

# Mid-Year LCAP Report

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# Revised LCAP Goals for 2024-2027

## Goal #1:

DCP will prepare all students for post-secondary success in college, career, and civic engagement by providing quality curriculum, instruction and experiences.

## Goal #2:

Targeted Academic Support, Intervention and Acceleration: DCP will provide targeted programs, personnel and support to mitigate learning gaps and meet targeted needs for all students.

## Goal #3:

Positive school environment and culture: Prioritize and support the physical, social, and mental well-being of all students and staff by creating a safe, welcoming and inclusive environment.

**LCAP 1:** DCP will prepare all students for post-secondary success in college, career, and civic engagement by providing quality curriculum, instruction and experiences.

**Highlights**

- EPHS:
- Increase in ELA & Math performance for all student groups
  - Increase in almost all student groups for cohort graduates meeting a-g requirements
  - Increase in Rising Multilinguals for College & Career Indicator
- ECMS:
- SWD increased ELA performance
  - All student subgroups increased in Math performance

**Opportunities**

- EPHS:
- Decrease in College & Career Indicators for SED, SWD, Latinx students
- ECMS:
- SED, Latinx, Rising Multilinguals need support in ELA
- ARMS:
- All student groups decreased in ELA and Math performance

**LCAP 2: Targeted Academic Support, Intervention and Acceleration:** DCP will provide targeted programs, personnel and support to mitigate learning gaps and meet targeted needs for all students.

<b>Highlights</b>	<b>Opportunities</b>
<p>EPHS:</p> <ul style="list-style-type: none"><li>● Increase in English Learner Performance</li></ul> <p>ARMS:</p> <ul style="list-style-type: none"><li>● Increase in English Learner Performance</li></ul>	<p>ECMS:</p> <ul style="list-style-type: none"><li>● English Learner Performance decreased slightly</li></ul>

**LCAP 3:** Positive school environment and culture: Prioritize and support the physical, social, and mental well-being of all students and staff by creating a safe, welcoming and inclusive environment.

**Highlights**

- EPHS:
- Drop-out rate decreased for almost all student groups
- ECMS:
- Overall suspension rate improved
  - Chronic absenteeism rates improved for all student groups
- ARMS:
- Suspension rate for all student groups improved
  - Chronic absenteeism rates improved for almost all student groups

**Opportunities**

- EPHS:
- Suspension rates increased for all student groups
  - Increased drop-out rate for SWD
- ECMS:
- Increased suspension rates for Rising Multilinguals and SWD
- ARMS:
- Increased chronic absenteeism rates for Rising Multilinguals