvantaged students fell into the Red performance level with 33% of students chronically absent (Increased 1.8 %).

Graduation Rate is a measure of academic engagement for grades 9-12. For the Class of 2023, the graduation rate was 67.9%, a decline of 12.1%. Socioeconomically Disadvantaged students fell into the Red performance level with 67.2 graduation rate (decreased 9.1%).

Suspension Rate fell into Blue, the highest performance level (0.4% of students suspended at least one day, Declined 0.3%.)

*** It is important to note that due to the nature of DCA's homeschool and independent study model, the student enrollment and demographics can vary greatly from year to year, making it difficult to interpret increases and decreases in Dashboard metrics from year to year. ***

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

DCA is not eligible for Differentiated Assistance (DA). However DUSD and Denair Elementary Charter Academy are both eligible for DA. DCA will join the district's work with the Stanislaus County Office of Education (SCOE) to improve our districtwide TK-12 continuum.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|--|--|
| All partners: management/administrators/principals, faculty and staff (including local bargaining units), parents/families, students, the SELPA, and the community | A District Advisory meeting took place in January 2025 and focused on evidence of growth in the three goal areas of the LCAP. We also conducted parent, student (grade 4-12), and employee surveys. |
| District Advisory Committee (DAC): employees (faculty and staff), management, and parents | This year we used ParSec Real, a platform in which participants can give text, audio and/or video feedback about their "lived experiences" in our schools. Three rounds of feedback were conducted (Fall 2024, Winter 2025, Spring 2025) |
| ASB/Leadership: students and the superintendent | The superintendent regularly visits each of the student Leadership classes to hear directly from students about what they are experiencing in school and their ideas for improving our educational program. |
| District English Learner Advisory Committee (DELAC): principals, faculty/staff, parents | DELAC meets four times per year, in conjunction with our twice monthly Cafecito meetings. Administrators discuss LCAP goals, English learner services, and hear feedback from parents on a variety of activities and issues. |
| School Site Council (SSC) or Parent Advisory Committee (PAC): principals, faculty/staff, parents and students | Each school holds four SSC or PAC meetings per year, in which they discuss progress toward LCAP goals, as well as LCAP and SPSA development. |
| Governing Board: superintendent, trustees, management, parents, community members | The LCAP goals, actions and metrics are regularly discussed at monthly Board meetings and study sessions. |
| Parents | In April 2025, we sent a parent survey based on the feedback we received from the DAC, SSCs, DELAC, and students. Parents gave input on progress toward the current goals. |

| Educational Partner(s) | Process for Engagement |
|---|--|
| Local Bargaining Units | LCAP development was discussed with both bargaining units during negotiations and monthly meetings in Spring 2025. |
| Employees | The April 2025 District Collaborative Inservice was dedicated to discussion about progress toward LCAP goals. It was followed by a survey to allow for additional individual input. |
| Special Education Local Plan Area (SELPA) Executive Director | The SELPA Executive Director gave input on best practices to monitor and report progress data for students with disabilities and reviewed the entire LCAP in May 2025. |
| Management/Administration | The DUSD Management team meets weekly and discusses LCAP progress (fall) and development (spring) at least monthly. This year, a team from SCOE joined us in April to discuss our Differentiated Assistance (DA) status and possible supports from county personnel. |
| Community Groups: Denair Municipal Advisory Committee (MAC), Denair Lions | The superintendent attends MAC monthly and the Denair Lions Club quarterly to give updates on LCAP progress (fall) and development (spring). |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

DUSD and DCA have developed strong relationships with all educational partners including management, faculty and staff (including local bargaining units), parents/families, students, the SELPA, and the community. Consultation on the development of the 2024-2027 LCAP began in the Spring of 2023, as the district was entering the final year of the 2021-2024 LCAP. For the 2024-2025 LCAP year, District leaders focused on safety and security of school campuses which had previously emerged as a top priority for all groups. Additionally, our Senior Director of Student Support Services consulted with the SELPA on best practices to monitor and report progress data for students with disabilities and those suggestions were embedded within the 2024-2027 LCAP.

During the 2024-2025 school year, feedback from all groups (parents, DELAC, teachers, staff, students, local bargaining units, community groups, and management team) indicated that there is evidence that the district is making progress toward its LCAP goals and that our actions and metrics are still relevant. DCA parents and staff participated in these meetings and surveys.

For Goal 1, areas of strength included development and expansion of co-curricular and extra-curricular activities, expansion of the Dual Language Immersion program is preparing students for college and beyond, and full implementation of Kimochis at the elementary school is helping students understand and manage their feelings. Suggestions for improvement included making clear the pathways through education in Denair and helping students lean into productive academic feedback. These ideas will be included in current actions 1.1 and 1.2.

For Goal 2, areas of strength included the ability to support students with literacy difficulties and iReady score improvements show the efficacy of MTSS/intervention. Improvement suggestions included maximizing the district's Expanded Learning Opportunities Program

(ELOP) and continuing to strengthen Tier I instruction. These ideas are already embedded in actions 2.1, 2.2, and 2.3 and we look forward to seeing additional growth next year.

For Goal 3, there were many areas of strength including trusted adults who make students feel safe, a variety of programs or practices to help students who need extra support, and added security measures at the campuses. A high priority for our educational partners is single point entry for all campuses, which is already explicitly stated in action 3.1. While it does not affect DCA directly, another area that stakeholders asked us to consider is how to better manage a current "bubble" in student enrollment that is moving through the elementary school and will affect the middle and high school in a few years. We have already made some staffing adjustments to be fiscally responsible, but will continue to closely monitor class sizes and provide additional support once a class reaches certain limits. This is part of action 3.5.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | Students will demonstrate skills that contribute to post-secondary success in the areas of technology, academics, social-emotional wellbeing, and life skills. | Broad Goal |

State Priorities addressed by this goal.

| |
|--|
| <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> |
|--|

An explanation of why the LEA has developed this goal.

When we developed the 2021-2024 LCAP, while still dealing with the COVID-19 global pandemic, we reflected internally and with our community about what we wanted for our students at the end of their PK-12 educational career. The strong consensus at that time was that we wanted our students to be ready to successfully tackle whatever path they'd like to follow after graduation. We saw the foundation for success having four components: academic proficiency, social-emotional health, technology skills, and real-life skills. Three years later, as we are developing the 2024-27 LCAP, our overarching goals have not changed. This broad goal is still relevant and supported by the Denair community.

Each grade level and department contributes to these four components, building on what students learned in prior years. As we examined local and California School Dashboard data, we recognized that all indicators will improve through the focused efforts required to achieve this goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---------------------------------------|---|
| 1.1 | 4b-d,g 8. CA School Dashboard: College and Career Indicator (CCI) and CCI Additional Measures Report | 2023 CA School Dashboard CCI resumes (status only) 12.3% prepared (Low) | 2024 CA School Dashboard 3.6% prepared (Red) | | At least 30% of students are prepared | -8.7% prepared DCA's CCI will vary significantly from year to year |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|--|----------------------------------|
| | | 2023 CCI Additional Measures Report: 0% met via CTE pathway completion 89% met via a-g completion 0% met via both a-g and CTE pathway 11% met via College Course completion 11% met via CAASPP (EAP) | 2024 CCI Additional Measures Report: 0% met via CTE pathway completion 0% met via a-g completion 0% met via both a-g and CTE pathway 50% met via College Course completion 50% met via CAASPP (EAP) | | CCI Additional Measures Report: 20% met via CTE pathway completion 80% met via a-g completion 20% met via both a-g and CTE pathway 20% met via College Course completion 30% met via CAASPP (EAP) | based on student enrollment. |
| 1.2 | 5b. CA School Dashboard: Chronic Absenteeism | 2023 CA School Dashboard 24% chronically absent, maintained (Red) | 2024 CA School Dashboard 28.6% chronically absent, increased (Red) | | Less than 10% of students chronically absent. | +4.6% chronically absent |
| 1.3 | 5a. SIS: School Attendance Rates | 2023-24 P2 Attendance rate 104.81% (greater than 100% due to significant increase in enrollment after CBEDS) | 2024-25 P2 Attendance rate 99.20% | | At least 97% ADA at P2. | --5.6% ADA at P2 |
| 1.4 | 6a. CA School Dashboard: Suspension Rate | 2023 CA School Dashboard 0.4% of students suspended at least once, declined (Blue) | 2024 CA School Dashboard 0.4% of students suspended at least once, declined (Blue) | | Maintain less than 1% suspension rate. | no difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--|
| 1.5 | 8. Post-secondary data | Clearinghouse Data: 22% of 2023 graduates enrolled in a 2 or 4 year college in the fall immediately after graduation | Clearinghouse Data: 19% of 2024 graduates enrolled in a 2 or 4 year college in the fall immediately after graduation | | Clearinghouse Data: 30% of graduates enrolled in a 2 or 4 year college in the fall immediately after graduation | -3% enrolled |
| 1.6 | 3a-b. Dashboard Local Indicator Self-reflection Tool | 2023 Dashboard "Efforts made to seek parent input in decision making" All ratings = 4 (Full Implementation) or higher Building partnerships for student outcomes All ratings = 5 (Full Implementation and Sustainability) | 2024 Dashboard "Efforts made to seek parent input in decision making" All ratings = 4 (Full Implementation) or higher Building partnerships for student outcomes All ratings = 5 (Full Implementation and Sustainability) | | 2027 Dashboard All ratings = 5 (Full Implementation and Sustainability) | no difference |
| 1.7 | 7a-c. Club/course evaluations | Spring 2024 Student Survey 89% of students are satisfied with DCA. 71% of students feel that DCA is preparing them for their future goals. 65% of students feel that the courses are preparing the students for college. | Spring 2025 Student Survey 97% of students are satisfied with DCA. 85% of students feel that DCA is preparing them of their future goals. 75% of students feel that the courses are preparing the | | 85% of students feel that courses prepares them for future goals. | +8%% satisfied +14% prepared for future goals +10% prepared for college. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|---|--|
| | | | students for college. | | | |
| 1.9 | 3a. Parent surveys, specifically parents of unduplicated pupils (EL, LI, FY) and Students with Disabilities | 2023-2024 Parent Survey All parents had the opportunity to give feedback in the parent survey. Response rate = 30% 87% of parents felt confident in their students access to rigorous, relevant and standards based curriculum. 67% of parents felt their child was prepared for college. | 2024-2025 Parent Survey All parents had the opportunity to give feedback in the parent survey. Response rate = 12% 100% of parents felt confident in their child's access to rigorous, relevant and standards based curriculum. 100% of parents felt their child was prepared for college. | | 100% of parents will have an opportunity to give feedback on how the child's education experience prepared the student for post secondary success. 90% of parents feel their child is prepared for college or career | -18% Response Rate +13% confident +34% prepared |
| 1.10 | 5cde. CA School Dashboard: Graduation Rate SIS: Dropout data | 2023 CA School Dashboard resumes 67.9% Graduation Rate, declined (Red) SIS: 15 high school dropouts (24%) in 2022-23 0 middle school dropouts In 2023-24, 8 students graduated midyear | 2024 CA School Dashboard 77% Graduation Rate, increased (Yellow) SIS: 9 high school dropouts (19%) in 2023-24 0 middle school dropouts | | 80% Graduation Rate Less than 15% high school dropouts 0 middle school dropouts | +9% students graduating -6 high school dropouts 0 middle school dropouts -2 midyear graduates |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|--|----------------|---------------------------|----------------------------------|
| | | | In 2024-25, 6 students graduated midyear | | | |

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were not substantive differences in planned actions and actual implementation of those actions.

Our work with the Stanislaus County Office of Education was a success in that it provided strategic support for our entire system, particularly for Actions 1.1, 1.3, and 1.4.

Our biggest challenge with implementing our actions is rooted in the fact that, as small district, we have limited personnel to develop, maintain or expand programs for students and parents (Actions 1.2, 1.4, 1.5, 1.6).

The biggest challenge with professional development (Action 1.3) is teachers being out of the classroom. While we were able to secure subs with few exceptions, we believe that students are best served by their own teacher every day. Some teachers attended up to 8 training days out of the classroom.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We have evidence that all of our actions were effective. We saw improvements in student engagement indicators (Metric 1.2, 1.4, and 1.10), which can be attributed to Actions 1.1, 1.5, and 1.6. We maintained parent engagement in workshops and other educational opportunities (Action 1.2), and increased attendance at all school events during the year. Parent engagement in shared decision-making processes has continued to be an area for improvement.

While the professional development we made available this year (action 1.3) was effective and worthwhile according to staff feedback, we are unclear on the impact on student achievement by having teachers out of the classroom on multiple occasions during the year.

We maintained a technology-rich environment (Action 1.4), and there is evidence of student learning being enhanced and expanded by technology. For example, student projects shared and displayed at school events. Additionally, Metric 1.7 shows self-reported improvement by students in their preparedness for future goals and college.

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

For action 1.3, we plan to focus on the application of 2024-25's professional learning through communities of practice during the 2025-26 school year. Staff will select an area of focus and complete three "Challenge-Practice-Results" cycles with a team.

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.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1.1 | Implement Social-Emotional Learning/Mental Health programs and support. | We will help students understand and take ownership of their own social-emotional wellbeing and provide support for those who are struggling with behavior or mental health issues, including an on-site mental health clinician. Continue providing social-emotional learning (SEL) group instruction such as Ruling our Experiences (ROX), continue promoting and supporting the Love In Action, PHAST, and National Alliance for Mental Illness (NAMI) Club. | \$45,505.00 | No |
| 1.2 | Expand parent engagement / education opportunities. | We will provide opportunities for parents to learn about factors that contribute to post-secondary success and how they can support their children in pursuing college and career choices. | \$551.00 | Yes |
| 1.3 | Provide professional development for certificated and classified staff. | DUSD has identified four key components of "the foundation" for post-secondary success: academics, social emotional wellbeing, technology skills, and life skills. We will provide professional learning opportunities for administrators, counselors, teachers and staff with the goal of embedding the foundational skills for post-secondary success into the educational program for all students. | \$6,147.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 1.4 | Maintain a technology-rich environment with varied technology to enhance and extend student learning. | We will maintain a 1:1 student to technology device ratio by developing and following industry standards for "refresh" cycles. We will evaluate and purchase platforms/programs that are relevant to developing student technology skills in all content areas. We will provide opportunities for parents to learn about the technology tools their students are learning and how to help keep their child safe online. | \$0.00 | No |
| 1.5 | Expand college and career counseling and opportunities, including CTE pathways and courses. | We will provide students at all grade levels exposure to a variety of college and career options. We will help students understand and develop their own strengths and interests. Although all students may participate, we will design the activities with underserved students in mind (EL, SWD, SED, FY). We will help parents understand the different types of pathways/courses and how to help their child prepare for post secondary success. | \$122,371.00 | Yes |
| 1.6 | Maintain co-curricular/extra-curricular options. | We know that clubs, sports, and co-curricular activities give students opportunities to grow socially/emotionally and to learn life skills. We will encourage these types of opportunities for all students by seeking out a wide variety of options. Our home school students will have the opportunity to apply for extra curricular activity vouchers at the beginning of the school year. | \$761.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | By the end of the 2026-2027 school year, an additional 20% of students will demonstrate, through local and state measures, authentic literacy (reading, writing and speaking) in all content areas, with an emphasis on math literacy (numeracy). | Focus Goal |

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Thirty years of research supports the supposition that literacy is a key factor in post-secondary success, particularly for students in marginalized groups. As students develop literacy, they become critical thinkers and creative problem solvers who can collaborate with others and communicate their learning to a wide audience. The superintendent and district administrators studied the concept of literacy and how it can be developed through "copious amounts of meaningful reading, writing, speaking and listening in all subject areas" (Schmoker, 2018).

California School Dashboard data and local assessment data show that, overall, students are performing below standard. Our English learners and Students with Disabilities are performing significantly below standard. The work done during the 2021-2024 LCAP in the area of grading and feedback has set the stage for teacher clarity for instruction through power standards, predetermined success criteria through rubrics, and fair, accurate, specific, and timely (FAST) feedback and grading. As secondary teachers intentionally and strategically implementing reading, writing, and speaking activities in all classes throughout the school year, we should continue to see a reduction in failing grades and an increase in performance on both local and state assessments.

Parent and teacher feedback strongly indicated that math performance is an area of concern, so we've added an emphasis on Math literacy/numeracy TK-12. Specifically, for grades 6-12, this does not fall solely on Math teachers, as all teachers can contribute to developing numeracy within their content areas. For example, History teachers can develop understanding of elapsed time and distances to help students draw conclusions based on timelines, maps and other historical data.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|---|---|
| 2.1 | 4b-d,g, 8. CA School Dashboard: College and Career Indicator (CCI) | <p>2023 CA School Dashboard CCI resumes (status only) 12.3% prepared (Low)</p> <p>2023 CCI Additional Measures Report: 0% met via CTE pathway completion 89% met via a-g completion 0% met via both a-g and CTE pathway 11% met via College Course completion 11% met via CAASPP (EAP)</p> | <p>2024 CA School Dashboard 3.6% prepared (Red)</p> <p>2024 CCI Additional Measures Report: 0% met via CTE pathway completion 0% met via a-g completion 0% met via both a-g and CTE pathway 50% met via College Course completion 50% met via CAASPP (EAP)</p> | | <p>At least 30% of students prepared</p> <p>CCI Additional Measures Report: 20% met via CTE pathway completion 80% met via a-g completion 20% met via both a-g and CTE pathway 20% met via College Course completion 30% met via CAASPP (EAP)</p> | <p>-8.7% prepared</p> <p>DCA's CCI will vary significantly from year to year based on student enrollment.</p> |
| 2.2 | 4a. CA School Dashboard: CAASPP ELA scores | 56 points below standard, declined (Orange) | 2024 CA School Dashboard 20.8 points below standard, increased (Yellow) | | Improve at least 50 points on ELA CAASPP | +35.2 points |
| 2.3 | 4a. CA School Dashboard: CAASPP Math scores | 154.2 points below standard, declined (Red) | 2024 CA School Dashboard 131.5 points below standard, increased (Orange) | | Improve at least 40 points on Math CAASPP. | +22.7 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---|----------------------------------|
| 2.4 | 4a. CA School Dashboard: California Science Test (CAST) scores | 2023 CA School Dashboard CAST not included 5% of students met or exceeded standard for science in 2023; 80% nearly met standard. | 2023 CA School Dashboard CAST 17% of students met or exceeded standard for science in 2024; 82% nearly met standard. | | At least 30% of students meeting or exceeding standard on CAST | +12% met/exceeded |
| 2.5 | 4e. CA School Dashboard ELPI | 40% of English learners made progress towards English proficiency | 56.3% of English learners made progress towards English proficiency (no color) | | 65% of English learners will make progress towards English proficiency. | +16.3% of ELs made progress |
| 2.6 | 4f. DataQuest: EL Reclassification rates | Local data: 11% of ELs reclassified as Fluent English Proficient (2/18 ELs) in 2023-24 | Local data: 0% of ELs reclassified as Fluent English Proficient (0/11 ELs) in 2024-25 | | 25% of English learners will be reclassified. | -11% of ELs reclassified |
| 2.7 | 8. iReady data | Winter Term 2024 21% early on grade level or above in Reading 6% early on grade level or above in Math | Winter Term 2024 35% early on grade level or above in Reading 10% early on grade level or above in Math | | 40% early on grade level or above in Reading 40% early on grade level or above in Math | +14% in Reading +4% in Math |
| 2.8 | 8. Student grades | 93% of all grades in all courses were passing in semester 1 of 2023-2024. | 95% of all grades in all courses were passing in semester 1 of 2024-2025 | | 95% of all Sem 1 grades are passing By end of year 3: No more than 10% of students will | +2% passing grades |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|----------------------------------|
| | | | | | receive 1 or more F in any course. | |
| 2.9 | 2a-c. Local Indicator: Standards Implementation Self-reflection | <p>Fall 2023 CA School Dashboard</p> <p>Met Standard: 100% of responses on the self-reflection tool rated 3 or higher; 91% of responses were 4 or higher.</p> <p>Policy & Program Support for ELD = 3</p> | <p>Fall 2024 CA School Dashboard</p> <p>Met Standard: 100% of responses on the self-reflection tool rated 3 or higher; 91% of responses were 4 or higher.</p> <p>Policy & Program Support for ELD = 3</p> | | <p>100% on the Self-Reflection tool rated as a 4 or higher.</p> <p>Policy & Program Support for ELD = 5 (Full Implementation and Sustainability)</p> | no difference |
| 2.10 | 2b. Percent of RFEP students who score met or exceeds standard in ELA CAASPP | 58% of RFEP students scored met or exceeded standard on ELA CAASPP in 2023. | 58.33% of RFEP students scored met or exceeded standard on ELA CAASPP in 2024. | | 70% of RFEP students score meet or exceed standard | + .33% met/exceeded |

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were not substantive differences in planned actions and actual implementation of those actions.

Our work with the Stanislaus County Office of Education and with Creative Leadership Solutions was a success in that it provided strategic support for our entire system, particularly for Actions 2.1, and 2.3.

Our biggest challenge with implementing our actions is rooted in the fact that, as small school, we have limited personnel to develop, maintain or expand programs for students and parents (Action 2.2).

The biggest challenge with professional development (Action 2.1) is teachers being out of the classroom. While we were able to secure subs with few exceptions, we believe that students are best served by their own teacher every day. Some teachers attended up to 6 training days out of the classroom.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We have evidence that all of our actions were effective. We saw improvements in classroom instruction during our walkthroughs this year, which can be attributed to actions 2.1 and 2.3. For action 2.2, we made improvements in our MTSS processes, resulting in more students receiving intervention/tutoring and practice (iReady). In addition, the improvements in Metrics 2.2, 2.3, 2.5, and 2.7 are directly connected to all three actions.

While the professional development we made available this year (action 2.1) was effective and worthwhile according to staff feedback, we are unclear on the impact on student achievement by having teachers out of the classroom on multiple occasions during the year.

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

For action 2.1, we plan to focus on the application of 2024-25's professional learning through communities of practice during the 2025-26 school year. Staff will select an area of focus and complete three "Challenge-Practice-Results" cycles with a team.

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.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 2.1 | Provide professional development specific to literacy instruction in all grades and content areas. | We will invest in professional development specific to literacy instruction in all subjects; including defining "literacy" and "numeracy" and how they can be demonstrated by all students; particular attention will be given to how English learners and students with disabilities can show literacy and numeracy. | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|--------------|--------------|
| 2.2 | Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by state and local assessments. | Fully utilize the MTSS process to provide additional support and interventions for students not yet demonstrating literacy and/or numeracy; provide community learning hubs that include access to technology and staffed by trained teachers and paraprofessionals to provide additional tutoring and guidance; provide parent education opportunities in the area of literacy. | \$120,726.00 | Yes |
| 2.3 | Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide. | Using skilled facilitators, teacher teams will map out essential/power standards, success criteria and common assessments to monitor student progress in each content area. | \$0.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | As measured by state and local school climate and discipline data, and local facility inspection, 100% of Denair schools will be safe and positive school campuses, where all students can be successful. | Focus Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We are moving this goal from Maintenance of Progress to a Focus goal for the 2024-27 LCAP cycle. As our facilities have aged, we have spent significant resources maintaining and repairing them. Despite their good overall maintenance, our educational partners consistently voice their concerns about the openness of our campus and our inability to truly "lock down" the schools in case of emergency. We have invested (in phases) in vape detectors, security cameras, public address systems, and fencing, but need to elevate this goal to a priority for the next LCAP cycle.

For the purposes of the new LCAP cycle, most metrics and outcomes will remain the same (at "maintain" levels) and most actions will remain the same. However, the district is pursuing and has been awarded a large number of grants that pertain to facilities and teacher recruitment/development to improve our outcomes and mitigate the concerns of our partners. Also, the DUSD Governing Board is considering a bond measure for the November 2024 ballot that would provide local dollars to meet this goal for the new LCAP cycle.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---|----------------------------------|
| 3.1 | 1c. California School Dashboard Local Indicator Facilities | 2023-24 100% of facilities rated Good or Exemplary DCA is not a "single point entry" campus | Maintained, although repair costs are increasing due to age of facilities; | | Maintain 100% of facilities rated Good or Exemplary | no difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---|--|
| | | | DCA is not a single point entry campus | | DCA is a Single Point Entry Facility | |
| 3.2 | 1b. California School Dashboard Local Indicator Instructional Materials Sufficiency | 2023-24 100% of students have instructional materials | Maintained | | Maintain 100% of students have instructional materials | maintained; no difference |
| 3.3 | 1a. California School Dashboard Local Indicator Teaching Assignment Monitoring Outcomes CalSAAS | 2021-22 Teaching Assignment Monitoring Outcomes 40.9% of teachers "clear" 40.4% of teachers "out of field" 17.8% of teachers "incomplete" 0.8% of teachers "unknown" CalSAAS 0 Teacher Mis-assignments for 2022-23 | 2022-23 Teaching Assignment Monitoring Outcomes 35.1% of teachers "clear" 64.9% of teachers "out of field" 0% of teachers "incomplete" 0% of teachers "unknown" CalSAAS 0 Teacher Mis-assignments for 2023-24 | | 100% of teachers "clear" 0 Teacher Mis-assignments on CalSAAS | -4.8% "clear" +24.5% "out of field" This is misleading. Most teachers teach multiple subject areas, as authorized in accordance with a Local Assignment Option that allows them to teach all subjects in an Independent Study setting. |
| 3.4 | 1a. Staff retention data | 100% of staff retained from 2022-23 to 2023-24. | 100% of staff retained from 2023-24 to 2024-25. | | 100% of staff retained. | maintained; no difference |
| 3.5 | 7b-c. MTSS referral/outcome data: Academic Attendance Behavior/Mental Health | 80% of students "in need" are referred to the weekly CARE meeting to give attention to students with academic, | 100% of students "in need" are referred to the weekly CARE meeting to give attention to students with | | 100% of students referred to the CARE team have received support or services with academic, attendance and/or | +20% of students referred |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|------------------------------------|--|--|----------------|---|--|
| | | attendance and/or social/emotional needs. | academic, attendance and/or social/emotional needs. | | social/emotional needs. | |
| 3.7 | 6c. CA Healthy Kids Survey results | <p>2022 CHKS 84% of students say DCA is safe or very safe. 39% of 11th graders and 18% of 9th graders report current alcohol or drug use. 12% of 11th graders and 18% of 9th graders report that they have considered suicide in the last 12 months.</p> <p>62% of students feel connected at school</p> <p>STAFF: 80% feel the learning environment is safe and provides support for student connectedness</p> <p>PARENTS: 70% feel the learning environment is safe and provides support for student connectedness</p> | <p>2024 CHKS 33% of students say DCA is safe or very safe. 100% of 11th graders and 85% of 9th graders report current alcohol or drug use. 100% of 11th graders and 85% of 9th graders report that they have considered suicide in the last 12 months.</p> <p>33% of students feel connected at school</p> <p>STAFF: 57% feel the learning environment is safe and provides support for student connectedness</p> <p>PARENTS: 67% feel the learning environment is safe and provides support for student connectedness</p> | | <p>80% of students say DCA is safe or very safe; less than 10% of students report substance use or self-harm.</p> <p>80% of students feel connected at school</p> <p>STAFF: 80% feel the learning environment is safe and provides support for student connectedness</p> <p>PARENTS: 70% feel the learning environment is safe and provides support for student connectedness</p> | <p>-51% safe/very safe +61% of 11th graders and 67% of 9th graders report current alcohol or drug use. +88% of 11th graders and +67% of 9th graders report that they have considered suicide in the last 12 months.</p> <p>-29% student connectedness</p> <p>STAFF: -23% safe environment</p> <p>PARENTS: -3% safe and connected</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|---|----------------------------------|
| 3.8 | 6c. StopIt! data | 2023-24 No incidents reported in StopIt! | Semester 1 = 1 incident reported; 100% of incidents investigated and resolved. | | 100% of incidents are investigated and resolved. | +1 incident |
| 3.9 | 7a-c. Dashboard Local Indicator: Broad Course of Study | 2023-24 100% of students (including EL, LI, FY and SWD) have access to a Broad Course of Study | 2024-25 100% of students (including EL, LI, FY and SWD) have access to a Broad Course of Study | | Maintain 100% of students have access to a broad course of study. | maintained; no difference |
| 3.10 | 6a. CA School Dashboard: Suspension Rate 6a-b. Dataquest: Expulsion and Suspension rates | 2023 CA School Dashboard 0.3% of students suspended at least once Dataquest: 0 expulsions | 2024 CA School Dashboard 0.4% of students suspended at least once Dataquest: 0 expulsions | | Maintain less than 1% suspension rate and 0 expulsions. | maintained; no difference |
| 3.11 | 3a-c. Local indicator: Monitor parent participation and partnership | 2023-24 100% of parents/guardians of students with disabilities are involved in the IEP process. 100% of parents/guardians are notified of opportunities for involvement in DELAC and the Program Advisory Committee. | 2024-25 100% of parents/guardians of students with disabilities are involved in the IEP process. 100% of parents/guardians are notified of opportunities for involvement in DELAC and the | | Maintain 100% notification and recruitment efforts. | maintained; no difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|--|----------------|---------------------------|----------------------------------|
| | | A bilingual parent Coffee Hour/ Cafecitos is hosted weekly. Parenting classes offered in English and Spanish through PIQE (Parents for Quality Education) and DUSD SpEd Department. | Program Advisory Committee. A bilingual parent Coffee Hour/ Cafecitos is hosted weekly. Parenting classes offered in English and Spanish through DUSD Parent University. | | | |

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were not substantive differences in planned actions and actual implementation of those actions.

Our biggest success was the passage of a local General Obligation Bond (Measure Z) in November 2024 to contribute additional funding toward Action 3.1. This work takes time as it involves multiple state agencies (approvals and matching funds), vendors (financial advisors, architects, contractors), and input from our educational partners (parents, teachers and staff). We were able to install additional fencing and security cameras, and have improved/refined safety protocols this year.

We participated in the Math Professional Learning Network through SCOE to prepare us for a Math instructional materials adoption in the Spring of 2026 (Action 3.2)

Actions 3.3 and 3.5 contributed to a higher staff retention rate in 2024-25.

While we made good progress in refining our MTSS processes, our biggest challenge is rooted in the fact that, as small district, we have limited personnel to develop, maintain or expand programs (Action 3.4).

We were able to maintain our health and safety protocols and they contributed to both lower suspension rate and lower chronic absenteeism. (Action 3.6) However, as we have brought safety and security to the forefront, our educational partners are more aware and therefore more vocal about the district taking swift action to improve or correct any issues we've found.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We have evidence that all of our actions were effective. For action 3.1 we maintained 100% of schools in good repair (Metric 3.1) and have two additional security projects underway (Phase II of the security cameras and designing a single point entry). We also maintained health and safety protocols (action 3.6) which contributed to maintenance or improvement in Metrics 3.7, 3.8 and 3.10.

For action 3.2, eight teachers and administrators participated in the SCOE Math PLN to help us prepare for the upcoming Math instructional materials adoption in the Spring of 2026. This will keep us current with standards-based adoptions (Metric 3.2).

Actions 3.3 and 3.5 contributed to maintaining a high staff retention rate in 2024-25 (Metric 3.3 and 3.4)

For action 3.4, we made improvements in our MTSS processes, resulting in more students receiving intervention/tutoring and practice (iReady) as well as supports in other areas. This can be seen in Metric 3.5.

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

After reflection on this year's goals, metrics, outcomes and actions, an area of immediate need is alcohol and drug education, as well as additional mental health support for our high school students. Metric 3.7 showed an alarming increase in the number of students reporting current alcohol and drug use (+61% of 11th graders and 67% of 9th graders) and in the number of students who have considered suicide in the last 12 months (+88% of 11th graders and +67% of 9th graders). The CHKS also showed a significant decrease in the number of students who feel safe/very safe at school (-51%) and who feel connected to school (-29%). Because DCA's enrollment varies from year to year, these differences may be attributed to the mental wellness of the students who are enrolled this year versus last year. However, we have a moral obligation to follow up with students and families, as these issues can be life-threatening if left unattended. Actions 3.4 and 3.5 will add elements that address these topics as part of the overall program at DCA.

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.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 3.1 | Maintain facilities in good repair. | Continuously maintain and upgrade facilities and grounds to ensure safe campuses. Ensure that DCA is a single-point entry campus. | \$195,551.00 | No |
| 3.2 | Maintain instructional materials adoption cycles. | Instructional materials that are standards-aligned and up-to-date are important tools for teachers in all content areas. Teachers and administrators will actively examine instructional materials within the cycles set forth by CDE. | \$18,130.00 | No |
| 3.3 | Maintain high-quality staff through hiring, training and evaluation processes. | We will continue to work with our employee associations to improve compensation for certificated and classified staff, while ensuring the fiscal solvency of the district. We will continue to invest in professional learning opportunities for all job classifications. We will modify evaluation tools and processes to ensure that they are helpful in improving job performance. | \$827,495.00 | No |
| 3.4 | Further Develop a comprehensive MTSS for academics, attendance, and behavior. | Combine separate RTI processes for academics, attendance, and behavior into a comprehensive MTSS so that students who are struggling in any of these areas receive intervention and support long before a crisis occurs or they are considered for special education services; embed parent education opportunities into the MTSS process. | \$126,161.00 | No |
| 3.5 | Maintain individualized programs through independent study and homeschool teaching models that focus on authentic literacy in all content areas. | Our 9-12 independent study teachers meet one on one with students each week to provide instruction and support while the remainder of the work is completed throughout the week independently. Our K-8 homeschool student or parent meet with the teacher weekly. Workshops and intervention appointments are provided for K-8 students monthly. We continue to provide extra support for under-served students (EL, SWD, LI, FY) | \$627,414.00 | Yes |
| 3.6 | Maintain health services and safety protocols. | Health clerks and nurses provide health services to students and campus supervisors support school-wide discipline programs and the district-wide safety plan. | \$176,071.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$\$\$375,350.00 | \$\$\$33,906 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 22.535% | 0.000% | \$0.00 | 22.535% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| 1.2 | <p>Action: Expand parent engagement / education opportunities.</p> <p>Need: Based on our academic data, it is evident that the parents of our EL, SED, SWD, and Foster / Homeless Youth can benefit from additional resources and training in order to support their child's learning.</p> | <p>Parents can and should be our partners in their child's education. By providing resources and opportunities LEA-wide, we are fostering a collaborative environment where all parents feel equipped to contribute to their child's success. We will provide information and tools in a variety of ways (video, tip sheets, parent meetings) to support learning at home. This includes understanding how English Learners move to RFEP status, how to access technology tools, how to prepare your child for post-secondary success</p> | <p>2.6 Reclassification rates (ELs) 2.5 Dashboard: ELPI (ELs) 2.2 & 2.3 Dashboard ELA and Math (all groups) 2.7 iReady results (all groups) 2.8 Student grades (all groups)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | <p>ELA All: 56 points below standard Math All 154.2 points below standard (student groups are not reported due to small size)</p> <p>Scope: LEA-wide</p> | <p>and how to provide specific skill practice at home. While we will design our opportunities for parents of English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students, all parents and students can benefit.</p> | |
| <p>1.5</p> | <p>Action: Expand college and career counseling and opportunities, including CTE pathways and courses.</p> <p>Need: Based on our academic data, it is evident that the parents of our EL, SED, SWD, and Foster / Homeless Youth can benefit from additional resources and training in order to help their child prepare for and navigate the post-secondary education system and/or workforce.</p> <p>ELA All: 56 points below standard Math All 154.2 points below standard CCI All: Low (student groups are not reported due to small size)</p> <p>Scope: LEA-wide</p> | <p>By providing resources and opportunities LEA-wide, we are fostering a collaborative environment where all parents feel equipped to contribute to their child's post-secondary success, and all students have agency over their post-secondary success. While we will design our opportunities for parents of English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students, all parents and students can benefit from the resources and opportunities.</p> <p>As we design opportunities, we are thinking about the following things: Students and parents do not always understand the impact of completing certain courses or programs on a college or career trajectory. While we already have a few CTE pathways in place, students do not always complete the pathway so we will provide information about the benefits of doing so. We will continue parent nights to educate parents about the FAFSA, college admissions process, and other topics contributing to college and career opportunities.</p> | <p>1.1 & 2.1 Dashboard: CCI & Additional Reports CCI (all groups) 2.8 Student grades (all groups)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| <p>2.2</p> | <p>Action: Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by state and local assessments.</p> <p>Need: As evidenced by our Dashboard data and local assessments, our students are underperforming overall, particularly in Math. By implementing strategic and targeted interventions for our EL and SED students, we can ensure their specific academic needs are addressed, leading to improved achievement.</p> <p>ELA All: 56 points below standard Math All 154.2 points below standard (student groups are not reported due to small size)</p> <p>Scope: LEA-wide</p> | <p>Increasing our student outcomes in the areas of literacy and numeracy is a priority LEA-wide, but especially for our English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students. These students, especially after the pandemic, often have gaps in their knowledge. We will use the iReady diagnostic assessments to determine prerequisite skills that need boosting and the myPath platform for students who are performing significantly below expectation. We will use iReady in both Tier I and Tier II instruction/intervention as appropriate for all students, with special attention to our unduplicated students.</p> | <p>2.2 & 2.3 Dashboard ELA and Math (all groups) 2.7 iReady results (all groups) 2.8 Student grades (all groups)</p> |
| <p>3.5</p> | <p>Action: Maintain individualized programs through independent study and homeschool teaching models that focus on authentic literacy in all content areas.</p> <p>Need: As evidenced by our Dashboard data and local assessments, our students are underperforming overall. Maintaining individualized instruction to EL and SED students fosters their academic success.</p> | <p>Increasing our student outcomes in the areas of literacy and numeracy is a priority LEA-wide, but especially for our English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students. Our non-seat based model of instruction means that parents instruct and students complete work independently throughout the week. For homeschool, we are piloting a model of parents coming in weekly for "teaching" appointments to see if that will boost student outcomes. For independent study, we are working to have</p> | <p>2.5 Dashboard: ELPI (ELs) 2.2 & 2.3 Dashboard ELA and Math (all groups) 2.7 iReady results (all groups) 2.8 Student grades (all groups)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | ELA All: 56 points below standard Math All 154.2 points below standard (student groups are not reported due to small size) Scope: LEA-wide | teachers only work with two grade levels so they can be more focused on the grade level curriculum for each student, including specific needs such as English Language Development for ELs and study skills. | |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | \$1,665,662 | \$375,350.00 | 22.535% | 0.000% | 22.535% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,766,480.00 | \$499,653.00 | \$750.00 | \$0.00 | \$2,266,883.00 | \$1,822,349.00 | \$444,534.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.1 | Implement Social-Emotional Learning/Mental Health programs and support. | All | No | | | All Schools | 2024-27 | \$45,505.00 | \$0.00 | \$45,505.00 | \$0.00 | \$0.00 | \$0.00 | \$45,505.00 | |
| 1 | 1.2 | Expand parent engagement / education opportunities. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$551.00 | \$0.00 | \$551.00 | \$0.00 | \$0.00 | \$551.00 | |
| 1 | 1.3 | Provide professional development for certificated and classified staff. | All | No | | | All Schools | 2024-27 | \$0.00 | \$6,147.00 | \$6,147.00 | \$0.00 | \$0.00 | \$0.00 | \$6,147.00 | |
| 1 | 1.4 | Maintain a technology-rich environment with varied technology to enhance and extend student learning. | All | No | | | All Schools | 2024-27 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 1 | 1.5 | Expand college and career counseling and opportunities, including CTE pathways and courses. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$122,151.00 | \$220.00 | \$122,151.00 | \$220.00 | \$0.00 | \$0.00 | \$122,371.00 | |
| 1 | 1.6 | Maintain co-curricular/extra-curricular options. | All | No | | | All Schools | 2024-27 | \$0.00 | \$761.00 | \$386.00 | \$0.00 | \$375.00 | \$0.00 | \$761.00 | |
| 2 | 2.1 | Provide professional development specific to literacy instruction in all grades and content areas. | All | No | | | All Schools | 2021-24 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 2 | 2.2 | Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by state and local assessments. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$120,726.00 | \$0.00 | \$120,726.00 | \$0.00 | \$0.00 | \$0.00 | \$120,726.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|----------|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 2 | 2.3 | Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide. | All | No | | | All Schools | 2024-27 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.1 | Maintain facilities in good repair. | All | No | | | All Schools | 2024-27 | \$0.00 | \$195,551.00 | \$195,551.00 | \$0.00 | \$0.00 | \$0.00 | \$195,551.00 | |
| 3 | 3.2 | Maintain instructional materials adoption cycles. | All | No | | | All Schools | 2024-27 | \$0.00 | \$18,130.00 | \$4,103.00 | \$13,652.00 | \$375.00 | \$0.00 | \$18,130.00 | |
| 3 | 3.3 | Maintain high-quality staff through hiring, training and evaluation processes. | All | No | | | All Schools | 2024-27 | \$707,023.00 | \$120,472.00 | \$468,333.00 | \$359,162.00 | \$0.00 | \$0.00 | \$827,495.00 | |
| 3 | 3.4 | Further Develop a comprehensive MTSS for academics, attendance, and behavior. | All | No | | | All Schools | 2024-27 | \$113,827.00 | \$12,334.00 | \$93.00 | \$126,068.00 | \$0.00 | \$0.00 | \$126,161.00 | |
| 3 | 3.5 | Maintain individualized programs through independent study and homeschool teaching models that focus on authentic literacy in all content areas. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$627,414.00 | \$0.00 | \$627,414.00 | \$0.00 | \$0.00 | \$0.00 | \$627,414.00 | |
| 3 | 3.6 | Maintain health services and safety protocols. | All | No | | | All Schools | 2021-24 | \$85,703.00 | \$90,368.00 | \$176,071.00 | \$0.00 | \$0.00 | \$0.00 | \$176,071.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$1,665,662 | \$375,350.00 | 22.535% | 0.000% | 22.535% | \$870,291.00 | 0.000% | 52.249 % | Total: | \$870,291.00 |
| | | | | | | | | LEA-wide Total: | \$870,291.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.2 | Expand parent engagement / education opportunities. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$0.00 | |
| 1 | 1.5 | Expand college and career counseling and opportunities, including CTE pathways and courses. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$122,151.00 | |
| 2 | 2.2 | Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by state and local assessments. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$120,726.00 | |
| 3 | 3.5 | Maintain individualized programs through independent study and homeschool teaching models that focus on authentic literacy in all content areas. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$627,414.00 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$2,180,715.00 | \$2,489,928.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.1 | Implement Social-Emotional Learning/Mental Health programs and support. | No | \$46,324.00 | 108,557.00 |
| 1 | 1.2 | Expand parent engagement / education opportunities. | Yes | \$0.00 | 1,311.00 |
| 1 | 1.3 | Provide professional development for certificated and classified staff. | No | \$0.00 | 0.00 |
| 1 | 1.4 | Maintain a technology-rich environment with varied technology to enhance and extend student learning. | No | \$0.00 | 6,666.00 |
| 1 | 1.5 | Expand college and career counseling and opportunities, including CTE pathways and courses. | Yes | \$130,946.00 | 239,915.00 |
| 1 | 1.6 | Maintain co-curricular/extra-curricular options. | No | \$0.00 | 4,678.00 |
| 2 | 2.1 | Provide professional development specific to literacy instruction in all grades and content areas. | No | \$0.00 | 4,010.00 |
| 2 | 2.2 | Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by state and local assessments. | Yes | \$136,873.00 | 171,970.00 |
| 2 | 2.3 | Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide. | No | \$0.00 | 0.00 |
| 3 | 3.1 | Maintain facilities in good repair. | No | \$186,986.00 | 183,482.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 3 | 3.2 | Maintain instructional materials adoption cycles. | No | \$23,106.00 | 68,474.00 |
| 3 | 3.3 | Maintain high-quality staff through hiring, training and evaluation processes. | No | \$858,107.00 | 879,743.00 |
| 3 | 3.4 | Further Develop a comprehensive MTSS for academics, attendance, and behavior. | No | \$110,738.00 | 127,016.00 |
| 3 | 3.5 | Maintain individualized programs through independent study and homeschool teaching models that focus on authentic literacy in all content areas. | Yes | \$560,186.00 | 554,573.00 |
| 3 | 3.6 | Maintain health services and safety protocols. | No | \$127,449.00 | 139,533.00 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 326,846.00 | \$828,005.00 | \$967,769.00 | (\$139,764.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.2 | Expand parent engagement / education opportunities. | Yes | \$0.00 | 1,311.00 | | |
| 1 | 1.5 | Expand college and career counseling and opportunities, including CTE pathways and courses. | Yes | \$130,946.00 | 239,915.00 | | |
| 2 | 2.2 | Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by state and local assessments. | Yes | \$136,873.00 | 171,970.00 | | |
| 3 | 3.5 | Maintain individualized programs through independent study and homeschool teaching models that focus on authentic literacy in all content areas. | Yes | \$560,186.00 | 554,573.00 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$1,693,114 | 326,846.00 | 0.000% | 19.304% | \$967,769.00 | 0.000% | 57.159% | \$0.00 | 0.000% |